

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cal Aero Preserve Academy	36676780120329	May 16, 2024	June 20,2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes. Our school has been identified for Additional Targeted Support and Improvement (ATSI) based on the California 2022-2023 Dashboard results. Our school plan will specifically address the metrics that led to eligibility for ATSI, which includes monitoring Chronic Absenteeism for our homeless and socioeconomically disadvantaged student groups and Academics for our students with disabilities student group.

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

Cal Aero works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement each year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where it is best needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that SSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1, 2, 1nd 7)
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success (priority 3,, 5, and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation (priority 4 and 8)

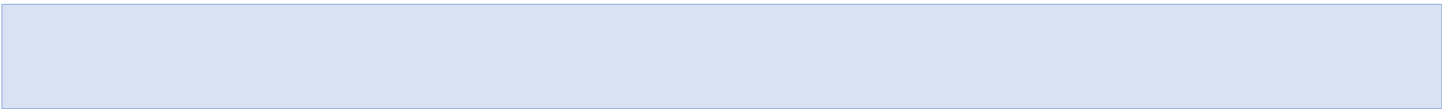


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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-24 School Quality Survey for parents, students and staff was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents - E-342, JH-72 Total- 414

Students - E-209, JH-379 Total-588

Staff - E-45, JH-16 Total 61

Here are three data points that we can celebrate:

1. 98% of parents said that their family utilizes Parent Square to stay informed about school activities and notifications.
2. 100% of staff feel that staff are responsive when students report bullying
3. 82% students said that the principal and/or assistant principal(s) are visible on campus throughout the school day.

Here are three data points that show our opportunities:

1. 63% of parents said that this school offers students a variety of activities and courses.
2. 48% of staff said said that this school offers students a variety of activities and courses.
3. 56% of students said that teachers successfully show students how lessons relate to life outside of school.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/26/23, an External TFI completed at Cal Aero reflected 97% implementation for school-wide PBIS implementation of Tier I. The PBIS team identified the following area(s) of focus for the 23-24 school year: developing a simple survey using a likert scale for community guests to assess whether or not our "Aviator students are respectful, responsible, and safe."

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows: A District Collaborative Learning Round (CLR) made up of a team of District Administrators walked through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This occurred twice this school year in October and February.

In addition, the school site instructional leadership team, consisting of one teacher from each grade level and the site administration, collaborated monthly with a focus on the Professional Learning Community (PLC) process to ensure shared understanding of essential standards for all students. The instructional leadership team also planned to walk through classrooms to conduct site level CLRs with the principal. This was postponed until next year.

Administrators conducted walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: On the 2024 CAASPP, the percent of students scoring at “Standards Met” or “Standards Exceeded” level in Math will increase from 54% to 57%.

SMART Goal 2: On the 2023 CAASPP, the percent of students scoring at “Standards Met” or “Standards Exceeded” level in ELA will increase from 54 to 57%.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extension. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2023

Essential Standards Baseline Data Math /August 2023 Grade/ Percent Exceeded or Met standard

K = 64.2%
1st = 67.8%
2nd = 63.8%
3rd = 60%
4th = 59.3%
5th = 43.3%
6th = 43.8%
7th = 44.5%
8th = 24.5%
IM1 = 58%

Essential Standards Baseline Data ELA /August 2023 Grade/ Percent Exceeded or Met standard

K = 60.3%
1st = 53.9%
2nd = 39%
3rd = 60%
4th = 54.1%
5th = 53.4%
6th = 59.1%
7th = 49%
8th = 48.1%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year essential standard assessment achievement for each grade level:

Essential Standards Final Benchmark Data Math - Spring 2024

K: 74.4%
1st: 64.4%
2nd: 62.3%
3rd: 53.4%
4th: 63.0%
5th: 57.6%
6th: 44.8%
7th: 44.2%
8th: 24.8%
IM1: 71.1%

Overall Grades K-8 = 43.9%

Essential Standards Final Benchmark Data ELA - Spring 2024

K: 88.5%
1st: 62.5%
2nd: 47.5%
3rd: 52.4%
4th: 57.4%
5th: 68.4%
6th: 41.9%
7th: 58.7%
8th: 48.8%

Overall Grades K-8 = 58.5%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements in the field that they are assigned. We have successfully hired and filled all of our classes with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members, must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Student Engagement through Collaborative Communication. Focused staff development will be provided to support mastery of the essential learning in all core content and Positive Behavior Intervention and support. Cal Aero will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Students with disabilities, English Language Learners, and socio-economically disadvantaged students.

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

Cal Aero adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

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

An analysis of curriculum lesson pacing in ELA and Math and Master Schedule flexibility has allowed for the development of the following intervention course or blocks of time: Elementary: Tier 1, 2 , and 3 intervention and extension with flexible grouping for up to 4 hours weekly in ELA and Math. In Junior High, there is one block each of 7th and 8th grade Read180 and Math180.

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

100% of our students have available to them standards-based instructional materials.

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

100% of our students have access to standards-aligned core courses and instructional minutes.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable under-performing students to meet standards: Tier I and Tier II intervention within the classroom. Study Skills in Junior High. In Elementary, targeted Tier I and Tier II intervention with the classroom teacher for up to 4 hours weekly. Grade levels will provide additional support for students based upon assessment data.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance data determined that the performance of our students with disabilities continues to be low on the ELA and Math SBAC continue to be low and that additional structured support is needed to promote greater access to the general education instruction/curriculum. Students with disabilities performed 75.4 points below standard in ELA and 101 points below standard in MATH. Students with disabilities' data will be evaluated annually through the SBAC, ESA, and standards aligned IEP goals. The three goals within this SPSA plan will monitor the progress of Students with Disabilities each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: Thinking Maps, and (R)ACES (Junior High); Weekly data-driven PLCs in grade level and departments.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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

Our School is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardian, staff, and community were involved in the process. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from surveys were included as part of the data review. An analysis of progress toward goals, current data and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

Cal Aero Preserve Academy School Site Council Meetings were held on: 11/9/23, 1/25/24, 4/11/24, 5/16/24

Cal Aero Preserve Academy English Language Advisory Council (ELAC) meetings were held on: 10/11/23, 1/18/24, and 4/24/24

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cal Aero Preserve Academy is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan. Students, parents/ guardians, staff and community were involved in the process. All educational partners reviewed the progress of actions/ services implemented in the past year and reviewed the data related to each school goal. Feedback from educational partner surveys was included as part of the data review. An analysis of progress towards goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

- a. School Site Council - 11/9/23, 1/25/24, 4/11/24, and 5/16/24
 - b. ELAC - 10/18/23, 12/6/23, 3/20/24, and 4/24/24
 - c. Staff Meeting - 7/18/23, 8/15/23, 9/26/23, 10/17/23, 11/28/23, 1/23/24, 2/20/24, 3/19/24, 4/16/24, 5/24/24, and 6/18/24
 - d. PTO - 8/8/2023, 9/12/23, 10/10/23, 11/14/23, 1/9/2024, 2/13/24, 3/12/24, 4/9/24, 5/14/24, 6/11/24
- Our ELAC, SSC and the PTO provide our parents an opportunity to exercise decision making. These standing committees also inform our parents about the school mandates, state initiatives, school funding, and school accountability.

Resource Inequities

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

The vast and growing student enrollment presents challenges. Our two greatest challenges are maximizing teacher collaboration across a multi-year track setting and providing meaningful and sustained feedback through the coaching model. With one fourth of our elementary teachers off at any given time, the PLC process, collaboration, and communication is challenging because teachers are not able to collectively engage in the PLC inquiry cycle at the same time. Because so much time is devoted to managing the operations of a multi-year round track that is beyond the school capacity, there is limited coaching and on-going feedback needed to support the growth of all teachers.

Students with Disabilities who are lacking in foundation skills are in need of a research-based program. Our Students with Disabilities (SWD) student group is a qualifying factor for Additional Targeted Support and Improvement (ATSI) based on chronic absenteeism and academic indicators (CAASPP ELA and Math scores).

Our Homeless student group is a qualifying factor for Additional Targeted Support and Improvement (ATSI) based on chronic absenteeism.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	160	180	163
Grade 1	159	173	193
Grade 2	150	164	186
Grade3	185	164	169
Grade 4	177	202	182
Grade 5	181	180	205
Grade 6	187	191	181
Grade 7	166	202	185
Grade 8	169	176	209
Total Enrollment	1,534	1,632	1,673

Conclusions based on this data:

1. African American and Hispanic sub-groups have steadily increased over the last three years while White subgroup showed an increase and then a decrease.
2. All grade levels have shown an increase in number of students with the exception of Kindergarten, sixth, and seventh grade.
3. Our greatest number of students are in 8th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	135	169	160	8.80%	10.4%	9.6%
Fluent English Proficient (FEP)	191	223	237	12.50%	13.7%	14.2%
Reclassified Fluent English Proficient (RFEP)	27			20.0%		

Conclusions based on this data:

1. English Learners have slowly increased over a 3-year period.
2. Fluent English Proficient students have increased over a three-year period.
3. It is unclear why our reclassified students are not reported for 21-22 and 22-23 on this form.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	190	168	175	0	164	172	0	164	172	0.0	97.6	98.3
Grade 4	174	205	181	0	205	177	0	205	176	0.0	100.0	97.8
Grade 5	180	182	205	0	179	202	0	179	202	0.0	98.4	98.5
Grade 6	191	177	184	0	174	184	0	174	184	0.0	98.3	100.0
Grade 7	166	211	190	0	205	188	0	205	188	0.0	97.2	98.9
Grade 8	168	180	205	0	175	203	0	175	203	0.0	97.2	99.0
All Grades	1069	1123	1140	0	1102	1126	0	1102	1125	0.0	98.1	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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2434.	2432.		31.71	31.98		18.29	19.77		29.27	22.09		20.73	26.16
Grade 4		2474.	2472.		29.76	32.39		20.49	21.59		21.46	17.61		28.29	28.41
Grade 5		2508.	2523.		26.82	34.16		26.82	22.77		21.79	19.31		24.58	23.76
Grade 6		2535.	2540.		23.56	23.91		25.29	29.35		27.59	28.26		23.56	18.48
Grade 7		2582.	2560.		27.32	20.21		36.59	30.85		21.46	28.19		14.63	20.74
Grade 8		2574.	2589.		21.71	22.17		33.14	40.89		24.00	18.23		21.14	18.72
All Grades	N/A	N/A	N/A		26.86	27.38		26.95	27.82		24.05	22.22		22.14	22.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00	20.93		56.71	59.88		18.29	19.19
Grade 4		23.90	18.75		61.95	61.93		14.15	19.32
Grade 5		16.20	26.24		68.16	57.92		15.64	15.84
Grade 6		18.97	17.39		55.75	54.89		25.29	27.72
Grade 7		28.78	22.34		58.05	59.04		13.17	18.62
Grade 8		20.57	24.14		56.57	59.61		22.86	16.26
All Grades		22.41	21.78		59.62	58.84		17.97	19.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.78	21.51		59.76	52.91		16.46	25.58
Grade 4		20.49	21.02		56.59	50.00		22.93	28.98
Grade 5		30.17	31.19		51.40	48.02		18.44	20.79
Grade 6		21.84	26.63		56.32	55.43		21.84	17.93
Grade 7		30.24	29.26		50.73	48.94		19.02	21.81
Grade 8		23.43	22.66		57.71	57.14		18.86	20.20
All Grades		25.05	25.51		55.26	52.09		19.69	22.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.59	12.79		75.61	76.74		12.80	10.47
Grade 4		8.29	15.34		78.05	69.32		13.66	15.34
Grade 5		8.94	15.35		78.77	69.80		12.29	14.85
Grade 6		16.67	17.39		71.84	71.20		11.49	11.41
Grade 7		17.56	14.89		74.63	76.06		7.80	9.04
Grade 8		17.14	21.18		74.29	71.43		8.57	7.39
All Grades		13.34	16.27		75.59	72.36		11.07	11.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.07	23.84		65.85	58.72		17.07	17.44
Grade 4		17.07	18.75		67.32	66.48		15.61	14.77
Grade 5		20.11	23.76		57.54	55.45		22.35	20.79
Grade 6		23.56	21.20		58.05	61.96		18.39	16.85
Grade 7		22.44	23.94		64.88	60.64		12.68	15.43
Grade 8		20.57	32.51		68.57	56.16		10.86	11.33
All Grades		20.15	24.18		63.79	59.73		16.06	16.09

Conclusions based on this data:

1. Based on the comparison of overall English Language Arts data from 2021-2022 to 2022-2023, the students above or meeting standards seemed stagnant with the exception of improvement in Listening and Research and Inquiry.
2. Based on this data Grades 3-8 will need to continue implementing interventions to support the students who scored Below Standard in all 4 claims. First Best Instructional (FBI) strategies will continually be revisited and promoted during observations and professional development opportunities.
3. Overall, schoolwide reading and writing has shown a slight decrease. Multiple measures including data from SBAC, universal screening tools, ESAs, and classroom assessments will be used to create intervention groups to be serviced during Universal Access time.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	190	168	175	0	164	173	0	164	173	0.0	97.6	98.9
Grade 4	174	205	181	0	205	179	0	205	179	0.0	100.0	98.9
Grade 5	180	182	205	0	178	204	0	178	204	0.0	97.8	99.5
Grade 6	191	177	184	0	171	184	0	171	184	0.0	96.6	100.0
Grade 7	166	211	191	0	203	189	0	203	189	0.0	96.2	99.0
Grade 8	168	180	205	0	174	203	0	174	203	0.0	96.7	99.0
All Grades	1069	1123	1141	0	1095	1132	0	1095	1132	0.0	97.5	99.2

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.	2438.		24.39	26.01		29.88	24.86		21.34	28.32		24.39	20.81
Grade 4		2465.	2475.		20.00	23.46		28.29	25.14		21.46	27.37		30.24	24.02
Grade 5		2502.	2503.		18.54	25.00		22.47	21.08		30.90	20.59		28.09	33.33
Grade 6		2533.	2543.		22.81	24.46		22.22	25.00		26.32	29.35		28.65	21.20
Grade 7		2539.	2537.		22.17	20.11		19.21	18.52		24.63	29.63		33.99	31.75
Grade 8		2525.	2539.		14.37	24.14		17.24	14.29		22.41	18.23		45.98	43.35
All Grades	N/A	N/A	N/A		20.37	23.85		23.20	21.29		24.47	25.35		31.96	29.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.71	32.95		48.17	47.40		20.12	19.65
Grade 4		25.85	26.26		42.93	44.69		31.22	29.05
Grade 5		17.98	25.49		53.37	43.14		28.65	31.37
Grade 6		26.32	26.09		46.20	51.09		27.49	22.83
Grade 7		22.17	16.93		44.83	52.38		33.00	30.69
Grade 8		14.94	20.69		50.00	38.92		35.06	40.39
All Grades		23.11	24.56		47.40	46.11		29.50	29.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.95	27.17		54.88	48.55		23.17	24.28
Grade 4		19.02	22.91		47.80	51.96		33.17	25.14
Grade 5		18.54	21.08		58.43	53.43		23.03	25.49
Grade 6		16.37	17.93		56.73	58.15		26.90	23.91
Grade 7		23.15	21.16		52.71	48.15		24.14	30.69
Grade 8		14.37	19.70		47.13	49.26		38.51	31.03
All Grades		19.00	21.55		52.79	51.59		28.22	26.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.73	22.54		67.07	62.43		12.20	15.03
Grade 4		20.49	26.82		55.12	49.16		24.39	24.02
Grade 5		10.11	19.61		67.42	58.33		22.47	22.06
Grade 6		18.13	20.11		63.74	63.59		18.13	16.30
Grade 7		18.23	18.52		59.61	61.38		22.17	20.11
Grade 8		10.92	18.23		63.79	53.69		25.29	28.08
All Grades		16.53	20.85		62.47	58.04		21.00	21.11

Conclusions based on this data:

1. Based on the comparison of overall Mathematics data from 2021-2022 to 2022-2023, the students exceeding standard in Mathematics increased and the students not meeting standard decreased.
2. Based on this data Grades 3-8 will need to continue interventions to support the students who scored Below Standard in all 3 claims. Implemented interventions from 2022-2023 school year showed improvements in all 3 claim areas.
3. Concepts and procedures continue to be a struggle school wide across all three proficiency levels. Multiple measures including data from SBAC, universal screening tools, ESAs, and classroom assessments will be used to create intervention groups to be serviced during Universal Access time.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1451.8	1446.8	1412.5	1451.1	1436.3	1399.2	1453.6	1470.7	1443.3	19	35	28
1	1425.4	1441.6	1434.9	1406.5	1455.5	1432.2	1443.8	1427.2	1437.1	19	21	28
2	1512.7	1464.2	1434.8	1492.7	1462.9	1429.1	1532.3	1464.9	1440.1	11	25	18
3	1500.2	1487.6	1480.7	1484.4	1487.2	1481.5	1515.3	1487.2	1479.0	16	14	26
4	1498.8	1532.8	1476.6	1478.2	1527.6	1467.2	1519.0	1537.6	1485.7	18	19	20
5	1523.8	1525.2	1495.7	1495.1	1511.9	1478.3	1551.9	1538.0	1512.9	17	20	20
6	*	1544.2	1527.8	*	1541.0	1535.3	*	1546.9	1520.0	5	21	12
7	*	1614.7	1552.6	*	1648.9	1538.3	*	1580.1	1566.6	10	11	16
8	*	*	*	*	*	*	*	*	*	*	10	6
All Grades										118	176	174

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.32	31.43	21.43	36.84	34.29	25.00	21.05	17.14	25.00	15.79	17.14	28.57	19	35	28
1	5.26	14.29	3.57	31.58	19.05	28.57	26.32	47.62	53.57	36.84	19.05	14.29	19	21	28
2	45.45	16.00	0.00	18.18	44.00	55.56	36.36	12.00	16.67	0.00	28.00	27.78	11	25	18
3	18.75	14.29	19.23	37.50	21.43	34.62	37.50	35.71	19.23	6.25	28.57	26.92	16	14	26
4	5.56	15.79	20.00	50.00	57.89	15.00	27.78	21.05	35.00	16.67	5.26	30.00	18	19	20
5	23.53	30.00	30.00	41.18	25.00	45.00	23.53	35.00	0.00	11.76	10.00	25.00	17	20	20
6	*	33.33	16.67	*	38.10	50.00	*	14.29	16.67	*	14.29	16.67	*	21	12
7	*	63.64	31.25	*	27.27	37.50	*	9.09	18.75	*	0.00	12.50	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.64	27.84	17.24	35.59	32.95	35.06	27.97	23.30	24.71	17.80	15.91	22.99	118	176	174

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.58	22.86	10.71	26.32	37.14	28.57	26.32	25.71	28.57	15.79	14.29	32.14	19	35	28
1	5.26	23.81	3.57	21.05	33.33	42.86	36.84	33.33	39.29	36.84	9.52	14.29	19	21	28
2	45.45	32.00	11.11	18.18	24.00	55.56	27.27	16.00	11.11	9.09	28.00	22.22	11	25	18
3	18.75	14.29	42.31	50.00	42.86	19.23	25.00	14.29	15.38	6.25	28.57	23.08	16	14	26
4	11.11	42.11	30.00	55.56	36.84	35.00	16.67	21.05	10.00	16.67	0.00	25.00	18	19	20
5	29.41	25.00	40.00	41.18	50.00	35.00	17.65	15.00	0.00	11.76	10.00	25.00	17	20	20
6	*	52.38	50.00	*	19.05	33.33	*	14.29	8.33	*	14.29	8.33	*	21	12
7	*	72.73	37.50	*	18.18	43.75	*	9.09	12.50	*	0.00	6.25	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.58	34.66	25.29	31.36	32.39	36.21	26.27	19.32	17.82	17.80	13.64	20.69	118	176	174

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.84	25.71	21.43	15.79	31.43	14.29	42.11	31.43	50.00	5.26	11.43	14.29	19	35	28
1	10.53	0.00	10.71	36.84	28.57	21.43	15.79	33.33	42.86	36.84	38.10	25.00	19	21	28
2	27.27	8.00	0.00	36.36	48.00	33.33	36.36	12.00	38.89	0.00	32.00	27.78	11	25	18
3	6.25	14.29	15.38	50.00	14.29	19.23	37.50	50.00	38.46	6.25	21.43	26.92	16	14	26
4	16.67	10.53	10.00	33.33	47.37	15.00	27.78	31.58	25.00	22.22	10.53	50.00	18	19	20
5	23.53	20.00	15.00	41.18	20.00	20.00	17.65	40.00	40.00	17.65	20.00	25.00	17	20	20
6	*	14.29	8.33	*	28.57	16.67	*	42.86	41.67	*	14.29	33.33	*	21	12
7	*	36.36	25.00	*	36.36	31.25	*	27.27	31.25	*	0.00	12.50	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.80	17.61	13.22	34.75	31.82	21.84	29.66	31.25	39.08	17.80	19.32	25.86	118	176	174

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.58	34.29	10.71	57.89	51.43	60.71	10.53	14.29	28.57	19	35	28
1	26.32	30.00	35.71	52.63	60.00	53.57	21.05	10.00	10.71	19	20	28
2	45.45	44.00	11.11	45.45	36.00	66.67	9.09	20.00	22.22	11	25	18
3	37.50	28.57	26.92	62.50	42.86	42.31	0.00	28.57	30.77	16	14	26
4	33.33	63.16	35.00	61.11	36.84	40.00	5.56	0.00	25.00	18	19	20
5	29.41	35.00	35.00	58.82	55.00	45.00	11.76	10.00	20.00	17	20	20
6	*	33.33	16.67	*	52.38	75.00	*	14.29	8.33	*	21	12
7	*	54.55	31.25	*	45.45	50.00	*	0.00	18.75	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.66	39.43	25.29	57.63	48.00	53.45	12.71	12.57	21.26	118	175	174

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.84	17.14	10.71	42.11	60.00	50.00	21.05	22.86	39.29	19	35	28
1	0.00	23.81	0.00	42.11	38.10	64.29	57.89	38.10	35.71	19	21	28
2	27.27	32.00	16.67	54.55	36.00	55.56	18.18	32.00	27.78	11	25	18
3	18.75	28.57	42.31	56.25	42.86	26.92	25.00	28.57	30.77	16	14	26
4	11.11	47.37	30.00	66.67	31.58	40.00	22.22	21.05	30.00	18	19	20
5	17.65	40.00	60.00	52.94	35.00	15.00	29.41	25.00	25.00	17	20	20
6	*	57.14	75.00	*	28.57	16.67	*	14.29	8.33	*	21	12
7	*	72.73	62.50	*	27.27	37.50	*	0.00	0.00	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	38.07	32.76	47.01	38.64	40.23	30.77	23.30	27.01	117	176	174

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.05	31.43	21.43	68.42	51.43	60.71	10.53	17.14	17.86	19	35	28
1	15.79	23.81	21.43	47.37	33.33	28.57	36.84	42.86	50.00	19	21	28
2	45.45	24.00	11.11	54.55	52.00	55.56	0.00	24.00	33.33	11	25	18
3	0.00	14.29	11.54	87.50	35.71	46.15	12.50	50.00	42.31	16	14	26
4	16.67	15.79	10.00	44.44	73.68	40.00	38.89	10.53	50.00	18	19	20
5	35.29	35.00	10.00	41.18	45.00	60.00	23.53	20.00	30.00	17	20	20
6	*	14.29	8.33	*	52.38	33.33	*	33.33	58.33	*	21	12
7	*	36.36	31.25	*	54.55	50.00	*	9.09	18.75	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.19	26.14	16.67	51.69	48.86	47.13	27.12	25.00	36.21	118	176	174

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.37	47.06	35.71	42.11	38.24	46.43	10.53	14.71	17.86	19	34	28
1	26.32	0.00	3.57	47.37	73.68	82.14	26.32	26.32	14.29	19	19	28
2	27.27	20.83	22.22	63.64	41.67	55.56	9.09	37.50	22.22	11	24	18
3	31.25	7.14	26.92	62.50	85.71	53.85	6.25	7.14	19.23	16	14	26
4	11.11	26.32	15.00	72.22	73.68	40.00	16.67	0.00	45.00	18	19	20
5	23.53	15.00	25.00	70.59	65.00	45.00	5.88	20.00	30.00	17	20	20
6	*	19.05	33.33	*	76.19	58.33	*	4.76	8.33	*	21	12
7	*	36.36	31.25	*	63.64	62.50	*	0.00	6.25	*	11	16
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.27	22.09	22.41	61.02	62.79	57.47	12.71	15.12	20.11	118	172	174

Conclusions based on this data:

1. Based on the comparison of overall ELPAC scores from 2020-2021 to 2021-2022, there was almost a significant increase of Level 4 students (9.2%).
2. Based on the comparison of overall ELPAC scores from 2020-2021 to 2021-2022, the percentage of students at level 2 and level 1 decreased.
3. Based on the comparison of Oral Language scores from 2020-2021 to 2021-2022, the percentage of students at level 4 increased by over 10%.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1673	27.1	9.6	0.5
Total Number of Students enrolled in Cal Aero Preserve Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	160	9.6
Foster Youth	8	0.5
Homeless	15	0.9
Socioeconomically Disadvantaged	454	27.1
Students with Disabilities	162	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	200	12
American Indian	6	0.4
Asian	437	26.1
Filipino	137	8.2
Hispanic	600	35.9
Two or More Races	79	4.7
Pacific Islander	14	0.8
White	184	11

Conclusions based on this data:

- 1. Based on the 2021-2022 Enrollment data, almost 30% of our student population is socioeconomically disadvantaged, while almost 9% of our students have some type of disability and over 10% are English Language Learners.
- 2. The Hispanic and Asian subgroups make up over 60% of our student population.
- 3. Our African American population is significant in comparison to many of the other schools in the district.

School and Student Performance Data






Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

- English Language Arts and English Learner Progress rated in the HIGH range.
- Mathematics and Suspension Rate are in the MEDIUM range.
- Chronic Absenteeism rated in the VERY HIGH range.

School and Student Performance Data

Academic Performance English Language Arts

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

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





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









This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	2	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 15 points above standard Maintained +2.1 points 1049 Students	 Yellow 1.7 points above standard Decreased -5.5 points 165 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
25.1 points below standard Decreased Significantly -16.3 points 18 Students	 Orange 17.8 points below standard Maintained -1.6 points 299 Students	 Red 75.4 points below standard Decreased -5.2 points 104 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 38.3 points below standard Maintained +2.5 points 111 Students	American Indian Less than 11 Students 3 Students	Asian  Green 48 points above standard Decreased -4.6 points 291 Students	Filipino  Blue 58.4 points above standard Increased +11.5 points 94 Students
Hispanic  Orange 11.6 points below standard Maintained +0.6 points 359 Students	Two or More Races  Yellow 8.7 points below standard Increased +12.3 points 42 Students	Pacific Islander 37.4 points above standard 11 Students	White  Green 34.7 points above standard Increased +5.6 points 132 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 65.3 points below standard Decreased Significantly -21 points 78 Students	Reclassified English Learners 61.7 points above standard Increased +6.9 points 87 Students	English Only 11.3 points above standard Increased +5.9 points 790 Students
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Conclusions based on this data:

- Overall, all students rated in the HIGH range.
- The student groups meeting the HIGH range included Asian (VERY HIGH), Filipino (VERY HIGH) and White (HIGH).
- The student groups that scored in the LOW range included Hispanic, Two or More Races, African American, Socioeconomically Disadvantaged, and Students with Disabilities (VERY LOW).

School and Student Performance Data

Academic Performance Mathematics

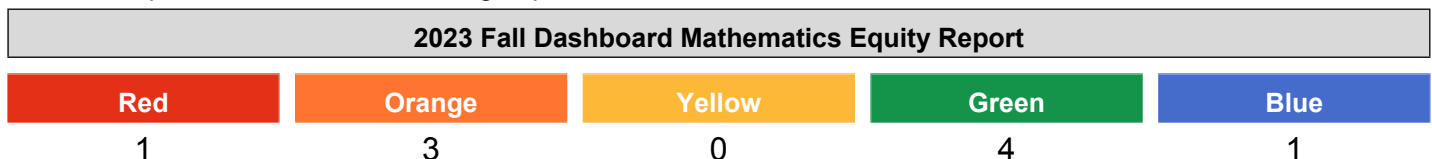
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 16.1 points below standard Increased +5.7 points 1049 Students	English Learners  Green 1 points below standard Increased +7.8 points 166 Students	Foster Youth Less than 11 Students 3 Students
Homeless 42.3 points below standard Increased Significantly +32.1 points 18 Students	Socioeconomically Disadvantaged  Orange 45 points below standard Maintained -2.6 points 299 Students	Students with Disabilities  Red 101 points below standard Maintained +2.7 points 103 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Orange 89.6 points below standard Maintained +1.4 points 110 Students	American Indian Less than 11 Students 3 Students	Asian  Blue 40.4 points above standard Increased +4.9 points 291 Students	Filipino  Green 16.4 points above standard Increased +9.7 points 94 Students
Hispanic  Orange 52.5 points below standard Maintained -1.7 points 360 Students	Two or More Races  Green 22.8 points below standard Increased Significantly +34.5 points 42 Students	Pacific Islander 3.4 points below standard 11 Students	White  Green 3.6 points below standard Increased +10.7 points 132 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 44.1 points below standard Increased +8.7 points 79 Students	Reclassified English Learners 38.1 points above standard Increased +6.3 points 87 Students	English Only 25.6 points below standard Increased +6.8 points 789 Students
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Conclusions based on this data:

- Overall, all students rated in the MEDIUM range.
- Student groups meeting the range of MEDIUM or higher include Asian (Very High), Filipino (High), White (Medium), and English Learners (Medium).
- Student groups that scored in the LOW range include Hispanic, Two or More Races, African American, Socioeconomically Disadvantaged, and Students with Disabilities (VERY LOW).

School and Student Performance Data

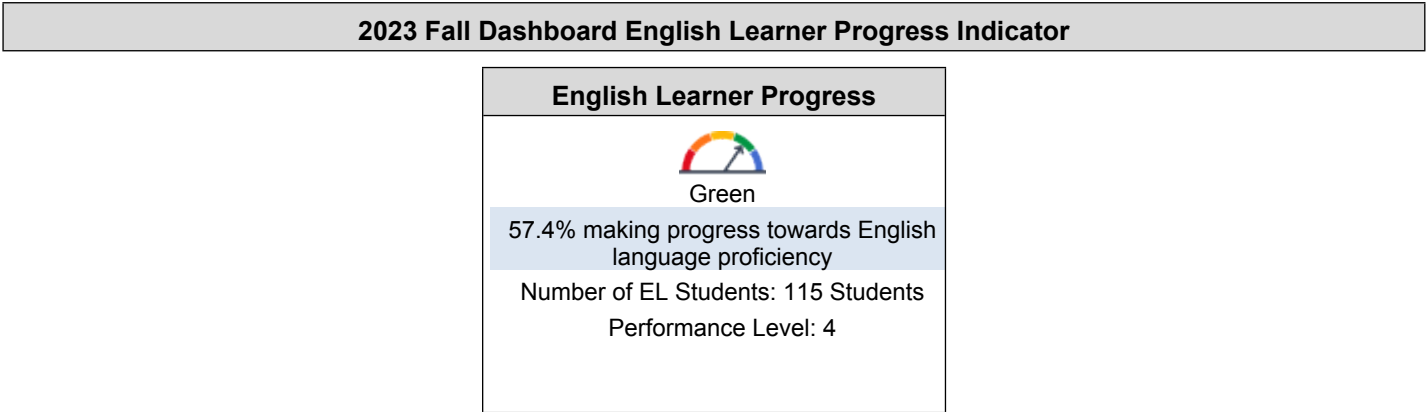
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	36	0	66

Conclusions based on this data:

1. 55.9% of English Learners are making progress towards English language proficiency.
2. 32.2% of English Learners maintained ELPI levels 1, 2L, 2H, 3L, and 3H while 5.9% of English Learners maintained ELPI level 4.
3. 50% of English Learners progressed at least one ELPI level.

School and Student Performance Data

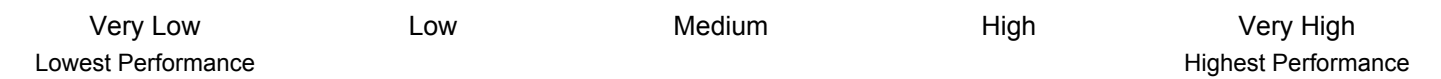
Academic Performance College/Career Report

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

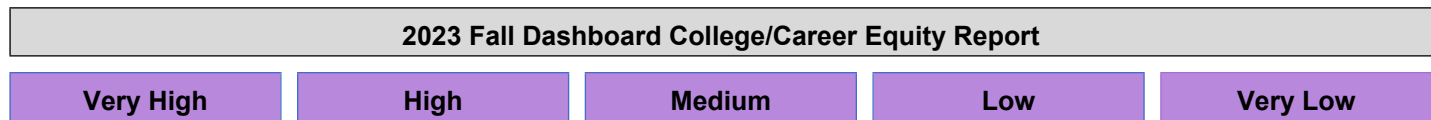
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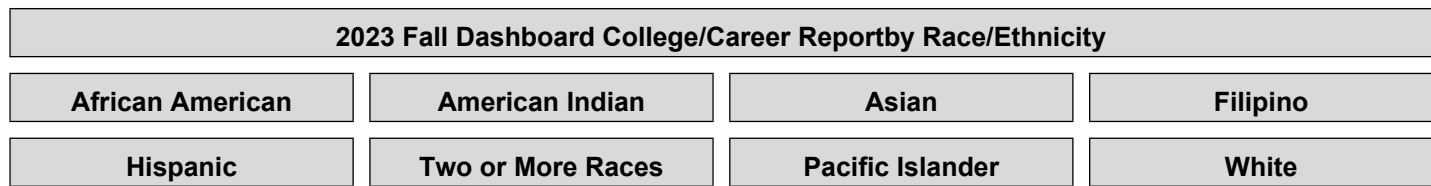
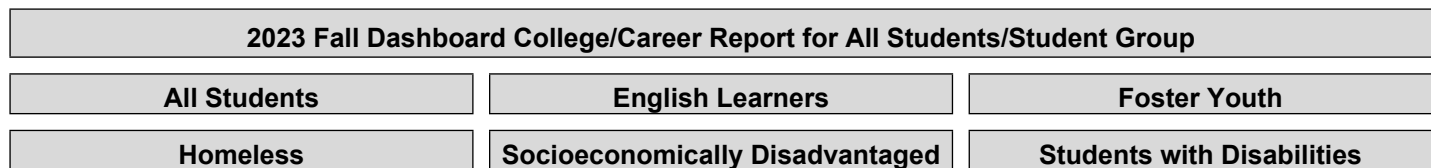
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

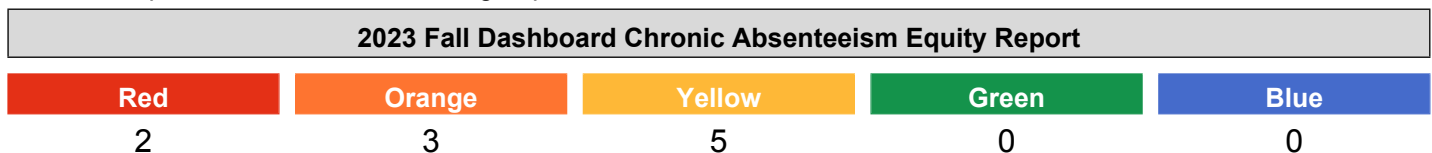
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 19.1% Chronically Absent Declined Significantly -3.6 1811 Students	English Learners  Yellow 14.2% Chronically Absent Declined Significantly -3 219 Students	Foster Youth 28.6% Chronically Absent Declined -13.1 14 Students
Homeless  Red 45.2% Chronically Absent Increased 16 42 Students	Socioeconomically Disadvantaged  Red 31.8% Chronically Absent Maintained -0.1 570 Students	Students with Disabilities  Orange 30.4% Chronically Absent Declined -2.4 204 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Yellow 31.4% Chronically Absent Declined Significantly -3.8 229 Students	American Indian Less than 11 Students 6 Students	Asian  Orange 8% Chronically Absent Increased 1.7 474 Students	Filipino  Yellow 10.3% Chronically Absent Declined -5.1 145 Students
Hispanic  Yellow 25.1% Chronically Absent Declined Significantly -6.7 649 Students	Two or More Races  Orange 21.2% Chronically Absent Declined -4.1 99 Students	Pacific Islander 0% Chronically Absent Declined -7.7 14 Students	White  Yellow 17.9% Chronically Absent Declined -2.1 195 Students

Conclusions based on this data:

- 22.6% of all students are chronically absent.
- 6 student groups fell into VERY HIGH and 3 into HIGH range for chronic absenteeism.
- All student groups had an increase in chronic absenteeism due to COVID protocols.

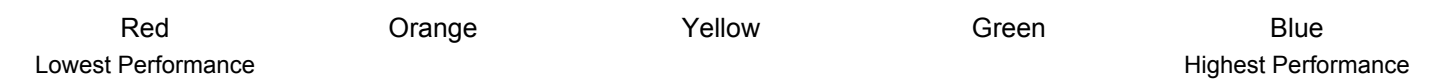
School and Student Performance Data

Academic Engagement Graduation Rate

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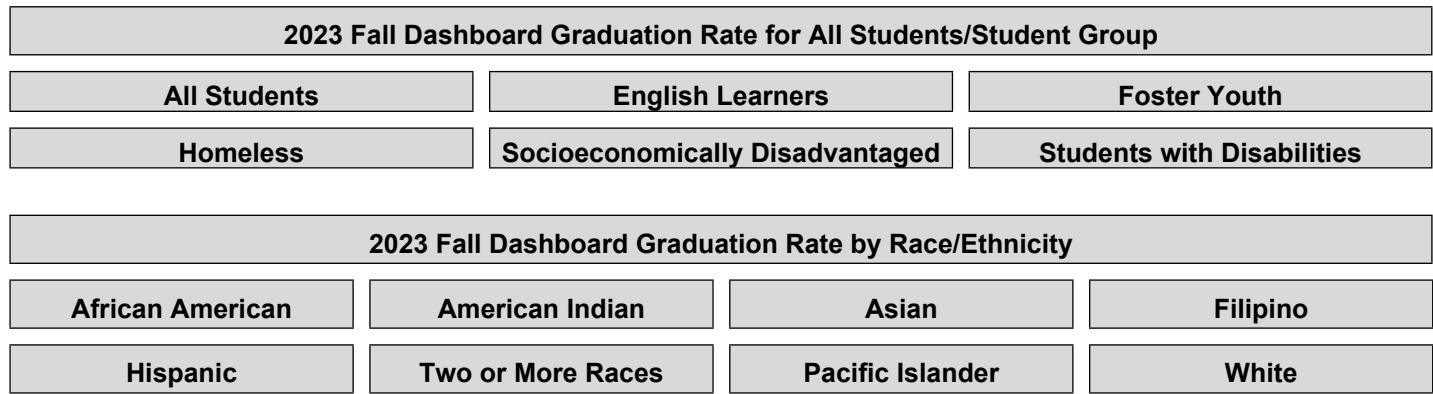
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

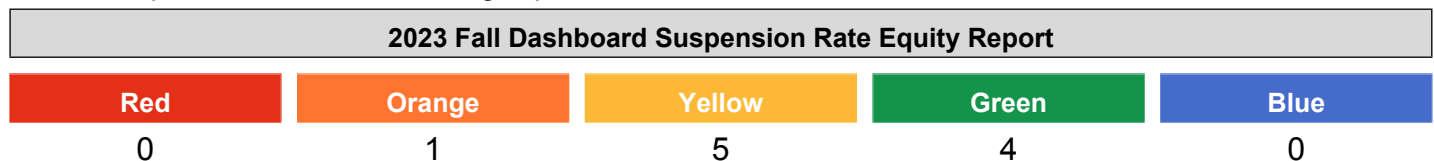
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.9% suspended at least one day Declined Significantly -1.2 1872 Students	English Learners Yellow 1.7% suspended at least one day Maintained -0.1 234 Students	Foster Youth 10.5% suspended at least one day Increased 10.5 19 Students
Homeless Yellow 2.2% suspended at least one day Maintained -0.2 46 Students	Socioeconomically Disadvantaged Green 2.6% suspended at least one day Declined -0.4 606 Students	Students with Disabilities Yellow 3.3% suspended at least one day Declined Significantly -1.3 215 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Yellow 4.2% suspended at least one day Declined Significantly -3.5 240 Students	American Indian Less than 11 Students 6 Students	Asian  Orange 1.4% suspended at least one day Increased 0.8 490 Students	Filipino  Yellow 0.7% suspended at least one day Increased 0.7 146 Students
Hispanic  Green 1.8% suspended at least one day Declined Significantly -2.2 673 Students	Two or More Races  Green 2% suspended at least one day Declined -1.1 101 Students	Pacific Islander 0% suspended at least one day Maintained 0 14 Students	White  Green 1.5% suspended at least one day Declined Significantly -1.4 202 Students

Conclusions based on this data:

1. 3% suspended at least one day during the 2021-2022 school year.
2. 3 student groups fell into the HIGH and VERY HIGH range regarding suspensions.
3. 2 student groups fell into the LOW and VERY LOW range regarding suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

All teachers will receive professional development that supports effective instructional strategies in all academic areas:

1. Calibrating the PLC's understanding of the learning progression of each essential standard to ensure engagement with relevant learning intention & success criteria.
2. Relevant success criteria are posted and reviewed so that students know what they must know and be able to do to be proficient with the essential standards.
3. Students reflect on their learning using success criteria and set continued learning goals.
4. Professional Learning Community (PLC) team format with an emphasis on data analysis to effectively implement "Aviator Time" in ELA and Math as it has been developed for Legacy Academy students.

Identified Need

Increase the number of students scoring proficient in ELA and Math. Current reality:
2024 Overall ELA ESA 3- 58.5%
2024 Overall ESA Math ESA 3- 43.9%

The Chino Hills High School feeder group vertical articulation identified "having students reflect and set continued learning goals" (#10 on Yellow sheet) as a common need to accelerate student achievement (Hattie effect size 0.75). As a collective commitment, we agree to accumulate data in this focus area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Walkthrough Tool	2023-2024 "I Can" Statements Posted 95% Student Interaction 90%	2024-2025 "I Can" Statements Posted 100% Student Interaction 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Artifacts	Cal Aero has a digital file of all PLC documents and artifacts that is updated by grade levels throughout the year.	Continue the digital PLC documents to encourage vertical collaboration as well as grade level communication during track changes.
Essential Standards Assessment #3 in ELA	2023 Overall ELA ESA#3 - 58.5% K-6 Overall ELA- 54.3% 7-8 Overall ELA- 48.6%	ELA ESA #1 compared to ELA ESA #3: the percentage of students at each grade level who score nearly met standard will decrease and the percentage of those scoring met/exceeded standard will increase by 3%.
Essential Standards Assessment #3 in Math	2023 Overall ESA Math ESA#3 - 43.9% K-6 Overall Math- 57.5% 7-8 Overall Math- 42.9%	Math ESA #1 compared to Math ESA #3: the percentage of students at each grade level who score nearly met standard will decrease and the percentage of those scoring met/exceeded standard will increase by 3%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will use the PLC process to analyze data and determine needs in the areas of: professional development, technology, and supplementary materials to maximize student achievement in ELA/ELD, Math, Social Studies, NGSS, and PE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

290,506

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
1.1a Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching,

	instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
23,400	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1b: Teachers will be provided with professional development release time and/or hourly pay to review Essential Standards Data, instructional strategies, further the work of the PLC, and collaboration regarding MTSS-A and MTSS-B data. This will address the needs of all students, with a special focus on under-achieving students in all content areas.
113,648	District Funded 1000-1999: Certificated Personnel Salaries 1.1c Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies and activities associated with this goal continue to be an area of focus. Professional development continues to be provided in a variety of ways to all teachers on campus. STEP meetings and collaborative conversations regarding students who are struggling academically and behaviorally will continue to take place during the remainder of the school year. To date, these strategies continue to show an impact when administration walks classrooms. However, ESA #3 is still in progress and will still need to be analyzed as we did not meet our projected goals for ESA #2.

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

All proposed expenditures are on track. It is expected that more of the planned expenditures will continue to take place prior to the end of the school year in June.

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

Planned professional development and release days are in the process and continue to be calendared to ensure equity for all teachers and grade levels/departments.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Connections and engagement within our school community will be achieved through the following areas:

1. School Culture - Overall feeling of safety through PBIS school-wide system. (SMART Goal will be written in July)
2. Parent Engagement - Increased parent engagement, involvement, and leadership will be measured through parent feedback, meeting attendance logs, student attendance data, and student achievement data.
3. School Attendance - Increase student engagement and reduce truant and unexcused absences to achieve EOY attendance of 96%.

Identified Need

Cal Aero staff will be continuing the school-wide PBIS programs & teams (Tiers 1-3) throughout the 2024-2025 school year.
According to the 2023-2024 school survey, educational partners would like to see improvement in the school offering students a variety of activities and courses.
According to the 2023-2024 EOY Attendance Data, students' attendance average was 94.5% (in March-update in May).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The results of the External TFI	The Spring 2024 External Tier Results: Tier I: 90% for school-wide systems and practices. Tier II: 100% Tier III: 91% Implementation Award: GOLD	On the 2024 Spring External TFI Evaluation, Cal Aero will score 2 out of 2 on Tier I TFI for increased Student and Family Involvement (1.11) by creating a feedback survey for parents to complete during one of our family nights.
Student Attendance	Fall 2023 Dashboard resulted in 19.1% chronic absenteeism with Homeless and	Increase student engagement and reduce truant and unexcused absences to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged students groups requiring ATSI support.	achieve EOY attendance of 96% with all student groups including Homeless and Socioeconomically Disadvantaged.
Increased Parent Engagement and Involvement	While PTO support is strong, attendance at other parent meeting has room for improvement.	Increase parent involvement and attendance in parent meetings and events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and Identified MTSS-B students

Strategy/Activity

All Students and Identified MTSS-B students: Create a safe learning environment through the implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) to promote a positive school culture, provide social emotional support (MTSS-B), social-emotional learning curriculum (Second Step), utilize restorative practices & other means of correction, decrease behavior incidents and suspension rates, and ensure staff is trained in safety procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	<p>None Specified</p> <p>None Specified</p> <p>2.1a Parent workshops will be held on Assessments, Essential Standards, MTSS-A/B, FAST, CAASPP, ELPAC, and trainings on how to support academic achievement at home and build understanding of curriculum and standards.</p> <p>Increase participation of family input into the student learning process through School Site Council, LCAP, ELAC/DELAC, GATE DAC, AAPAC, and Action Teams for Partnerships (ATP) representing school communities. Impact will be measured by CVUSD Essential Standard Assessments (including SAEBRS), CAASPP</p>

	assessment results, Aeries Assertive Discipline data, and parent input on K-12 Insights District Survey specifically in the area of student support.
3600	Band – General Fund 4000-4999: Books And Supplies 2.1b Music and band supplies for choir and beginning/advanced band.
900	Activities – General Fund 4000-4999: Books And Supplies 2.1c ASB related activities and supplies as determined by the ASB Leadership Council
12,480	AMIM / 0000 2000-2999: Classified Personnel Salaries 2.1d Playground supervisor will provide additional supervision to support schoolwide PBIS implementation.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and Unduplicated (SWD, SED, EL, Homeless, Foster Youth)

Strategy/Activity

All Students and Unduplicated (SWD, SED, EL, Homeless, Foster Youth): Create a strong partnership with parents and the community by providing PBIS Family Nights, as well as other parent education and engagement opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1852

Source(s)

General Fund
5800: Professional/Consulting Services And Operating Expenditures
2.2a Provide students with programs and assemblies that include prevention of cyber-bullying, digital literacy, and substance abuse to support all students feeling safe and connected in school. Impact will be measured by Aeries discipline data, student input on K-12 Insights District Survey, and attendance reports.

1000

General Fund

	<p>4000-4999: Books And Supplies</p> <p>2.2b Provide school-wide incentives and resources, for students who are recognized for being respectful, responsible, and safe in support for Social Emotional Learning/ PBIS. Impact will be measured by Aeries discipline data, student input on K-12 Insights District Survey (specifically in the area of school safety) and attendance reports.</p>
0	<p>None Specified</p> <p>None Specified</p> <p>2.2c All Teachers will implement Second Step curriculum once a week, with daily follow up lessons. This program teaches students skills for learning, empathy, emotion management, friendship skills, and problem solving. In the 6th - 8th grade program, students will also be taught anti-bullying skills and substance-abuse prevention. Impact will be measured by Aeries discipline data, student input on K-12 Insights District Survey (school safety), and attendance reports.</p>
0	<p>None Specified</p> <p>None Specified</p> <p>2.2d To expand MTSS-B model providing additional behavioral support beyond the Tier I Second Step curriculum, students will be recommended for Tier II check in and check out process, and Tier III supports as needed. Impact will be measured by Aeries discipline data, student input on K-12 Insights District Survey (student support), and PBIS data.</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All Students: Decrease the number of students who are chronically absent through Saturday School, Attendance Counts Program, parent education, and school personnel involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1000

Source(s)

General Fund

2000-2999: Classified Personnel Salaries
2.3a Provide access to Parent, School, Community Specialist through the Parent Engagement Center, Bilingual office support and translation. Impact will be measured by an increase in parent participation at the Family Engagement Center and in Parent Workshops.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies and activities associated with this goal continue to be an area of focus. Parent involvement continues to be a focus on campus with all staff members. We continue to hold STEP meetings and collaborative conversations regarding students who are struggling academically and behaviorally. Attendance strategies have been a big focus for the AP over attendance. As of March 15, 2024, all strategies/activities continue to show effectiveness.

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

All proposed expenditures are on track. It is expected that all planned expenditures will be exhausted between now and the end of the school year in June 2024.

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

Changes to expenditures for parent workshops (2.1a), student programs and assemblies (2.2a), schoolwide incentives (2.2b), Second Steps Curriculum (2.2c), MTSS-B (2.2d), Parent Workshops (2.3a), and Chronic Absenteeism (2.4a) will be adjusted for the 2024-2025 school year and reflected in that SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

All teachers will provide quality first best instruction, targeted intervention, and evidence-based programs to ensure academic success for underperforming groups of students, including English Learners and Students with Disabilities:

1. On the 2025 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from ___% to ___%, and in Math will increase from ___% to ___% (SMART Goal - will be written in July).
2. English Learners and Students with Disabilities will show an increase in the number of students meeting standards according to the Essential Standards Assessments throughout the year and SBAC results at the end of the year.

Identified Need

At Cal Aero Preserve Academy, the 2022-24 CAASPP scores shows that ___% of students met or exceeded the ELA standards. On the 2023-24 CAASPP scores show that ___% of students met or exceeded the Math standards. The Essential Standards Assessment #3 shows 58.5% of students met or exceeded ELA standards. The Essential Standards Assessment #3 shows 43.9% of students met or exceeded the Math standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CAASPP ELA	___% met or exceeded	ELA CAASPP ___% meeting or exceeding standards in ELA
2024 CAASPP Math	___% met or exceeded	Math CAASPP ___% meeting or exceeding standards in ELA
2023-2024 ELPAC Scores and Reclassification	2022-2023 ELPAC Results	Growth in percentages of student scores and number of reclassified students by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learners will have academic success as they improve their English Proficiency. Teachers will provide students with the appropriate Designated ELD instruction during class: Designated ELD will take place daily for 30 minutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

None Specified
None Specified
3.1a EL students will be identified (in the class setting) at the beginning of the year and when newly enrolled. Teachers will provide extra support through targeted interventions, such as DELD. Impact will be measured by ELPAC reclassification data and CAASPP results.

1500

District Funded
1000-1999: Certificated Personnel Salaries
3.1b DELD (Integrated ELD) training will be offered to all General Ed and Special Ed teachers. Teachers will be given release time to strategically plan for proper scaffolding in units of study.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including Unduplicated Students (Homeless, Foster Youth, SED, and Students with Disabilities)

Strategy/Activity

Teachers will use the PLC process to analyze data and determine needs in the areas technology and supplementary materials to provide Tier I and Tier II academic intervention in the classroom and increase student engagement to maximize student achievement in ELA, ELD, Math, Social Studies, NGSS and PE. Staff will assist with identifying students who need targeted Tier II & III interventions in the area of academics (MTSS-A).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000	General Fund 1000-1999: Certificated Personnel Salaries 3.2a Counselors and teachers will participate in training to help build relationships and connectedness to school as shared through CVUSD collaboration strategies. Teachers will provide additional support to students identified.
0	None Specified None Specified 3.2b Special Ed teachers participate with grade level PLCs to identify student intervention needs and develop a shared understanding of essential standards in order to provide student support to master essential standards. Impact will be measured by the 2023 CAASPP scores and CVUSD ESA scores for SWD.
79,553	AMIM / 0000 4000-4999: Books And Supplies 3.2c Students & teachers will be provided with materials, software, and technology hardware
32,300	AMIM / VAPA 4000-4999: Books And Supplies 3.2d Supplies and equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

GATE Students

Strategy/Activity

Enrichment to support the unique learning needs of GATE students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
510	GATE 4000-4999: Books And Supplies 3.3a Educational materials to challenge the unique learning needs of GATE students.
6000	GATE 5800: Professional/Consulting Services And Operating Expenditures

3.3b GATE enrichment activities to challenge the unique learning needs of GATE students. GATE students will be provided activities and experiences that utilize their critical thinking, creativity, collaboration, and communication skills. GATE resources will be utilized to allow students to extend skills and concepts in an independent exploration.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Math and ELA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

3000

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
3.4a Extra period of intervention for Jr High Students. Cost of extra hours.

2852

Lottery: Instructional Materials
4000-4999: Books And Supplies
3.4b Materials through Print Center to support the CCSS

118,524

AMIM / 0000
1000-1999: Certificated Personnel Salaries
3.4c Intervention teacher will provide ELA and Math Intervention for identified students.

46,627

AMIM / 0000
2000-2999: Classified Personnel Salaries
3.4d Instructional aide will provide additional Tier II intervention and support for students identified through the MTSS-A process.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies and activities associated with this goal continue to be an area of focus from the start of the school year. Professional development continues to be provided in a variety of ways to all teachers on campus and continues to take place. We have continue to hold STEP meetings and collaborative conversations regarding students who are struggling academically and behaviorally. To date, these strategies continue to be an impact when administration walks classrooms. Data analysis from ESA #3 will be evaluated at the next Leadership Meeting and in PLCs once all grades level/department teams have received the results with cut points.

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

As of March 15, 2024, all proposed expenditures have been spent. Changes will be made in activity #3 to merge GATE funding to activity 3.9B. The allocated money will be used for GATE enrichment not screening and identification for the 2024-2025 school year and reflected in the SPSA.

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

No changes will be made except to GATE funding in activity #3. Changes will be made in activity #3 to merge GATE funding to activity 3.9B. The allocated money will be used for GATE enrichment not screening and identification for the 2024-2025 school year and reflected in the SPSA.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$740,252.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title II Part A: Improving Teacher Quality	\$23,400.00

Subtotal of additional federal funds included for this school: \$23,400.00

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

State or Local Programs	Allocation (\$)
Activities – General Fund	\$900.00
AMIM / 0000	\$257,184.00
AMIM / VAPA	\$32,300.00
Band – General Fund	\$3,600.00
District Funded	\$405,654.00
GATE	\$6,510.00
General Fund	\$4,852.00
LCFF - Supplemental	\$3,000.00
Lottery: Instructional Materials	\$2,852.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$716,852.00

Total of federal, state, and/or local funds for this school: \$740,252.00

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
Title II Part A: Improving Teacher Quality	23,400.00	0.00
GATE	6,510.00	0.00
Band – General Fund	3,600.00	0.00
Lottery: Instructional Materials	2,852.00	0.00
Activities – General Fund	900.00	0.00
General Fund	94,544.00	89,692.00
LCFF - Supplemental	3000	0.00
AMIM / 0000	257,184.00	0.00
AMIM / VAPA	32,300.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	900.00
AMIM / 0000	257,184.00
AMIM / VAPA	32,300.00
Band – General Fund	3,600.00
District Funded	405,654.00
GATE	6,510.00
General Fund	4,852.00
LCFF - Supplemental	3,000.00
Lottery: Instructional Materials	2,852.00
None Specified	0.00
Title II Part A: Improving Teacher Quality	23,400.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	551,578.00
2000-2999: Classified Personnel Salaries	60,107.00
4000-4999: Books And Supplies	120,715.00
5800: Professional/Consulting Services And Operating Expenditures	7,852.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Activities – General Fund	900.00
1000-1999: Certificated Personnel Salaries	AMIM / 0000	118,524.00
2000-2999: Classified Personnel Salaries	AMIM / 0000	59,107.00
4000-4999: Books And Supplies	AMIM / 0000	79,553.00
4000-4999: Books And Supplies	AMIM / VAPA	32,300.00
4000-4999: Books And Supplies	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	405,654.00
4000-4999: Books And Supplies	GATE	510.00
5800: Professional/Consulting Services And Operating Expenditures	GATE	6,000.00
1000-1999: Certificated Personnel Salaries	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	General Fund	1,000.00
4000-4999: Books And Supplies	General Fund	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,852.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,852.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	23,400.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3

427,554.00
20,832.00
291,866.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Laurie Warner	Principal
Will Renner	Classroom Teacher
Cheri Webster	Classroom Teacher
Colleen Reyes	Classroom Teacher
Ariceli Gateb	Other School Staff
Agnes Teague	Parent or Community Member
Arathi Girimaji	Parent or Community Member
Allison Halverson	Parent or Community Member
Jamie Aviles	Parent or Community Member
Brian Olsen	Parent or Community Member
Korie Bigbee	Parent or Community Member
Lara Savage	Classroom Teacher

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.



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 Learner Advisory Committee
	Other: Parent Teacher Organization

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 5/16/2024.

Attested:

	Principal, Laurie Warner on 5/16/2024
	SSC Chairperson, Will Renner on 5/16/2024

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Chino Valley Unified School District

Cal Aero Preserve Academy Parent and Family Engagement Policy

School Policy Engagement:

Cal Aero Preserve Academy recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Cal Aero Preserve Academy shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Shared Responsibilities for High Student Academic Achievement:

The staff of Cal Aero Preserve Academy in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Cal Aero Preserve Academy* will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Cal Aero Preserve Academy's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Cal Aero Preserve Academy will support these home-school partnerships by using the following **six types of engagement**:

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. *Cal Aero Preserve Academy* will provide parenting workshops on topics such as PBIS at home and Distance Learning. In addition, resources and referrals can be provided to support parenting efforts.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. *Cal Aero Preserve Academy* will inform parents through a variety of methods including AERIES Communications, email, flyers, phone calls, school website, and teacher communication tools.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. *Cal Aero Preserve Academy* allows for parents to volunteer in the classrooms. Parents should contact their child's classroom teacher to set up volunteering hours. *Cal Aero Preserve Academy* supports our school's PTO – Parent Teacher Organization which encourages parents to volunteer in other capacities.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. *Cal Aero Preserve Academy* will provide Parent School Compacts designed by grade level to give ideas for supporting students at home, and a parent workshop on implementing PBIS at home will be provided.
5. **Decision-making.** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. *Cal Aero Preserve Academy* will regularly hold School Site Council (SSC) and English Language Advisory Committee (ELAC) to include the parents in the decision-making process.
6. **Collaborating with Community.** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. *Cal Aero Preserve Academy* will provide parents with resources in the community if the need should arise.

Building Capacity for Parent Engagement

The Cal Aero Preserve Academy school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, *Cal Aero Preserve Academy* and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(reviewed 2023-2024)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- MTSS-A (Multi-Tiered System of Support – Academic)
- Parent Education Night/LCAP Parent/Guardian Night
- GATE
- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

Our school and families/guardians are committed to regular two-way communication about our children's learning. Some of the ways families/guardians and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - frequent progress monitoring
 - Aeries Communication
 - Google Meet
- **Home to School**
 - school agendas
 - email
 - parent/guardian-teacher meetings
 - participate in "activities to build engagement" (see above)
 - Aeries Communication
 - Google Meet

<https://www.chino.k12.ca.us/CalAero>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grade 4

*Always walk through life as if you have
something new to learn and you will.*
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents/guardians, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Goal 1: Teaching and Learning

All teachers will receive professional development that supports effective instructional strategies in all academic areas.

Goal 2: Safe Learning Environment

Connections and engagement within our school community will be achieved through a focus on school culture, parent engagement, and school attendance.

Goal 3: Academic Success

All teachers will provide quality first best instruction, targeted intervention, and evidence-based programs to ensure academic success for underperforming groups of students, including English Learners and Students with Disabilities.

Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 4th grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Provide consistent differentiated instruction.
- Work independently and collaboratively to complete projects
- Academic learning centers, individual, and small groups

Safe Learning Environment:

- Provide opportunity for peer-led conflict resolution.
- Use Second Step curriculum for social- emotional learning.
- Incorporate the Fourth Grade Classroom Expectations (Be safe, be respectful, be responsible)

English Learner Goals:

- Daily DELD lessons/ speak 50% of the time.
- Speak in complete sentences.
- Integrated ELD will be provided during all lessons.
- Use thinking maps to increase vocabulary development

At Home

Here are some ideas of how families can support students' success:

- Consistent practice of multiplication facts to automaticity.
- Provide rich and varied reading texts (expository, fiction et.al.)
- Consistent two-way communication between home and school.
- Consistent checking of online materials such as Google Classroom via Class Link and Aeries for grades / progress,
- Consistently check Aviator folders for student assessments and school communication.
- Ensure that students arrive to school prepared daily with basic school supplies and homework.



Cal Aero Preserve Academy commits to work in a partnership with students, families, and the community to ensure that each student receives a 21st century education. We strive to prepare all students with the knowledge and skills necessary to achieve personal and academic success while developing each student into a responsible, respectful, and safe citizen.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

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909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- MTSS-A (Multi-Tiered System of Support – Academic)
- Parent Education Night/LCAP Parent/Guardian Night
- GATE
- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

Our school and families/guardians are committed to regular two-way communication about our children's learning. Some of the ways families/guardians and staff communicate all year are:

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 - school website
 - frequent progress monitoring
 - Aeries Communication
 - Google Meet
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 - school agendas
 - email
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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for
STUDENT ACHIEVEMENT
2024-2025



Grade 5

*Always walk through life as if you have
 something new to learn and you will.*
 -Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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All students are prepared for college and career beyond graduation.

School Goals

Goal 1: Teaching and Learning

All teachers will receive professional development that supports effective instructional strategies in all academic areas.

Goal 2: Safe Learning Environment

Connections and engagement within our school community will be achieved through a focus on school culture, parent engagement, and school attendance.

Goal 3: Academic Success

All teachers will provide quality first best instruction, targeted intervention, and evidence-based programs to ensure academic success for underperforming groups of students, including English Learners and Students with Disabilities.

Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 5th grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Goals:

- Differentiation (such as small groups) for Math and ELA
- Work collaboratively in groups
- Integrate technology in lessons as well as assessments.
- Extra support provided as needed in small groups or during office hours.

Safe Learning Environment:

- Use "Second STEP" curriculum for social emotional learning
- Practice various roles while collaborating
- Create and abide by class constitution.

English Learner Goals:

- Daily DELD lessons
- Speak in complete sentences.
- Speak 50% of the time during DELD lessons.
- Integrated ELD will be provided during all lessons.
- Use Thinking Maps to increase vocabulary development.
- Provide sentence frames to support English

At Home

Here are some ideas of how families can support students' success:

- Ensure students read 30 minutes daily.
- Check and sign agendas nightly / Google Classroom
- Review assignments with student(s) for accuracy and completion
- Practice multiplication and division facts
- Ensure students practice basic typing skills (At least 30 minutes weekly)
- Check and sign tests regularly in Aviator folders/Aeries.
- Review and discuss missed items on tests.
- Provide A quiet work environment at home to the extent possible



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- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

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Adult School, Room 25

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 - parent/guardian-teacher meetings
 - participate in "activities to build engagement" (see above)
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 - Google Meet

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



Grade 1

Always walk through life as if you have something new to learn and you will.
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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All students are prepared for college and career beyond graduation.

School Goals

Goal 1: Teaching and Learning

All teachers will receive professional development that supports effective instructional strategies in all academic areas.

Goal 2: Safe Learning Environment

Connections and engagement within our school community will be achieved through a focus on school culture, parent engagement, and school attendance.

Goal 3: Academic Success

All teachers will provide quality first best instruction, targeted intervention, and evidence-based programs to ensure academic success for underperforming groups of students, including English Learners and Students with Disabilities.

Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 1st grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Scholastic News
- Use document cameras to give visuals.
- Use of high-quality technology resources including Prodigy, Epic, Pearson Math and Wonders ELA
- Twig Science for Next Generation Science Standards
- Use of manipulatives
- Collaborative learning opportunities

Non-Academic Strategies:

- Incentive cards
- In class rewards/Class Dojo points/Cash, Aim High Tickets, positive notes to parents.
- Treasure Box/Class Dojo Store
- Individual, small group and whole class incentives

Safe Learning Environment

- Uniform Expectations school wide PBIS
- Second Step instruction (Social emotional curriculum)

English Learner Goals:

- Daily ELD instruction
- Front loading vocabulary and important concepts in small groups.
- Provide a rich language-based curriculum.
- Use of visual & kinesthetic strategies

At Home

Here are some ideas of how families can support students' success:

- Practice site words and math facts.
- Read with your child for a minimum of 15 minutes a day.
- Ask questions to check for understanding. For example, who are the main characters, what is the conflict, how is it solved, what happened in the beginning, middle and end.
- Provide a quiet, distraction-free homework area with all necessary materials.
- Check your child's agenda and homework nightly.
- Communicate with your child's teacher if you have a question or concern.
- Allow your child to access the online educational programs, such as prodigy, and Wonders.
- Provide guidance and supervision with technology.



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PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents/guardians, students, and teachers develop together. It explains how parents/guardians and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- MTSS-A (Multi-Tiered System of Support – Academic)
- Parent Education Night/LCAP Parent/Guardian Night
- GATE
- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

Our school and families/guardians are committed to regular two-way communication about our children's learning. Some of the ways families/guardians and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - frequent progress monitoring
 - Aeries Communication
 - Google Meet
- **Home to School**
 - school agendas
 - email
 - parent/guardian-teacher meetings
 - participate in "activities to build engagement" (see above)
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 - Google Meet

<https://www.chino.k12.ca.us/CalAero>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grade 6

*Always walk through life as if you have
something new to learn and you will.*
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents/guardians, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

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Goal 3: Academic Success

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Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 6th grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction.

Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Instruct students in all three genres of writing using the writing process.
- Implement Thinking Maps
- Utilize evidence-based writing using informational text from various genres.
- Actively take notes and refer to them when completing assignments.
- Collaborate to complete projects.
- Provide high quality curriculum and instruction aligned with the California Common Core State Standards

Safe Learning Environment:

- Communicate regularly with families.
- Expect high expectations for all students.
- Recognize positive behavior.
- Participate in Second Step curriculum.

English Learner Goals:

- Will be provided daily 30-minute lessons.
- Speak 50% of the time during DELD lessons.
- Speak in complete sentences.
- Encourage students to answer in complete sentences.
- Teach vocabulary in depth using multiple modalities.
- Focus on the use of context clues to figure out words and their meanings

At Home

Here are some ideas of how families can support students' success:

- Regularly monitor my child's progress (conduct folders, progress reports, Aeries, Google Classroom)
- Regularly discuss the importance of education, careers, life skills, and interests
- Communicate daily with my student about their progress.
- Encourage excellent school attendance.
- Check agendas/Google Classroom nightly for homework completion.
- Help apply concepts to real life situations.
- Read at home for at least twenty minutes.
- Encourage and discuss being a responsible, respectful, and safe Aviator.
- Check weekly schedules on classroom websites and Google Classroom
- Ask your child what they learned at school every day.
- Participate in English Learner Advisory Committee (ELAC)



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PARTNERSHIPS

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Effective compacts:

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- **Focus** on student learning skills.
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- **Describe** opportunities for parents/guardians to volunteer, observe, and participate in the classroom.

DISTRICT FAMILY RESOURCES

Family Engagement Center

Adult School, Room 25

12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

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- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

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 - frequent progress monitoring
 - Aeries Communication
 - Google Meet
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 - school agendas
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<https://www.chino.k12.ca.us/CalAero>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



Grade 3

Always walk through life as if you have something new to learn and you will.
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Staff, parents/guardians, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

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Goal 3: Academic Success

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Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 3rd grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Regular access to technology
- Daily opportunities for collaboration
- Hands on opportunities for Science
- Daily writing and vocabulary strategies across all curricular areas
- Applying higher order thinking skills in ELA and Math

Safe Learning Environment:

- Fair rewards and consequences for all students
- Teach Second Step curriculum.

English Learner Goals:

- Provide 30 minutes of ELD lessons daily.
- Teach vocabulary and context clues using multiple modalities and thinking maps.
- Speak 50% of the time in complete sentences.
- Integrated ELD will be provided during all lessons

At Home

Here are some ideas of how families can support students' success:

- Attending school-wide events and conferences.
- Encourage students to read books available at the library/classroom.
- Utilize the "Translate" tab on the CVUSD and Cal Aero websites to see information in the family's primary language
- Keep in regular contact with teachers, asking for translation when needed.
- Read and tell stories in your native language.
- Attend district/school sponsored workshops.
- Participate in the English Language Advisory council (ELAC)
- Watch PBS children programing with the "close caption" on in English.
- Speak to your children in your native language using academic vocabulary and complete sentences.
- Provide a space where children can do their homework.
- Ask your child to talk about their day in school



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PARTNERSHIPS

What is Home-School Partnerships?

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Effective compacts:

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- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents/guardians can use at home.
- **Explain** how teachers and parents/guardians will communicate about student progress.
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DISTRICT FAMILY RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- MTSS-A (Multi-Tiered System of Support – Academic)
- Parent Education Night/LCAP Parent/Guardian Night
- GATE
- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

Our school and families/guardians are committed to regular two-way communication about our children's learning. Some of the ways families/guardians and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - frequent progress monitoring
 - Aeries Communication
 - Google Meet
- **Home to School**
 - school agendas
 - email
 - parent/guardian-teacher meetings
 - participate in "activities to build engagement" (see above)
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 - Google Meet

<https://www.chino.k12.ca.us/CalAero>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grades 7 & 8

*Always walk through life as if you have
something new to learn and you will.*
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

(909) 606-8531

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 7th or 8th grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Engage students in Learning that is cross-curricular and incorporates technology.
- Challenge students' learning environment through various activities
- Allow students to demonstrate their understanding through the use of informal/formal assessments.
- Foster a student's individual potential and ensure students are well equipped for the world around them.

Safe Learning Environment:

- Communicate regularly with families.
- Expect high expectations for all students.
- Recognize positive behavior.
- Participate in Second Step curriculum.
- Post classroom expectations
- Request student/parent conferences

English Learner Goals:

- Use structured, collaborative grouping configurations to develop ELA/literacy skills and cross-curriculum standards.
- Frontload vocabulary
- Require students to annotate text.
- Use manipulatives in Math.

At Home

Here are some ideas of how families can support students' success:

- Sign on to the Aeries Parent Portal and monitor grades on a weekly basis.
- Sign on to student's Google Classrooms and check assignments and grades on a daily/weekly basis.
- Encourage the use of web-based supplemental programs at home.
- Review and discuss homework with your child.
- Hold your child accountable for completing homework on a nightly basis.
- Discuss classroom assignments/projects; offer support and guidance.
- Check agenda and Google Classrooms for organization of assignments.
- Monitor daily independent reading (30 min nightly).
- During your conversations question your child's reasoning in your primary language.
- Discuss articles and novels at home and ask for textual evidence in your primary language.
- Attending parent conferences and school events.
- Encourage your child to attend before/after school help sessions as well as lunch help.
- Visit school website to stay up to date on events and important upcoming dates. Use the CVUSD and Cal Aero website's translate tab to see information in the family's primary language.



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PARTNERSHIPS

What is Home-School Partnerships?

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Effective compacts:

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- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
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DISTRICT FAMILY RESOURCES

Family Engagement Center

Adult School, Room 25

12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE
AWARENESS

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909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY/GUARDIAN PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

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- GATE
- Debate
- College Bound

Social-Emotional Development and Growth

- MTSS-B (Multi-Tiered System of Support – Behavior)
- Student Council
- Positive Behavior Intervention System (PBIS)
- Parent/Guardian Workshops
- Second Step Curriculum
- Home Visits

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom...please contact your child's teacher or the front office.

You can also give your time with the following:

- PTO/PTO Sponsored Events
- English Learner Advisory Committee (ELAC)
- School Site Council
- GATE Parent/Guardian Committee
- Meet the Masters

Communication about Student Learning

Our school and families/guardians are committed to regular two-way communication about our children's learning. Some of the ways families/guardians and staff communicate all year are:

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 - newsletters
 - school website
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 - Aeries Communication
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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



Grade 2

Always walk through life as if you have something new to learn and you will.
-Vernon Howard

Cal Aero Preserve Academy 15850

Main St, Chino, CA 91708

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Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

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Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a 2nd grade teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Consistent use of basic math fact practices in the classroom.
- Work collaboratively to complete tasks and enhance learning.
- Students will speak and answer questions in complete sentences.
- Provide Universal Access time which will meet the academic needs of all students (Remediation, Intervention, and Enrichment)
- Use of Thinking Maps to increase student engagement within the concept being taught.

Safe Learning Environment:

- Use Second Step curriculum to teach social- emotional skills.
- We expect all students to engage in behavior that is responsible, respectful, and safe.

English Learner Goals:

- Daily DELD lessons.
- Speak in complete sentences 50% of the time during DELD.
- Integrated ELD will be provided during all lessons.

At Home

Here are some ideas of how families can support students' success:

- Attend school-wide events and conferences (virtually if necessary)
- Encourage students to read books available at the library/classroom/digitally.
- Utilize the "Translate" tab on the CVUSD and Cal Aero websites to see information in the family's primary language
- Keep in regular contact with teachers, asking for translation when needed.
- Read and tell stories in your native language.
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DISTRICT FAMILY RESOURCES

Family Engagement Center

Adult School, Room 25

12970 Third St. Chino, CA 91710

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12 POWERS OF FAMILY BUSINESS
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TRANSITIONS TO.....
COMPUTER LITERACY
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FAMILY/GUARDIAN PARTICIPATION

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2024-2025



Grade K

Always walk through life as if you have something new to learn and you will.
-Vernon Howard

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Teachers, Families/Guardians, Students **Shared Responsibility** for Learning

In the Classroom

As a Kindergarten teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

Academic Strategies:

- Identify and use letters and sounds.
- Write uppercase and lowercase letters.
- Read 100 sight words.
- Identify and count numbers 0-100
- Speak and answer in complete sentences.
- Work independently and collaboratively

Safe Learning Environment:

- We expect all students to engage in behavior that is responsible, respectful, and safe.
- Use Second Step curriculum for social-emotional learning.

English Learner Goals:

- Daily DELD lessons
- Speak in complete sentences 50% of the time during DELD.
- Integrated ELD will be provided during all lessons

At Home

Here are some ideas of how families can support students' success:

- Complete homework daily
- Read nightly and discuss the text.
- Practice sight words
- Provide your child a quiet place to learn free of distractions.
- Come to class with the necessary materials and supplies ready to learn.
- Attending school-wide events and conferences.
- Attend district/school sponsored workshops.
- Participate in the English Learner Advisory Committee (ELAC)
- Utilize the "Translate" tab on the CVUSD and Cal Aero website to see information in the family's primary language



Cal Aero Preserve Academy commits to work in a partnership with students, families, and the community to ensure that each student receives a 21st century education. We strive to prepare all students with the knowledge and skills necessary to achieve personal and academic success while developing each student into a responsible, respectful, and safe citizen.