



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladera STARS Academy	56 73759 6055966	August 28, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ladera STARS Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Purpose:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ladera STARS Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Purpose:

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

Introduction:

In fall of 2024, Ladera STARS Academy begins its 6th year as a CVUSD STEAM Magnet school. The staff is proud to announce that Ladera STARS Academy completed the National Institute of STEM Education (NISE) campus STEM Certification program as of Spring 2022, and is officially a Nationally recognized STEM Certified School!

The philosophy that drives our decisions regarding instruction is summarized in our Mission Statement:

Ladera STARS Academy is dedicated to providing students with innovative, engaging academic experiences featuring STEAM elements (Science, Technology, Engineering, Arts, and Math). We promote a community of cooperation and compassion that values every student and encourages students to take academic risks. Students grow as confident scholars through rigorous integrated curriculum that builds on their natural curiosity and creativity. The Next Generation Science Standards (NGSS) and themes drive the authentic, collaborative practices that create problem solvers and motivated students. We believe in every student's ability to succeed and are committed to making STARS Academy a challenging and inspiring place for student learning -- every day!

The vision that unifies our staff is to create a learning experience for students characterized by: "Students inspired to reach for the STARS through explorations in Science, Technology, Arts, and Rigorous Scholarship."

We have been working hard as an instructional staff to design integrated learning experiences around the Next Generation Science Standards (NGSS). Through hands on science explorations and Project/Problem Based Learning (PBL) students are engaged and excited about learning. Opportunities for student collaboration and interaction are increased. Reading and writing instruction efforts are meaningful for students as they seek information and record their findings and reflect on them in Science Notebooks and other written formats. Preparation for our PBL Exhibitions, where students present their projects/solutions to peers, families and community members, are well attended and an exciting way for students to demonstrate their learning. With increased relevance and engagement, we are hoping to also see an increase in academic achievement from ALL of our students, including English learners (ELs), students with disabilities (SWD), and socio-economically disadvantaged (SED) students.

The Ladera STARS Academy staff has been very intentional in efforts to provide inclusive learning opportunities for our SWD, by increasing their percentage of time spent with general education (GE) peers. In past, we have had three specialized classes for students with autism: TK-K, 1st-2nd grade, and 3rd-5th grade. In the fall of 2024, we will grow and have four specialized classes on our campus. As our special education population grows, it will be imperative that

our campus has the necessary supports to support our students in the general education classroom. From Day #1 of the school year, each SWD in our specialized classes is also assigned a GE class where they participate in various activities, based on their needs. All students participate with their GE classes for specialist programs, recess, lunch, field trips, assemblies, hands-on activities and other activities collaborated on by the GE and special education teachers. In addition, some SWD participate in the GE class for all or a portion of their English Language Arts (ELA) and/or Math instruction, depending on their strengths and needs. A growing understanding of Universal Design for Learning (UDL), in which all teachers will continue to receiving training this year, enhances the inclusion efforts of our staff and our efficacy in providing all students access to the curriculum.

The STARS Academy school community is a close-knit unit with the common goal of insuring that EVERY student at our school has a wonderful experience at school daily, loves learning, and is inspired to "Reach for the STARS".

Educational Partner Involvement

How, when, and with whom did Ladera STARS Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings (Agenda always includes SPSA Updates to discuss student performance data or budgets):

- Aug. 30, 2023
- Sept. 20, 2023
- Oct. 18, 2023
- Nov. 15, 2023
- Dec. 20, 2023
- Jan. 17, 2024
- Feb. 21, 2024
- Mar. 20, 2024
- Apr. 17, 2024
- May 15, 2024
- June 12, 2024

ELAC Meetings (Presentations and parent input related to Title 1, student performance, budgets, family engagement)

- Sept. 18, 2023
- Nov. 6, 2023
- Feb. 5, 2024
- March 20, 2024
- June 3, 2024

Staff Meetings (with agenda items related to the Involvement Process for SPSA)

- Aug. 21, 2023 (SPSA Goals, student CAASPP data)
- October 24, 2023 (vertical articulation to enhance writing/ELA)
- Dec. 12, 2023 (rubric writing for ELA writing)
- Jan. 9, 2024 (benchmark data analysis and discussion and planning)
- June 11, 2024 (student data analysis)
- Target Time Data Team Meetings: 12/18/23, 12/19/23, 3/25/24, 3/26/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Ladera STARS is not eligible for ATSI or CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

- Ladera STARS Academy's performance in the area of Chronic Absenteeism for Socioeconomically Disadvantaged students fell in the "Red".
- The following performance areas fell in the "Orange":
 - Chronic Absenteeism for English Learners
 - Chronic Absenteeism for Students with Disabilities
 - Chronic Absenteeism for students who identify as Hispanic
 - Suspension rates for English Learners
 - Suspension rates for Socioeconomically Disadvantaged students
 - Suspension rates for Students with Disabilities
 - Suspension rates for students who identify as Hispanic
 - English Language Arts for English Learners
 - English Language Arts for Socioeconomically Disadvantaged

In a concerted effort to enhance attendance rates, our school has implemented a multifaceted approach aimed at fostering a culture of regular and punctual attendance among students. Leveraging various communication channels such as the school website, newsletters, and Back-to-School Nights (BTSN) along with other key meetings including ELAC and SSC gatherings, we consistently emphasize the importance of consistent attendance. Through these platforms, families are reminded of the direct correlation between attendance and academic success, encouraging them to prioritize timely attendance.

Recognizing the significance of positive reinforcement, we host Friday Gatherings dedicated to celebrating notable improvements in attendance at the class and school-wide levels. Students were also incentivized with gift cards to attend school on time to cut back on the number of students entering school after the bell. These gatherings serve not only to acknowledge achievements but also to instill a sense of collective pride, responsibility, and motivation within the student body.

Our school has helped to ensure that all students have access to necessary school supplies by providing items like backpacks, binders, school supplies, and uniforms to those that need it. Our title I counselor works with student support services department to assess and problem solve the availability of reliable transportation to and from school as this is a vital component improving attendance.

Building strong relationships with students and their families is fundamental to our approach. When absenteeism approaches concerning levels, our staff (Title I counselor and Outreach Assistant) proactively reaches out through personal phone calls and home visits, demonstrating our commitment to supporting students' academic journey. Additionally, we maintain a vigilant eye on students' emotional well-being, promptly addressing any noticeable changes in affect or behavior that may impact attendance.

To bolster school connectedness, which decreases maladaptive behaviors on campus, we actively promote engaging

specialist programs during the school day, such as Creation Rotations, Garden, Makerspace, and Music, providing students with meaningful and enriching experiences that enhance their sense of belonging. Furthermore, we advocate for participation in extracurricular activities and programs through various communication channels, including the school website, newsletters, and all-calls, aiming to broaden students' horizons beyond the classroom.

Utilizing our counselors, we facilitate Lunch Bunch friendship groups and other peer connection initiatives, fostering meaningful relationships among students and adults within the school community. Additionally, our Wellness Clinician conducts regular check-ins with students experiencing attendance concerns, offering support and guidance to strengthen their ties to the school. This supports attendance and behavior, which reduces the amount of suspensions that are issued. With the increase of our Wellness Clinician to five days per week, we fully expect to see the positive effects on student well being and mental health.

Finally, to incentivize and reward positive attendance behavior, we regularly celebrate improvements and achievements through whole-class acknowledgments and individual recognition sessions with counselors during check-ins. By reinforcing the value of consistent attendance through positive reinforcement and holistic support, we are dedicated to cultivating a culture where every student feels motivated and empowered to prioritize their education.

The school has implemented a focused strategy to elevate English Language Arts (ELA) performance among English Learners (EL) and socioeconomically disadvantaged students. By hiring two credentialed teachers dedicated to tier two academic intervention support and targeted English language development, personalized assistance is provided. Regular data team meetings held each trimester facilitate strategic planning and adjustment of instructional approaches. Common planning time for teachers ensures cohesive efforts towards student success. Leveraging technology resources such as Reading Eggs, Lexia, and RazKids, progress is monitored and reading skills are enhanced through tailored classroom instruction. Additionally, ELs benefit from specialized programs like Smarty Ants for K-2 and Imagine Learning for 3rd-5th grade, while emerging ELs in grades 1 through 5 utilize Rosetta Stone, ensuring comprehensive support tailored to individual needs.

Restorative justice practices have proven instrumental in reducing suspensions within elementary schools by fostering a culture of accountability, understanding, and healing. Instead of punitive measures, restorative justice focuses on repairing harm and rebuilding relationships. Through processes such as peer mediation, circle discussions, and restitution, students are encouraged to reflect on their actions, take responsibility, and understand the impact of their behavior on others. By addressing the root causes of conflict and wrongdoing, rather than simply meting out punishment, restorative justice empowers students to resolve conflicts peacefully and constructively. This approach not only reduces suspensions but also promotes a positive school climate where students feel supported, valued, and heard, ultimately fostering a safer and more inclusive learning environment.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

- Socioeconomically Disadvantaged Students fell in the Red for the Chronic Absenteeism performance area; this is two performance levels below where "all students" fell (Yellow).
- For the English Language Arts performance area, Socioeconomically Disadvantaged Students and English Learners fell in the Orange; this is two performance levels below where "all students" fell (Green).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As a District, CVUSD is in Differentiated Assistance for the following categories of students and performance areas:

- Students experiencing Homelessness: Mathematics
- Foster Students: Suspension Rate
- Students who identify as African American, English Learners, Students with Disabilities: Chronic Absenteeism

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ladera STARS Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	3.20%	4.29%	2.75%	9	13	9
Asian	5.34%	4.62%	3.67%	15	14	12
Filipino	1.07%	0.33%	0.31%	3	1	1
Hispanic/Latino	43.77%	38.94%	38.84%	123	118	127
Pacific Islander	0.36%	0%	%	1	0	
White	41.64%	46.2%	47.71%	117	140	156
Multiple/No Response	4.63%	5.61%	6.73%	13	17	22
Total Enrollment				281	303	327

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	65	71	64
Grade 1	43	44	49
Grade 2	43	49	39
Grade 3	49	49	49
Grade 4	40	48	51
Grade 5	41	42	50
Total Enrollment	281	303	327

Conclusions based on this data:

1. We are experiencing a steady increase in the number of students enrolled. The upward trend may have been a result of the STARS Academy magnet program, which began in 2018.
2. Our upper-grade numbers are slowly increasing.
3. The addition of a TK class at our school should help continue our upward trend from the lower grades.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	72	65	58	23.0%	25.6%	17.7%
Fluent English Proficient (FEP)	11	19	23	6.9%	3.9%	7.0%
Reclassified Fluent English Proficient (RFEP)				7.9%		

Conclusions based on this data:

1. Our percentage of English Learners dropped significantly, although the school as a whole is growing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	48	49	49	47	46	49	47	46	98.0	97.9	94
Grade 4	42	47	51	41	44	44	41	44	44	97.6	93.6	86
Grade 5	42	42	51	42	38	51	42	38	51	100.0	90.5	100
All Grades	134	137	151	132	129	141	132	129	141	98.5	94.2	93

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2474.	2458.	2457	51.02	40.43	11	22.45	23.40	24	16.33	12.77	11	10.20	23.40	22
Grade 4	2484.	2486.	2529	39.02	29.55	13	17.07	25.00	21	19.51	27.27	25	24.39	18.18	7
Grade 5	2541.	2539.	2534	38.10	34.21	16	30.95	31.58	29	14.29	10.53	14	16.67	23.68	22
All Grades	N/A	N/A	N/A	43.18	34.88	13	23.48	26.36	25	16.67	17.05	16	16.67	21.71	17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.82	36.17		44.90	51.06		14.29	12.77	
Grade 4	26.83	20.45		60.98	72.73		12.20	6.82	
Grade 5	35.71	34.21		54.76	52.63		9.52	13.16	
All Grades	34.85	30.23		53.03	58.91		12.12	10.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.65	23.40		59.18	57.45		8.16	19.15	
Grade 4	7.32	15.91		75.61	59.09		17.07	25.00	
Grade 5	35.71	31.58		52.38	50.00		11.90	18.42	
All Grades	25.76	23.26		62.12	55.81		12.12	20.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.37	25.53		69.39	68.09		12.24	6.38	
Grade 4	14.63	27.27		73.17	63.64		12.20	9.09	
Grade 5	23.81	10.53		64.29	84.21		11.90	5.26	
All Grades	18.94	21.71		68.94	71.32		12.12	6.98	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.57	29.79		63.27	55.32		8.16	14.89	
Grade 4	21.95	13.64		63.41	81.82		14.63	4.55	
Grade 5	23.81	31.58		61.90	52.63		14.29	15.79	
All Grades	25.00	24.81		62.88	63.57		12.12	11.63	

Conclusions based on this data:

1. Our school held steady at a 93.5% student participation rate in the CAASPP. This is a great participation rate!
2. 67% of our students overall met or exceeded standards on the CAASPP, which is 6 percentage points up from the 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50	48	49	50	48	46	50	48	46	100.0	100.0	94
Grade 4	42	47	51	41	43	45	41	43	45	97.6	91.5	88
Grade 5	42	42	51	42	38	51	42	38	51	100.0	90.5	100
All Grades	134	137	151	133	129	142	133	129	142	99.3	94.2	94

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2455.	2455.	2454	26.00	29.17	28	36.00	39.58	33	26.00	10.42	22	12.00	20.83	18
Grade 4	2477.	2503.	2507	17.07	30.23	29	26.83	34.88	24	39.02	18.60	36	17.07	16.28	11
Grade 5	2511.	2539.	2526	19.05	31.58	29	23.81	26.32	22	33.33	21.05	31	23.81	21.05	18
All Grades	N/A	N/A	N/A	21.05	30.23	29	29.32	34.11	26	32.33	16.28	30	17.29	19.38	16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.00	33.33		58.00	50.00		18.00	16.67	
Grade 4	26.83	39.53		53.66	44.19		19.51	16.28	
Grade 5	19.05	36.84		64.29	44.74		16.67	18.42	
All Grades	23.31	36.43		58.65	46.51		18.05	17.05	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.00	29.17		54.00	52.08		14.00	18.75	
Grade 4	12.20	27.91		63.41	58.14		24.39	13.95	
Grade 5	16.67	23.68		59.52	57.89		23.81	18.42	
All Grades	21.05	27.13		58.65	55.81		20.30	17.05	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.00	31.25		64.00	60.42		8.00	8.33	
Grade 4	19.51	41.86		65.85	46.51		14.63	11.63	
Grade 5	19.05	28.95		59.52	57.89		21.43	13.16	
All Grades	22.56	34.11		63.16	55.04		14.29	10.85	

Conclusions based on this data:

1. 55% of students overall met or exceeded standards in Math. This is a 9% decrease from the 22-23 school year. All grade levels showed a decrease in overall performance when compared to last school year.
2. 93.5% of our students participated in testing, which is 6% lower than last year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1415.1	1426.9	*	1432.2	1423.1	*	1374.6	1435.8	8	13	12
1	1379.9	1439.3	1445.9	1405.4	1446.5	1470.0	1353.9	1431.4	1421.2	14	15	11
2	*	1461.4	1469.1	*	1458.1	1486.9	*	1464.2	1450.7	8	13	15
3	1498.0	*	1510.1	1493.1	*	1502.4	1502.6	*	1517.1	12	9	13
4	1531.4	*	*	1527.6	*	*	1534.9	*	*	15	7	6
5	*	*	*	*	*	*	*	*	*	6	10	7
All Grades										63	67	64

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	33.33	*	61.54	16.67	*	30.77	25.00	*	7.69	25.00	*	13	12
1	0.00	6.67	0.00	21.43	26.67	54.55	21.43	40.00	27.27	57.14	26.67	18.18	14	15	11
2	*	0.00	0.00	*	53.85	66.67	*	23.08	13.33	*	23.08	20.00	*	13	15
3	33.33	*	30.77	33.33	*	30.77	25.00	*	30.77	8.33	*	7.69	12	*	13
4	40.00	*	*	40.00	*	*	13.33	*	*	6.67	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.63	13.43	17.19	41.27	43.28	42.19	19.05	29.85	25.00	19.05	13.43	15.63	63	67	64

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	15.38	16.67	*	46.15	41.67	*	30.77	16.67	*	7.69	25.00	*	13	12
1	0.00	20.00	9.09	28.57	26.67	72.73	50.00	20.00	18.18	21.43	33.33	0.00	14	15	11
2	*	23.08	33.33	*	30.77	33.33	*	23.08	20.00	*	23.08	13.33	*	13	15
3	33.33	*	46.15	41.67	*	30.77	8.33	*	15.38	16.67	*	7.69	12	*	13
4	53.33	*	*	40.00	*	*	0.00	*	*	6.67	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	26.87	29.69	42.86	40.30	42.19	15.87	17.91	17.19	12.70	14.93	10.94	63	67	64

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	25.00	*	23.08	0.00	*	53.85	41.67	*	23.08	33.33	*	13	12
1	0.00	6.67	0.00	21.43	13.33	18.18	14.29	20.00	36.36	64.29	60.00	45.45	14	15	11
2	*	0.00	0.00	*	46.15	40.00	*	30.77	26.67	*	23.08	33.33	*	13	15
3	16.67	*	23.08	25.00	*	38.46	41.67	*	30.77	16.67	*	7.69	12	*	13
4	13.33	*	*	46.67	*	*	40.00	*	*	0.00	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.94	5.97	9.38	33.33	31.34	28.13	38.10	34.33	35.94	20.63	28.36	26.56	63	67	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	23.08	25.00	*	69.23	41.67	*	7.69	33.33	*	13	12
1	14.29	33.33	45.45	71.43	53.33	54.55	14.29	13.33	0.00	14	15	11
2	*	23.08	33.33	*	69.23	60.00	*	7.69	6.67	*	13	15
3	50.00	*	53.85	41.67	*	38.46	8.33	*	7.69	12	*	13
4	53.33	*	*	40.00	*	*	6.67	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.75	28.36	37.50	58.73	64.18	53.13	9.52	7.46	9.38	63	67	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.69	16.67	*	84.62	58.33	*	7.69	25.00	*	13	12
1	0.00	6.67	36.36	71.43	60.00	45.45	28.57	33.33	18.18	14	15	11
2	*	30.77	46.67	*	38.46	40.00	*	30.77	13.33	*	13	15
3	50.00	*	38.46	33.33	*	38.46	16.67	*	23.08	12	*	13
4	80.00	*	*	13.33	*	*	6.67	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.03	34.33	39.06	41.27	49.25	43.75	12.70	16.42	17.19	63	67	64

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	25.00	*	76.92	58.33	*	23.08	16.67	*	13	12
1	0.00	20.00	9.09	35.71	20.00	27.27	64.29	60.00	63.64	14	15	11
2	*	0.00	13.33	*	69.23	53.33	*	30.77	33.33	*	13	15
3	25.00	*	15.38	58.33	*	46.15	16.67	*	38.46	12	*	13
4	20.00	*	*	66.67	*	*	13.33	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.70	7.46	12.50	61.90	58.21	51.56	25.40	34.33	35.94	63	67	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	23.08	33.33	*	53.85	16.67	*	23.08	50.00	*	13	12
1	7.14	6.67	0.00	35.71	60.00	90.91	57.14	33.33	9.09	14	15	11
2	*	23.08	20.00	*	61.54	60.00	*	15.38	20.00	*	13	15
3	16.67	*	53.85	75.00	*	38.46	8.33	*	7.69	12	*	13
4	6.67	*	*	93.33	*	*	0.00	*	*	15	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.94	19.40	29.69	73.02	64.18	53.13	19.05	16.42	17.19	63	67	64

Conclusions based on this data:

1. As students matriculate to higher grade spans their English proficiency increases.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
303	35.6	21.5	1.7
Total Number of Students enrolled in Ladera STARS Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	21.5
Foster Youth	5	1.7
Homeless	17	5.6
Socioeconomically Disadvantaged	108	35.6
Students with Disabilities	61	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	4.3
Asian	14	4.6
Filipino	1	0.3
Hispanic	118	38.9
Two or More Races	17	5.6
White	140	46.2

Conclusions based on this data:

1. We have a high % of SWD, as a result of having 4 District specialized classes for students with autism. [Closer to 10% of the school population is more typical.]

2. The percentage of Socioeconomically Disadvantaged (SED) students at the school has slightly increased. We need to pay close attention to the achievement of students in this subgroup.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

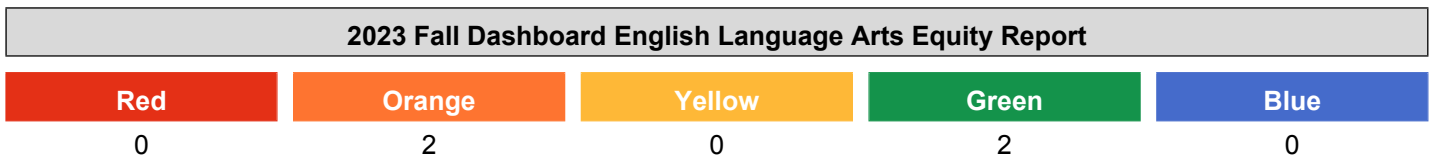
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>23.8 points above standard</p> <p>Decreased -8.5 points</p> <p>127 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>15.7 points below standard</p> <p>Decreased -7.7 points</p> <p>35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>29.8 points below standard</p> <p>Decreased Significantly -20.8 points</p> <p>44 Students</p>	<p>Students with Disabilities</p> <p>58.4 points below standard</p> <p>Decreased Significantly -28.2 points</p> <p>29 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.9 points above standard Increased +9.2 points 55 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 34.8 points above standard Decreased Significantly - 37.2 points 56 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.2 points below standard Increased +9.7 points 20 Students	8.8 points above standard Decreased Significantly -39.2 points 16 Students	36.9 points above standard Decreased -10.6 points 88 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

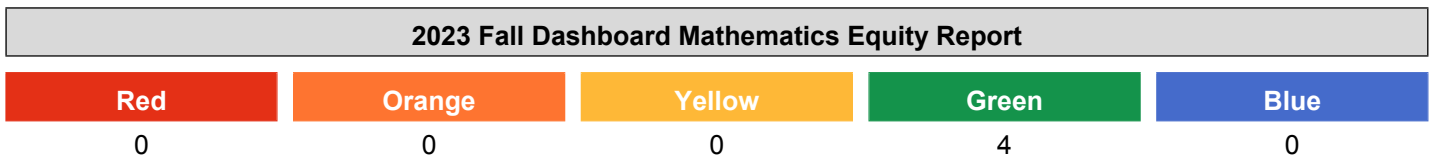
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.4 points above standard</td> </tr> <tr> <td>Increased +11.7 points</td> </tr> <tr> <td>127 Students</td> </tr> </tbody> </table>	All Students	 Green	13.4 points above standard	Increased +11.7 points	127 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.3 points below standard</td> </tr> <tr> <td>Increased Significantly +21.9 points</td> </tr> <tr> <td>35 Students</td> </tr> </tbody> </table>	English Learners	 Green	9.3 points below standard	Increased Significantly +21.9 points	35 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students
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Homeless															
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29 Students															

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.3 points below standard Increased Significantly +19.7 points 56 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	 Green 20.9 points above standard Decreased -9.3 points 55 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
36.6 points below standard Increased Significantly +31.1 points 20 Students	3.7 points above standard Decreased -3.8 points 16 Students	23.9 points above standard Increased +10.5 points 87 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

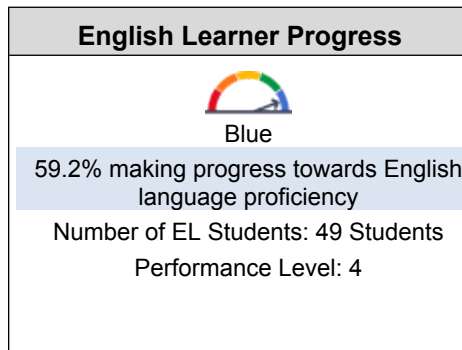
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	16	0	29

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

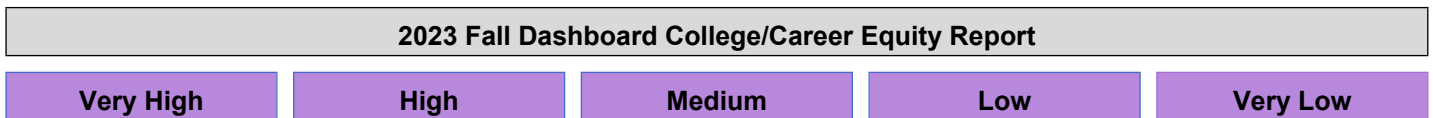
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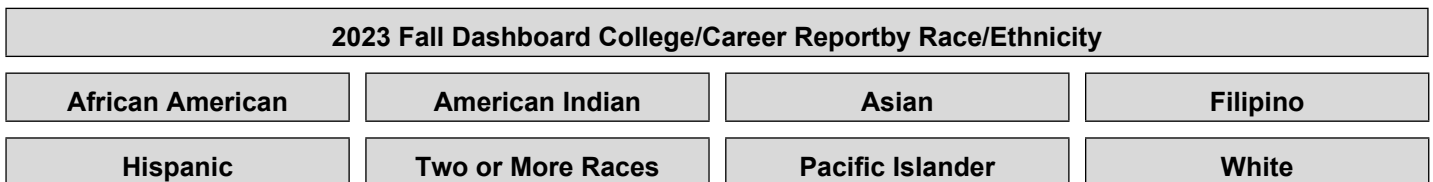
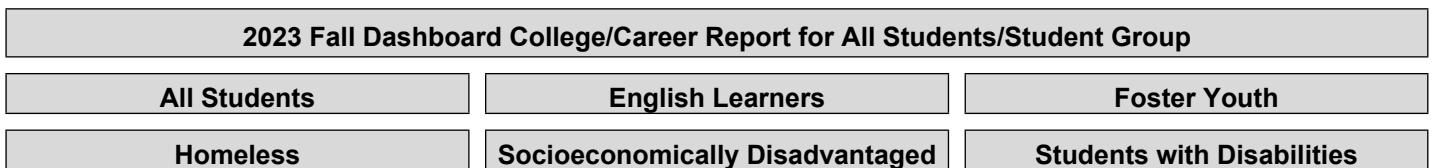
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report







This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>17% Chronically Absent</p> <p>Declined -1.2</p> <p>317 Students</p>	<p>Orange</p> <p>19.7% Chronically Absent</p> <p>Increased 5.8</p> <p>71 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>16% Chronically Absent</p> <p>Increased 8.9</p> <p>25 Students</p>	<p>Red</p> <p>24.1% Chronically Absent</p> <p>Increased 1.1</p> <p>116 Students</p>	<p>Orange</p> <p>23.4% Chronically Absent</p> <p>Declined -1.6</p> <p>77 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% Chronically Absent</p> <p align="center">0</p> <p>13 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>13.3% Chronically Absent</p> <p align="center">Increased 6.7</p> <p align="center">15 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p>19.8% Chronically Absent</p> <p align="center">Maintained -0.2</p> <p align="center">126 Students</p>	<p>27.8% Chronically Absent</p> <p align="center">Increased 1.1</p> <p align="center">18 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p>15.3% Chronically Absent</p> <p align="center">Declined -1.3</p> <p align="center">144 Students</p>

Conclusions based on this data:

1. Ladera has increased it's chronic absenteeism rate.

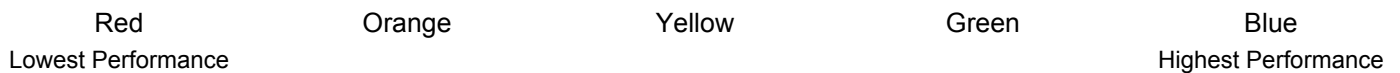
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

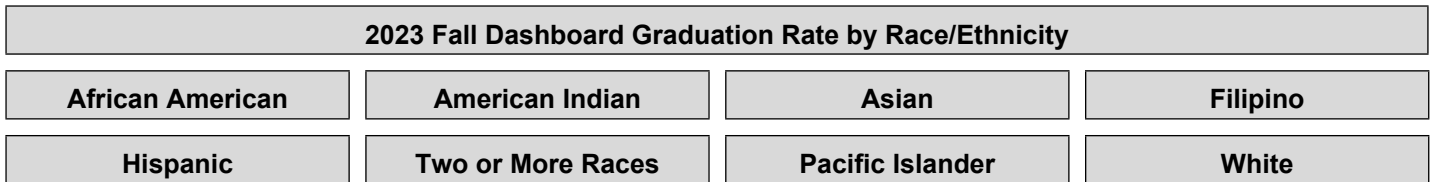
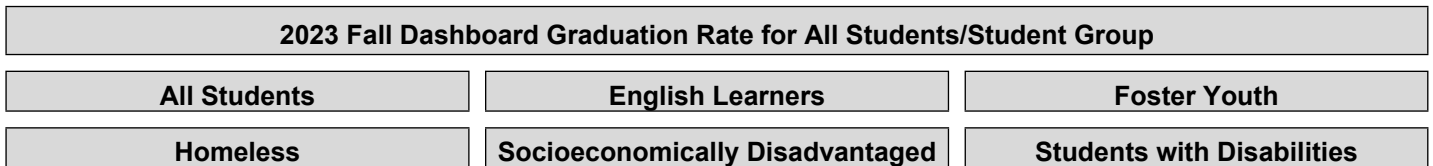
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

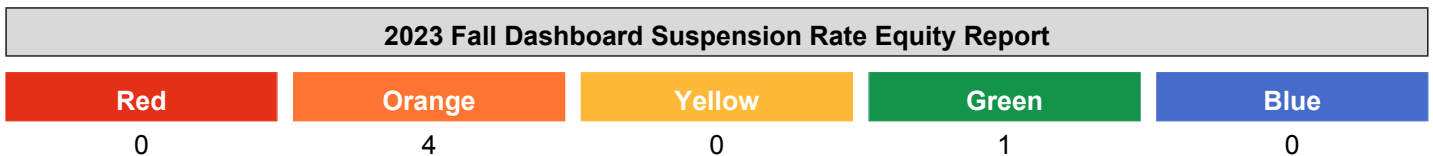
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.3 321 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.4 72 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 6 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 25 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.6 116 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 78 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>13 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 0.8 129 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained -0.1 145 Students</p>

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Student Achievement in English Language Arts (ELA)

By June 2025, Ladera STARS's K-5th gr students (including EL, SED, & SWD students) will make gains in ELA, as evidenced by a 3% increase in the percentage of:

- Kindergarten-2nd gr students meeting essential benchmark standards for ELA.
- 3rd-5th graders scoring at the proficient or advanced levels on CAASPP

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our ELs and SED students are underperforming in the area of ELA when compared to all students. All teachers will take part in a training series this year aimed at promoting equity for ELs utilizing UDL practices. For SED students, teachers will continue to implement UDL practices. The Outreach Assistant and Title 1 Counselor will ensure SED students have access to needed resources (Wi-Fi to access classroom resources, chromebook, school supplies, etc). The non-academic needs of SED students will be addressed to ensure that basic needs are met so they can focus on learning; we will continue to partner with community organizations to provide these supports. Additionally, access to counseling (school counseling, wellness) will be provided to address any emotional or psychological barriers to learning. If needed outside mental health services will be referred to when appropriate.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1st grade Benchmark assessment data for ELA: <ul style="list-style-type: none"> Grade Level Phonics High Frequency Words 	% of 1st graders meeting essential ELA benchmarks Tri 3 2024: <ul style="list-style-type: none"> Grade Level Phonics- ALL 65%; EL 33%, SED 60%, SWD 33% High Frequency Words- ALL 56%; EL 33%, SED 53%, SWD 33% 	An increase of at least 3% of 1st graders meeting these benchmarks in Tri 3 2025: <ul style="list-style-type: none"> Grade Level Phonics- ALL 68%; EL 36%, SED 36% High Frequency Words- ALL 59%; EL 36%, SED 36%
2nd grade Benchmark assessment data for ELA: <ul style="list-style-type: none"> Passage Fluency 	% of 2nd graders meeting essential ELA benchmarks Tri 3 2024: <ul style="list-style-type: none"> Passage Fluency- ALL 37%; EL 13%, SED 40%, SWD 0% 	An increase of at least 3% of 2nd graders meeting these benchmarks in Tri 3 2025: <ul style="list-style-type: none"> Passage Fluency- ALL 49%; EL 36%, SED 38%, SWD 17%
Kindergarten Benchmark assessment data for ELA: <ul style="list-style-type: none"> High Frequency Words 	% of K students meeting essential ELA benchmarks Tri 3 2024: <ul style="list-style-type: none"> High Frequency Words ALL 45%; EL 10%, SED 47%, SWD 54% 	An increase of at least 3% of Kindergarteners meeting in Tri 3 2025 : <ul style="list-style-type: none"> High Frequency Words ALL 48%; EL 13%, SED 50%, SWD 57%
CAASPP	% of 3rd-5th graders scoring at proficient/advanced levels of CAASPP: 3rd - 67 %; EL - 64 %, SED - 58%, SWD - 17% 4th - 68 %; EL - 71 %, SED - 64%, SWD - 33% 5th - 65 %; EL - 17 %, SED - 48%, SWD - 38%	3% increase in 3rd-5th graders scoring at proficient/advanced levels of CAASPP: 3rd - 69 %; EL - 66 %, SED - 61%, SWD - 20% 4th - 71 %; EL - 73 %, SED - 67%, SWD - 36% 5th - 71 %; EL - 73 %, SED - 51%, SWD - 41%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>In mid-September, after baseline data for ELA has been gathered using formative assessments, teachers will examine student performance data for their students and plan targeted interventions to address student weaknesses and strengths. Student performance data, including SRI Lexiles, CAASPP scores (when available), and benchmark assessment data are examined by grade Data Team PLCs. SED and EL students will be closely monitored during this process.</p> <p>Students are grouped according to their needs for Tier 1 or Tier 2 Interventions, Designated ELD, and/or grade level/advanced level groups. Once groups are formed and students placed, personnel (teachers and credentialed academic specialists)</p>	All including SED, EL	6,000 OTRM 1000-1999: Certificated Personnel Salaries Salary for substitute teachers for teacher release time to analyze data and plan interventions with grade level PLCs, in Sept., Dec., March and May.

	<p>are assigned to work with each group. Teachers work with academic specialists to plan targeted instruction. General Education teachers meet regularly with the Learning Center teacher (special education) to collaborate on how to best meet the needs of their SWD and work together to schedule Specialized Academic Instruction (SAI) during the grade level's designated MTSS block.</p> <p>Data Team PLCs (grade level teachers and academic specialists) meet regularly to track student progress and identify students that may need to move into or out of Tier 2 ELA intervention groups. During monthly PLCs, teams plan, discuss strategies, and allocate resources to effectively improve the targeted skills of at-risk students, as well keep advanced students moving forward.</p> <p>At the end of each trimester (December, March, May), Tier 2 interventions are paused for a week and academic specialists assist teachers with benchmark assessments. At the end of each trimester, Data Team PLCs meet again to carefully examine the benchmark data, and monitor and review the progress of students participating in Intervention or ELD groups using the trimester benchmark performance/assessment data.</p>		
1.2	<p>Kindergarten MTSS:</p> <p>Academic specialists and EL paraprofessional push-in to Kindergarten classes to work on specific skills practice (e.g. letter recognition, sounds, blending), based on data-informed needs, one-on-one or with pairs of students.</p> <p>1st - 5th Grade MTSS/Target Time:</p> <p>Traditionally, Target Time has been the Multi-Tiered System of Support (MTSS) program for 1st-5th grade students. Students at each point along the academic continuum, from advanced to at-risk, receive 30 minutes of instruction specifically targeted to meet their ELA learning needs. During Target Time, all students within each classroom are leveled and grouped in order to receive intervention and/or designated ELD, based on their language needs and ELA performance data. SWDs' Specialized Academic Instruction in the Learning Center (SAI) is scheduled during the grade level's designated MTSS block.</p> <p>Please see Goal #3, addressing targeted support for all students, for details of our MTSS/Target Time plan.</p>	All including SED, EL	See Goal #3: Targeted Supports for all students
1.3	<p>Professional Development for certificated staff:</p> <p>Principal/Teachers attend various professional development workshops, webinars, and activities to</p>	All including SED, EL, SWD	500 4EEF

	<p>support instruction for district and school LCAP goals and initiatives.</p> <p>[PD workshop topics teachers/principal will attend include but are not limited to: Learning Management System (LMS - Canvas), Equity, Designated ELD, Universal Design for Learning, Integration of ELA and Art w/ Science instruction, Social/Emotional Learning, CHAMPS and other PBIS topics, Inclusion and Co-Teaching for SWD, STEAM and STEM education, technology, Math instruction strategies, NGSS]</p> <p>School participated in a campus-wide STEM Certification process that included PD, close examination of STEM program and instructional practices, analysis of student data, and goal setting. Lead teacher will provide professional development on the 5E model.</p>		<p>5800: Professional/Consulting Services And Operating Expenditures Conference Registrations 1,000 0010 1000-1999: Certificated Personnel Salaries Prep for teachers who deliver PD during staff meetings (AI in the classroom, 5E model, inclusion practices, etc)</p>
1.4	<p>Teacher Release Days:</p> <p>Teachers may take one day per trimester to complete one-on-one benchmark assessments with students, to grade and analyze assessment data for report cards.</p>	All including SED, EL, SWD	<p>1000 Title I 1000-1999: Certificated Personnel Salaries Salary for substitute teachers, to release teachers from the classrooms</p>
1.5	<p>Copy Machines - copies, leases, and service provided by Document Systems and CIT, including the buyout of our current copiers (Many instructional materials, curriculum and student activity pages require copies.)</p>	All	<p>3,000 0010 5000-5999: Services And Other Operating Expenditures Document Systems, CIT</p>
1.6	<p>Classroom materials and supplies. Each teacher (19 total) has a classroom budget of \$250 for basic materials and supplies.</p> <p>Purchase additional books, supplemental materials, literature, iPad Apps, technology hardware, and software and resources to support the ELA component of the integrated STEAM curriculum, magnet program and effective instruction utilizing UDL strategies.</p>	All	<p>4,750 0010 4000-4999: Books And Supplies Classroom instructional Materials and supplies - teacher budgets 1,000 0010 4000-4999: Books And Supplies Instructional materials and supplies for two academic specialists 7,000 0010 4000-4999: Books And Supplies Additional Instructional Materials and supplies for Project Based Learning and STEAM learning experiences. 4,268 Title I 4000-4999: Books And Supplies Classroom instructional Materials and supplies</p>

<p>1.7</p>	<p>Utilize Achieve3000, Reading Eggs, Lexia, RazKids, and other technology resources to monitor progress and enhance student reading skills and classroom instruction. All students have access to these technology resources, including EL, SED, and SWD.</p> <p>EL students also have access to Smarty Ants - Literacy (K-2) and Imagine Learning - Literacy (3rd-5th grade). Emerging (EL Levels 1 and 2) in grades 1 through 5 use Rosetta Stone, as well.</p> <p>Student Reports will be run regularly and at the end of each trimester to show student progress.</p>	<p>All</p>	<p>510 OTRM 5000-5999: Services And Other Operating Expenditures Type to Learn 355 OTRM 5000-5999: Services And Other Operating Expenditures Starfall Education 710 OTRM 5000-5999: Services And Other Operating Expenditures Raz Kids - February</p> <p>Lexia (centralized services) 250 OTRM 5000-5999: Services And Other Operating Expenditures Education.com - classroom subscriptions</p> <p>IXL ELA (centralized services)</p> <p>Smarty Ants (centralized services)</p>
<p>1.8</p>	<p>STEAM Magnet Program Actions:</p> <p>Increase integrated instruction practices in Grades TK-5 with NGSS teaching at the center:</p> <ul style="list-style-type: none"> • integrate/reference CCCs and SEPs across the curriculum areas, • Project/Problem Based Learning experiences (PBLs) • Research/get SBE approval for more Core Lit to match NGSS themes/learning • Develop a plan for a continuum TK-5 to extend elements of RACE (Restate, Answer, Cite evidence, Explain) writing and common language through the grades. <p>STEAM Budgets for grade teams to purchase materials for PBLs and classroom science libraries/readers</p> <p>PD "Refresher" for TK-5 teachers re: 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate)</p>	<p>All</p>	<p>5,000 0010 1000-1999: Certificated Personnel Salaries Professional Development - 5E instruction</p>
<p>1.9</p>	<p>Hire copy clerk to support ongoing copying related to material preparation for students. [4.5 hr. week]</p>	<p>All</p>	<p>3,000 0010</p>

			2000-2999: Classified Personnel Salaries Salary for copy clerk
1.11			
1.12			
1.13			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Kindergarteners significantly improved proficiency on the target goal; as a grade level they increased 18%. First grade also saw great improvement in targeted areas. Proficiency rates for second grade dropped significantly, with the exception of SEDs.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve student achievement in Mathematics

By June 2024, Ladera's K-5th gr students (including EL and SED students) will make gains in math, as evidenced by a 3% increase in the percentage of:

- Kindergarten-2nd gr students meeting essential benchmark standards for Math
- 3rd-5th grade math standards Met or Exceeded (per Mastery Connect)
- 3rd-5th graders meeting or exceeding standards on CAASPP

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a district, students identified as Homeless within CVUSD performed significantly below all students in the district (in the red).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> • Recognizes Numbers • Rote Counting 	% of Kindergarteners meeting essential Math benchmarks Tri 3 of 2024: <ul style="list-style-type: none"> • Recognizes Numbers- ALL 76%; SWD 69%; SED 74%; EL 50% • Rote Counting- ALL 74%; SWD 62%; SED 79%; EL 40% 	An increase of 3% or more of Kindergarteners meeting essential math benchmarks by June 2025: <ul style="list-style-type: none"> • Recognizes Numbers - ALL 79%; SWD 72%; SED 77%; EL 53% • Rote Counting - ALL 79%; SWD 63%; SED 82%; EL 60%
1st grade CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> • Counts, reads, writes # to 100 • Solves Word Problems 	% of 1st graders meeting essential Math benchmarks Tri 3 of 2024: <ul style="list-style-type: none"> • Counts, reads, writes # to 100- ALL 74%; SED 60%; EL 50% • Solves Word Problems- ALL 70%; SED 67%; EL 50% 	An increase of 3% or more of 1st graders meeting: <ul style="list-style-type: none"> • Counts, reads, writes # to 100- ALL 85%; SED 80%; EL 63% • Solves Word Problems- ALL 74%; SED 72%; EL 53%

		(target will remain the same as previous year due to slight drop in scores)
2nd grade CVUSD Benchmark assessment data for Math: <ul style="list-style-type: none"> Adds/Subtracts Fluently Solves Word Problems Understands #s to 1000 	% of 2nd graders meeting essential Math benchmarks Tri 3 of 2024: <ul style="list-style-type: none"> Adds/Subtracts Fluently- ALL 50%; SWD 0%; SED 40%; EL 38% Solves Word Problems- ALL 55%; SWD 0%; SED 50%; EL 25% Understands #s to 1000- ALL 84%; SWD 25%; SED 80%; EL 88% 	An increase of 3% or more of 2nd graders meeting: <ul style="list-style-type: none"> Adds/Subtracts Fluently- ALL 70%; SWD 46%; SED 68%; EL 76% Solves Word Problems- ALL 68%; SWD 10%; SED 62%; EL 70% Understands #s to 1000- ALL 87%; SWD 28%; SED 83%; EL 91%
3rd-5th grade CAASPP Math Assessment	% of 3rd-5th graders scoring at the proficient/advanced levels of CAASPP in Math: 3rd - 61%; EL - 73 %, SED - 58%, SWD - 33% 4th - 53%; EL - 43%, SED - 18%, SWD - 17% 5th - 51%; EL - 0%, SED - 19%, SWD - 38%	An increase of 3% or more of 3rd-5th graders scoring meeting or exceeding standards on CAASPP math: 3rd - 72 %; EL - 75%, SED - 61%, SWD - 36% 4th - 68 %; EL - 45%, SED - 21%, SWD - 20% 5th - 61 %; EL - 42%, SED - 5%, SWD - 41%
Mastery of Standards Assessed in 3rd-5th grade math, per Mastery Connect.	% of 3rd-5th grade Math Standards Assessed and Mastered: 3rd - ALL 58.5%; EL 59.6%, SED 55%, SWD 52.5% 4th - ALL 94.5%; EL 82.1%, SED 81.5%, SWD 75.6% 5th - ALL 66.6%; EL 38.8%, SED 58.5%, SWD 56.8%	An increase of 3% or more 3rd-5th grade Math Standards Assessed and Mastered: 3rd - ALL 83.5%; EL 79%, SED 75.8%, SWD 64.2% 4th - ALL 89.5%; EL 80%, SED 80.7%, SWD 85.9% 5th - ALL 86.1%; EL 75%, SED 81.6%, SWD 70.6%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Develop and implement math intervention programs to reinforce and reteach foundational math skills targeting at-risk students, including our students identified as Homeless.</p> <p>Specifically for students identified as Homeless, ensuring access to basic needs is key (Food and Clothing - work with student support services to provide access to food pantries, clothing drives, and hygiene kit, as well as ensuring transportation assistance to and from school. The school supplies school supplies to those in need and technology to all students).</p> <p>During-School math interventions to support 1st-5th grade students missing prerequisite skills for grade</p>	All including SED, EL, Homeless	<p>Other 2000-2999: Classified Personnel Salaries Outreach Assistant</p> <p>1000-1999: Certificated Personnel Salaries Academic Specialist salaries (see Goal #3)</p> <p>1000-1999: Certificated Personnel Salaries Academic Specialist salaries (see Goal #3)</p>

	<p>level math. Level students across the grade level and focus on back-filling missing skills.</p> <p>At the end of each trimester (December, March, May), Data Team PLCs meet again to carefully monitor and review the progress of each student participating in math Intervention using the trimester performance/assessment data (described above in Measurable Annual Outcomes). Groups are adjusted as needed, based on student growth or needs observed in the data. The teachers are released for the day to meet with their grade level PLC team and to plan with the academic specialists. General Education teachers meet regularly with the Learning Center teacher (special education) to collaborate on how to best meet the needs of their SWD.</p> <p>Implement Kindergarten Intervention: Academic specialists and EL paraprofessional push-into Kindergarten classes to work on specific areas of skills practice (e.g. number recognition, on-to-one correspondence, and patterning), based on data-informed needs, one-on-one or with pairs of students.</p>		
<p>2.2</p>	<p>Purchase licenses for computer based, motivating math programs to practice math concepts & procedures, problem solving and computation fluency, for ALL students, including EL, SWD, identified as Homeless, and SED.</p> <p>Additionally, purchase STEM-related programs to enhance our STEAM magnet program.</p> <p>School currently also has access to licenses for IXL (for grades 2-5), Math Seeds (TK-5) and Reflex Math (ALL grades), additional math skills practice programs.</p>	<p>All</p>	<p>3,295 OTRM 5000-5999: Services And Other Operating Expenditures Reflex Math 1st-5th 1,038 OTRM 5000-5999: Services And Other Operating Expenditures Math Seeds TK-1</p> <p>IXL Math (centralized service)</p> <p>Mystery Science (centralized service)</p>
<p>2.3</p>	<p>Professional Development for certificated staff:</p> <p>Principal/Teachers attend various professional development workshops, webinars, and activities to support instruction for district and school LCAP goals and initiatives.</p> <p>[PD workshop topics teachers/principal will attend include but are not limited to: Learning Management System (LMS - Canvas), Equity, Designated ELD, Universal Design for Learning, Integration of ELA and Art w/ Science instruction, Social/Emotional Learning, CHAMPS and other PBIS topics, Inclusion and Co-Teaching for SWD, STEAM and STEM</p>	<p>All</p>	<p>1000 Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers for release days and conference attendance.</p>

	education, technology, Math instruction strategies, NGSS]		
2.4	Teacher Release Days: Teachers may take one day per trimester to complete one-on-one benchmark assessments with students, to grade and analyze assessment data for report cards.	All including SED, EL, SWD	2,000 Title I 1000-1999: Certificated Personnel Salaries Salary for substitute teachers to release teachers from the classrooms
2.5	Purchase of instructional materials, supplies, technology and furniture to enhance Math and STEAM instruction for ALL students, including EL, SED, and SWD.	All	7,203 0010 4000-4999: Books And Supplies Instructional Materials and supplies 6,000 Title I 4000-4999: Books And Supplies Classroom instructional Materials and supplies
2.6	Office supplies and office materials needed for the school operations and teacher workroom for: <ul style="list-style-type: none"> preparation of curriculum and instructional materials (e.g. laminate, butcher paper, copy paper, staples, binder combs, etc.) communication with families (e.g. paper to copy newsletters, butcher paper for posters, etc.) 	All	5,000 0010 4000-4999: Books And Supplies Materials and supplies
2.7	Copy Machines - copies, leases, and service provided by Document Systems and CIT, including the buyout of our current copiers (Many instructional materials, curriculum and student activity pages require copies.)	All	2,500 0010 5000-5999: Services And Other Operating Expenditures Document Systems, CIT
2.8	Live animals/plants to enhance student engagement in science instruction: hatch chicks, anoles, fish, crawfish, insects	All	494 0080 5000-5999: Services And Other Operating Expenditures Carolina Biologic

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Kindergarten saw a big jump in ELA skills overall this year, while first and second grade remained fairly consistent.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeted Support to Meet the Needs of All Students

By June 2025, all general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), students identified as Homeless, and Gifted and Talented Education (GATE) students in grades K-5, will receive targeted supports to address their identified needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

District Dashboard data identified disparities in the rate Foster students are being suspended AND revealed that African American students are chronically absent. It is imperative that we prioritize targeted supports, such as academic and social-emotional learning (SEL), for all students, including general education, African American, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), Foster Students, and Gifted and Talented Education (GATE) students in grades K-5. Each of these student groups brings unique strengths, challenges, and needs to the learning environment. By providing tailored support, and keeping our District-wide vision of Diversity, Equity, and Inclusion (DEI) at the forefront, we acknowledge and address the diverse learning profiles and circumstances of all learners, ensuring that every student has equitable access to opportunities for growth and success. Targeted academic interventions aim to close achievement gaps and ensure that all students are meeting rigorous academic standards, while SEL supports promote the development of essential social-emotional skills necessary for academic achievement and overall well-being. Through this holistic approach, we are committed to fostering an inclusive and supportive learning community where every student can thrive academically, socially, and emotionally.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Utilize IXL Universal Screener and Diagnostic for students in grades 3-5 to create flexible skill-based intervention groups and targeted Tier 1 and Tier 2 instruction.	Universal Screener placement results	Academic growth based on individual student performance
Student Participation/Attendance in scheduled counseling/support groups and/or individual sessions.	Participation of students invited (permission slips received)	At least 80% participation/attendance rate
Stand Proud 5th grade survey	Pre/Post program survey comparison	Increase % of students reporting positive SEL growth and feelings

Flexible, small groups targeting specific skills	Intervention groups created in September 2024	Record of students participating in small group interventions, and targeted skills of small groups will reflect regular adjustments and updates, based on student performance data.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Invite students requiring remediation, as measured by performance on Trimester 3 benchmarks, to participate in summer programs:</p> <p>Extended School Year (ESY) - For students with disabilities (SWD) for whom there is a concern of regression of skills over the summer break. Transportation available.</p> <p>Summer Learning Camp - CVUSD program to address grade level skills. Prioritize SED, Foster Students, and students identified as Homeless.</p>	All (identified)	<p>2000-2999: Classified Personnel Salaries Outreach Assistant to make phone calls to families (centralized service).</p> <p>ESY (centralized service)</p> <p>Summer Learning Camp (centralized service)</p>
3.2	<p>Provide During-School Tier 1 & 2 Interventions:</p> <p>ELA - Target Time/MTSS Push-in & pull-out (30-60 minutes with each grade level, 3-4x/week)</p> <p>Math - MTSS Pull-out support (30 minutes at each grade level, 4x/wk)</p> <ul style="list-style-type: none"> ----- <p>Hire 2 Academic Specialists (credentialed) to support Tier 2 intervention to provide targeted support for identified students, in addition to supporting regular designated ELD instruction for English Learners.</p> <p>Provide enrichment opportunities to TK-5th grade EL students, using the Smarty Ants (1st-2nd) and Imagine Learning Literacy (3rd-5th) online programs. Students can access programs at home and in class.</p> <p>Support research based intervention for all 1st and 2nd graders requiring phonics instruction, with SIPPS small group instruction.</p> <p>Utilize the IXL Math and ELA Universal Screener to provide targeted intervention to 3rd-5th grade students - flexible groups and rotating skills foci, driven by data informed decision making.</p> <p>Academic specialists will teach prescribed small group ELA/Math lessons for students with areas of</p>	EL, SED, General Education	<p>20,200 Title I</p> <p>1000-1999: Certificated Personnel Salaries Academic Specialist Salary - (Julie Burton Title 1) 20,200 Title I</p> <p>1000-1999: Certificated Personnel Salaries Academic Specialist Salary - Joy Hollander (Title 1)</p> <p>TK - Classroom Support Paraprofessional (centralized service)</p>

	<p>academic weakness identified through formative assessment, and/or work with other students so the classroom teacher can provide Tier 2 intervention for at-risk students.</p> <p>Tier 3 Interventions (Specialized Academic Instruction - SAI) are provided for SWD outside of Core Instruction times in the general education classroom, as much as possible.</p>		
3.3	<p>Rosetta Stone: 1st - 5th grade Students at EL Lev 1 and 2 utilize the ELD computer based course, Rosetta Stone.</p> <p>Other Computer-based Programs to support all students' (including, but not limited to, EL, SWD, Foster, SED, GATE) academic achievement:</p> <ul style="list-style-type: none"> • Math: Reflex Math, IXL Math, Math Seeds, Imagine Learning, Starfall, Personal Math Trainer, and other Go Math resources. • ELA: Lexia, Imagine Learning, Reading Eggs, Starfall, Type to Learn, Raz Kids, Smarty Ants, IXL ELA 	All, EL	<p>Rosetta Stone Licenses for EL Lev 1 and 2 students (Centralized Service)</p> <p>Other Computer Programs (see Goal 1 and 2)</p>
3.4	<p>Student attendance will be monitored by the Attendance Clerk (Office Assistant) under the supervision of the principal. Letters for Chronic Absenteeism (10% or more) and SARB 1-3, will be preceded by a "Friendly Letter" alerting parents of an attendance issue.</p> <p>Increase School Connectedness to increase attendance and reduce maladaptive behaviors leading to suspension: Promote engaging specialist programs during the school day (Creation Rotations, Garden, Makerspace, Music, etc.) Implementing alternative means to suspension when applicable (restorative justice, giving back to the school to make it right, project-based discipline, etc).</p> <p>Promote extracurricular activities and programs (CRPD classes, ELOP, Musical programs, etc.) - website, newsletters, all-calls</p> <p>Utilize Counselors to run Lunch Bunch friendship groups and other groups to increase connections with peers and adults at school.</p> <p>Utilize Wellness Counselor to check in/check out with students with attendance concerns to increase school connections.</p> <p>Build Relationships: Make personal phone calls and/or home visits when absenteeism is approaching 10%</p>	All including SED, EL, African American, Homeless, and SWD.	<p>2000-2999: Classified Personnel Salaries Attendance Clerk/Office Assistant (centralized service)</p> <p>Other 1000-1999: Certificated Personnel Salaries School Counselor & Wellness Clinician</p> <p>Other 2000-2999: Classified Personnel Salaries Outreach Assistant</p>

	Check on emotional well-being - notice changes in affect/behavior. Specifically for our African American students, addressing any instances of reported discrimination immediately to ensure that all students feel safe and welcomed at our school.		
3.5	<p>EL Student Progress Reviews at LAT (Language Assessment Teams) meetings:</p> <p>Teachers meet with principal and EL facilitator to review progress of EL students at-risk of being Long-Term English Learners (LTELs). Teams brainstorm regarding adjustments that might need to be made to students' programs to increase performance in the domains tested by ELPAC (English Language Proficiency Assessments for California): Reading, Writing, Listening and Speaking.</p> <p>Data Team PLC meetings: Teachers meet with grade level PLCs to discuss performance data, academic and ELD progress of all EL students. Examine student performance data to determine effectiveness of program and determine if additional intervention, SST, or further evaluation is needed.</p> <p>UDL Professional Development: This year, on August 19 2024, all teachers continued to build upon UDL and participated in a professional development centered around UDL strategies for English Learners which was delivered by the California Association for Bilingual Education.</p>	EL, General Education	
3.6	<p>1:1 Chromebook Initiative:</p> <p>All TK through 5th graders are assigned a Chromebook for their use in the classroom and at home. 3rd-5th grade scholars take their Chromebook home every night to use for homework and practice on online academic skills programs.</p> <p>Although this is currently the norm throughout CVUSD, it been an important aspect of our school mission since 2018.</p>	All	
3.7	Purchase books, materials and supplies to support ELD instruction and targeted intervention support.	All, EL, SWD, General Education	3000 Title I 4000-4999: Books And Supplies instructional materials
3.8	<p>Social Emotional Learning (SEL) in classrooms:</p> <p>Teachers receive a monthly slide deck with SEL lessons for their grade span, from Elementary Ed department. The slide deck is created by elementary counselors and teachers on the SEL committee. The slides include activities for every day pulling from</p>	All	500 OTRM 5000-5999: Services And Other Operating Expenditures Start with Heart video subscription

	<p>Stanford Harmony materials, as well as other resources to support regular SEL instruction and activities in every classroom, every week.</p> <p>Stanford Harmony - Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Arrange training with organization that provided kits. Implement activities from the kits.</p> <p>Community Circles - Teachers and principal receive training and practice with Community Circles at staff meetings. Teachers implement circles in classrooms and use to promote a safe and accepting school/classroom environment and positive problem solving skills.</p> <p>Stand Proud - 5th grade students participate in a team-building field day in the Fall and a ropes course field-trip in the Spring. These experiences with Fulcrum, Inc. are designed to help students build empathy and acceptance, as well as teamwork and leadership skills.</p> <p>Start with Heart - Short fun videos that can be played each day in the classroom or for distance learning. Each episode helps motivate students to do their best, stressing SEL, PBIS, growth-mindset, and positive thinking.</p>		
3.9	<p>Special Schoolwide Events highlighting SEL and DEI:</p> <ul style="list-style-type: none"> • Inclusive Schools Week (December) - See Goal #4 • Random Acts of Kindness Week (January) - See Goal #4 <p>Family and Community Building Events Planned and put on by the PTA in the 2023-24 school year:</p> <ul style="list-style-type: none"> • The Big Boo Drive (October) • Red Ribbon Week (October) • Outdoor Movie Night (December) • Inclusive Schools Week (December) • Random Acts of Kindness Week (Student Council SHOE-Drive) • Cupid Bingo (February) • Multicultural Night • Ladera STARS Dragon Dash/Jog-A-Thon (April) • Open House (May) • Summer Play Dates • Movie Night (April) 	All	<p>500 Title I 4000-4999: Books And Supplies Materials to support events (posters, banners, prizes, stickers, etc.)</p>
3.10	<p>GATEWAY to the STARS - Lunchtime activities for GATE & High Achieving students, led by the GATE Teacher Advisor. The group meets 2x/month for student interest-led projects and activities. (e.g. Coding Club, solar cars).</p>	All, GATE	<p>1,050 0010 1000-1999: Certificated Personnel Salaries GATE Teacher Advisor Stipend</p>

	<p>Other activities to support and challenge GATE students.</p> <p>These opportunities were designed with GATE student needs in mind, but all students are offered the opportunity to participate in Odyssey of the Mind (OM), Makerspace. These activities increase student engagement and motivation and contribute to the social, physical and emotional well-being of students, as well as a positive school climate:</p> <p>Odyssey of the Mind (OM) - Materials and registration for OM Teams. OM is introduced at GATE parent meeting and an OM Introduction meeting. Teams are open to any interested parents/students. The program helps build creative problem solving, critical thinking, cooperation and research skills. It is a great program for GATE, High Achieving and creative students.</p> <p>Lunchtime Makerspace - 2nd-5th grade students may choose to explore and extend activities in makerspace 3 days/week during lunch. Our makerspace teacher supervises and supports students.</p>		<p>500 Title I 5000-5999: Services And Other Operating Expenditures Noetic Math Registration and Team Fees 5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Makerspace Specialist 6,000 OTRM 2000-2999: Classified Personnel Salaries Makerspace Specialist</p>
3.11	Title 1 Counselor assists with monitoring attendance issues and connecting families in need with available resources.	All including SED, African American, EL, and SWD.	1000-1999: Certificated Personnel Salaries School Social Worker (centralized Service)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal was implemented as planned.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal was implemented as planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal is updated to reflect specific action items to support our socioeconomically disadvantaged and African American students in the area of attendance. Goal was also updated to reflect strategies to decrease suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase percentage of Least Restrictive Environment (LRE) for Students With Disabilities (SWD)

By June 2024, increase the percentage of inclusion time in general education [Least Restrictive Environment (LRE)], for students with disabilities (SWD) by 3% as measured by reports utilizing LRE data from the SIRAS special education management system, as well as individual student program information.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

“Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible.” <https://www.thinkinclusive.us/essential-research-inclusive-education/>

Ladera STARS Academy currently has 73 students eligible to receive special education services. 38 of those students are enrolled in our self-contained specialized program for students with autism. The goal is to gradually increase the percentage of time all of our students with disabilities (SWD) spend in general education (GE) settings, as appropriate to their IEP (Individual Education Plan) goals and needs. School-wide actions related to creating an inclusive school environment, social emotional learning (SEL), and progress in the implementation of Universal Design for Learning strategies in our classrooms contribute to the success our SWD in all settings at school, as well as to the social, emotional and physical well-being of all our students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of all SWD spending 80% or more of their time in GE settings.	September 2024 - 47% of ALL SWD spending 80% or more in GE	at least 55% of ALL SWD spending 80% or more in GE
Percent of SWD enrolled in self-contained specialized program for students with autism spending 35% or more of their time in GE settings.	September 2024 - 53% SWD in specialized program spending 35% or more in GE	at least 59% SWD in specialized program spending 35% or more in GE
Percent of SWD NOT enrolled in self-contained specialized program spending 80% or more of their time in GE settings.	September 2024 - 89% SWD (not in the specialized program) spending 80% or more in GE	at least 96% SWD (not in specialized program) spending 80% or more in GE

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Proactively verify at IEP meetings the % of time students are spending in general education (GE) settings including recesses, lunch and specialist programs, in addition to daily/weekly/monthly instructional activities in which SWD in specialized programs participate with GE peers (e.g. co-teaching, STEAM/Science activities, classroom ELA or math centers, regular/ongoing instructional blocks, etc.). Make sure IEPs reflect accurately all inclusion time.</p> <p>In IEP meetings, discuss/plan/implement additional opportunities for special education students to access GE settings, especially during academic instruction.</p> <p>Each SWD is assigned to a GE class as well as their specialized program class, before the first day of school. All students receive class assignments at the Back to School Social put on by the PTA the day before school begins.</p>		<p>No additional expenditures are required, as this can take place at regularly scheduled IEP meetings.</p>
4.2	<p>Provide opportunities for special education teachers to observe other SDC specialized programs at schools with more comprehensive inclusion practices.</p> <p>Provide opportunities for GE and SDC teachers to observe co-teaching and inclusive classroom settings.</p> <p>Special Education teachers present information regarding inclusion, strategies to support special education students, UDL and co-teaching at staff meetings.</p> <p>Purchase materials to support SWD's in the general education environment (headphones, sensory items, alternative seating, visuals, etc).</p>		<p>700 OTRM 1000-1999: Certificated Personnel Salaries Substitute teachers for release time 1000 Title I 4000-4999: Books And Supplies Materials to support SWD in gen ed environment</p>
4.3	<p>Create an Inclusive School Environment:</p> <p>National Hispanic Heritage Month Mid Sept – Mid Oct:</p> <ul style="list-style-type: none"> • Classroom Activities Menu for teachers to use • working to get a Latin Dance Troop for Friday Gathering. <p>National Bullying Prevention Month Oct.:</p> <ul style="list-style-type: none"> • Anti-Bullying Assembly 		<p>500 0010 4000-4999: Books And Supplies Banners, posters, books, incentives, and other resources to support events</p>

	<ul style="list-style-type: none"> Wear Orange spirit days; provide all students and staff with orange face masks for Oct. 20, Unity Day. <p>Inclusive Schools Week - first week in December:</p> <ul style="list-style-type: none"> Friday Morning Gathering (announcement and student ideas about inclusion) Communication with LOTS of resources for teachers including slides with a virtual library created by a site teacher Communication with Families Story time about including everyone, during class library visit w/ IMT . <p>Materials, banners, posters, incentives, books and resources to support the growth of an inclusive mindset for students and staff.</p> <p>Random Acts of Kindness Week - Feb.</p> <p>Additional Observances - Activities and Celebrations TBD:</p> <ul style="list-style-type: none"> National Black History Month – February National Women’s History Month - March [Women in History presentations by 5th graders] Asian/Pacific Islander Heritage Month - May 		
<p>4.4</p>	<p>Universal Design for Learning (UDL) - All teachers receive training in UDL and implement UDL strategies in the classroom to remove barriers to student learning, with intention. Professional Development to support UDL, inclusive practices in the classroom, and a positive school climate.</p> <p>School has completed the STEM Certification process which included PD related to UDL, as well as a close examination of STEM program and practices, analysis of student data and goal setting, with the support of a STEM expert/coach through the National Institute of STEM Education (NISE). 8 teachers have completed an extensive PD process during the summer of 2021, to become STEM Certified. Three more teachers will work towards certification this year.</p>		<p>Other 1000-1999: Certificated Personnel Salaries UDL Professional Development</p> <p>Other 1000-1999: Certificated Personnel Salaries STEAM Certification</p>
<p>4.5</p>	<p>Additional programs to support the inclusive school environment, as well as the physical, social and emotional well-being of ALL students.</p> <p>Specialist Programs: ALL students have the opportunity to participate in four 30-45 minute</p>		<p>17,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>

<p>specialist programs weekly, with their class/peers:</p> <ul style="list-style-type: none"> • Library - Librarian (IMT) students visit the library weekly to hear a story and check out library books. • Zumba - students, grades K-5, participate in Zumba with their grade level, every week, for part of their PE instruction. Contracted through CRPD. • Recess Program - Students in grades 1-5 will have access to a coach who provides structured games during lunch recess to promote inclusion, structure, safety, and teamwork. Contracted through CRPD. • Music - Mrs. Babbitt, our music specialist, meets with TK & K classes for 30 minutes every week for music/rhythm games and instruction. • Garden - Mrs. Fujikake, our garden/science specialist, meets with each class for 30 minutes every other week for garden/science instruction. • P.E. - Credentialed PE specialists will lead students (grades 1-5) in physical activities to learn physical education standards through 30 minutes/weekly PE. <p>Creation Rotations [24 week program on Thursday afternoons] K-5 classes rotate through the following instruction/explorations :</p> <ul style="list-style-type: none"> • Dance & Drama - students will learn about and explore different dance genres with a dance teacher and will explore drama exercises with a drama teacher. • Performance Art - students will experience dance, drama, and musical theater to explore movement, music and literature to encourage social interaction. • Snapology - students learn coding, engineering and problem solving through Lego robotics. <p>Additional activities for ALL students:</p> <ul style="list-style-type: none"> • Recess/Lunch in the Garden: Students in 1st - 5th grade may sign-up to have lunch and work in the garden during lunch [open 2 times/wk]. They water plants, pull weeds, work on grade level planting projects, and much more. 		<p>1000-1999: Certificated Personnel Salaries Garden Science Teacher - Academic Specialist & Music Specialist - Academic Specialist 2,188 OTRM 1000-1999: Certificated Personnel Salaries Drama Teacher - Academic Specialist 386 Title I 1000-1999: Certificated Personnel Salaries Drama Teacher - Academic Specialist 6,377 Title I 1000-1999: Certificated Personnel Salaries Garden Science Teacher - Academic Specialist 6,000 Title I 5000-5999: Services And Other Operating Expenditures Dance Teacher - Academic Specialist 1,875 Title I 2000-2999: Classified Personnel Salaries Coding Teacher - Academic Specialist</p> <p>PE Teacher (centralized service for grades 1-5) 4,725 Other 2000-2999: Classified Personnel Salaries CRPD Recess Program 5,000 Title I 5000-5999: Services And Other Operating Expenditures Zumba Teacher - Academic Specialist 2500 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Additional Costs for Creation Rotations - Makerspace Teacher</p>
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	<ul style="list-style-type: none"> Makerspace - Mrs. Selvan, makerspace teacher, meets with classes for 30-45 minutes every other week for hands on extension activities related to teacher instruction. Makerspace is open for student explorations during lunch 2-3 days/week. 		
4.6	<p>Student Council: All 4th and 5th graders have the opportunity to run for Student Council offices [President, Vice President, Treasurer, Secretary] and other 3rd-5th graders serve as class representatives. All 3rd-5th graders are welcome to join the outdoor Student Council meetings, every other week, to plan activities, learn leadership skills, and discuss their ideas to help the school, and encourage school spirit.</p>		1,375 0010 1000-1999: Certificated Personnel Salaries Student Council Adviser Stipend
4.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation of this goal is most effective when SWD have the necessary supports in the general education settings to be able to meaningfully participate in activities and lessons.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no difficulties with goal implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent and Family Engagement

Ladera STARS Academy will enhance the engagement of parents and families by providing multiple forms of communication and a variety of activities to help create a community that feels included and accepted, as measured by participation in school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many families are struggling to balance work schedules with students at home, financial challenges, time management, and are very overwhelmed. Communication needs to be delivered to families in succinct, understandable ways, and additional methods to engage and build a sense of school community need to be developed/implemented.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Analytics available for school SMORE publications.	Analyze metrics available for email blasts through SMORE	Maintain or increase readership - identify areas of success and areas of need
Attendance at parent meetings/workshops (e.g. ELAC, Title 1, GATE, counselor workshops, etc.) and other family events.	Analyze attendance data available for events and meetings (sign in sheets)	Maintain or increase attendance - identify areas of success and areas of need
Phone calls and activities by CVUSD and STARS Academy Outreach Program.	Analyze data available through Outreach activities (phone calls, WhatsApp, events)	Maintain or increase attendance/outreach communication - identify areas of success and areas of need

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Modes of Communication		

	<p>Dragon Tales: Monthly Smore publication emailed to all families and students. Communication includes, but is not limited to: Calendar of school events for the month, PTA flyers and event information, links to many resources, Counselor's Corner Newsletter, news/announcements, pictures, and letter from the principal.</p> <p>Dragon Blast: Weekly Smore publication emailed to all families and students. Communication includes, but is not limited to: Calendar for the week, and news/announcements related to the week.</p> <p>Friday Morning Gathering: Monthly "rally" featuring students and teachers leading specific school traditions (The Dragon Code, Flag Salute, Choosing the Dazzling Dozen), as well as special features, spotlights, and announcements (e.g. Hispanic Heritage month, Inclusive Schools Week).</p> <p>All Calls: Used sparingly, occasionally phone messages go out to all families regarding an important upcoming event.</p> <p>WhatsApp: Outreach Assistant has created a distribution network among our Spanish speaking families on WhatsApp, based on requests. This has proven to be a helpful system for these stakeholders.</p> <p>Website: Office Assistant maintains website with event dates, flyers, etc.</p> <p>Ladera STARS Academy PTA (Membership Toolkit) Website - very informative regarding everything happening at the school: https://laderapta.membershiptoolkit.com/home</p> <p>Ladera STARS Academy PTA FaceBook page: announcements, links, and info for parents.</p> <p>Instagram @laderastarsacademy - the goal is to post pictures showing school/classroom activities regularly.</p>		SMORE site License (centralized service)
5.2	<p>Communication and Support:</p> <p>Written and verbal translations for parent-teacher conferences, meetings, phone calls, and printed communication with Spanish speaking parents.</p> <p>EL Facilitator and Outreach Assistant help with translating for parent-teacher conferences, meetings, IEPs, phone calls, and written communication with Spanish speaking parents.</p>		1000 0010 2000-2999: Classified Personnel Salaries Hourly rate for time outside contracted day 300 Title I 5000-5999: Services And Other Operating Expenditures

	<p>Outreach Assistant calls parents to remind them about ELAC meetings and other workshops, required paperwork, etc. She provides support to families with technology needs, connectivity issues, accessing a variety of resources online, as well as community resources and support when needed.</p> <p>Coffee with the Principal: Monthly coffee with the principal immediately following FMG to meet face-to-face with our Spanish speaking families to allow for direct communication of important news, allow time for questions and concerns, and to build community and connections.</p>		<p>Coffee and light breakfast for parents</p> <p>2000-2999: Classified Personnel Salaries Outreach Assistant (centralized Service)</p>
5.3	<p>Serving the Needs of our Families:</p> <p>Operation School Bell: The Assistance League provides coupons for families to bring to JC Penney to choose \$70 in clothing (for low income families).</p> <p>Outreach Assistant and other staff connect families to CVUSD Closet, counseling resources, and other services, when made aware of needs.</p> <p>Scholarships are available through the PTA for school uniform polos, as well as "lightly used" polos donated back to the school.</p>		<p>Assistance League donations/coupons for Operation School Bell.</p> <p>PTA - uniform scholarships</p>
5.4	<p>SSC Parent/Family Survey:</p> <p>SSC will conduct a parent survey in 2024 asking families what kinds of communication they find most helpful/useful and what activities they participated in this year, and how those activities impacted their feeling of engagement.</p>		
5.5	<p>Family and Community Building Events Planned for the 2024-25 school year:</p> <ul style="list-style-type: none"> • Summer Park Meet-ups • Back-to-School Social • Hispanic Heritage Month • The Big Boo (October PTA event) • Bullying Prevention Month (Oct.) - Unity Day • Jog-a-thon (PTA) • Random Acts of Kindness Week (February) • Cupid Bingo (February) • Family Hikes (Nov. and May - PTA) 		<p>500 0010 4000-4999: Books And Supplies Office supplies and paper</p>

	<ul style="list-style-type: none"> • Family Picnic - 60th bday Celebration (April - PTA) • International Night (TBD - PTA) • Outdoor Movie Night (PTA) • Awards Assemblies • Restaurant Nights (TBD - PTA) • ELAC, SSC, GATE parent, Title 1 meetings planned throughout the school year. 		
5.6	See Goal #3 for more Social Emotional Learning (SEL) & DEI related actions.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During an ELAC meeting, Spanish speaking families that email is an ineffective way to communicate with them. Changes made to address this.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy added to increase more face to face time with our Spanish speaking/EL families.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,249.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$79,606.00

Subtotal of additional federal funds included for this school: \$79,606.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0010	\$43,878.00
0080	\$494.00
OTRM	\$21,546.00
4EEF	\$500.00
Other	\$4,725.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$24,500.00

Subtotal of state or local funds included for this school: \$95,643.00

Total of federal, state, and/or local funds for this school: \$175,249.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0010	43,878	0.00
0TRM	21,546	0.00
Title I	79,606	0.00
0080	494	0.00
4EEF	500	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	43,878.00
0080	494.00
0TRM	21,546.00
4EEF	500.00
Other	4,725.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	24,500.00
Title I	79,606.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,476.00
2000-2999: Classified Personnel Salaries	24,100.00
4000-4999: Books And Supplies	40,721.00
5000-5999: Services And Other Operating Expenditures	24,452.00
5800: Professional/Consulting Services And Operating Expenditures	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	8,425.00
2000-2999: Classified Personnel Salaries	0010	4,000.00
4000-4999: Books And Supplies	0010	25,953.00
5000-5999: Services And Other Operating Expenditures	0010	5,500.00
5000-5999: Services And Other Operating Expenditures	0080	494.00
1000-1999: Certificated Personnel Salaries	OTRM	8,888.00
2000-2999: Classified Personnel Salaries	OTRM	6,000.00
5000-5999: Services And Other Operating Expenditures	OTRM	6,658.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	500.00
2000-2999: Classified Personnel Salaries	Other	4,725.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,000.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,500.00
1000-1999: Certificated Personnel Salaries	Title I	51,163.00
2000-2999: Classified Personnel Salaries	Title I	1,875.00
4000-4999: Books And Supplies	Title I	14,768.00
5000-5999: Services And Other Operating Expenditures	Title I	11,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,343.00
Goal 2	28,530.00
Goal 3	56,950.00

Goal 4

49,626.00

Goal 5

1,800.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tasia Dove	Principal
Lisa Keatts	Classroom Teacher
Tamara Wenguer	Classroom Teacher
Jackie Luderer	Classroom Teacher
Elizabeth Habring	Parent or Community Member
Aimee Kusenberg	Parent or Community Member
Linsey Delaney	Parent or Community Member
Amy Barker	Parent or Community Member
Karla Guardado	Parent or Community Member
John Orleans	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
Garla D	Gifted and Talented Education Program Advisory Committee Representative
Aimee Kusenberg	School Site Representative
[Signature]	Special Education Advisory Committee Representative
DJ Dlyna	African American District Advisory Council Representative
[Signature]	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
John D. [Signature]	Other: Classified Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 8/28/2024.

Attested:

[Signature]	Principal, Tasia Dove on 8/31/2024
[Signature]	SSC Chairperson, Aimee Kusenberg on 09/03/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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