

School Year: **2025-26**

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Cadence Park School



Cadence Park School
750 Benchmark
Irvine, CA 92618
Carlo Grasso, Principal

School Plan for Student Achievement (SPSA)

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
Cadence Park School	30 73650 0136689	5/8/2025	June 24, 2025

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)

School Wide Program
This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School wide Plan is aligned with the District’s Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	IUSD Annual Survey data, CAASPP scores, STAR Ren ELA data, LPA data, ELPAC scores, report card data
Strengths	Students in 3rd increased their performance on their STAR test from the BOY to the MOY from 60.6% to 69% Kinder students outperformed the greater IUSD in the LAP Alphabet Recognition during their MOY assessment. 97.8% compared to 92.5% Grades 5th, 6th and 7th increased their performance on the ELA SBAC from 21-22 to 22-23. Strong overall performance in English Language Arts (ELA): The CPS Dashboard 2024 indicates that Cadence Park's English Language Arts performance is "Green" and is 39.3 points above standard Strong early literacy skills: The LPA Data in the Cadence Park SPSA Data 2023-2027 excerpts indicates high percentages of students at benchmark in early literacy skills in Kindergarten and the primary grades. For example, in 2024-25: Alphabet Recognition (K) is at 97.80%. Phonemic Awareness (K) is at 93.30% and (1) is at 92.90%. Phonics Inventory (K) is at 100.00% and (2) is at 86.30%. Reading Assessment Level (K) is at 76.40%, (1) is at 72%, and (2) is at 88.20%.
Areas for Growth	Grades 3, 4, 5, 8 had a decline in students who were at or above benchmark in the CAASPP. Performance recorded on the student dashboard varied across student groups. For example, English Learners scored -8 dfs below standard, Socioeconomically Disadvantaged students scored -1.6 dfs below standard, and Students with Disabilities scored significantly lower at -67.9 dfs below standard. In contrast, Asian students scored 49.6 dfs above standard. Students with disabilities are in orange on the CA Dashboard when focusing on ELA.
Questions & Key Findings	These high percentages in early learning literacy suggest a strong focus and success in developing foundational literacy skills in the early years. While English Language Arts (ELA) performance for all students is generally strong ("Green" in the California Accountability System), the data indicates fluctuations in performance over time and across different student groups. Continuous improvement and ensuring equitable outcomes for all subgroups would be an area of ongoing focus. The data reported in the CA Student dashboard illustrates the disparities in ELA achievement among different student groups.

	Math
Data Analyzed	IUSD Annual Survey data, CAASPP scores, STAR Ren Math data, End of Course assessments, report card data, Basic Skills assessments

	Math
Strengths	Grades 3,4,6 and 7 all had an increase in the percentage of students who were at or above benchmark from the previous year. Cadence Park's overall mathematics performance is rated as "Blue" in the California Accountability System, indicating the highest performance level There has been a 9.7 point increase in the school's overall mathematics performance The Annual Survey Feedback indicates that in Middle School, students feel that math is engaging Asian students have a very high performance at 64.9 dfs above standard
Areas for Growth	2023-24, 66% of students thought that math classes were challenging, a slight decrease from 67% in the previous year Students with disabilities are one of the lowest performing in their math SBAC, with a yellow indicator. Their distance from standard (dfs) was -67.6
Questions & Key Findings	Overall Math is an area of strength at cadence park but significant areas for growth lie in addressing the achievement gaps for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Hispanic, and Black/African American students to ensure equitable outcomes in meeting grade-level math standards.

	SEL/Behavior
Data Analyzed	Panorama data, IUSD Annual Survey data, PEACE survey
Strengths	A high percentage of students, 84%, report having at least 1 trusted adult on campus Low Suspension Rate: Cadence Park has a "Green" rating for Suspension Rate in the California Accountability System. The "Dashboard Student Group Report - Fall 2024" indicates a "Low" suspension rate of 0.8%, which has been maintained at 0.2% change Panorama Survey data for grades 3-6 shows 89% in "Supportive relationships" in 2023-24, up from 87% in 2022-2023 As of March 13, 2025, they have provided "81 ERC 1:1 counseling" sessions and "70 ERC Group counseling" sessions
Areas for Growth	The PEACE survey data from 2022-23 shows that a significant percentage of both middle school (53.50%) and elementary school (55.80%) students reported experiencing disrespect from other students on campus Only 47% of students reported on the annual survey that they were satisfied with the way students treated each other The PEACE survey data also reveals that 59.10% of middle school students and 51.30% of elementary school students witnessed racism at their school In the panorama survey only 39% of hispanic students mentioned that they knew how to regulate their emotions, an 8% difference from all other groups at 47% In the panorama survey only 47% of students with disabilities stated that they were able to persevere through setbacks to achieve long term goals, a 22 percent difference from those who were not in this subgroup at 69%
Questions & Key Findings	A strong foundation of trust and safety exists: The fact that 84% of students report having at least one trusted adult on campus and the "Green" rating with a low and maintained suspension rate of 0.8% indicate a generally safe and supportive environment where most students feel connected to adults. Despite a low suspension rate, significant issues with student-to-student disrespect and racism persist Counseling services are being utilized, however, it's unclear if these services are effectively addressing the widespread issues of disrespect and racism reported by students.

	SEL/Behavior
	Disparities in SEL competencies exist among student subgroups: The lower rates of emotional regulation among Hispanic students and perseverance through setbacks among students with disabilities in the Panorama survey point to potential inequities in the development of these crucial social-emotional skills. This suggests that targeted interventions and supports might be necessary for these specific subgroups. Why is there such a significant discrepancy between the high percentage of students with a trusted adult and the high rates of reported disrespect and racism among peers? Are students more likely to report severe incidents to trusted adults but experience everyday disrespect without adult intervention? What role can trusted adults play in proactively addressing peer interactions? How can the Behavior/SEL team effectively provide supports to staff to better help students?

	School Climate
Data Analyzed	Panorama data, IUSD Annual Survey data, PEACE survey
Strengths	A significant 84% of students report having at least one trusted adult on campus Low Suspension Rate: Cadence Park has a "Green" rating for Suspension Rate in the California Accountability System. The "Dashboard Student Group Report - Fall 2024" further indicates a "Low" suspension rate of 0.8%, which has been maintained with only a 0.2% change Positive Student Supportive Relationships: Panorama Survey data for grades 3-6 shows that 89% of students reported "Supportive relationships" in 2023-24, an increase from 87% in 2022-2023 94% of parents (an increase from 86% the year before) reported in the annual survey that they felt that the school supports students of different races, ethnicities and cultures. 96% of students stated in the annual survey that they had friends at school, and increase from 94% from the year prior Reported on the CA Dashboard the rate of chronic absenteeism has declined from 15.8% to 10.4%
Areas for Growth	There was a significant decline from 23-24 to 24-25 annual survey question "Students satisfied with the sense of community on campus" from 77% to 47% 10.4% of students are considered chronically absent as reported on the CA Dashboard According to the California Healthy Kids survey only 66% of 7th graders thought that school was a safe or very safe place. Students of 2 or more races are in the orange in the CA dashboard when looking at chronic absenteeism.
Questions & Key Findings	What led to the drop in students' sense of community from 77% to 47%? Did a specific policy, event, or environmental change occur? How are we building on the strong adult-student connections to improve perceptions of safety and community? Can we leverage those trusted relationships for student-led initiatives or peer support programs? What strategies contributed to the improvements in parent perception and chronic absenteeism? Can those be replicated or scaled in areas still needing growth?

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

SEL/Behavior

One of the most pressing areas of need at Cadence Park is reducing the rate of Chronic Absenteeism among all students. Although we have seen a decline in the percentage of students considered chronically absent the California Dashboard shows that our school is performing in the yellow in this category and students of 2 or more races are in the orange and the desired state is to be performing in the blue. The first step in the action plan to improve performance in this category is identifying the disproportionality amongst the subgroups of students who are Chronically Absent. The most notable rates of disproportionality in this category is amongst Hispanic students, and socioeconomically disadvantaged students. Hispanic students responded 8% less than all other subgroups when asked how well they are able to regulate their emotions in a social emotional survey. This identifies an underlying issue of social emotional deficit that needs to be addressed. A shift from welcoming all students in the same way at the beginning of the school year, to providing equitable outreach to students we know are already less connected to school or struggling in a social emotional way could decrease rates of Chronic Absenteeism for these subgroups. Since students with 2 or more races are in the orange we will focus on incorporating more traditions in our classrooms and scheduled events. Additionally, the front office team must strengthen the current SARB practices to increase the consistency with which we discuss student absences, tardies, and trancies. In addition to implementing the SARB process consistently, we will also meet as an administrative team to intervene with families who are struggling to get their students to school. We have identified that there must be an increased amount of collaboration between the administrative team, teaching staff and school counseling team to make sure all available resources are being provided for students who are Chronically Absent. We know that forming meaningful partnership with students and their families is a valuable part of the process in decreasing Chronic Absenteeism.

School Climate

Our school team acknowledges that students have a ways to grow in the area of demonstrating respect towards one another and adults on campus. Currently, the reported rates of bullying, racism and disrespect on campus do not reflect the desired state of our school climate and student experiences. We would like to increase the amount of students who report that students at our school treat one another with respect. To do this, we will need to implement systems for behavior support that effectively re-teach and reinforce expected behaviors at school. If the current state of students showing respect on campus is not desirable, we need to adjust our Behavior/SEL practices, approach to behavior instruction, response to behavior intervention needs, and collaboration with families and counselors. We believe that pervasive disrespectful action may contribute to rates of Chronic Absenteeism, as well as have a negative impact on school climate. Creating new opportunities to unify student groups, celebrate diversity, and model respectful disagreement will have a positive impact in this area.

ELD/Math Academic Proficiency

Our school team has identified that ELD progress has maintained in the last year with little over half of our English Learners progressing towards English Language proficiency. In order to address this need, our school team needs to change the current instructional practices in the General Education PK-5th grade classroom to include direct ELD instruction by classroom teachers during the school day. This is occurring in some of the Elementary classrooms but not all. Additionally, the Middle School team needs to ensure that all

eligible students are enrolled in the ELD 1 intervention course. We will adjust current instructional routines to include ELPAC bootcamp and include engaging opportunities for students to build relationships with native English speakers. This will require Elementary classroom teachers to become familiar with ELD curriculum and implement small group ELD instruction throughout their week. In the area of Mathematics, proficiency for students in grades 3-8 needs to improve. The disproportionate results for students with disabilities meeting standard and Black/African American students meeting standards maintained from the previous year but are not where we want them to be. To target this we will be working with the CHOC to create a wellness space and we will continue to innovate our learning center to allow all student both SPED and Gen Ed to have a space to go to when they need a space location. These findings demonstrate the need for further targeted intervention in grades 3-8.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

Our SPSA was developed in collaboration with site administration, certificated and classified staff, as well as members of our parent community via our School Site Council (SCC). All stakeholders had the opportunity to provide feedback through a variety of mechanisms (Leadership Summits, surveys, PTSA, SCC meetings) during the 2024-2025 school year. Data from those sources were reviewed and discussed as part of this educational partner engagement process. The School Site Council met three times throughout the school year on the following dates: October 10th, February 13th, and May 8th. Through the work of our school site leadership team and SCC, specific SPSA goals were reviewed with parents and staff, and collaborative opportunities to share feedback and provide input about proposed goals and strategies/action items were offered.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Goal #1: SEL - Cadence Park will maintain a positive school climate and system of supports that reduce and respond to instances of disrespect between students.

The following strategies were implemented:

Partnered with community organizations—including the City of Irvine, PTSA Lunchtime Leap activities, Irvine Police Department (IPD), and Irvine Fire Department (IFD)—to expand access to structured playground activities for 1st through 5th grade students. These collaborations aimed to increase the number of days each week that students could engage in organized, enriching experiences led by external agencies.

Throughout the school year, the Elementary Resource Counselor and classroom teachers delivered a series of social-emotional learning (SEL) lessons using programs such as Second Step, MooZoom, Zones of Regulation, and Be Good People. These lessons were strategically aligned with observed behavioral trends and insights gathered from Panorama survey results.

The daily/weekly incorporation of Calm Classroom and Mindfulness strategies across all PK - 8 classrooms.

Weekly Lunch Bunch opportunities in lower elementary, upper elementary and middle school students.

Held weekly MTSS Team meetings to discuss and address individual students' academic and social-emotional challenges as well as school wide challenges. The MTSS team included the principal, AP, Intervention lead teachers, Behavior/SEL coaches, Middle School counselor, School Psychologist, ERC, MHS, and Tier 3 TOSA.

Certificated Staff members completed 12 hours of Professional Development sessions that held a focus around developing critical capacities within our staff and students while bulding greater awareness of an investment in our emergent community.

The following strategies were not implemented:

Liverpool soccer club - After successfully coordinating with the City of Irvine to provide lunchtime sports on our campus four days a week, we determined that additional investment in another organization, such as Liverpool Soccer Club, was not necessary

PD on SEL or Behavioral support - After our fall leadership summit, the staff designed a set of PDs that centered around community and cultural awareness, environmental awareness and citizenship/caring and empathy.

Goal #2: Academics and Achievement - Cadence Park will focus on improved outcomes for all students in grade level Math standards and for English Language Learners in their progression toward fluency.

The Following strategies were implemented:

Retained a Tier 3 intervention teacher to support targeted ELA and Math Intervention for students in 1 - 5th grade.

Hiring and retention of an English Learner focused Instructional Assistant to support students with language acquisition in grades 1 through 4.

The MTSS team will continue to meet during the 25 - 26 school year to discuss student and school-wide needs/challenges. The team will partner closely with the Tier 3 TOSA and the counseling team to ensure that all academic and social/behavioral needs are being addressed and met.

Students in 1 - 3rd grade will have access to WIN time for ELA and math between 3 to 4 times per week while students in 4 - 5 grade will have access to win time twice a month.

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 additional academic remediation 3x/week.

Collaboration with teachers from the 2 other Great Park Schools to Amplify and innovate teaching strategies.

PK - 8 Cadence Park Teachers will continue to implement writing strategies from Write from the beginning (WFTB)

Dedicated weekly PLC time for collaboration amongst teachers teams to focus on responding to student proficiency of high priority and essential standards.

Students with disabilities will continue to have access to the learning center as needed to target ELA and Math priority standards.

The Following strategies adjusted:

WIN Time for all of elementary was originally set to occur 3x per week for ELA and Math but due to factors such as behavior grade levels needed to adjust their frequency.

Goal #3: School Climate - Cadence Park will work to reduce rates of chronic absenteeism across all grades and subgroups.

The Following strategies were implemented:

Improve mechanisms of proactive and responsive outreach related to at the classroom and schoolwide level. Through the support of SPED IA and Educational Specialists we targeted students who receive special educational services to help encourage consistent school attendance.

The MTSS team continued to meet during the 24-25 school year to track attendance patterns to intervene appropriately in support of subgroups as well as connecting students and families with school counseling support as needed.

The administrative team and the office assistant team will hold one monthly SARB meeting for Elementary students and one monthly meeting for middle school students to initiate intervention plans for outreach and support.

ERC and MS counselor supported students during recess and lunch in developing relationships with adults and peers on campus through facilitating lunch bunch and lunchtime games.

Collaboration with City of Irvine and YAT to facilitate lunch time activities which promote student connection at school.

School Wide commitment to incorporate all student heritage, culture and traditions throughout the school year, in and out of the classroom to help target chronic absenteeism in students of 2 or more races.

The following strategies were adjusted:

We attempted to hire additional instructional staff to support special education programming but as we hired staff we also lost staff.

It was stated that the office team and the admin team would meet weekly for SARB meeting but we adjusted based on need and availability to twice a month rather than four times a month.

Which strategies were most effective? Least effective?

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 #3 as stated in the previous SPSA was adjusted from limited participation and equity allocation was adjusted to focus on chronic absenteeism. The goal that was actually implemented had most of its strategies implemented.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

The elementary master schedule will identify when each classroom is expecting to have WIN, ELD, Tier 2 and Tier 3 instructional time. This will clarify expectations and promote consistent application. Moving forward, structured time in staff meetings will be set aside for strategic planning around activities that will strengthen school climate and behavior such as PumaPals and the Great Park Project. PumaPals is a system in which specific grade levels are partnered up to allow a greater sense of community between our Middle school and Elementary school. The Great Park Growth Project is a project that also allows for horizontal and vertical collaboration between grade levels and content teachers to work on a passion project that incorporates the growth of our community and our academic standards. In targeting chronic absenteeism we will strategically assign tasks to educational partners such as our nurse and counselors with items such as reaching out to families by phone if their student was out sick for more than 5 days. We will streamline a PBIS practice that will recognize students who are showing respect to others, this will help target our first goal.

Priority Focus Area (Goal) 1:

Goal #1:

Cadence Park will maintain a positive school climate and system of supports that reduce and respond to instances of disrespect between students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama Survey Results	Students in Grades 3-6 report the following about themselves: 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 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 much they care about other people's feelings (78% district average) 68% responded favorably when asked how well they get along with students who	The following data is listed comparing years 22-23, 23-24, 24-25 Based on Spring Data Grades 3-6 Supportive relationships 87% 89% 86% Self Management 77% 74% 73% social awareness 67% 68% 66% emotional regulation 46% 46% 48% Grades 7-8 Supportive relationships 86% 86% 86% Self Managment 68% 68% 66% social awareness 61% 67% 65% emotional regulation 50% 58% 52% Grit. ____% ____% 69% 24-25 % of students with special education support who feel supported through their relationships with friends, family and adults at school 89%	Increase favorable percentages for categories that declined from the previous year(s)

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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) 86% of students responded favorably when asked how supported they feel through their relationships with friends, family and adults at school (86% district average)		
Annual Survey Results (School Climate)	Per 2024 Annual Survey (School Climate) data Students in Grades 3-8 report the following: 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)	Per 2024 - 2025 annual survey data: 47% of Students satisfied with the way students treat each other with respect 74% of parents satisfied with the way students treat each other with respect 47% of students satisfied with the sense of community on campus 75% of parents satisfied with the sense of community on campus 85% of staff satisfied with the sense of community on campus 94% of parents who agree/strongly agree that the school supports students of different races, ethnicities and cultures 87% of Students who agree/strongly agree that the school supports students of different races, ethnicities and cultures 96% of students who feel they have friends at school	Maintain or improve current favorable ratings pertaining to school climate. Increase favorable percentages for categories that declined from the previous year.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Second Step Lessons	Second Step Lessons provided this year, in collaboration with teachers. Lessons started later in the year than we had hoped and were not specifically aligned to Panorama data results.	Second Step Lessons, MooZoom, Zones Of Regulation, Be good people were used within the classroom and within counseling sessions.	In concert with ERC and Counselor, teachers will provide a series of SEL lessons throughout the school year, aligned with observed behavioral trends from Discipline Dashboard and Panorama Survey results.
Lunch Bunch	Lunch Bunch offered weekly to elementary students by our Elementary Resource Counselor.	Lunch Bunch offered weekly to elementary students by our Elementary Resource Counselor. Lunch Bunch offered weekly to Middle School students by the Counselor	Lunch Bunch Opportunities in Middle School and Elementary.
Playground Program Support	Currently, City of Irvine supports playground activities for 1st-5th Grade students 3x/week. Liverpool soccer club coaches are on campus for 1st-5th grade students 1x/week.	Currently, City of Irvine supports playground activities for 1st-5th Grade students 4x/week and 1x/week for middle school students.	Collaborate with additional community resources/programs to increase the number of days per week that our students have access to structured activities on the playground provided by an outside agency.
MTSS Team and Weekly Meetings	MTSS Team meets weekly to discuss student-specific academic and social challenges, as well as school-wide issues/challenges. MTSS Team includes: Principal, AP, Intervention Lead Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Title 1 TOSA.	MTSS Team meets weekly to discuss student-specific academic and social challenges, as well as school-wide issues/challenges. MTSS Team includes: Principal, AP, Intervention Lead Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA.	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 Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA.
Professional Development	12 hours of Professional Development sessions held yearly to include content focused on behavior, SEL, instructional practices.	12 hours of Professional Development sessions held yearly to include content focused on developing critical capacities within our staff and students while building greater awareness of an investment in our emergent community.	In concert with school counselors, teachers will expand their knowledge of how to build awareness of investment in the community.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 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. 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 Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA. Lunch Bunch Opportunities in Middle School and Elementary. 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. Collaborate with DARE officer to facilitate the DARE program for 5th grade. 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. 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.	YEAR 1: LCFF Base LCFF Supplemental Lottery	YEAR 1: 43,158 14,076 6,250	YEAR 1: All students Elementary students Middle School students	YEAR 1: Administrator Counselor Mental Health Specialist DARE Officer School Resource Officer City of Irvine Representative MTSS Team
YEAR 2: Collaborate with community resources/programs (City of Irvine, 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.	YEAR 2: LCFF Base LCFF Supplemental	YEAR 2: 86,000 13,000 6250	YEAR 2: All students Elementary students	YEAR 2: Administrator Counselor

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Through collaboration with the Elementary Resource Counselor, teachers will provide SEL lessons throughout the school year, aligned with observed behavioral trends and Panorama Survey results. Daily/Weekly Calm Classroom and Mindfulness strategies. 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 Teachers, Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA. Lunch Bunch Opportunities in Middle School and Elementary. Certificated Staff members will complete 12 hours of Professional Development sessions. Middle School TOSA and Counselors will partner to support the implementation of Behavior/SEL interventions such as Check-in/Check-out. Collaborate with DARE officer to facilitate the DARE program for 5th grade. 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. The Mental Health Specialist, MS Counselor, School Psychologist, Elementary Resource Counselor, and Administrative team will meet regularly to collaborate in support of students most in need of counseling intervention.	Lottery		Middle School students	Mental Health Specialist DARE Officer School Resource Officer City of Irvine Representative MTSS Team
YEAR 3: 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. 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 Teachers,				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Bx/SEL Coach, MS Counselor, ERC, MHS, Tier 3 TOSA. Lunch Bunch Opportunities in Middle School and Elementary. 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. Collaborate with DARE officer to facilitate the DARE program for 5th grade. 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. 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.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions promote greater equity for all students and staff by ensuring consistent access to academic, behavioral, and social-emotional support systems. By collaborating with community partners like the City of Irvine and the PTSA, the school expands access to structured, enriching playground activities—especially benefiting students who may lack such opportunities outside of school. The integration of SEL lessons, mindfulness strategies, and Lunch Bunch programs supports students' emotional well-being and fosters inclusive environments. Weekly MTSS meetings and data-informed interventions ensure that resources are directed toward students with the greatest needs, helping to close opportunity gaps. Professional development for staff builds a shared understanding of equity-focused practices, while partnerships with programs like DARE and SEEMS further support student development. Regular collaboration among mental health professionals and school leaders ensures targeted support for students requiring intervention, and ongoing monitoring of behavior data allows for responsive, equitable discipline strategies. Together, these efforts work to address resource inequities and create a more inclusive, supportive learning environment for all.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Professional learning will include topics such as restorative justice, restorative discipline, logical consequences, and other means of correction. Staff will be supported by the Administrative and Counseling team while implementing responses to student behavior. Year 2:			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Professional learning will focus on staff collaboration including support staff and implementations of cross curricular material to address the emergent changes within the community. This will be known as the Great Park Growth Project (GPG) which is intended to have teachers across the K-8 to work together to embed academic standards to real life problems that connect back to our growing community. Year3: Professional learning will include topics such as restorative justice, restorative discipline, logical consequences, and other means of correction. Staff will be supported by the Administrative and Counseling team while implementing responses to student behavior.			

Priority Focus Area (Goal) 2:

Goal #2:

Cadence Park will focus on improved outcomes for all students in grade level Math standards and for English Language Learners in their progression toward fluency.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
ELD Assessments Spring 2023	ELD (PK-8) 53% of English Learners made progress towards English Language proficiency	ELD (PK-8) 58.60% of English Learners made progress towards English Language proficiency	Increase the percentage of students making progress toward English proficiency.
CAASPP Math Spring 2023	Math (3rd-8th Grade Students) 62% of students meeting standard Disproportionate results for students with Disabilities (15% meeting standard at Cadence Park, 34% for IUSD overall). Disproportionate results for Black/African American students (21% meeting standard at Cadence Park, 29% in IUSD overall).	Math (3rd-8th Grade Students) 64% of students meeting standard as compared to 69% in IUSD overall Disproportionate results for students with Disabilities meeting standard: 17% at Cadence park 32% IUSD overall Disproportionate results for Black/African American students (20% meeting standard at Cadence Park, 30.51% in IUSD overall).	Increase the percentage of students meeting standard in Grades 3-8. Identify barriers to increasing student proficiency in Math for students with Disabilities and Black/African American students. Plan to intervene appropriately to increase equitable outcomes for all students.
End of Course Math Assessment (1st and 2nd Grade)	87% of students meeting proficiency.	67% of students meeting proficiency.	Increase the percentage of students demonstrating proficiency in 1st and 2nd grade.
Tier 3 Intervention Teacher	Currently we have a Tier 3 TOSA.	We retained the same Tier 3 TOSA	Strategic use of the Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in 1st-5th Grade.
Multi-Tiered Systems of Support and Bx/SEL Teams	During the 2023-2024 school year, the MTSS Team met weekly to discuss student and school-wide needs/challenges. Our Bx/SEL Team met 6x/year to discuss and	During the 2024-2025 school year, the MTSS Team met weekly to discuss student and school-wide needs/challenges. Our Bx/SEL Team met 6x/year for one hour to	The MTSS Team will continue to meet during the 2025-2026 school year, to discuss student and school-wide needs/challenges. The team will partner closely with the Bx/SEL team to ensure that all needs (academic and

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	review strategies for SEL supports.	discuss and review strategies for behavior and SEL supports.	social/behavioral) are being addressed and met. Our Bx/SEL Team will meet (at a minimum) 6x/year for one hour to discuss and review strategies for SEL supports. This team will work in collaboration with Playground Supervisors, site administration, the MTSS Team, counselors and classroom teachers to provide impactful behavioral intervention strategies and SEL supports to students in TK-8th Grade.
What I Need (WIN) Time for English Language Arts and Math (K-8)	Students in 1st-5th participate in What I Need (WIN) Time 1x/week for ELA and Math for 45-60 minutes.	Students in 1st-3rd participate in What I Need (WIN) Time 4x/week, Students in 4th - 5th 1x/week and students in Middle School 1x/week.	Students in 1st-5th grade will have access to WIN Time for ELA and Math weekly. 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 additional academic remediation.
ELD Intervention Class	13 Middle School students in Grades 6-8 are enrolled in this class.	11 Middle School Students grade 6-8 were in enrolled in ELD 1. There was an addition of an ELD 2 course. This too served students in 6-8 grade and 15 students were enrolled in this class.	Students who have taken this course will demonstrate progress toward English proficiency on the annual ELPAC assessment.
Professional Development	12 hours of Professional Development sessions held yearly with a focus on behavior, SEL, instructional practices.	12 hours of Professional Development sessions held yearly with a focus on developing critical capacities within our staff and students while building greater awareness of our emergent community.	Continue to provide 12 hours of Professional Development sessions held yearly with a focus on behavior, SEL, instructional practices and developing critical capacities while building greater awareness of our emergent community.
EL Instructional Assistant		1 Instructional Assistant was hired to focus on English Language support - Holding 2 pull out	Students who work directly with the EL IA will demonstrate greater participation in the

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
		sessions and push in support for grades 1 - 3.	classroom setting as well as increase performance on academic and social components in the classroom.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Retention of a Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in PK-5th Grade. 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. Place EL students in clusters when doing class placement in order to create opportunity for teachers to target specific EL learning needs. ELD 1 teacher will facilitate ELPAC bootcamp in preparation for the annual ELPAC assessment (Grades 6-8). Students in 1st-5th grade will have access to WIN Time for ELA and Math 3x/week per content area. 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.	YEAR 1: LCFF Base LCFF Supplemental Lottery	YEAR 1: 86,318 28,153 12,500	YEAR 1: All students EL Students Middle School students Elementary students	YEAR 1: Tier 3 Intervention Teacher ELD 1 Teacher (Middle School) Classroom Teacher (PK-8) Administrators Counselor Intervention Lead Teacher Middle School TOSA EL Coordinator

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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.				
YEAR 2: Retention of a Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in PK-5th Grade. MTSS (multi-tiered system of support) Team will continue to meet during the 2025-2026 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. Place EL students in clusters when doing class placement in order to create opportunity for teachers to target specific EL learning needs. ELD 1 teacher will facilitate ELPAC bootcamp in preparation for the annual ELPAC assessment (Grades 6-8). Students in 1st-5th grade will have access to WIN Time for ELA and Math 3x/week per content area. 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.	YEAR 2: LCFF Base LCFF Supplemental Lottery	YEAR 2: 68,800 45,500 12,500	YEAR 2: All students EL Students Middle School students Elementary students Students with Disabilities	YEAR 2: Tier 3 Intervention Teacher ELD 1 Teacher (Middle School) Classroom Teacher (PK-8) Administrators Counselor Intervention Lead Teacher Middle School TOSA EL Coordinator

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
PLC time for collaboration amongst teacher teams with a responsiveness and focus on student proficiency of high priority and essential standards. EL IA will work closely alongside the Tier 3 TOSA to support students identified as EL in either pull-out sessions or with pushing-in support. Tier 1 instruction will strengthen through the alignment across grade level reading instruction. Teachers will progress monitor student reading skills every 6 - 8 weeks.				
YEAR 3: Retention of a Tier 3 Intervention Teacher to support targeted ELA and Math Intervention for students in PK-5th Grade. 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. Place EL students in clusters when doing class placement in order to create opportunity for teachers to target specific EL learning needs. ELD 1 teacher will facilitate ELPAC bootcamp in preparation for the annual ELPAC assessment (Grades 6-8). Students in 1st-5th grade will have access to WIN Time for ELA and Math 3x/week per content area. 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				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions will decrease rates of disproportionality among English Language Learners and Black/African American students. Additionally, these actions will increase equitable student learning outcomes.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Professional learning will include topics such as instructional practices for ELD instruction and Math instructional practices. Staff will be supported by the EL coordinator and Intervention Lead Teachers at the school site. Year 2: Professional learning will include instructional practices for ELD instruction (GLAD), Reading, and Math instructional practices. Staff will be supported by the EL coordinator, Tier 3 TOSA, EL IA and Intervention Lead Teachers at the school site. K-6 teachers will participate in Literacy Trainings. Year3: Professional learning will include instructional practices for ELD instruction and Math instructional practices. Staff will be supported by the EL coordinator, Tier 3 TOSA, EL IA and Intervention Lead Teachers at the school site.			

Priority Focus Area (Goal) 3:

Cadence Park will work to reduce rates of chronic absenteeism across all grades and subgroups.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
California Dashboard Data	Chronic Absenteeism rates: 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	Chronic Absenteeism rates: 10% of all students are chronically absent 12% of students who are chronically absent have a disability 16% of students who are Socioeconomically Disadvantaged 5% Of students who are EL 20% of students who are chronically absent are Hispanic 9% of students who are chronically absent are African American	Decrease rates of chronic absenteeism for all students. Identify disproportionality among subgroups of students and intentionally target intervention for these students to decrease rates of chronic absenteeism.
2024 Annual Survey (School Climate) data (3rd-8th grade)	Teacher/Student Connections 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	83% of all students feel their teachers make an effort to connect with them 96% of all students feel they have friends at school. 67% of all students feel comfortable sharing their ideas and participating in class discussions at school. 80% of students feel curious and connected during lessons. 86% of students understand a relationship between what they learn in	Increase percentage of favorable responses to questions pertaining to Teacher/Student connections, Student/Student connections, and Student ownership of learning.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	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. 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.	the classroom and their everyday life.	

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	56% of White students feel comfortable sharing their ideas and participating in class discussions at school.		
Panorama Survey Data (3rd-6th grade)	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.	% of students who feel they belong at school Overall 71% 56% Hispanic at CP vs. 71% hispanic at IUSD 71% Asian at CP vs. 74% Asian at IUSD 57% Black at CP vs 66% black at IUSD 80% Filipino at CP vs 80% Filipino at IUSD 70% White at CP vs 72% White at IUSD	Increase percentage of favorable responses on the Panorama survey for students in 3rd-6th grade that receive Special Education services.
City of Irvine / Youth Action Team	Collaboration with City of Irvine and YAT occurred throughout the school year.	Collaboration with City of Irvine, YAT, IPD and IFD occurred throughout the school year.	Continue partnership with community entities such as City of Irvine and Youth Action Team to encourage student participation in school and community-wide activities, including Middle School Programs (MSP).
Classroom Learning Opportunities	Social Justice domain questions embedded into morning meetings via Scenario Mondays, Discussion Tuesday, Around the World Wednesdays, Reflection Thursdays, and Impact Fridays. Discussions as PLC team to continue conversation and grow as educators and people. Student opportunities to share about their own heritage, culture and	Social Justice domain questions embedded into morning meetings via Scenario Mondays, Discussion Tuesday, Around the World Wednesdays, Reflection Thursdays, and Impact Fridays. Discussions as PLC team to continue conversation and grow as educators and people. Student opportunities to share about their own	Continued commitment to baseline data and school-wide commitments during the 2025-2026 school year.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	traditions as a way to teach others' about culture (via movies, art, slide decks, books, etc). Read Alouds that address social justice, human rights, and the power of organizing against injustice.	heritage, culture and traditions as a way to teach others' about culture (via movies, art, slide decks, books, etc). Read Alouds that address social justice, human rights, and the power of organizing against injustice.	
MTSS Team	MTSS Team meets weekly to discuss student specific and school-wide trends, as it relates to academic supports, student equity and data related to demographic and subgroups.	MTSS Team meets weekly to discuss student specific and school-wide trends, as it relates to academic supports, student equity and data related to demographic and subgroups.	Team will periodically review performance and behavioral data with an eye to demographics and subgroups, as part of weekly MTSS Team meetings.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 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 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.	YEAR 1: LCFF Base LCFF Supplemental Lottery	YEAR 1: 43,158 14,076 6,250	YEAR 1: Students experiencing Chronic Absenteeism or at risk of Chronic Absenteeism Black/African American students Students with Disabilities	YEAR 1: Office Assistant Administrator Elementary Resource Counselor Behavior/SEL Coach Middle School Counselor Youth Action Team Representative City of Irvine Representative Mental Health Specialist

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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.)				
YEAR 2: 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 and students developing their English Language. MTSS (multi-tiered system of support) Team will continue to meet during the 2025-2026 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.	YEAR 2: LCFF Base LCFF Supplemental Lottery	YEAR 2: 17,200 6,500 6,250	YEAR 2: Students experiencing Chronic Absenteeism or at risk of Chronic Absenteeism Black/African American students Students with Disabilities Students of 2 or more races	YEAR 2: Office Assistant Administrator Elementary Resource Counselor Behavior/SEL Coach Middle School Counselor Youth Action Team Representative City of Irvine Representative Mental Health Specialist

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
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.) Creation of a wellness space to provide a safe space to reset for all students.				
YEAR 3: 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 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.)				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Chronically absent students will receive targeted support to improve equitable outcomes for all students. Disproportionality will be addressed through strategies and action plans that have been discussed with each educational partner group.			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Professional learning will include social emotional lesson ideas to engage students in relationship building. In addition, Professional Learning will include best practices for instructional routines that promote student ownership of learning and increase student representation in curriculum. Year 2: Professional learning will include social emotional lesson ideas to engage students in relationship building. In addition, Professional Learning will include best practices for instructional routines that promote student ownership of learning and increase student representation in curriculum. Year3: Professional learning will include social emotional lesson ideas to engage students in relationship building. In addition, Professional Learning will include best practices for instructional routines that promote student ownership of learning and increase student representation in curriculum.			

Priority Focus Area (Goal) 4:

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Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1:		YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
YEAR 2:		YEAR 2:	YEAR 2:	YEAR 2:	YEAR 2:
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Students scheduling occurs first for our higher needs students such as our unduplicated students, we place them into their intervention courses first prior to scheduling any other student.

Intervention courses are provided for Middle School students (Grades 6-8) through Reading Lab, Math Lab, and ELD 1 / ELD 2/3.

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

When designing intervention schedules for our students who are most in need, we will consider when these interventions would best fit the scheduled of our students so that they are not negatively impacted or occurring during direct instruction.

Using live and continuous data it will inform our creation of small groups and additional interventions.

Tier 3 Intervention TOSA will facilitate academic intervention for students in 1st-5th grade. This will include ongoing progress monitoring.

Instructional assistants will support all students.

One Instructional assistant will work with our English Learners in 1st - 3rd grade.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$262,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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 (\$)
LCFF Base	\$172,000.00
LCFF Supplemental	\$65,000.00
Lottery	\$25,000.00

Subtotal of state or local funds included for this school: \$262,000.00

Total of federal, state, and/or local funds for this school: \$262,000.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	172,000.00
LCFF Supplemental	65,000.00
Lottery	25,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	172,000.00
	LCFF Supplemental	65,000.00
	Lottery	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	105,250.00
Goal 2	126,800.00
Goal 3	29,950.00
ATSI Goal	

Recommendations and Assurances

The School Site Council (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 SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Advisory Committee

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 .

Attested:

	Principal, Carlo Grasso on 5/8/25
	SSC Chairperson, Onechang Lee on 5/8/25

School Site Council Membership

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

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

Name of Members	Role
Carlo Grasso	Principal
Melody Alvarado	Other School Staff
Troy Yano	Classroom Teacher
Samantha Reising	Classroom Teacher
Daniel Carroll	Classroom Teacher
Nina Brooke	Parent or Community Member
Vivek Punjabi	Parent or Community Member
Onechang Lee	Parent or Community Member
Parrisa Yazdani	Parent or Community Member

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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.43%	0.21%	4	4	2
African American	2.25%	2.38%	2.39%	23	22	23
Asian	50.78%	50.54%	53.11%	519	467	512
Filipino	2.35%	2.92%	2.70%	24	27	26
Hispanic/Latino	13.01%	13.31%	12.86%	133	123	124
Pacific Islander	0.59%	0.65%	0.73%	6	6	7
White	19.77%	17.53%	17.12%	202	162	165
Multiple/No Response	7.83%	10.17%	10.27%	80	94	99
Total Enrollment				1,022	924	964

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	144	112	70
Grade 1	117	95	100
Grade 2	118	100	103
Grade3	128	94	101
Grade 4	103	102	93
Grade 5	105	89	103
Grade 6	89	92	94
Grade 7	111	121	110
Grade 8	107	119	144
Total Enrollment	1,022	924	964

Conclusions based on this data:

1. Enrollment increased by 40 students from 22-23 to 23-24.
2. Enrollment is largest in 8th grade in 23-24.

3. Enrollment of Asian students remains the largest group across all 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	185	128	137	14.3%	18.1%	14.2%
Fluent English Proficient (FEP)	212	220	239	20.2%	20.7%	24.8%
Reclassified Fluent English Proficient (RFEP)	81	112		60.0%	30.50%	

Conclusions based on this data:

1. The number of English Learners has increased from 22-23 to 23-24
2. The percentage of English learners has declined from 22-23 to 23-24
3. the number of fluent english proficient has steadily increased from 21-22 to 22-23 to 23-24

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	125	96	106	122	94	101	122	94	101	97.6	97.9	95.3
Grade 4	105	104	95	104	104	95	104	104	95	99.0	100.0	100
Grade 5	105	90	104	105	88	101	105	88	101	100.0	97.8	97.1
Grade 6	93	96	97	93	92	93	93	92	93	100.0	95.8	95.9
Grade 7	113	134	111	113	130	110	113	130	110	100.0	97.0	99.1
Grade 8	107	127	150	107	123	144	107	123	144	100.0	96.9	96
All Grades	648	647	663	644	631	644	644	631	644	99.4	97.5	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2451.	2448.	2462.	34.43	35.11	40.59	22.13	23.40	23.76	29.51	20.21	21.78	13.93	21.28	13.86
Grade 4	2514.	2512.	2508.	47.12	44.23	41.05	19.23	24.04	23.16	20.19	20.19	21.05	13.46	11.54	14.74
Grade 5	2551.	2554.	2550.	42.86	37.50	40.59	32.38	31.82	29.70	11.43	14.77	13.86	13.33	15.91	15.84
Grade 6	2541.	2552.	2576.	23.66	26.09	33.33	31.18	38.04	39.78	24.73	17.39	17.20	20.43	18.48	9.68
Grade 7	2600.	2575.	2587.	32.74	23.85	31.82	39.82	39.23	39.09	13.27	18.46	10.91	14.16	18.46	18.18
Grade 8	2617.	2615.	2596.	32.71	32.52	34.03	40.19	33.33	29.17	16.82	20.33	17.36	10.28	13.82	19.44
All Grades	N/A	N/A	N/A	35.71	32.81	36.65	30.75	32.01	30.75	19.41	18.70	16.93	14.13	16.48	15.68

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.43	30.85	30.69	58.20	58.51	62.38	7.38	10.64	6.93
Grade 4	30.77	27.88	33.68	61.54	63.46	56.84	7.69	8.65	9.47
Grade 5	34.29	23.86	34.65	59.05	65.91	53.47	6.67	10.23	11.88
Grade 6	26.88	26.09	35.48	53.76	54.35	50.54	19.35	19.57	13.98
Grade 7	33.63	23.08	37.27	53.98	62.31	48.18	12.39	14.62	14.55
Grade 8	39.25	34.96	33.57	49.53	48.78	44.76	11.21	16.26	21.68
All Grades	33.39	27.89	34.21	56.06	58.64	52.10	10.56	13.47	13.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.67	24.47	29.70	59.84	52.13	52.48	20.49	23.40	17.82
Grade 4	28.85	24.27	25.26	59.62	62.14	58.95	11.54	13.59	15.79
Grade 5	30.48	34.09	30.69	58.10	54.55	55.45	11.43	11.36	13.86
Grade 6	19.35	16.30	31.18	55.91	65.22	53.76	24.73	18.48	15.05
Grade 7	46.02	29.23	32.41	43.36	50.00	48.15	10.62	20.77	19.44
Grade 8	31.78	33.33	25.00	57.01	51.22	52.78	11.21	15.45	22.22
All Grades	29.50	27.30	28.82	55.59	55.40	53.43	14.91	17.30	17.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.49	21.28	14.85	68.85	63.83	69.31	10.66	14.89	15.84
Grade 4	26.92	25.24	16.84	67.31	66.02	69.47	5.77	8.74	13.68
Grade 5	16.19	20.45	16.83	78.10	75.00	79.21	5.71	4.55	3.96
Grade 6	8.60	16.30	18.28	80.65	70.65	77.42	10.75	13.04	4.30
Grade 7	17.70	14.62	24.55	70.80	74.62	67.27	11.50	10.77	8.18
Grade 8	26.17	21.14	30.56	67.29	74.80	63.89	6.54	4.07	5.56
All Grades	19.57	19.68	21.12	71.89	71.11	70.50	8.54	9.21	8.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.49	24.47	31.68	70.49	62.77	58.42	9.02	12.77	9.90
Grade 4	22.12	26.92	32.63	66.35	67.31	58.95	11.54	5.77	8.42
Grade 5	32.38	37.50	36.63	56.19	52.27	52.48	11.43	10.23	10.89
Grade 6	20.43	27.17	27.96	66.67	59.78	63.44	12.90	13.04	8.60
Grade 7	39.82	26.15	35.45	52.21	62.31	54.55	7.96	11.54	10.00
Grade 8	32.71	37.40	37.50	62.62	54.47	52.78	4.67	8.13	9.72
All Grades	28.11	29.95	34.01	62.42	59.90	56.37	9.47	10.14	9.63

Conclusions based on this data:

1. Overall Fourth grade had the most students above standard in the English language CAASPP at 41.05%.
2. Overall 8th grade has the highest percentage of students score below standard on the english language CAASPP at 19.44%
3. Overall writing was the subsection in which the least amount of students scored above standard as compared to the other subsections at 28.82%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	125	96	106	125	96	104	125	96	104	100.0	100.0	98.1
Grade 4	105	104	95	104	104	95	104	104	95	99.0	100.0	100
Grade 5	105	90	104	105	90	103	105	90	103	100.0	100.0	99
Grade 6	93	96	97	93	95	94	93	95	94	100.0	99.0	96.9
Grade 7	113	134	111	113	132	111	113	132	111	100.0	98.5	100
Grade 8	107	127	150	107	127	148	107	127	148	100.0	100.0	98.7
All Grades	648	647	663	647	644	655	647	644	655	99.8	99.5	98.8

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2458.	2474.	2483.	28.80	40.63	41.35	30.40	30.21	31.73	27.20	18.75	16.35	13.60	10.42	10.58
Grade 4	2522.	2520.	2538.	34.62	35.58	47.37	37.50	31.73	23.16	16.35	22.12	28.42	11.54	10.58	1.05
Grade 5	2540.	2536.	2537.	35.24	38.89	36.89	24.76	15.56	16.50	21.90	25.56	21.36	18.10	20.00	25.24
Grade 6	2544.	2576.	2588.	25.81	41.05	43.62	19.35	21.05	21.28	32.26	22.11	21.28	22.58	15.79	13.83
Grade 7	2590.	2587.	2610.	33.63	37.12	45.95	26.55	20.45	25.23	25.66	23.48	15.32	14.16	18.94	13.51
Grade 8	2608.	2614.	2618.	38.32	41.73	41.89	24.30	18.11	13.51	15.89	23.62	28.38	21.50	16.54	16.22
All Grades	N/A	N/A	N/A	32.77	39.13	42.75	27.36	22.67	21.37	23.18	22.67	22.14	16.69	15.53	13.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.60	36.46	45.19	56.00	52.08	45.19	14.40	11.46	9.62
Grade 4	34.62	33.65	45.26	53.85	50.00	48.42	11.54	16.35	6.32
Grade 5	29.52	27.78	31.07	54.29	53.33	50.49	16.19	18.89	18.45
Grade 6	18.28	29.47	30.85	58.06	54.74	57.45	23.66	15.79	11.70
Grade 7	32.74	34.09	42.34	53.10	49.24	47.75	14.16	16.67	9.91
Grade 8	39.25	35.43	31.08	47.66	55.91	53.38	13.08	8.66	15.54
All Grades	30.91	33.07	37.25	53.79	52.48	50.53	15.30	14.44	12.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.20	33.33	36.54	60.00	56.25	58.65	12.80	10.42	4.81
Grade 4	39.42	33.65	40.00	48.08	57.69	55.79	12.50	8.65	4.21
Grade 5	30.48	23.33	24.27	53.33	61.11	62.14	16.19	15.56	13.59
Grade 6	25.81	32.63	32.98	56.99	57.89	58.51	17.20	9.47	8.51
Grade 7	30.97	34.85	34.23	60.18	49.24	58.56	8.85	15.91	7.21
Grade 8	33.64	33.86	35.81	55.14	52.76	56.08	11.21	13.39	8.11
All Grades	31.22	32.30	34.05	55.80	55.28	58.17	12.98	12.42	7.79

Conclusions based on this data:

1. Grade 5 has the highest percentage of students scoring below standard
2. Grade 4 has the lowest percentage of students scoring below standard
3. The percent of students not meeting standard has continuously declined from 16.69% to 15.53% to 13.74%

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1451.9	1474.4	1433.9	1435.9	1467.0	1437.9	1489.2	1491.8	1424.1	38	28	30
1	1482.3	1439.7	1436.1	1485.0	1444.2	1437.0	1479.2	1434.8	1434.8	26	26	16
2	1516.0	1505.3	1481.8	1508.6	1498.9	1493.0	1522.8	1511.0	1470.3	25	16	22
3	1514.1	1487.4	1464.8	1523.1	1488.2	1458.5	1504.4	1486.1	1470.5	19	16	13
4	*	1558.4	1519.0	*	1575.8	1535.5	*	1540.6	1502.0	9	14	13
5	1586.6	*	1482.2	1601.2	*	1478.7	1571.3	*	1485.5	12	6	13
6	*	*	*	*	*	*	*	*	*	7	6	9
7	*	1541.0	1587.1	*	1538.9	1605.0	*	1542.9	1568.7	8	14	13
8	*	1533.5	1538.5	*	1531.5	1547.9	*	1535.1	1528.7	7	12	19
All Grades										151	138	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	39.47	39.29	20.00	31.58	42.86	30.00	26.32	10.71	40.00	2.63	7.14	10.00	38	28	30
1	42.31	7.69	6.25	30.77	30.77	31.25	19.23	42.31	43.75	7.69	19.23	18.75	26	26	16
2	32.00	31.25	13.64	48.00	50.00	40.91	12.00	12.50	40.91	8.00	6.25	4.55	25	16	22
3	26.32	12.50	0.00	47.37	50.00	30.77	15.79	18.75	38.46	10.53	18.75	30.77	19	16	13
4	*	50.00	30.77	*	35.71	30.77	*	7.14	30.77	*	7.14	7.69	*	14	13
5	91.67	*	0.00	0.00	*	38.46	0.00	*	23.08	8.33	*	38.46	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	21.43	38.46	*	35.71	38.46	*	7.14	15.38	*	35.71	7.69	*	14	13
8	*	25.00	15.79	*	16.67	36.84	*	33.33	15.79	*	25.00	31.58	*	12	19
All Grades	39.33	26.09	17.57	34.00	37.68	34.46	18.00	18.84	31.76	8.67	17.39	16.22	150	138	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.42	35.71	16.67	44.74	46.43	36.67	28.95	10.71	40.00	7.89	7.14	6.67	38	28	30
1	50.00	23.08	6.25	30.77	34.62	50.00	11.54	30.77	25.00	7.69	11.54	18.75	26	26	16
2	56.00	37.50	45.45	24.00	43.75	27.27	12.00	12.50	18.18	8.00	6.25	9.09	25	16	22
3	57.89	37.50	23.08	26.32	43.75	30.77	10.53	0.00	38.46	5.26	18.75	7.69	19	16	13
4	*	64.29	46.15	*	28.57	38.46	*	7.14	7.69	*	0.00	7.69	*	14	13
5	91.67	*	23.08	0.00	*	38.46	0.00	*	0.00	8.33	*	38.46	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	35.71	53.85	*	28.57	30.77	*	7.14	7.69	*	28.57	7.69	*	14	13
8	*	33.33	26.32	*	25.00	36.84	*	33.33	15.79	*	8.33	21.05	*	12	19
All Grades	46.67	36.23	29.73	31.33	36.96	35.81	14.67	15.94	21.62	7.33	10.87	12.84	150	138	148

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.95	28.57	16.67	36.84	39.29	26.67	31.58	25.00	43.33	2.63	7.14	13.33	38	28	30
1	26.92	7.69	0.00	38.46	23.08	31.25	23.08	38.46	31.25	11.54	30.77	37.50	26	26	16
2	32.00	25.00	9.09	44.00	43.75	27.27	16.00	25.00	45.45	8.00	6.25	18.18	25	16	22
3	10.53	6.25	0.00	31.58	12.50	23.08	47.37	56.25	30.77	10.53	25.00	46.15	19	16	13
4	*	35.71	7.69	*	21.43	23.08	*	28.57	38.46	*	14.29	30.77	*	14	13
5	33.33	*	0.00	50.00	*	7.69	8.33	*	46.15	8.33	*	46.15	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	7.14	15.38	*	21.43	30.77	*	28.57	38.46	*	42.86	15.38	*	14	13
8	*	8.33	0.00	*	16.67	31.58	*	41.67	36.84	*	33.33	31.58	*	12	19
All Grades	23.33	16.67	8.78	35.33	26.09	25.68	29.33	34.78	39.86	12.00	22.46	25.68	150	138	148

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	34.21	42.86	23.33	63.16	53.57	66.67	2.63	3.57	10.00	38	28	30
1	57.69	23.08	37.50	34.62	65.38	43.75	7.69	11.54	18.75	26	26	16
2	44.00	43.75	31.82	52.00	43.75	59.09	4.00	12.50	9.09	25	16	22
3	52.63	6.25	23.08	36.84	62.50	38.46	10.53	31.25	38.46	19	16	13
4	*	50.00	46.15	*	42.86	38.46	*	7.14	15.38	*	14	13
5	50.00	*	15.38	41.67	*	46.15	8.33	*	38.46	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	14.29	30.77	*	57.14	61.54	*	28.57	7.69	*	14	13
8	*	8.33	21.05	*	58.33	47.37	*	33.33	31.58	*	12	19
All Grades	44.00	27.54	28.38	49.33	55.80	52.03	6.67	16.67	19.59	150	138	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	39.29	26.67	63.16	50.00	56.67	21.05	10.71	16.67	38	28	30
1	34.62	23.08	6.25	53.85	46.15	56.25	11.54	30.77	37.50	26	26	16
2	52.00	56.25	45.45	40.00	37.50	45.45	8.00	6.25	9.09	25	16	22
3	73.68	62.50	38.46	21.05	25.00	46.15	5.26	12.50	15.38	19	16	13
4	*	64.29	69.23	*	35.71	23.08	*	0.00	7.69	*	14	13
5	91.67	*	46.15	0.00	*	15.38	8.33	*	38.46	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	57.14	69.23	*	28.57	23.08	*	14.29	7.69	*	14	13
8	*	50.00	47.37	*	33.33	42.11	*	16.67	10.53	*	12	19
All Grades	47.33	48.55	42.57	41.33	37.68	41.22	11.33	13.77	16.22	150	138	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	42.11	35.71	16.67	52.63	60.71	70.00	5.26	3.57	13.33	38	28	30
1	46.15	7.69	12.50	34.62	46.15	50.00	19.23	46.15	37.50	26	26	16
2	28.00	25.00	4.55	68.00	62.50	72.73	4.00	12.50	22.73	25	16	22
3	10.53	6.25	0.00	52.63	43.75	46.15	36.84	50.00	53.85	19	16	13
4	*	21.43	7.69	*	64.29	69.23	*	14.29	23.08	*	14	13
5	41.67	*	0.00	50.00	*	53.85	8.33	*	46.15	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	7.14	15.38	*	35.71	69.23	*	57.14	15.38	*	14	13
8	*	25.00	5.26	*	25.00	42.11	*	50.00	52.63	*	12	19
All Grades	30.67	18.84	10.14	50.00	50.00	60.14	19.33	31.16	29.73	150	138	148

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	47.37	67.86	40.00	50.00	21.43	46.67	2.63	10.71	13.33	38	28	30
1	19.23	7.69	12.50	73.08	80.77	50.00	7.69	11.54	37.50	26	26	16
2	32.00	50.00	18.18	56.00	37.50	59.09	12.00	12.50	22.73	25	16	22
3	15.79	12.50	0.00	78.95	62.50	76.92	5.26	25.00	23.08	19	16	13
4	*	42.86	0.00	*	42.86	92.31	*	14.29	7.69	*	14	13
5	41.67	*	15.38	50.00	*	30.77	8.33	*	53.85	12	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	21.43	7.69	*	50.00	84.62	*	28.57	7.69	*	14	13
8	*	0.00	10.53	*	83.33	84.21	*	16.67	5.26	*	12	19
All Grades	28.00	29.71	18.92	62.67	52.90	62.16	9.33	17.39	18.92	150	138	148

Conclusions based on this data:

1. Grade 4 had the largest amount of students scoring a level 4.
2. Grade 3 has the largest amount of student scoring a level 1.
3. The reading domain had the most amount of students scoring a beginning level.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
964	19.9%	14.2%	0.2%
Total Number of Students enrolled in Cadence Park School.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	14.2%
Foster Youth	2	0.2%
Homeless	3	0.3%
Socioeconomically Disadvantaged	192	19.9%
Students with Disabilities	51	5.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	2.4%
American Indian	2	0.2%
Asian	512	53.1%
Filipino	26	2.7%
Hispanic	124	12.9%
Two or More Races	99	10.3%
Pacific Islander	7	0.7%
White	165	17.1%

Conclusions based on this data:

1. Socioeconomically disadvantaged students make up the largest subgroup at Cadence Park at 19.9%

2. Foster Youth is the smallest subgroup at Cadence Park at 0.2%
3. Asian students make up the majority of cadence park enrollment by more than half at 53.1%

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Overall student are performing the highest in Mathematics
- Chronic absenteeism is at midrange (yellow)
- English learners are progressing and are in the GREEN performance band.

School and Student Performance Data

Academic Performance English Language Arts

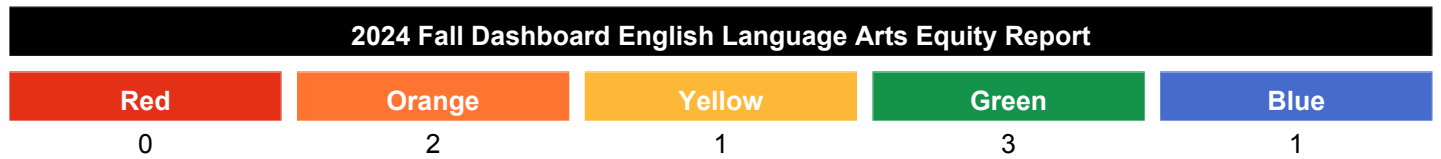
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 39.3 points above standard Maintained 1.6 points 615 Students	English Learners  Orange 8.0 points below standard Declined 20.8 points 135 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 1.6 points below standard Maintained 2.8 points 145 Students

Students with Disabilities  Orange 67.9 points below standard Declined 14.7 points 42 Students	African American  No Performance Color 34.1 points below standard Increased 53.7 points 15 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Green 49.6 points above standard Declined 10.0 points 325 Students	Filipino  No Performance Color 55.6 points above standard Increased 33.6 points 17 Students	Hispanic  Green 23.2 points above standard Increased 9.9 points 84 Students
Two or More Races  Blue 48.8 points above standard Increased 12.3 points 63 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Green 16.5 points above standard Increased 10.2 points 99 Students

Conclusions based on this data:

1. English learner performance on the ELA portion of the CAASPP declined by 20.8 points
2. Student with disabilities performance declined by 14.7 points on the ELA portion of the CAASPP
3. African American, Hispanic, white and two or more races increased their performance on the ELA portion of the CAASPP

School and Student Performance Data

Academic Performance Mathematics

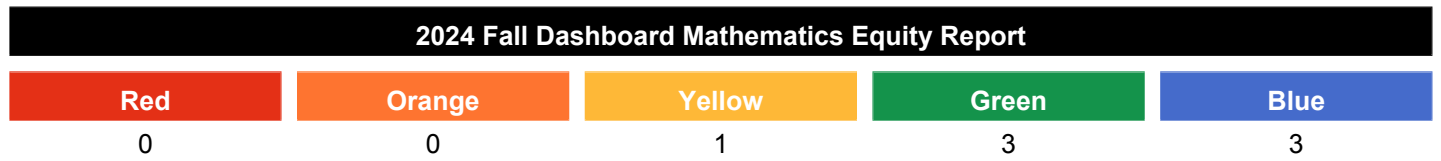
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 37.9 points above standard Increased 9.7 points 628 Students	English Learners  Green 24.1 points above standard Maintained 2.1 points 148 Students	Long-Term English Learners  No Performance Color Less than 11 Students 4 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Green 8.6 points below standard Increased 4.4 points 145 Students

Students with Disabilities  Yellow 67.6 points below standard Increased 3.5 points 42 Students	African American  No Performance Color 69.3 points below standard Increased 32.2 points 15 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 64.9 points above standard Maintained 2.2 points 338 Students	Filipino  No Performance Color 6.9 points above standard Increased 23.6 points 17 Students	Hispanic  Blue 3.6 points above standard Increased 17.3 points 84 Students
Two or More Races  Green 26.9 points above standard Maintained 1.1 points 63 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  Blue 3.7 points above standard Increased 15.7 points 99 Students

Conclusions based on this data:

1. overall student performance increased in mathematics
2. No subgroup declined in their math performance
3. The African American subgroup increased the most with 32.2 points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
58.6% making progress.	making progress.
Number Students: 87 Students	Number Students: 1 Student

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.

2024 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
19.5%	21.8%	3.4%	55.2%

Conclusions based on this data:

- More than half of the English Learners that tested made progress. (58.6%)
- 19.5% of English learners decreased by 1 ELPI
- 3.4% of EL maintainedd at level 4 ELPI

School and Student Performance Data

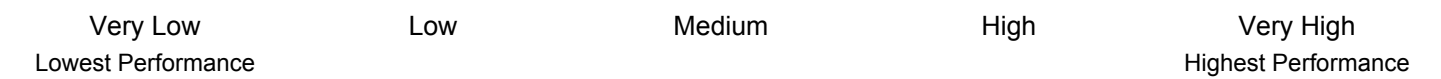
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 10.4% Chronically Absent Declined 5.4 1013 Students	English Learners  Green 5.1% Chronically Absent Declined 5.2 156 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Yellow 15.9% Chronically Absent Declined 1.8 227 Students

Students with Disabilities  Yellow 11.6% Chronically Absent Declined 8.7 69 Students	African American  No Performance Color 8.7% Chronically Absent Declined 27.3 23 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Green 7.3% Chronically Absent Declined 5.1 547 Students	Filipino  No Performance Color 19.2% Chronically Absent Increased 4.4 26 Students	Hispanic  Yellow 20% Chronically Absent Declined 2.8 130 Students
Two or More Races  Orange 15.9% Chronically Absent Increased 0.5 107 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 8.8% Chronically Absent Declined 9.3 171 Students

Conclusions based on this data:

1. socioeconomically disadvantage subgroup had the highest percentae of chronic absenteeism
2. Students with disabiities decreased the percentage of students who were chronically absent.
3. The hispanic subgroup had the highest percentages of students considered chronically absent

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

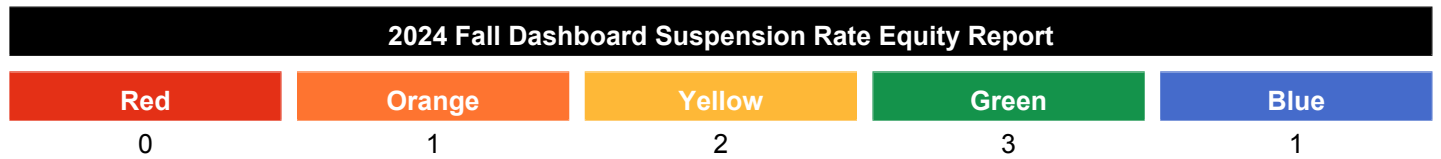
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.8% suspended at least one day Maintained 0.2% 1024 Students	English Learners  Green 0.6% suspended at least one day Maintained 0% 162 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Green 1.3% suspended at least one day Declined 0.6% 233 Students

Students with Disabilities  Yellow 1.4% suspended at least one day Maintained 0% 69 Students	African American  No Performance Color 8.7% suspended at least one day Declined 3.3% 23 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0.4% suspended at least one day Maintained 0.2% 555 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Hispanic  Yellow 0.8% suspended at least one day Increased 0.8% 132 Students
Two or More Races  Orange 1.9% suspended at least one day Increased 1% 107 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 0.6% suspended at least one day Maintained 0% 172 Students

Conclusions based on this data:

1. African American Students were suspended at a higher rate (8.7%)
2. Overall the suspension rate at Cadence park remained consistent.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023