



Cadence Park School
2024-2025
School Plan for Student Achievement (SPSA)

| Goals | Current Data | Strategies/Action Plans |
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| <p><u>Goal #1:</u> Cadence Park will maintain a positive school climate and system of supports that reduce and respond to instances of disrespect between students.</p> | <p><u>Per annual Panorama (Social Emotional Learning Screener) data</u></p> <p>Students in Grades 3-6 report the following about themselves:</p> <ul style="list-style-type: none">● 74% responded favorably when asked how well they manage thoughts, emotions and behaviors in different settings (78% district average)● 68% responded favorably when asked how well they consider the perspectives of others and empathize with them (70% district average)● 46% of students responded favorably when asked how well they regulate their emotions (50% district average)● 89% of students responded favorably when asked how supported they feel through their relationships | <ul style="list-style-type: none">● Collaborate with community resources/programs (City of Irvine, Liverpool Soccer Club, and PTSA Lunchtime LEAP activities) to increase the number of days per week that our 1st-5th grade students have access to structured activities on the playground provided by an outside agency.● Through collaboration with the Elementary Resource Counselor, teachers will provide SEL lessons (via Second Step curriculum or Panorama playbook) throughout the school year, aligned with observed behavioral trends and Panorama Survey results.● Daily/Weekly Calm Classroom and Mindfulness strategies.● Lunch Bunch Opportunities in Middle School and Elementary.● MTSS Team to continue to meet weekly to discuss student-specific academic and social challenges, as well as school-wide issues/challenges. MTSS team to include: Principal, AP, Intervention Lead |

with friends, family and adults at school (87% district average)

Students in Grades 7-8 report the following:

- 75% responded favorably when asked how carefully they listen to other people's points of view (78% district average)
- 75% responded favorable when asked how how much they care about other people's feelings (78% district average)
- 68% responded favorably when asked how well they get along with students who are different from them (73% district average)
- 62% responded favorably when asked how respectful they are of others when they disagree (71% district average)
- 61% responded favorably when asked to what extent they are able to stand up for themselves without putting others down (64% district average)
- 58% of students responded favorably when asked about how well they regulate their emotions (54% district average)

Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA.

- Certificated Staff members will complete 12 hours of Professional Development sessions held yearly with a focus on academics, behavior support, social-emotional learning, social justice standards, and instructional practices.
- Middle School TOSA and Counselors will partner to support the implementation of Behavior/SEL interventions such as Check-in/Check-out.
- Bx/SEL team will monitor school-wide discipline data and identify targeted strategies to support behavioral needs.
- Collaborate with School Resource Officers and City of Irvine to facilitate the SEEMS program for 7th grade.
- Collaborate with DARE officer to facilitate the DARE program for 5th grade.
- The Mental Health Specialist, MS Counselor, School Psychologist, Elementary Resource Counselor, and Administrative team will meet monthly to collaborate in support of students most in need of counseling intervention.

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| | <ul style="list-style-type: none"> ● 86% of students responded favorably when asked how supported they feel through their relationships with friends, family and adults at school (86% district average) <p><u>Per 2024 Annual Survey (School Climate) data</u></p> <p>Students in Grades 3-8 report the following:</p> <ul style="list-style-type: none"> ● 38% of students believe that bullying is a problem at school (27% district average) ● 76% of students know how to find support if they are bullied at school (77% district average) ● 74% of students feel safe at school (71% district average) ● 85% of students feel they have 1 or more adults to talk to if they have a problem (87% district average) ● 35% of students feel that students at school treat one another with respect (39% district average) ● 30% of students have experienced racism at school (25% district average) | |
| <p><u>Goal #2:</u> Cadence Park will focus on improved outcomes for all students in grade</p> | <p><u>Per ELD Assessments Spring 2023</u></p> <ul style="list-style-type: none"> ● ELD (PK-8) | <ul style="list-style-type: none"> ● Retention of a Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in PK-5th Grade. |

level math standards and for English Language Learners in their progression toward fluency.

- 53% of English Learners made progress towards English Language proficiency

Per CAASPP Math Spring 2023

- Math (3rd-8th Grade Students)
 - 62% of students meeting standard

Per End of Course Math Assessment (1st and 2nd)

- 87% of students meeting proficiency

- MTSS (multi-tiered system of support) Team will continue to meet during the 2024-2025 school year, to discuss student and school-wide needs/challenges. The team will include Behavior/SEL coaches to ensure that all needs (academic and social/behavioral) are being addressed and met.
- Intervention Lead Teachers will track intervention data and conduct ongoing progress monitoring to support teachers in implementing appropriate academic interventions in the classroom.
- Tier 2 instruction of core subject areas will occur in the classroom (1st-5th) on a weekly basis to provide students with the opportunity to gain proficiency of essential academic standards.
- Utilization of research-based ELD instructional resources (such as Get Ready) to support our Level 1 and Level 2 ELPAC students in grades PK-8th Grade.
- EL Coordinator will support EL student population through designated language supports and interventions, which this school year includes an ELD course for eligible students in grades 6-8.
- ELD teacher will facilitate ELPAC bootcamp in preparation for the annual ELPAC assessment.
- Place EL students in clusters when doing class placement in order to create opportunity for teachers to target specific EL learning needs.
- Students in 1st-5th grade will have access to WIN Time for ELA and Math 3x/week per content area.

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| | | <ul style="list-style-type: none"> • Students in Middle School will have access to weekly WIN Time on Tuesdays, as well as access to Reading and Math Lab sections for those in need of ELA and/or Math intervention. • Middle School WIN Time allows for students to re-take assessments and demonstrate proficiency of standards after re-teaching and additional instruction from teachers. • PLC time for collaboration amongst teacher teams with a responsiveness and focus on student proficiency of high priority and essential standards. |
| <p><u>Goal #3:</u> Cadence Park will work to reduce rates of chronic absenteeism across all grades and subgroups.</p> | <p><u>Per California Dashboard Data</u></p> <p>Chronic Absenteeism rates:</p> <ul style="list-style-type: none"> • 16% of all students are chronically absent • 18% of students who are chronically absent have a disability • 23% of students who are chronically absent are Hispanic • 36% of students who are chronically absent are African American <p><u>Per 2024 Annual Survey (School Climate) data (3rd-8th grade)</u></p> <p><u>Teacher/Student Connections</u></p> | <ul style="list-style-type: none"> • Improve mechanisms of proactive and responsive outreach specifically related to attendance at the classroom and schoolwide level. • Support for students receiving Special Education services will be targeted to address academic and/or behavior support goals. This will include support from Special Education Instructional Assistants and Education Specialists. • Collaboration will occur between the General Education and Special Education staff to align instructional times and utilize inclusive Universal Design for Learning practices that support all students. • Hiring of additional Instructional Assistant Staff to support Special Education programming. • MTSS (multi-tiered system of support) Team will continue to meet during the 2024-2025 school |

- 73% of all students feel their teachers make an effort to connect with them
- 92% of Middle Eastern students feel their teachers make an effort to connect with them
- 86% of Hispanic students feel their teachers make an effort to connect with them
- 82% of Asian students feel their teachers make an effort to connect with them
- 74% of white students feel their teachers make an effort to connect with them.
- 60% of Black or African American students feel their teachers make an effort to connect with them

Student/Student Connections

- 94% of Asian students feel they have friends at school.
- 91% of Black or African American students feel they have friends at school.
- 100% of Hispanic students feel they have friends at school.

year, and track attendance patterns to intervene appropriately in support of subgroups.

- The Administrative and Office team will hold weekly SARB (Student Attendance Review Board) meetings to initiate intervention plans for outreach and support.
- The Administrative team will lead the MTSS team in connecting students and families with school counseling support as needed.
- Elementary resource counselor and Middle school counselor will support students during recess and lunch in developing relationships with adults and peers on campus through facilitating lunch bunch, lunchtime games, etc.
- Collaboration with City of Irvine and YAT to facilitate lunchtime activities which promote student connection at school.
- School-wide commitment to providing all students with the opportunity to share about their heritage, culture, traditions, etc. as a way to teach others' about culture (via movies, art, slide decks, books, etc.)

- 94% of Middle Eastern students feel they have friends at school.
- 94% of White students feel they have friends at school.

Student Ownership of Learning

- 56% of Asian students feel comfortable sharing their ideas and participating in class discussions at school.
- 45% of Black or African American students feel comfortable sharing their ideas and participating in class discussions at school.
- 65% of Hispanic students feel comfortable sharing their ideas and participating in class discussions at school.
- 39% of Middle Eastern students feel comfortable sharing their ideas and participating in class discussions at school.
- 56% of White students feel comfortable sharing their ideas and participating in class discussions at school.

Per Panorama Survey Data (3rd-6th grade)

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| | <ul style="list-style-type: none">● 89% of students receiving Special Education Services responded favorably when asked if they feel supported through their relationships with friends, family, and adults at school.● 44% of students receiving Special Education support responded favorably when asked how well they can keep working if they encounter a problem while working towards and important goal.● 65% of students who do not receive Special Education support responded favorably when asked how well they can keep working when they encounter a problem while working towards an important goal. | |
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