

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladera STARS Academy	56 73759 6055966	8/30/23	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
Purpose:

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

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

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. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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 2023, Ladera STARS Academy begins its 4th 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. We have had three specialized classes for students with autism: TK-K, 1st-2nd grade, and 3rd-5th grade. 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".

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel safe at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Ladera STARS Academy staff (25) as well as parents (59) participated in the survey.

81% of parents/guardians reported that their student(s) seem eager to attend school each day.

90% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

92% of parents/guardians reported that their student's school was physically safe.

93% of parents/guardians reported that they are informed regarding their student(s) academic progress.

92% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

95% of parents/guardians reported that teachers and staff treat them respectfully.

84% of staff reported that working for CVUSD is a positive experience.

88% of staff reported that they are comfortable discussing workplace issues with their supervisors.

91% of school site staff reported that students feel safe at school.

95% of school site staff reported that students are engaged and motivated.

91% of school site staff reported that their school site embraces diversity; and 95% reported that their school site embraces inclusion.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

For the 2023-24 school year, informal observations and walk-throughs at Ladera STARS Academy will focus on the site instructional goals related to the campus STEM Certification process completed in April of 2022, as well as continued focus on Universal Design for Learning and SEL:

1. Deepen their understanding and implementation of 5-E lesson planning to enhance integrated instruction and Project Based Learning.
2. Incorporate UDL strategies to increase access for all students to the core curriculum.
3. Encourage and respond to students' Social/Emotional needs and challenging behaviors, with confidence. Teach coping strategies and continue to promote CASEL competencies (Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score, trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2023-24 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

During the week of August 14 to 18, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, classroom behavior strategies, Mastery Connect, co-teaching practices, Math IXL, ESGI, Unique, inclusive practices in the classroom, understanding bias and stereotypes, building community in the classroom, social-emotional learning practices, and instructional strategies for students with IEPs.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary teachers on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

For the 2023-24 school year, the August 21st professional development continued to support UDL and DEI practices. Opportunities were provided to discuss and review the Supplementary Literature titles, which were expanded to include underrepresented populations. Designated UDL Checkpoints for the 2023-24 school year 8.3 (fostering collaboration and community) and 9.1 (promote expectations and beliefs that optimize motivation) provided opportunities to discuss and brainstorm beginning of the year classroom activities to build classroom community.

The upcoming November professional learning will focus on The Science of Reading (grades TK-2) and Mastery Grading (grades 3-5). Additionally, teachers will receive training on integrating arts with English language arts and English language development instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly compared to same age peers in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials. All teachers are provided with professional learning on the intersection of UDL, DEI and SEL and the importance of focusing on student engagement and student voice.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area MTSS, SEL, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

Additional professional development happens two afternoons each month at STARS Academy Staff Meetings. Topics are based on site and district LCAP goals, based on the assessed needs of our students. 5-E Lesson Planning, UDL, Social Emotional Learning, Challenging Student Behaviors, NGSS focused instruction, PBLs and analyzing student data are topics we have discussed in staff meetings or have planned for future meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

STARS Academy has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of our site's LCAP team. The team leads PD sessions at staff meetings and provide support to staff members and meets monthly to discuss PD, school-wide goals and actions.

The teachers from the specialized classes for students with autism conducted staff meetings focused on analyzing and responding effectively to challenging student behaviors. Topics included: identifying the function of behaviors (Antecedent, Behavior, Consequence), tools to help students identify their feelings and emotions, coping strategies for students. They have a wealth of knowledge that they will continue to share with the rest of the teaching staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessments, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

In 2017, Ladera STARS Academy began intensive work to bring greater coherence and relevance to our curriculum through the integration of our curriculum around the NGSS. Teachers have worked hard to capitalize on students' curiosity and interest in science learning and concepts to further their reading and writing performance. Science is part of our daily instruction in all grade levels through hands on science and engineering investigations and activities, writing in science notebooks or reading informational texts. Project/Problem Based Learning is a key component of our NGSS instruction, giving students flexible performance based assessments of their science content learning. New Core Literature titles were approved for our 4th and 5th grades, that better align with our NGSS integrated curriculum.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD TK-5 teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level materials when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, general education and special education teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants and Imagine Learning designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

(Elementary)

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading and IXL Math. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Using the UDL framework, teachers consider students needs for engagement, representation and action and engagement. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, Science of Reading and cooperative learning.

Targeted intervention within the instructional day was conducted during the school year from late September 2022 through May 2023. Research supports having all students, including ELs and students with disabilities (SWD), participate in the core ELA instruction with their English proficient and grade-level peers. In the Target Time model, all Ladera students participate in the core ELA instruction in their home classrooms, outside of Target Time. No students are "pulled-out" of ELA core instruction to receive intervention related services. As we learn more about UDL, teachers are incorporating strategies to support ALL students' academic learning, including ELs and SWD. The goal is to predict barriers learners may have and provide options for overcoming those barriers in the classroom. These UDL practices will also support students from our specialized program for students with autism, when they participate in general education settings, as determined by their IEP goals. Some of our SWD receive a larger percentage of their academic instruction in general education classrooms. We have a commitment to increasing need-appropriate inclusion opportunities for students in our specialized programs participation in general education classrooms. Multiple students from our specialized classes participate in one or both core academic subjects in general education classes.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Ladera STARS has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Ladera STARS' SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Ladera STARS' parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

The STARS Academy Outreach Team, including the Outreach Coordinator and Outreach Assistant, facilitated English language classes on Monday mornings for Spanish speaking parents. A core group of parents meet with our team weekly to learn English as well as review the school announcements sent in the Dragon Blast. Our Outreach Assistant also facilitates access to resources for families. She provides information and support for accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children's academic success. When special programs are offered, she makes phone calls and communicates with families through a WhatsApp announcement system that supports Spanish Speaking families who have opted-in.

Our school also shares a Title I funded Social Worker to further support families with attendance, home visits, and access to community resources. Our special education staff provide consultation, collaboration, and direct services to students based upon their IEP's.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ladera STARS has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Ladera STARS' SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Ladera STARS' parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

We have parent representatives that are active participants and leaders on the new CVUSD district advisory councils, African-American District Advisory Council (AADAC) and LGBTQ+ Advisory Council.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:

Title III/EIA funds are used to provide additional support and technology in the classroom.

Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of Title III, Title II, and Title I. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA."

Educational Partner Involvement

How, when, and with whom did the school 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. 31, 2022
- Sept. 21, 2022
- Oct. 19, 2022
- Nov. 16, 2022
- Dec. 14, 2022
- Jan. 18, 2023
- Feb. 15, 2023
- Mar. 15, 2023
- Apr. 19, 2023
- May 17, 2023
- June 21, 2023

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

- Oct. 3, 2022
- Dec. 5, 2022
- Jan. 30, 2023
- Apr. 3, 2023
- May 8, 2023

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

- Sept. 27, 2022 (budget)
- Oct. 4, 2022 (math - student data analysis and intervention planning)
- Oct. 25, 2022 (SEL/Behavior planning)
- Nov. 1, 2022 (UDL - PD)
- Nov. 29, 2022 (SEL, Target Time Data Team Meetings): 12/6/22, 12/8/22, 12/12/22 (analysis of Trimester 1 student performance data, intervention planning for Tri. 2)
- Jan. 31, 2023 (Zones of Regulation)
- Mar. 14, 2023 (SEL Walkthrough)

Resource Inequities

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

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 Academy qualified for Additional Targeted Support and Improvement (ATSI) for the student group Students With Disabilities (SWD) in the area of Chronic Absenteeism. A more concerted effort needs to be made to help families of SWD improve their attendance.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	3.7%	3.20%	4.29%	10	9	13
Asian	4.0%	5.34%	4.62%	11	15	14
Filipino	1.8%	1.07%	0.33%	5	3	1
Hispanic/Latino	42.7%	43.77%	38.94%	117	123	118
Pacific Islander	0.4%	0.36%	0%	1	1	0
White	43.4%	41.64%	46.2%	119	117	140
Multiple/No Response	4.0%	4.63%	5.61%	11	13	17
	Total Enrollment			274	281	303

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	65	71
Grade 1	44	43	44
Grade 2	47	43	49
Grade 3	39	49	49
Grade 4	44	40	48
Grade 5	57	41	42
Total Enrollment	274	281	303

Conclusions based on this data:

1. We are experiencing a steady increase in the number of students enrolled, after the dip in numbers during/after COVID. The upward trend may have been a result of the STARS Academy magnet program, which began in 2018.
2. Our upper grade numbers have remained lower after COVID, but we are drawing more Kindergarteners each year.
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

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	63	72	65	23.0%	25.6%	21.5%
Fluent English Proficient (FEP)	19	11	19	6.9%	3.9%	6.3%
Reclassified Fluent English Proficient (RFEP)	5			7.9%		

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	40	50	49	0	49	47	0	49	47	0.0	98.0	95.9
Grade 4	44	42	48	0	41	44	0	41	44	0.0	97.6	91.7
Grade 5	53	42	42	0	42	38	0	42	38	0.0	100.0	90.5
All Grades	137	134	139	0	132	129	0	132	129	0.0	98.5	92.8

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		
	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
Grade 3		2474.	2458.		51.02	40.4		22.45	23.4		16.33	12.8		10.20	23.4
Grade 4		2484.	2486.		39.02	29.5		17.07	25.0		19.51	27.3		24.39	18.2
Grade 5		2541.	2539.		38.10	34.2		30.95	31.6		14.29	10.5		16.67	23.7
All Grades	N/A	N/A	N/A		43.18	34.9		23.48	26.4		16.67	17.1		16.67	21.7

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		40.82			44.90			14.29		
Grade 4		26.83			60.98			12.20		
Grade 5		35.71			54.76			9.52		
All Grades		34.85			53.03			12.12		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.65			59.18			8.16	
Grade 4		7.32			75.61			17.07	
Grade 5		35.71			52.38			11.90	
All Grades		25.76			62.12			12.12	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.37			69.39			12.24	
Grade 4		14.63			73.17			12.20	
Grade 5		23.81			64.29			11.90	
All Grades		18.94			68.94			12.12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			63.27			8.16	
Grade 4		21.95			63.41			14.63	
Grade 5		23.81			61.90			14.29	
All Grades		25.00			62.88			12.12	

Conclusions based on this data:

1. 93% of our students participated in the CAASPP. This is a great participation rate!
2. 61% of our students overall met or exceeded standards on the CAASPP, which is 5 percentage points down from the 22-23 school year. After the school disruptions caused by COVID in 2020 and 2021, this is somewhat expected. The goal would be to get that % up to 70% for 2024 given the overall decrease.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	40	50	49	0	50	48	0	50	48	0.0	100.0	98.0
Grade 4	44	42	48	0	41	43	0	41	43	0.0	97.6	89.6
Grade 5	53	42	42	0	42	38	0	42	38	0.0	100.0	90.5
All Grades	137	134	139	0	133	129	0	133	129	0.0	99.3	92.8

* 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		
	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
Grade 3		2455.	2455.		26.00	29.2		36.00	39.6		26.00	10.4		12.00	20.8
Grade 4		2477.	2503.		17.07	30.2		26.83	34.9		39.02	18.6		17.07	16.3
Grade 5		2511.	2539.		19.05	31.6		23.81	26.3		33.33	21.1		23.81	21.1
All Grades	N/A	N/A	N/A		21.05	30.2		29.32	34.1		32.33	16.3		17.29	19.4

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		24.00			58.00			18.00				
Grade 4		26.83			53.66			19.51				
Grade 5		19.05			64.29			16.67				
All Grades		23.31			58.65			18.05				

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.00			54.00			14.00	
Grade 4		12.20			63.41			24.39	
Grade 5		16.67			59.52			23.81	
All Grades		21.05			58.65			20.30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.00			64.00			8.00	
Grade 4		19.51			65.85			14.63	
Grade 5		19.05			59.52			21.43	
All Grades		22.56			63.16			14.29	

Conclusions based on this data:

1. 64% of students overall met or exceeded standards in Math. This is a 14% increase from the 21-22 school year! The focus on math intervention has proved successful. Every grade level showed an increase in scores with 4th grade showing the biggest improvement with a 21% increase.

School and Student Performance Data

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	1426.7	*	1432.2	1424.5	*	1374.6	1431.7	8	13	13
1	1379.9	1439.3	1444.9	1405.4	1446.5	1467.9	1353.9	1431.4	1421.3	14	15	10
2	*	1461.4	1466.7	*	1458.1	1485.4	*	1464.2	1447.4	8	13	14
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	63

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	36.4	*	61.54	11.1	*	30.77	18.8	*	7.69	30.0	*	13	13
1	0.00	6.67	0.0	21.43	26.67	18.5	21.43	40.00	18.8	57.14	26.67	20.0	14	15	10
2	*	0.00	0.0	*	53.85	37.0	*	23.08	12.5	*	23.08	30.0	*	13	14
3	33.33	*	36.4	33.33	*	14.8	25.00	*	25.0	8.33	*	10.0	12	*	13
4	40.00	*	*	40.00	*	*	13.33	*	*	6.67	*	*	15	*	6
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
All Grades	20.63	13.43	17.5	41.27	43.28	42.9	19.05	29.85	25.4	19.05	13.43	15.9	63	67	63

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		*	46.15		*	30.77		*	7.69		*	13	9
1	0.00	20.00		28.57	26.67		50.00	20.00		21.43	33.33		14	15	10
2	*	23.08		*	30.77		*	23.08		*	23.08		*	13	15
3	33.33	*		41.67	*		8.33	*		16.67	*		12	*	14
4	53.33	*		40.00	*		0.00	*		6.67	*		15	*	7
5	*	*		*	*		*	*		*	*		*	*	7
All Grades	28.57	26.87		42.86	40.30		15.87	17.91		12.70	14.93		63	67	

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		*	23.08		*	53.85		*	23.08		*	13	9
1	0.00	6.67		21.43	13.33		14.29	20.00		64.29	60.00		14	15	10
2	*	0.00		*	46.15		*	30.77		*	23.08		*	13	15
3	16.67	*		25.00	*		41.67	*		16.67	*		12	*	14
4	13.33	*		46.67	*		40.00	*		0.00	*		15	*	7
5	*	*		*	*		*	*		*	*		*	*	7
All Grades	7.94	5.97		33.33	31.34		38.10	34.33		20.63	28.36		63	67	

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		*	69.23		*	7.69		*	13	9
1	14.29	33.33		71.43	53.33		14.29	13.33		14	15	10
2	*	23.08		*	69.23		*	7.69		*	13	15
3	50.00	*		41.67	*		8.33	*		12	*	14
4	53.33	*		40.00	*		6.67	*		15	*	7
5	*	*		*	*		*	*		*	*	7
All Grades	31.75	28.36		58.73	64.18		9.52	7.46		63	67	

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		*	84.62		*	7.69		*	13	
1	0.00	6.67		71.43	60.00		28.57	33.33		14	15	
2	*	30.77		*	38.46		*	30.77		*	13	
3	50.00	*		33.33	*		16.67	*		12	*	
4	80.00	*		13.33	*		6.67	*		15	*	
5	*	*		*	*		*	*		*	*	
All Grades	46.03	34.33		41.27	49.25		12.70	16.42		63	67	

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		*	76.92		*	23.08		*	13	
1	0.00	20.00		35.71	20.00		64.29	60.00		14	15	
2	*	0.00		*	69.23		*	30.77		*	13	
3	25.00	*		58.33	*		16.67	*		12	*	
4	20.00	*		66.67	*		13.33	*		15	*	
5	*	*		*	*		*	*		*	*	
All Grades	12.70	7.46		61.90	58.21		25.40	34.33		63	67	

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		*	53.85		*	23.08		*	13	
1	7.14	6.67		35.71	60.00		57.14	33.33		14	15	
2	*	23.08		*	61.54		*	15.38		*	13	
3	16.67	*		75.00	*		8.33	*		12	*	
4	6.67	*		93.33	*		0.00	*		15	*	
5	*	*		*	*		*	*		*	*	
All Grades	7.94	19.40		73.02	64.18		19.05	16.42		63	67	

Conclusions based on this data:

1. ELPAC data is not yet updated with 2023 assessment results.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
281	26.7	25.6	1.1
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	25.6
Foster Youth	3	1.1
Homeless		
Socioeconomically Disadvantaged	75	26.7
Students with Disabilities	45	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	3.2
American Indian		
Asian	15	5.3
Filipino	3	1.1
Hispanic	123	43.8
Two or More Races	13	4.6
Pacific Islander	1	0.4
White	117	41.6

Conclusions based on this data:

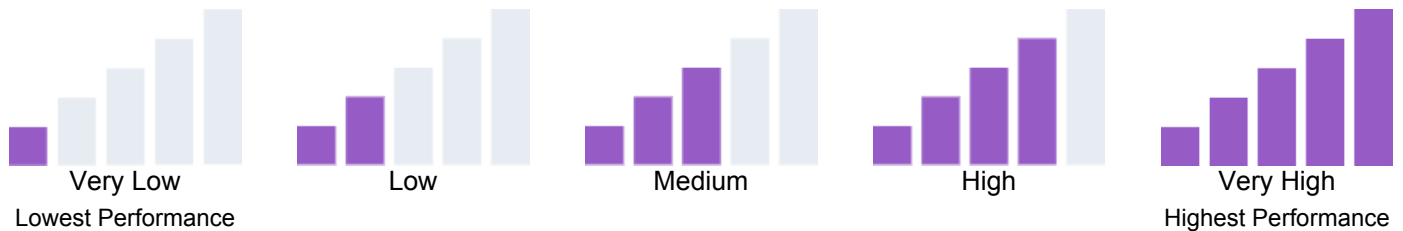
1. We have a high % of SWD, as a result of having 3 District specialized classes for students with autism. [Closer to 10% of the school population is more typical.]
2. The percentage of Socioeconomically Disadvantaged (SED) students at the school has slightly increased. We need to pay close attention to the achievement of students in this subgroup.
3. The number of Hispanic students surpassed that number of White students, for the first time. The demographics of our school community are changing.

School and Student Performance Data

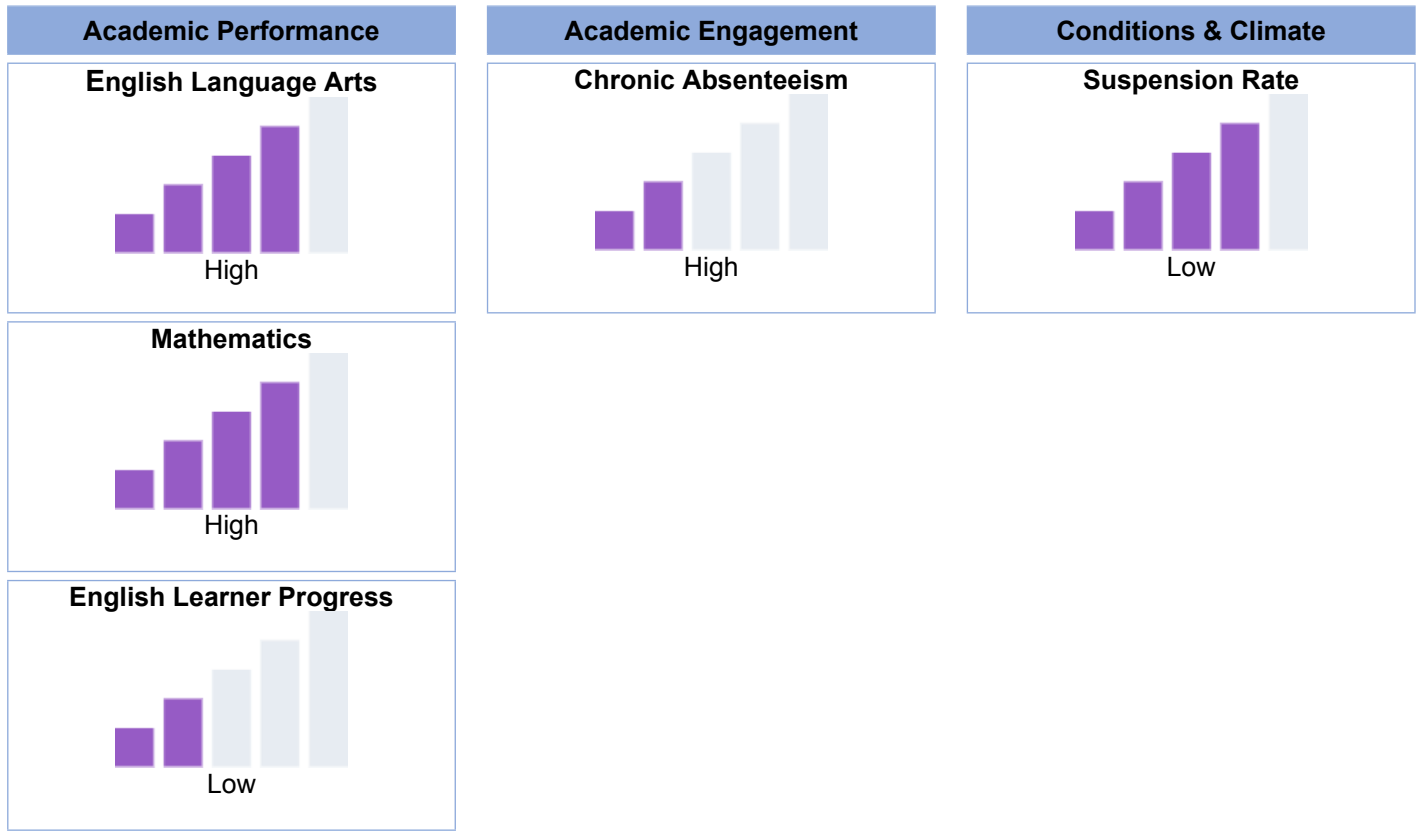
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

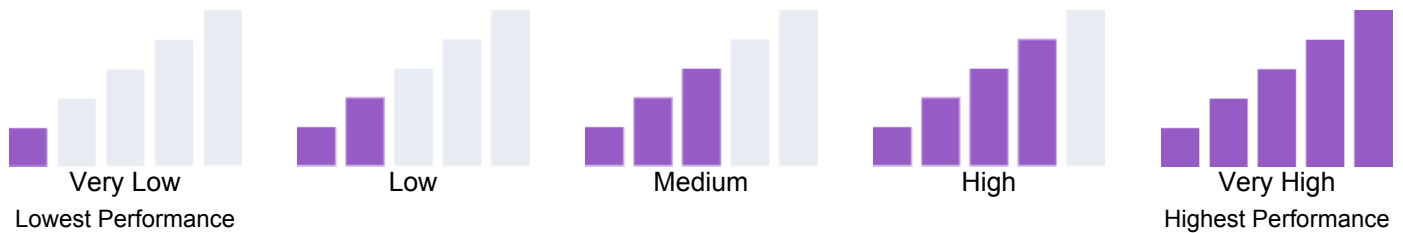
- The CAASPP dashboard data has not yet been updated with 2023 CAASPP assessment results.

School and Student Performance Data

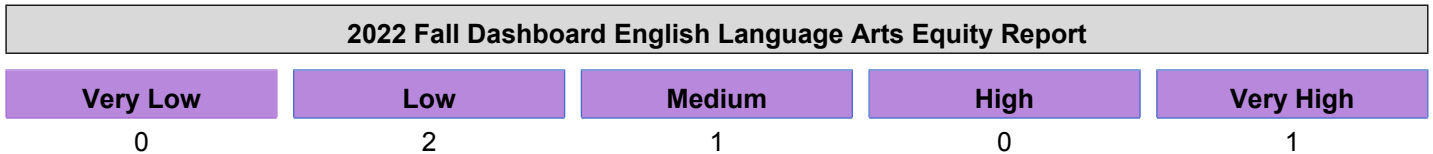
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

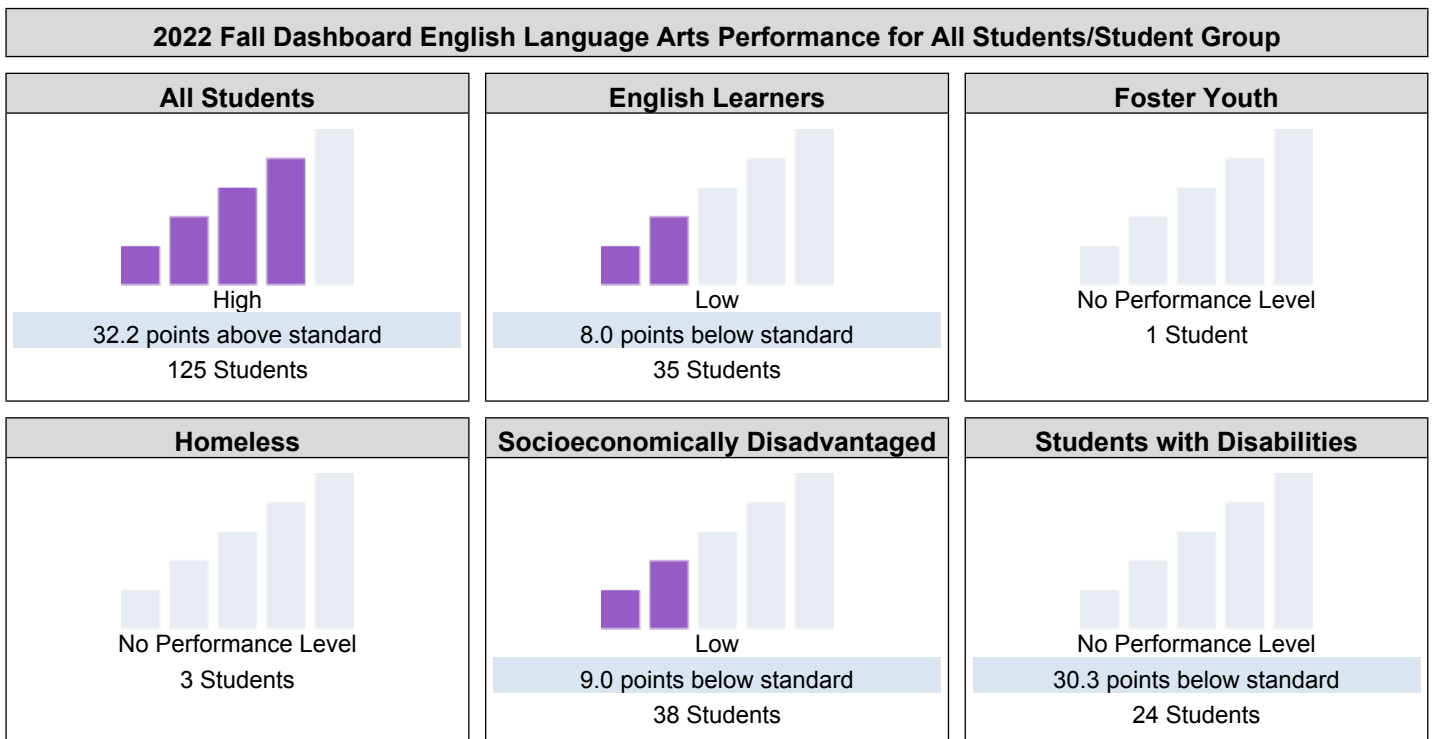
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



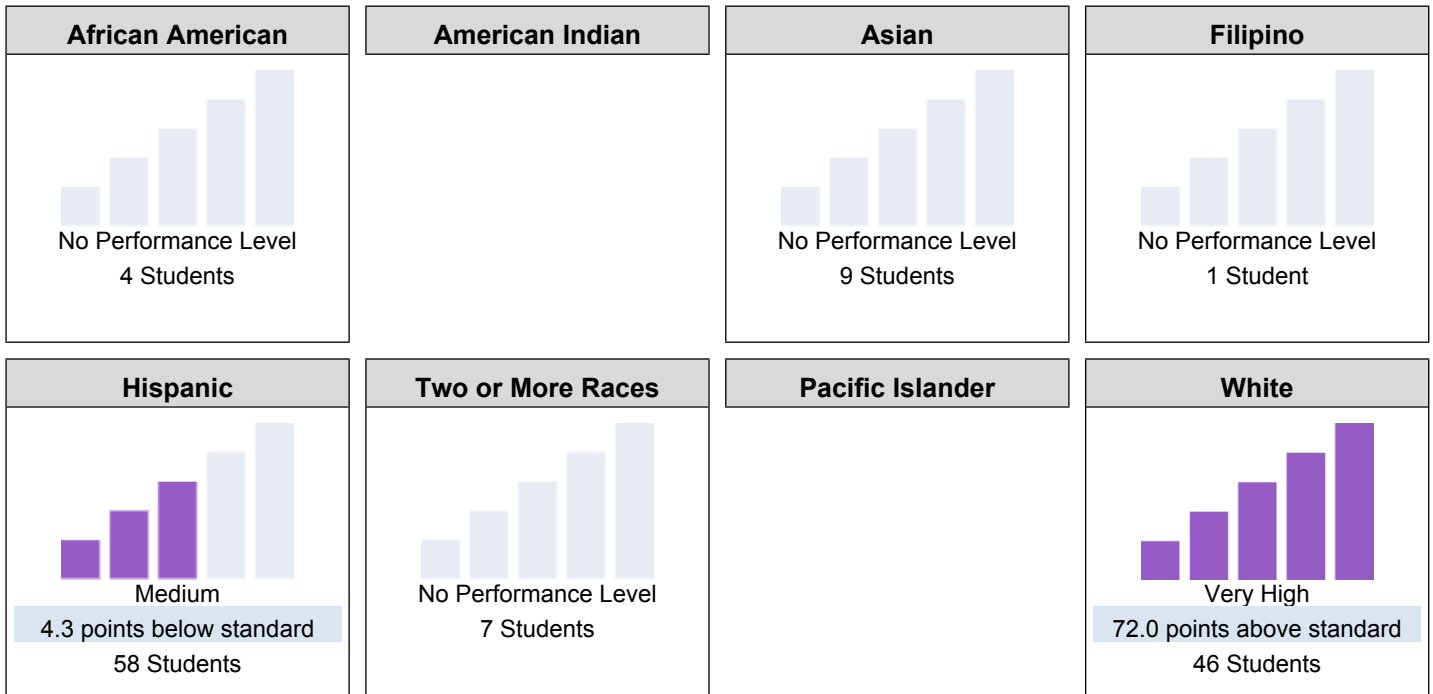
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.9 points below standard 18 Students	48.0 points above standard 17 Students	47.5 points above standard 87 Students

Conclusions based on this data:

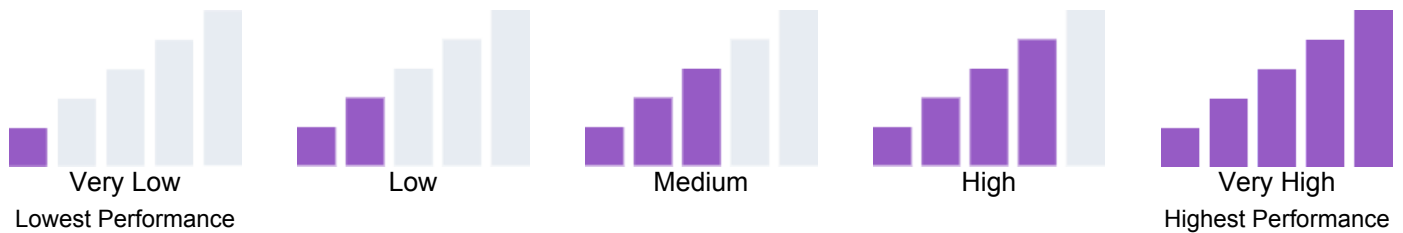
- The CAASPP dashboard data has not yet been updated with 2023 CAASPP assessment results.

School and Student Performance Data

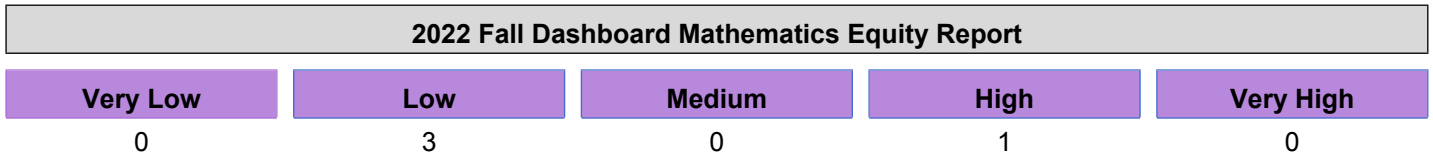
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

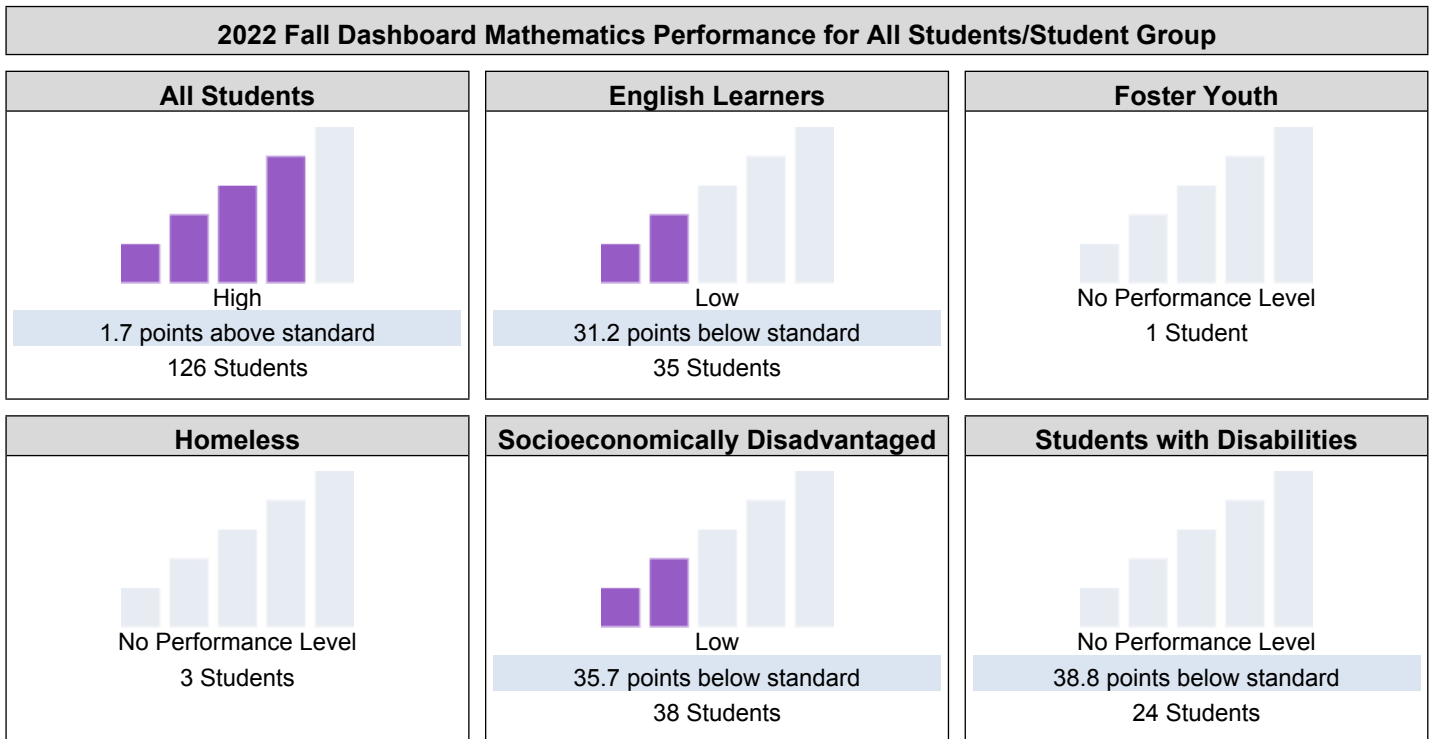
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



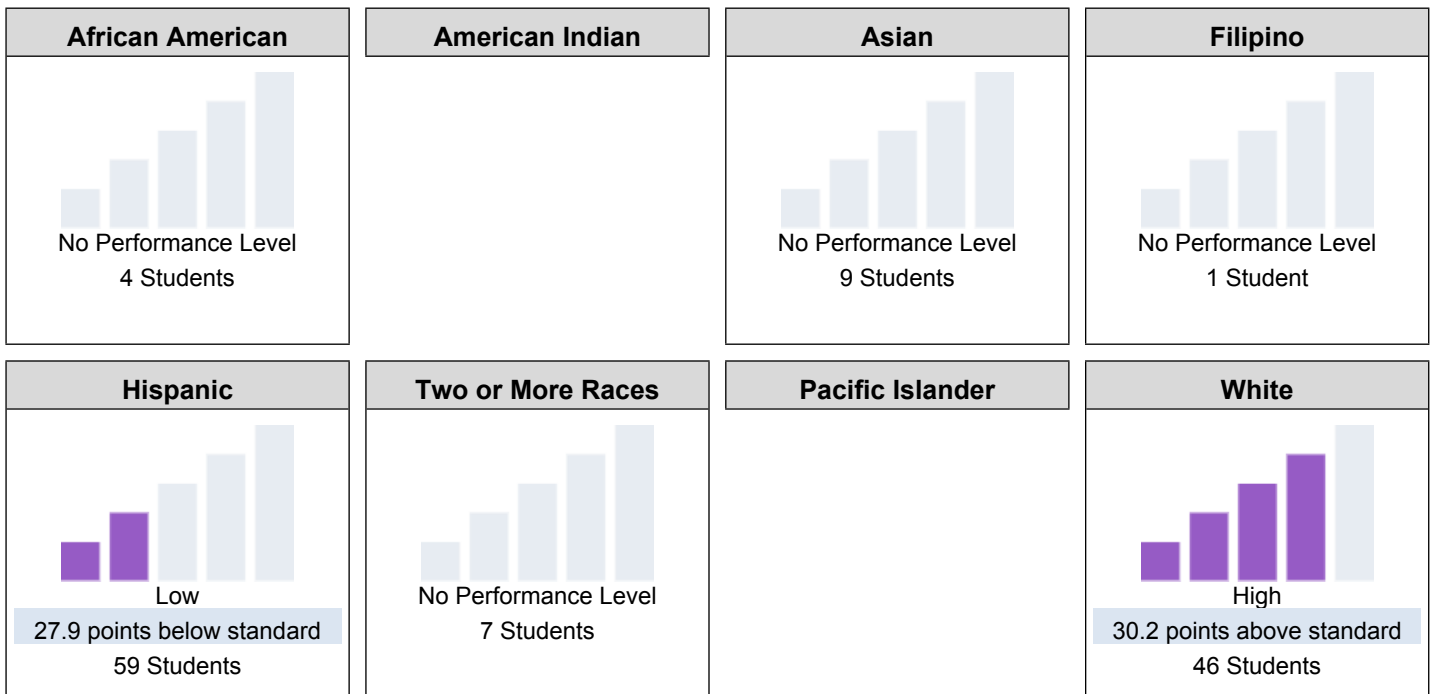
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.7 points below standard 18 Students	7.5 points above standard 17 Students	13.3 points above standard 88 Students

Conclusions based on this data:

- The CAASPP dashboard data has not yet been updated with 2023 CAASPP assessment results.

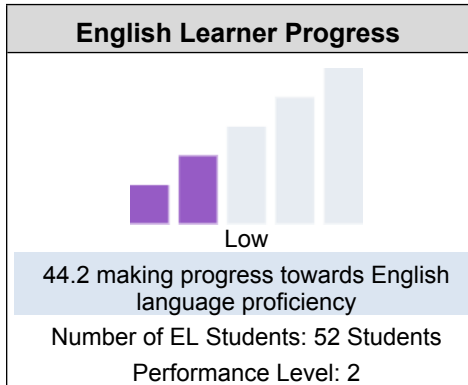
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
15.4%	40.4%	5.8%	38.5%

Conclusions based on this data:

- The CAASPP dashboard data has not yet been updated with 2023 CAASPP assessment results.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

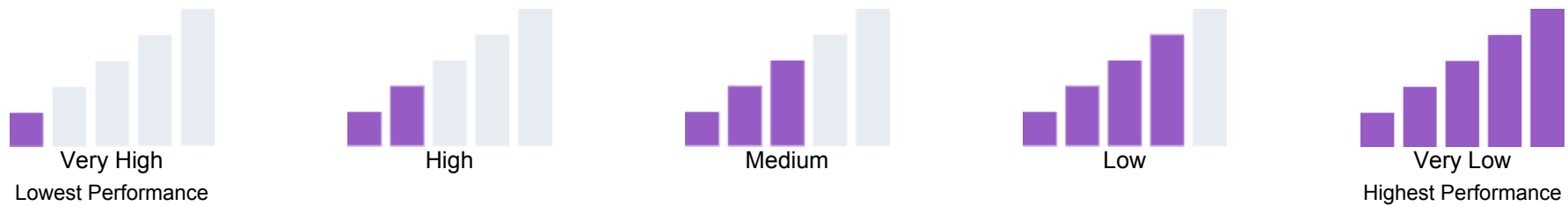
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School and Student Performance Data

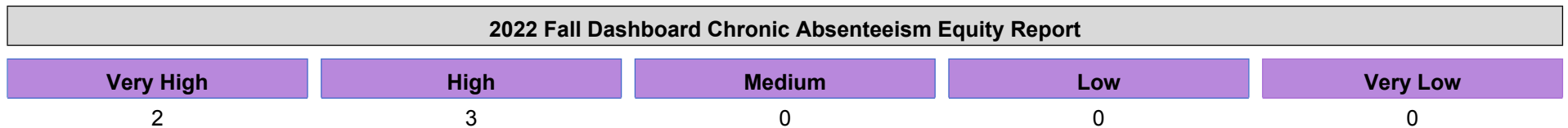
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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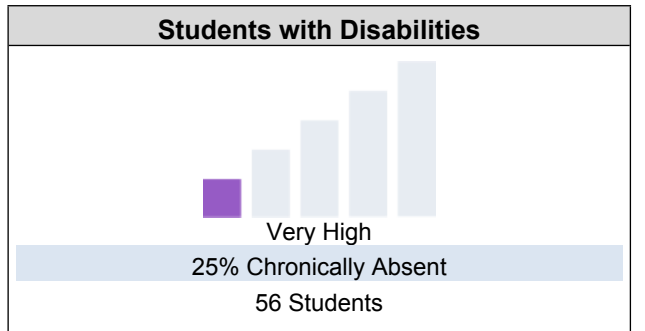
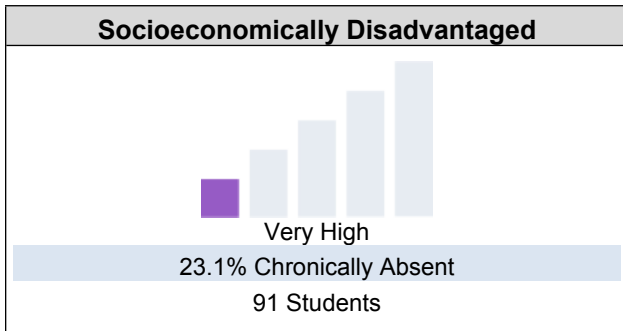
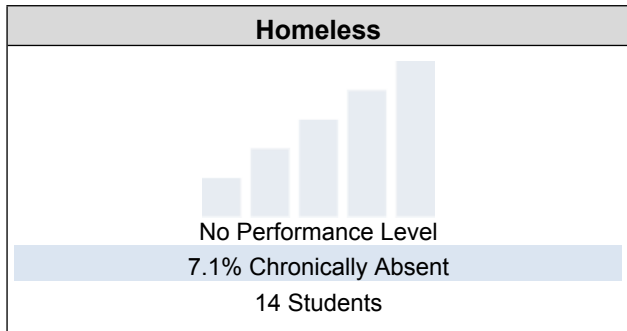
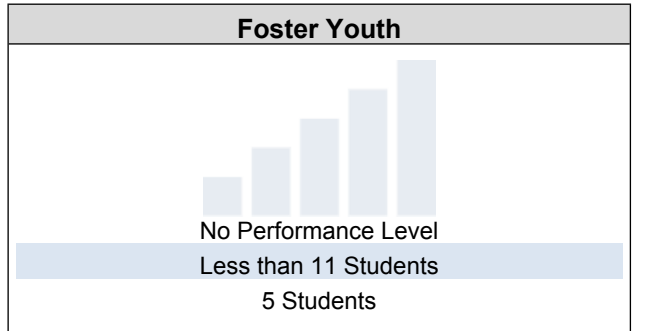
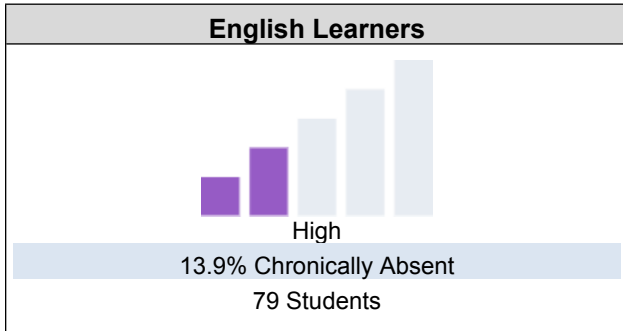
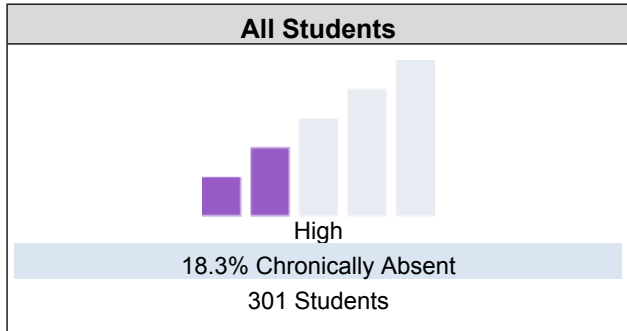


This section provides number of student groups in each level.

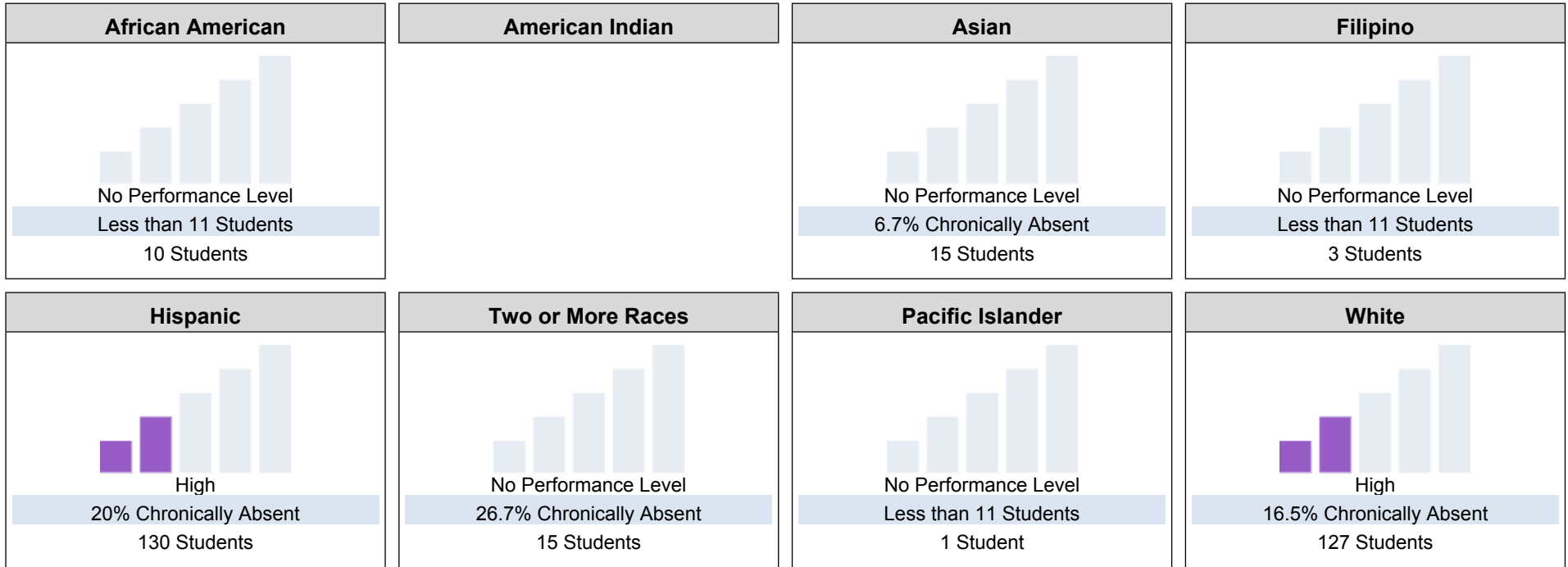


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- The dashboard data has not yet been updated with 2023 data.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

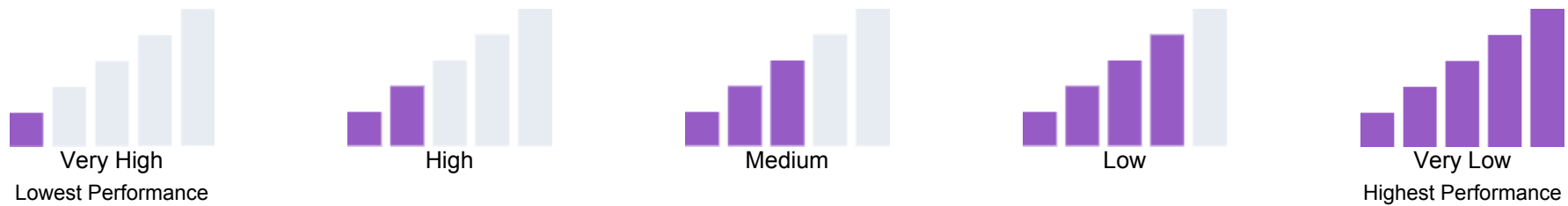
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School and Student Performance Data

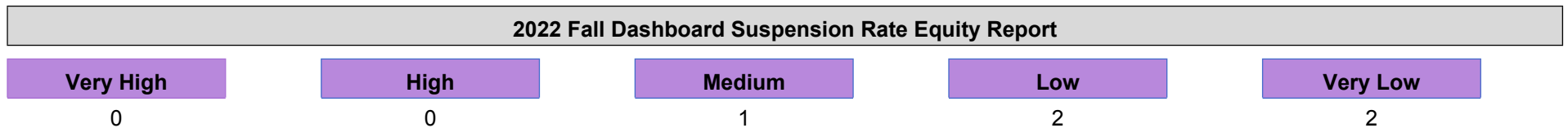
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

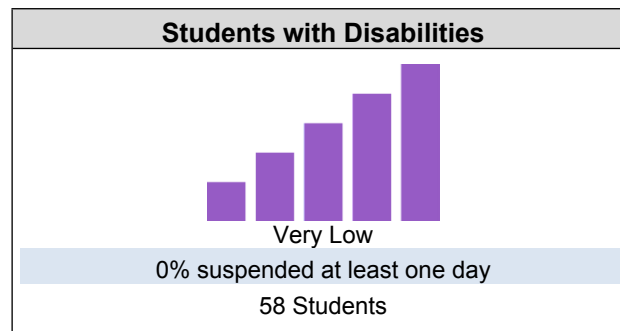
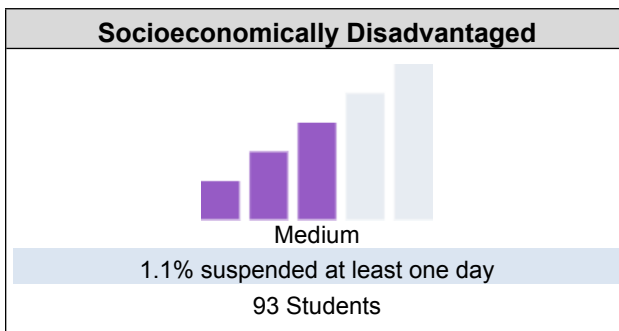
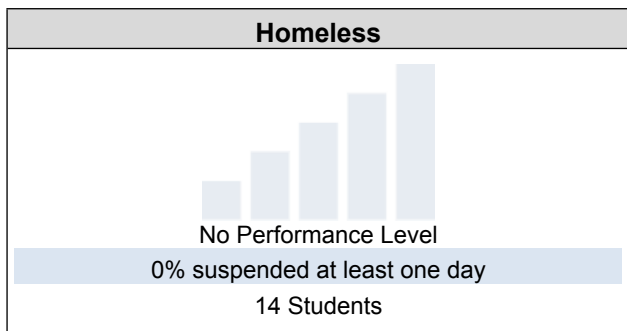
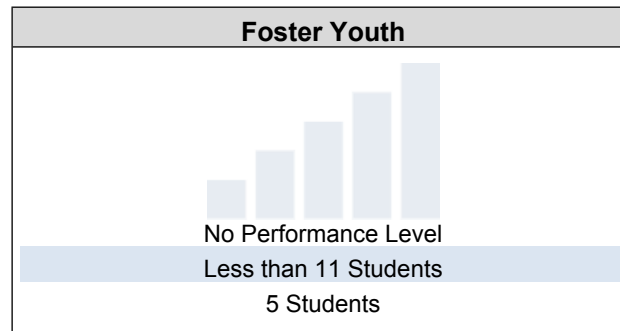
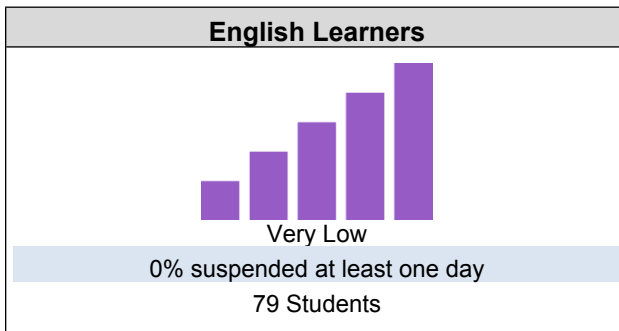
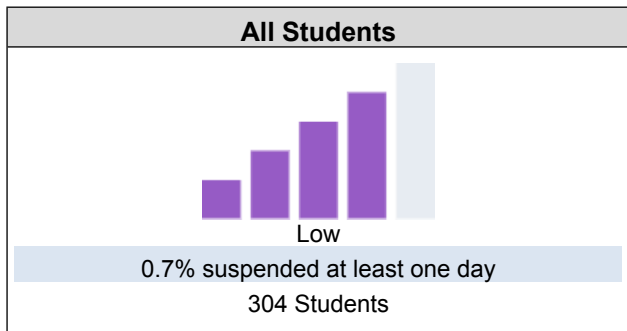


This section provides number of student groups in each level.

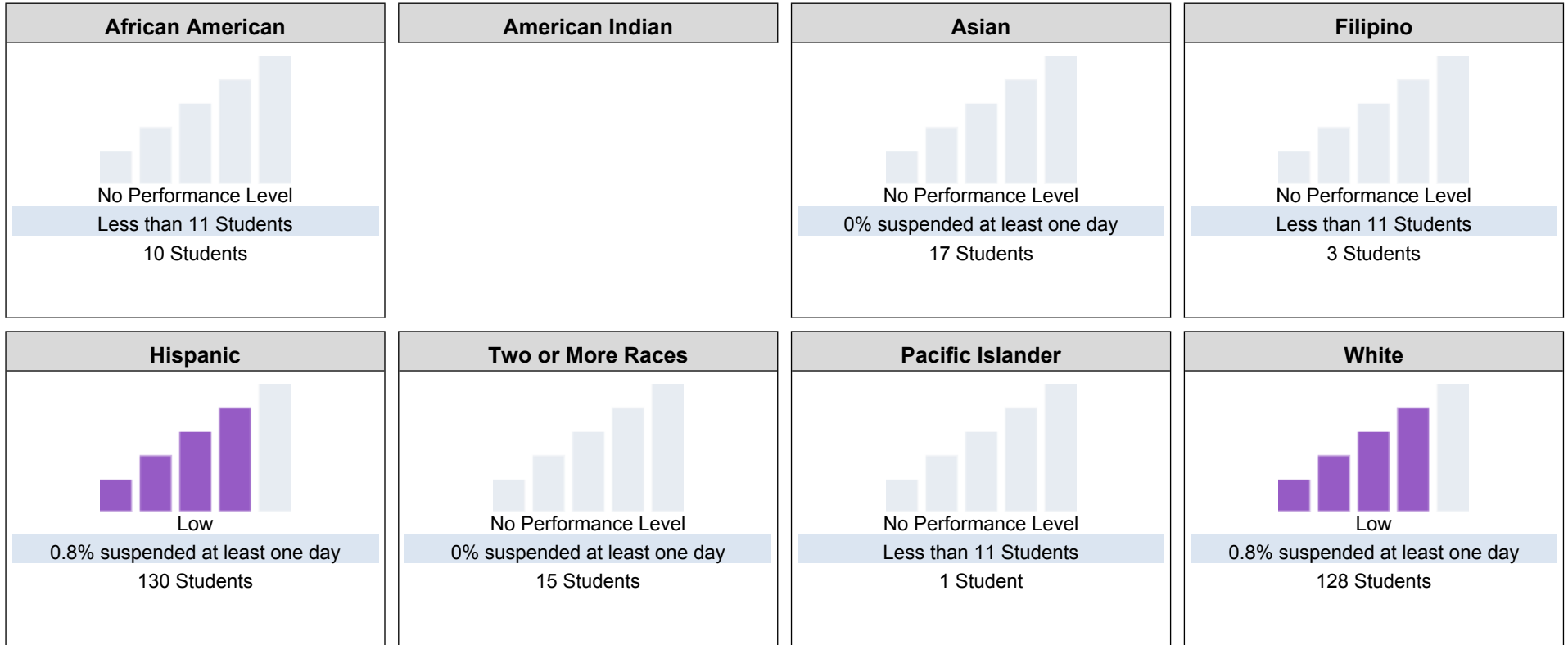


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The dashboard data has not yet been updated with 2023 data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement in English Language Arts (ELA)

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 1

By June 2024, 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

Identified Need

The percent of kindergarten students meeting essential ELA standards in 3rd Trimester of 2023 was not as strong as the prior year. The % of ALL students (including EL, SED, SWD) who met the benchmarks for Blends Sounds (78%), Names Letters (86%), were lower than in 2022, but still in a fairly strong range. The area with a significantly less % of students meeting the benchmark was High Frequency Words (27% in 2023, compared to 52% in 2022, but it is important to note that the students were responsible for learning 50 words, compared to 30 words in past years. The % of Kindergarten EL and SED students meeting benchmarks in ELA were lower compared to Trimester 3 of 2022 for Blends Sounds (57% & 71%, respectively) and High Frequency Words (0% & 24%), but higher for Fluently Names Letters (57% & 88%). The % of SWD was consistent with 2022 scores for reading high frequency words (67%), but dropped for fluently names letters and blends sounds (17% for both). Learning the High Frequency Words stands out as the greatest area of need for all Kindergarten students.

The scores for 1st graders were significantly lower throughout the school year of 2020-2021, than in past years, but improved significantly for ALL students, including ELs, in the 2021-22 school year. In 2023, the scores dipped again, but were higher than in 2020-21. Blends Sounds (78%), Phonics (59%), Fluency (44%). % of SED students went up for Phonics, HFW, and Fluency (62% for all), however the % of EL student meeting or exceeding went down in the same areas. Q did not have the correct # for SWD, so those % scores are not valid - unfortunately I am not confident about some of the other subgroups either.

The ELA benchmark results for 2nd graders in 2023, was positive and/or consistent in the areas of Phonics (81%), Reading Accurately (75%), and High Frequency Words (85%). The % of students reading the 2nd grade level passage fluently dropped from the % meeting the standards in 2022 (52% dropped to 46% in 2023). The pattern of improvement was similar for EL and SED students, showing improvement in Phonics, Accuracy and HFW, but dropping in reading fluency. Reading a grade level passage fluently stands out as the greatest area of need for 2nd graders.

The number of 3rd-5th graders scoring at the proficient or advanced levels on the CAASPP in 2023 dipped slightly to 61%, down from 66% from the previous year.

Annual Measurable Outcomes

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 2023: <ul style="list-style-type: none"> Grade Level Phonics- ALL 59%; EL 30%, SED 62% High Frequency Words- ALL 54%; EL 30%, SED 62% 	An increase of at least 3% of 1st graders meeting these benchmarks in Tri 3 2024: <ul style="list-style-type: none"> Grade Level Phonics- ALL 62%; EL 33%, SED 65% High Frequency Words- ALL 57%; EL 33%, SED 65%
2nd grade Benchmark assessment data for ELA: <ul style="list-style-type: none"> Passage Fluency 	% of 2nd graders meeting essential ELA benchmarks Tri 3 2023: <ul style="list-style-type: none"> Passage Fluency- ALL 46%; EL 33%, SED 35%, SWD 14% 	An increase of at least 3% of 2nd graders meeting these benchmarks in Tri 3 2024: <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 2023: <ul style="list-style-type: none"> High Frequency Words ALL 27%; EL 0%, SED 24%, SWD 67% 	An increase of at least 5% (because of the significant drop) of Kindergarteners meeting in Tri 3 2024 :

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<ul style="list-style-type: none"> High Frequency Words ALL 32%; EL 5%, SED 29%, SWD 72%
CAASPP	% of 3rd-5th graders scoring at proficient/advanced levels of CAASPP: 3rd - 64 %; EL - 27 %, SED - 50 %, SWD - 33 % 4th - 55 %; EL - 0 %, SED - 29 %, SWD - 33 % 5th - 68 %; EL - 17 %, SED - 42 %, SWD - 14 %	3% increase in 3rd-5th graders scoring at proficient/advanced levels of CAASPP: 3rd - 67 %; EL - 30 %, SED - 53 %, SWD - 36 % 4th - 58 %; EL - 3 %, SED - 32 %, SWD - 36 % 5th - 71 %; EL - 20 %, SED - 45 %, SWD - 17 %

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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..</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</p>	September - May Data Team PLC Release Days: September, Dec. March - Full day subs May - 1/2 day subs	Principal, Classroom Teachers, Academic Specialists	Salary for substitute teachers for teacher release time to analyze data and plan interventions with grade level PLCs, in Sept., Dec., March and May.	1000-1999: Certificated Personnel Salaries	OTRM	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(teachers and credentialed academic specialists) 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>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 learning loss due to the impact of COVID-19, for details of our MTSS/Target Time plan.</p>	September - June	Principal, Classroom Teachers, Academic Specialists	See Goal #3: Address Learning Loss due to the impact of COVID-19			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 education, technology, Math instruction strategies, NGSS]</p> <p>STEAM Symposium - 3 teachers x \$545</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. A special day of PD will be offered to STARS teachers in August 2022, led by a STEM expert/coach from the National Institute of STEM Education (NISE).</p>	August - June	Principal, Classroom Teachers	<p>Conference Registrations - STEAM Symposium (see Goal 2)</p> <p>Professional Development</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>4EEF</p> <p>0010</p>	<p>500</p> <p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>	<p>Trimester 1 Nov/Dec</p> <p>Trimester 2 Feb/March</p> <p>Trimester 3 May/June</p>	Teachers, principal	Salary for substitute teachers, to release teachers from the classrooms	1000-1999: Certificated Personnel Salaries	Title I	1000
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.)	Ongoing	Office Staff	Document Systems, CIT	5000-5999: Services And Other Operating Expenditures	0010	3,000
<p>Classroom materials and supplies. Each teacher (18 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>	Ongoing, as needed	Teachers Principal Academic Specialists Staff	Classroom instructional Materials and supplies - teacher budgets	4000-4999: Books And Supplies	0010	5,000
			Instructional materials and supplies for academic specialists	4000-4999: Books And Supplies	0010	1,000
			Additional Instructional Materials and supplies for Project Based Learning and STEAM learning experiences.	4000-4999: Books And Supplies	0010	6,960
			Classroom instructional Materials and supplies - teacher budgets	4000-4999: Books And Supplies	Title I	7,503
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	Ongoing	Classroom Teachers Principal Academic Specialists	Type to Learn	5000-5999: Services And Other Operating Expenditures	OTRM	510

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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>			Starfall Education	5000-5999: Services And Other Operating Expenditures	OTRM	355
			Raz Kids - February	5000-5999: Services And Other Operating Expenditures	OTRM	710
			Lexia (centralized services)			
			Education.com - classroom subscriptions	5000-5999: Services And Other Operating Expenditures	OTRM	250
<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/referenc 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 			Professional Development - 5 E instruction	1000-1999: Certificated Personnel Salaries	0010	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
through the grades. STEAM Budgets for grade teams to purchase materials for PBLs and classroom science libraries/readers PD "Refresher" for TK-5 teachers re: 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate)						
Hire copy clerk to support ongoing copying related to material preparation for students. [4.5 hr. week]	August - June	Principal	Salary for copy clerk	2000-2999: Classified Personnel Salaries	0010	3,000

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

3 academic specialists supported students at each grade level for one hour each day, 4 days/week, in the area of English Language Arts (reading, writing, and ELD). Given the drop in scores in ELA, intervention support for ELA may require a more targeted approach in skill focus and the time spent supporting ELA instruction. Data meetings between teachers and academic specialists will guide future intervention efforts.

Briefly 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 major differences between the intended implementation or budgeted expenditures.

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.

The goal is unchanged. We seek continual improvement in the area of ELA.

The following ACTIONS and PROPOSED EXPENDITURES has been added above, in support of ELA instruction through our STEAM program vision: Increase integrated instruction practices in Grades TK-5 with NGSS teaching at the center (e.g. CCCs and SEPs across the curriculum areas, PBLs, Core Lit to match NGSS themes/learning); STEAM Budgets for grade teams to purchase materials for PBLs and classroom science libraries/readers; PD for TK-5 teachers re: 5 Es Lesson Design.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve student achievement in Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

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

Identified Need

As with the ELA benchmarks, the percent of ALL kindergarten students meeting the essential Trimester 3 benchmarks for math was somewhat lower than in previous years. The % of SWD meeting math benchmarks was consistent with last year, but EL and SED students dropped for Counting and Number Recognition. On the positive side, 86% of ALL students, 86% of EL, and 82% of SED students met or exceeded the benchmark for Counting with 1:1 correspondence. Number Recognition and Counting for our SED and EL groups seem to be the areas of greatest need.

Overall, the % of ALL 1st grade students meeting the Math benchmarks were higher in all areas except Word problems (71% meeting/exceeding) than the % of students meeting/exceeding the benchmarks in Trimester 3 2022. The % of EL students meeting benchmarks for Math Word Problems and Counts, Reads, Writes Numbers were the only %s that dropped from 2022. Reading,

Writing, and counting to 120 and Solving Word Problems seem to be the greatest areas of need. Again, the data from Q for SWD does not appear to be valid, so it will not be reported below.

The % of ALL 2nd graders meeting essential math benchmarks, especially for EL students, was fairly positive at the end of Trimester 3, 2022, in all areas except Word Problems. The SWD subgroup was the subgroup that dropped, overall. Many factors may contribute to these results.

Looking at a new measure this year and comparing it to future years, may provide additional information about math achievement in the upper grades. Mastery Connect pulls data from the math benchmark exams, and provides data related to the 5 of standards taught that were met or exceeded. Data can be looked at for ALL students, as well as disaggregated by student groups: EL, SED, SWD. Over all the data for Math looks quite positive, with Mastery of assessed standards above 80% for all 3 grade levels. SWD met a lower % of the standards than EL or SED students in 3rd and 5th grade, but a higher % of the standards in 4th grade. Time will tell if this measure provides helpful information or not.

The number of 3rd-5th graders scoring at the proficient or advanced level in math on the CAASPP increased from 50% in the 2021-2022 school year to 64% in the 2022-2023.

Annual Measurable Outcomes

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 2022: <ul style="list-style-type: none"> Recognizes Numbers- ALL 67%; SWD 33%; SED 53%; EL 43% Rote Counting- ALL 76%; SWD 17%; SED 71%; EL 57% 	An increase of 3% or more of Kindergarteners meeting essential math benchmarks by June 2023: <ul style="list-style-type: none"> Recognizes Numbers - ALL 70%; SWD 36%; SED 56%; EL 46% Rote Counting - ALL 79%; SWD 20%; SED 74%; 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 2021: <ul style="list-style-type: none"> Counts, reads, writes # to 100- ALL 85%; SED 77%; EL 60% Solves Word Problems- ALL 71%; SED 69%; 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2nd grade CVUSD Benchmark assessment data for Math:</p> <ul style="list-style-type: none"> Adds/Subtracts Fluently Solves Word Problems Understands #s to 1000 	<p>% of 2nd graders meeting essential Math benchmarks Tri 3 of 2021:</p> <ul style="list-style-type: none"> Adds/Subtracts Fluently- ALL 67%; SWD 43%; SED 65%; EL 73% Solves Word Problems- ALL 65%; SWD 0%; SED 59%; EL 67% Understands #s to 1000- ALL 69%; SWD 29%; SED 65%; EL 67% 	<p>An increase of 3% or more of 2nd graders meeting:</p> <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 72%; SWD 32%; SED 68%; EL 70%
3rd-5th grade CAASPP Math Assessment	<p>% of 3rd-5th graders scoring at the proficient/advanced levels of CAASPP in Math:</p> <p>3rd - 69%; EL - 45 %, SED - 58 %, SWD - 50%</p> <p>4th - 65%; EL - 0%, SED - 43%, SWD - 63%</p> <p>5th - 58%; EL - 33%, SED - 42%, SWD - 29%</p>	<p>An increase of 3% or more % of 3rd-5th graders scoring meeting or exceeding standards on CAASPP math:</p> <p>3rd - 72 %; EL - 48%, SED - 61%, SWD - 53%</p> <p>4th - 68 %; EL - 3%, SED - 46%, SWD - 66%</p> <p>5th - 61 %; EL - 36%, SED - 45%, SWD - 32%</p>
Mastery of Standards Assessed in 3rd-5th grade math, per Mastery Connect.	<p>% of 3rd-5th grade Math Standards Assessed and Mastered:</p> <p>3rd - ALL 80.5%; EL 76%, SED 72.8%, SWD 61.2%</p> <p>4th - ALL 86.5%; EL 77%, SED 77.7%, SWD 82.9%</p> <p>5th - ALL 83.1%; EL 72%, SED 78.6%, SWD 67.6%</p>	<p>An increase of 3% or more 3rd-5th grade Math Standards Assessed and Mastered:</p> <p>3rd - ALL 83.5%; EL 79%, SED 75.8%, SWD 64.2%</p> <p>4th - ALL 89.5%; EL 80%, SED 80.7%, SWD 85.9%</p> <p>5th - ALL 86.1%; EL 75%, SED 81.6%, SWD 70.6%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Develop and implement math intervention programs to reinforce and reteach foundational math skills targeting at-risk students.</p> <p>During-School math interventions to support 1st-5th grade students missing prerequisite skills for grade 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-in to</p>	<p>Using trimester assessment data, identify students requiring Tier 2 and 3 interventions for math. Carefully monitor progress of all students participating in 6-10 week sessions of targeted intervention /Ongoing</p> <p>Math intervention programs: /October through May</p>	<p>Principal</p> <p>Classroom Teachers</p> <p>Academic Specialists</p>	<p>Academic Specialist salaries (see Goal #3)</p> <p>Academic Specialist salaries (see Goal #3)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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>Purchase licenses for computer based, motivating math programs to practice math concepts & procedures, problem solving and computation fluency, for ALL students, including EL, SWD, and SED.</p> <p>Additionally, purchase STEM related programs to enhance our STEAM magnet program.</p> <p>School currently also has access through to licenses for IXL (for grades 2-5), Math Seeds (TK-5) and Reflex Math (ALL grades), additional math skills practice programs.</p>	Ongoing	<p>Classroom Teachers</p> <p>Computer Specialist</p>	<p>Reflex Math 1st-5th</p> <p>Math Seeds TK-1</p> <p>IXL Math (centralized service)</p> <p>Mystery Science (centralized service)</p> <p>Other Software to address learning loss</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>OTRM</p> <p>OTRM</p> <p>ESSER III - Other Allowable Uses</p>	<p>3,295</p> <p>1,038</p> <p>1,469</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</p>	August - June	<p>Principal</p> <p>Classroom Teachers</p> <p>Academic Specialists</p>	<p>Conference Registrations</p> <p>Substitute Teachers for release days and conference attendance.</p> <p>STEAM Symposium Conference Registration and expenses (4 teachers)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>Title I</p> <p>OTRM</p>	<p>1882</p> <p>1000</p> <p>1378</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(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 is participating in a campus-wide STEM Certification process that includes PD, and close examination of STEM program and instructional practices, analysis of student data and goal setting, with the support of a STEM expert/coach through the National Institute of STEM Education (NISE). Ten teachers are participating or will participate this year in an extensive PD process to become STEM Certified teachers. Anticipated completion of the Campus Certification is May 2022.</p>			STEAM Symposium Conference Registration and expenses (4 teachers)	5000-5999: Services And Other Operating Expenditures	Title I	1922
<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>	Each trimester	Teachers Principal	Salary for substitute teachers to release teachers from the classrooms	1000-1999: Certificated Personnel Salaries	Title I	2,000
<p>Purchase of instructional materials, supplies, technology and furniture to enhance Math and STEAM instruction for ALL students, including EL, SED, and SWD.</p>	Ongoing	Teachers Principal Academic Specialists	Instructional Materials and supplies	4000-4999: Books And Supplies	0010	7,135

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classroom instructional Materials and supplies - teacher budgets	4000-4999: Books And Supplies	Title I	6,107
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.) 	Ongoing	Teachers Principal Academic Specialists IMT Office Staff	Materials and supplies	4000-4999: Books And Supplies	0010	5,000
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.)	Ongoing	Office Staff	Document Systems, CIT	5000-5999: Services And Other Operating Expenditures	0010	2,500
Live animals/plants to enhance student engagement in science instruction: hatch chicks, anoles, fish, crawfish, insects	Life Science	IMT Teachers	Carolina Biologic	5000-5999: Services And Other Operating Expenditures	0080	496

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Great progress was made towards this goal. The data shows growth for 3rd-5th graders and a strong portion of other grade levels making gains in math.

Briefly 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 major differences between the intended implementation or budgeted expenditures.

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.

The goal is unchanged. We seek continual improvement in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Address Learning Loss due to the impact of COVID-19

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 3

By June 2024, all general education, students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), and Gifted and Talented Education (GATE) students in grades K-5, will receive academic and SEL supports to address learning loss.

Identified Need

Many students have experienced learning loss due to factors related to COVID-19 school closures from March 2020 through the end of the 2019-2020 school year, in addition to the reduced instruction schedule for the 2020-21 school year. We continue to see the effects in our current data. Some factors included: reduced amount of direct instruction, lack of engagement in distance/remote learning, technology/connectivity challenges, and/or limited support at home. The impact on learning loss was compounded by the continuation of these factors during required remote learning from August 2020 through November 9/12, 2020, and continuing through June 2021 for many students who's families opted to keep their children in the Remote Teaching/Learning model. The return to school full time, in August 2021, has been a challenge for some students and families and the need for SEL is greater than ever.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pilot the 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 2023	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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Invite students impacted by learning loss, 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</p>	May 2024-August 2024	<p>Special education teachers</p> <p>Outreach Assistant</p> <p>Academic Specialists</p>	<p>Outreach Assistant, extra hours for phone calls to families.</p> <p>ESY (centralized service)</p> <p>Summer Learning Camp (centralized service)</p>	2000-2999: Classified Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 3-4 Academic Specialists (credentialed) to support Tier 2 intervention to address learning loss for all 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 (pilot) to provide targeted intervention to 3rd-5th grade students - flexible groups and rotating skills foci, driven by data informed decision</p>	October - May	Academic Specialists	Academic Specialist Salary - New Hire (ESR3 - 2.71)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	20,000
			Academic Specialist Salary - Joy Hollander (ESR3 - 3.4-2)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	17,811
			Academic Specialist Salary - Joy Hollander (Title 1)	1000-1999: Certificated Personnel Salaries	Title I	2,189
			TK - Classroom Support Paraprofessional (centralized service)			
			Academic Specialist Salary - Julie Burton (Title 1)	1000-1999: Certificated Personnel Salaries	Title I	20,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>making.</p> <p>Academic specialists will teach prescribed small group ELA/Math lessons for students with areas of academic weakness due to learning loss and/or 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>						
<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, 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 	Ongoing	<p>Classroom Teachers</p> <p>EL Facilitator</p>	<p>Rosetta Stone Licenses for EL Lev 1 and 2 students (Centralized Service)</p> <p>Other Computer Programs (see Goal 1 and 2)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>LAT meetings: December</p> <p>Target Time Data PLCs: December, March, May</p>	<p>Principal</p> <p>Classroom Teachers</p> <p>EL Facilitator</p>				
<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>Ongoing</p>	<p>Principal</p> <p>IMT</p> <p>Site Tech</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Although this is currently the norm throughout CVUSD, it been an important aspect of our school mission since 2018.						
<p>Purchase books, materials and supplies to support ELD instruction and intervention due to learning loss.</p> <p>Purchase equipment for the TK/Kindergarten playground and other playgrounds to support inclusion and motor skill development for all students, including SWD.</p>	Ongoing		instructional materials	4000-4999: Books And Supplies	Title I	5000
<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 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>	Teachers Counselor Principal		Start with Heart video subscription	5000-5999: Services And Other Operating Expenditures	OTRM	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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>						
<p>Special Schoolwide Events highlighting SEL:</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 2021-22 school year:</p> <ul style="list-style-type: none"> The Big Boo Drive (October) 			Materials to support events (posters, banners, prizes, stickers, etc.)	4000-4999: Books And Supplies	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Red Ribbon Week (October) • Outdoor Movie Night (December) • Inclusive Schools Week (December) • Random Acts of Kindness Week (Student Council SHOE-Drive) • Cupid Bingo (February) • International Night • Family Picnic - 60th Birthday Celebration • Ladera STARS Spring Sprint (April) • Open House / STEM Certification Celebration (May) • Family Hikes • Movie Night (TBD) 						
<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> <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</p>	Oct.-June	Principal GATE Teacher Advisor	<p>GATE Teacher Advisor Stipend</p> <p>Noetic Math Registration and Team Fees</p> <p>Makerspace Specialist</p> <p>Makerspace Specialist</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>0010</p> <p>Title I</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>OTRM</p>	<p>1,050</p> <p>500</p> <p>7,500</p> <p>6,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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>						

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Goal was implemented as planned.

Briefly 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 learning loss goal focuses on EL students, as well as other students that have been negatively affected by COVID-19 school closures and remote learning challenges, both academically and socially/emotionally.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 4

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.

Identified Need

“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 69 students eligible to receive special education services. 30 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 our 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 our SWD in all settings at school, as well as for the social, emotional and physical well-being of all our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of all SWD spending 80% or more of their time in GE settings.	September 2023 - 53% 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 2023 - 57% 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 2023 - 90% SWD (not in specialized program) spending 80% or more in GE	at least 96% SWD (not in specialized program) spending 80% or more in GE

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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</p>	Ongoing	<p>Special Education teachers</p> <p>Principal or LEA administrator in IEP meetings</p>	No additional expenditures are required, as this can take place at regularly scheduled IEP meetings.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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>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 additional high quality safety walkie-talkie radios to support communication between teachers and paraprofessionals working with SWD. Teachers and paras are frequently in different areas on campus for inclusion or special programs/services. The radios will allow them to get help in the case of emergency or need for behavioral support .</p> <p>Hire an additional academic specialist to help SWD during inclusion time in general education classes. The academic specialist would support SWD, at-</p>	December - June	<p>Special Education teachers</p> <p>Principal</p>	<p>Substitute teachers for release time</p> <p>10 additional walkie talkies (ESR3 3.4-1)</p> <p>Academic Specialist</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>OTRM</p> <p>ESSER III - Other Allowable Uses</p> <p>Title I</p>	<p>700</p> <p>3,000</p> <p>15,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
risk students, and those struggling academically or socially, due to learning loss.						
<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 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 	Ongoing	Principal Teachers School Counselor and Counselor intern (through December) PTA	Banners, posters, books, incentives, and other resources to support events	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>including everyone, during class library visit w/ IMT .</p> <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 • Lunar New Year – Feb. 1, 2022 • National Women’s History Month - March [Women in History presentations by 5th graders] • Asian/Pacific Islander Heritage Month - May 						
<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.</p> <p>Professional Development to support UDL, inclusive practices</p>			UDL Learning Walks [Substitute Teachers to release site teachers for activity.] Centralized Service	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in the classroom, and a positive school climate:</p> <p>Planned UDL Learning Walks - Nov. 2022-Mar. 2023. Teachers and principal participate in one UDL Learning Walk , to increase awareness and implementation of UDL strategies in the classroom. In 2022-2023, the focus is on implementing UDL strategies to increase student Engagement.</p> <p>School will participate in STEM Certification process that will include 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). 5 teachers have completed an extensive PD process during the summer of 2021, to become STEM Certified. Three more teachers will complete certification this year. It is anticipated that the school will complete the STEM Certification process by June 2022.</p>			Summer PD for Teachers - STEAM, NGSS CCC and SEPs with Naturalist at Leo Carrillo	1000-1999: Certificated Personnel Salaries	Title I	2000
<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 specialist programs weekly, with their class/peers:</p>	Various times throughout the week, both Cohort A and B	Academic Specialists Principal PTA Fit 4 the Cause	Garden Science Teacher - Academic Specialist Music Specialist - Academic Specialist	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000 5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Library - Librarian (IMT) students visit the library weekly to hear a story and check out library books. Zumba - through a grant from Fit4the Cause, students of all grades participate in Zumba with their grade level, every week, for part of their PE instruction. Music - Mrs. Babbitt, our music specialist, meets with each class for 30 minutes every other 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 in physical activities to learn physical education standards through 30 minutes/weekly PE. <p>Creation Rotations [24 week program on Thursday afternoons]</p>		Teachers	Zumba is free to our school through a grant from Amanda's Workouts and Fit4the Cause			
			Dance & Drama - VC Arts Council [TO Arts Access grant]	5000-5999: Services And Other Operating Expenditures	Donations	6,600
			Snapology - Lego Robotics	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,600
			PE Teacher (centralized service)			
			Art Specialist - Academic Specialist [TO Arts Access grant]	2000-2999: Classified Personnel Salaries	Donations	3,400
			Makerspace Specialist - Academic Specialist	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000
			Snapology - Lego Robotics	5000-5999: Services And Other Operating Expenditures	Title I	2500
			Additional Costs for Creation Rotations - Academic Specialists	2000-2999: Classified Personnel Salaries	Title I	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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. Both teachers are contracted through VC Arts - Artists in the Classroom • Art - students will experience multi-media art lessons with an art teacher. • Snapology - students learn coding, engineering and problem solving through Lego robotics. • Zumba - through a grant from Fit4the Cause, students K-5 participate in Zumba with their grade level, every other week. <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 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>plants, pull weeds, work on grade level planting projects, and much more.</p> <ul style="list-style-type: none"> Makerspace - working to hire a Makerspace teacher. Schedule and activities will depend upon strengths of individual hired. Opening the Makerspace for student explorations during lunch 2-3 days/week is planned. 						
<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>	November - June		Student Council Adviser Stipend	1000-1999: Certificated Personnel Salaries	0010	1,375

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

The beginning of the year % of time SWD will spend in general education settings is slightly lower in Fall 2023 than it was in Fall 2022.

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

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.

No changes will be made and increasing time in general education as appropriate will continue for our SWD.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 5

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.

Identified Need

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

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

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Modes of Communication</p> <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, letter from the principal, and a link to the "Remote Zoomiverse" Smore for Remote learning and SHINE families. Link to publication is also sent by text.</p> <p>Dragon Blast: Weekly Smore publication emailed to all families and students. Communication includes, but is not limited to: Calendar for the week, news/announcements related to the week, Zoom links to meetings for the week (e.g. ELAC, SSC, etc.). Link to publication is also sent by text.</p> <p>Friday Morning Gathering:</p>	Ongoing Weekly/Monthly	Principal Grade level teachers	SMORE site License (centralized service)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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). [Parents are not currently able to be invited to Gatherings, due to COVID-19 public health restrictions, although they have been in the past.]</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>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instagram @laderastarsacademy - the goal is to post pictures showing school/classroom activities regularly.						
<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> <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>School Social Worker assists with monitoring attendance issues and connecting families in need with available resources.</p>	Ongoing	<p>EL Facilitator</p> <p>Outreach Assistant</p>	<p>Hourly rate for time outside contracted day</p> <p>Outreach Assistant (centralized Service)</p> <p>School Social Worker (centralized service)</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	0010	1000
<p>Serving the Needs of our Families:</p> <p>Operation School Bell: The Assistance League provides</p>	Ongoing Weekly	<p>Office Staff</p> <p>Outreach Assistant</p>	Assistance League donations/coupons for Operation School Bell.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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>			PTA - uniform scholarships			
<p>SSC Parent/Family Survey:</p> <p>SSC will conduct a parent survey in 2023 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>	April 2023					
<p>Family and Community Building Events Planned for the 2022-23 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) 	Ongoing	PTA GATE Advisor Site Community Building Team EL Outreach, Facilitator, and Paraprofessional Teachers	Office supplies and paper Speakers for outdoor sound system	4000-4999: Books And Supplies 4000-4999: Books And Supplies	0010 Title I	500 2250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • 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) • 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. 						
<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</p>	Ongoing, monthly	<p>Attendance Clerk (Office Assistant)</p> <p>Principal</p>	(centralized service)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
be preceded by a "Friendly Letter" alerting parents of an attendance issue.						
See Goal #3 for more Social Emotional Learning (SEL) related actions.						

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

School events for the 2022-23 school year were held in person. Events were well attended.

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

No major differences

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.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Attendance for SWD [ATSI targeted goal]

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 6

By June 2024, the % of SWD identified as "Chronically Absent" (C.A. - absent more than 10%) will improve, as measured by at least a 3% decrease in C.A for SWD.

Identified Need

Ladera STARS Academy is identified under CDE criteria as needing to improve the % of SWD who are Chronically Absent from school. This means that in 2022, a significant % of SWD were absent more than 10% of the days of school. In 2022, the % of SWD who were chronically absent was 28.56%, up from 7.69 in 2021. In 2023, according to Q District Pulse, the @ of SWD who were chronically absent, dropped to 23.87%, but this is still very high.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022 - % of SWD Chronically Absent (C.A.)	14 of 49 SWD were C.A. - 28.56% [per Q District Pulse]	< 25.56%
2023 - % of SWD C.A.	18 of 67 SWD were C.A. - 26.87% [per Q District Pulse]	< 23.87%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Positive Messaging:</p> <p>Website/Newsletters/BTSN and other school meetings (ELAC, Title 1, SSC) - stress the importance of regular, on-time attendance</p> <p>Friday Gatherings - celebrate improvements in attendance (individual, class, school levels)</p>	Aug. 2023 - June 2024	Principal Teachers Office Staff	General operating costs SMORE site License (centralized service)			
<p>Logistics:</p> <p>Confirm contact information for parents/guardians</p> <p>Make sure students have school supplies</p> <p>Find out if family has reliable transportation to/from school</p>	Aug. 2023 - June 2024	Outreach Assistant Assistant Office Staff Teachers	Outreach Assistant Salary (Centralized service)	2000-2999: Classified Personnel Salaries	Other	
<p>Build Relationships:</p> <p>Make personal phone calls and/or home visits when absenteeism is approaching 10%</p> <p>Check on emotional well-being - notice changes in affect/behavior</p>	Aug. 2023 - June 2024	Teachers School Counselor / MHC Outreach Assistant Office Staff Principal	Outreach Assistant Salary (Centralized service)	2000-2999: Classified Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>School Connectedness:</p> <p>Promote engaging specialist programs during the school day (Creation Rotations, Garden, Makerspace, Music, 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>	Aug. 2023 - June 2024	Teachers School Counselor Outreach Assistant Office Staff Principal Academic Specialists (enrichment)	School Counselor / Mental Health Clinician (MCH) - (Centralized services)			
<p>Reward Improved/Positive Attendance:</p> <p>Celebrate positive and improved attendance via whole class improvements and individual recognition from counselors during check ins.</p>	Aug. 2023 - June 2024	Teachers Principal Office Staff	Purchase small items to be used as rewards for Dazzling Dragon drawings for attendance recognition.	4000-4999: Books And Supplies	Title I	500

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$219,485.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$77,353.00

Subtotal of additional federal funds included for this school: \$77,353.00

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	\$44,020.00
0080	\$496.00
OTRM	\$20,736.00
4EEF	\$500.00
Donations	\$10,000.00
ESSER III - Learning Loss	\$37,811.00
ESSER III - Other Allowable Uses	\$4,469.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$24,100.00

Subtotal of state or local funds included for this school: \$142,132.00

Total of federal, state, and/or local funds for this school: \$219,485.00

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	44,020	0.00
OTRM	20,736	0.00
Title I	77,353	0.00
Donations	10,000	0.00
0080	496	0.00
ESSER III - Learning Loss	37,811	0.00
4EEF	500	0.00
ESSER III - Other Allowable Uses	4,469	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	44,020.00
0080	496.00
OTRM	20,736.00
4EEF	500.00
Donations	10,000.00
ESSER III - Learning Loss	37,811.00
ESSER III - Other Allowable Uses	4,469.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	24,100.00
Title I	77,353.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,125.00
2000-2999: Classified Personnel Salaries	51,400.00

4000-4999: Books And Supplies	47,955.00
5000-5999: Services And Other Operating Expenditures	33,505.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	7,425.00
2000-2999: Classified Personnel Salaries	0010	4,000.00
4000-4999: Books And Supplies	0010	26,095.00
5000-5999: Services And Other Operating Expenditures	0010	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	0010	1,000.00
5000-5999: Services And Other Operating Expenditures	0080	496.00
1000-1999: Certificated Personnel Salaries	OTRM	6,700.00
2000-2999: Classified Personnel Salaries	OTRM	6,000.00
5000-5999: Services And Other Operating Expenditures	OTRM	8,036.00
5800: Professional/Consulting Services And Operating Expenditures	4EEF	500.00
2000-2999: Classified Personnel Salaries	Donations	3,400.00
5000-5999: Services And Other Operating Expenditures	Donations	6,600.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	37,811.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4,469.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	17,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,600.00

1000-1999: Certificated Personnel Salaries	Title I	28,189.00
2000-2999: Classified Personnel Salaries	Title I	20,500.00
4000-4999: Books And Supplies	Title I	21,860.00
5000-5999: Services And Other Operating Expenditures	Title I	6,804.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,788.00
Goal 2	35,222.00
Goal 3	81,550.00
Goal 4	56,675.00
Goal 5	3,750.00
Goal 6	500.00

School Site Council Membership and Assurances

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 (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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
Lori Wall	Principal
Amy Brown	Classroom Teacher
Carol Scott	Classroom Teacher
Jackie Luderer	Classroom Teacher
Timothy Neal	Parent or Community Member
Becky Shatzer	Parent or Community Member
Jessica Bernacki	Parent or Community Member
Amy Barker	Parent or Community Member
Darius Wynn	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
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	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 8/30/2023.

Attested:



Principal, Tasia Dove on 9/6/2023



SSC Chairperson, Becky Shatzer on 9/6/2020

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019