

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cave Language Academy	48705816051429	4/22/25	August 6, 2025

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The Single Plan for Student Achievement is written to outline Cave Language Academy's schoolwide program for the 2024-2025 school year. Cave Language Academy was identified as a Additional Targeted Support and Improvement (ATSI) school as a result of attendance challenges arisen from the Covid Pandemic. The 2025-2026 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Cave Language Academy's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school’s goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students’ academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Cave Language Academy’s SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

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

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Plan Description

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

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Our Mission and vision is to meet or exceed our goals in the area of equity, excellence, educational effectiveness and economic sustainability which determines our daily efforts. We foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home to school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: classroom observations/ walkthroughs, progress reports, formative and summative test scores, etc., and commit to focusing our resources to best support our students.

Our Vision is for our diverse learners to be empowered, prepared and equipped with academic and life skills needed to be productive citizens, who can positively contribute to society.

Our Goal is for every student to have clear and attainable pathways to career and/or college success. In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families. This includes targeted extended learning opportunities before or after school for students in need of support.

Cave Language Academy will provide students the opportunity to excel in future academic pursuits and successfully enter a global market, bilingual and biliterate in Spanish and English.

Cave Language Academy is a Spanish dual immersion school, serving all of Vallejo. It is a magnet school, as it is a school of choice for those interested in educating their children in two languages (Spanish and English) in order to become bilingual and biliterate. We currently serve students from Transitional Kindergarten through Eighth grade.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input for our Single Plan for Student Achievement is gathered from all Cave Language Academy stakeholders including, staff, community and VCUSD during the Leadership Team Meetings wherein representatives from all grade levels or grade spans, as well as key administrative positions like the Teacher Leader, Office Manager and Academic Support Provider. Equally as important is input from our school councils in our English Language Advisory Council and our School Site Council (ELAC/SSC). Our ELAC/SSC meetings review current SPSA goals and collaboratively decide what is working and what needs are not being addressed. Data is used to help guide the decisions for the upcoming year's SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Cave Language Academy, per our ATSI has identified a need to continue emphasis on ensuring attendance data returns to pre-pandemic numbers since we went from 9% chronic absenteeism to 18%. As a Spanish Dual Immersion attendance is critical to attaining the target language, which in our case is Spanish. Students who are chronically absent are exponentially affected in their ability to become bilingual and biliterate.

Cave Language Academy will continue to address the increase in chronic absenteeism in our attendance data in the SPSA with the following strategies and actions:

- 1 Use of District-Approved Contracts for extended leaves that have students complete work for credit
- 2 Strategic visits and calls for identified chronic absenteeism from our Child Welfare and Attendance Liaison
- 3 Office Staff and Academic Support Provider Care calls when attendance infractions are noticed
- 4 Personal Letters from the Principal when chronic absenteeism or tardiness/lateness is increasing for specific student
- 5 A2A Letters and meetings with the principal that are automatically generated according to attendance data
- 6 Proactively using PBIS for positive awards and incentives per student, class and grade level in our Awards Assemblies

Additionally, as a Spanish-English Dual Immersion program, finding Highly Qualified BCLAD teachers is a challenge in our area and this year we have had to take on a high number of emergency credentialed teachers working on obtaining their credentials. New teacher support is critical and having the majority of staff on Process A evaluation requires additional staff support and my Teacher Leader has also had to take on a long-term position in order to fill vacancies.

As well, we are still in need of additional authentic Spanish reading material in classrooms and our library in order to allow staff and students access to a wide variety of reading material. Our middle school is especially scarce in grade-level literature (class sets as well as classroom libraries). The school do not have the budget to purchase these books.

Facilities are lacking appropriate bathroom access to cover the increase in student and staff population that now also includes the middle school students using the same bathrooms as kindergarteners. The school does not have an appropriate multi-purpose room due to its size and lack of stage or gym set-up. The capacity for events limits family engagement opportunities. The school is expanding with another TK and second grade next year and we may need to add additional portables as well.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following California Dashboard indicators for Cave Language Academy were in the “Red” or “Orange” performance category is attendance.

Cave Language Academy, per our California Dashboard indicators has identified a need to continue emphasis on ensuring attendance data returns to pre-pandemic numbers since we went from 9% chronic absenteeism to 18%. As a Spanish Dual Immersion attendance is critical to attaining the target language, which in our case is Spanish. Students who are chronically absent are exponentially affected in their ability to become bilingual and biliterate.

Cave Language Academy will continue to address the increase in chronic absenteeism in our attendance data in the SPSA with the following strategies and actions:

- 1 Use of District-Approved Contracts for extended leaves that have students complete work for credit
- 2 Strategic visits and calls for identified chronic absenteeism from our Child Welfare and Attendance Liaison
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Suspension Rate was indicated as orange

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

According to the California Dashboard, Cave Language Academy’s English Language Arts, English Learners and Hispanic Groups are in the orange/Low section, whereas all the students are performing in the yellow/ medium group. The Steps taken to address those areas include: Using Title Funds to purchase the Rewards Program to support Reading Fluency, especially in the middle school grades that missed the critical transition from Spanish Language Arts to English Language Arts in 4th and 5th grades due to the pandemic. The school's Teacher Leader supported in creating strategic scope and sequence to supplement ELA instruction. As well we have after School Content Intervention classes with teacher Extra Service Agreements that target students whose data in CAASPP, NWEA and the school's formative assessments. Additional supports are also being leveraged using District funded Hey Tutors, bilingual tutors. Cave has also chosen to fund a TA position in Kinder and first grade to support the critical foundational skills needed for students to read in Spanish by 2nd grade and bridge to English 3rd through 5th grade.

Chronic absenteeism for the White student group was indicated as red and site will focus on strategies mentioned above.

Other Needs

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

There are needs for additional after school, extended learning monies. The school has been able to use the Expanded Learning Program to extend the 10 weeks Cave Language Academy is able to fund for TK-8th grade.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	6.57%	6.00%	5.74%	27	27	29
Asian	0.73%	1.11%	0.59%	3	5	3
Filipino	2.19%	2.67%	2.57%	9	12	13
Hispanic/Latino	80.29%	80.89%	81.78%	330	364	413
Pacific Islander	0%	%	%	0		
White	7.79%	7.11%	6.34%	32	32	32
Two or More Races	1.46%	1.33%	1.78%	6	6	9
Not Reported	0.97%	0.89%	1.19%	4		6
Total Enrollment				411	450	505

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			45
Kindergarten	91	69	78
Grade 1	55	72	73
Grade 2	58	49	57
Grade3	52	55	46
Grade 4	43	50	54
Grade 5	36	45	47
Grade 6	33	31	35
Grade 7	22	32	45
Grade 8	21	23	46
Total Enrollment	411	450	528

Conclusions based on this data:

1. Our school opened as a Spanish-English Dual Immersion in 2011 and we have been adding a grade level each year until 2019, which increased our numbers initially, but now we are leveling out between 400 and 450. Our numbers are now increasing again and our need for new staff is being impacted by not having qualified teachers to take the positions, as well as the facilities limited space for new classrooms and proper storage.
2. Latino students are the highest percentage of students in our program due to the fact that dual immersions are often considered Heritage/Language Maintenance Programs wherein the target language has been lost in a specific population that is trying to be recaptured (i.e., Mandarin, Spanish, etc.). Many of our families are strategically placing them in our program because they were unable to maintain the language of their parents or grandparents.
3. The school does not accept new students after 1st grade, unless from another dual immersion and thus our Grade Span Reduction ratio is affected when students leave. The school sees many students leave after 5th grade for 6-12th grade programs or a middle school experience that includes sports and more enrichment options.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	151	163	153	36.7%	36.2%	30.3%
Fluent English Proficient (FEP)	70	83	94	17.0%	18.4%	18.6%
Reclassified Fluent English Proficient (RFEP)	41	48	58	21.4%	22.7%	27.5%

Conclusions based on this data:

1. Cave Language Academy (CLA) is a Spanish dual immersion program that attracts families that not only want to acquire a second language, but also want to recapture their heritage language to maintain cultural connections. This DI program model (90:10) school has a lottery for incoming students that accepts 50% English and 50% Spanish speaking students in order to provide for sufficient immersion opportunities and models in both languages to enable fluency in both languages, which maintain our numbers of English Learners. There are often a fraction of the students that come in bilingual, which is an asset to any DI school. Many of the English speaking student are Hispanic and qualify as English Learners.
2. Data is showing that we have a steady stream of incoming EL students in the 30th percentiles.
3. Data shows that shows a significant increase in the number of EL Students reclassified since 21-22, from 11.4% to 21.4%. CLA has leveraged all resources given from the District and State to support EL students with strategic and data driven tutoring, after school content intervention classes, bilingual tutor support and small group interventions.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	52	55	46	51	55	46	51	55	100.0	98.1	100
Grade 4	36	44	50	36	44	49	36	44	49	100.0	100.0	98
Grade 5	34	36	45	34	35	45	34	35	45	100.0	97.2	100
Grade 6	24	33	31	24	33	31	24	33	31	100.0	100.0	100
Grade 7	22	22	31	22	22	31	22	22	31	100.0	100.0	100
Grade 8	25	21	23	25	21	23	25	21	23	100.0	100.0	100
All Grades	187	208	235	187	206	234	187	206	234	100.0	99.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2408.	2430.	2422.	19.57	21.57	14.55	19.57	33.33	21.82	26.09	25.49	41.82	34.78	19.61	21.82
Grade 4	2505.	2470.	2482.	30.56	20.45	26.53	27.78	27.27	28.57	33.33	22.73	22.45	8.33	29.55	22.45
Grade 5	2482.	2531.	2486.	11.76	22.86	13.33	26.47	37.14	28.89	23.53	25.71	20.00	38.24	14.29	37.78
Grade 6	2549.	2472.	2548.	25.00	3.03	16.13	29.17	27.27	32.26	37.50	21.21	45.16	8.33	48.48	6.45
Grade 7	2532.	2578.	2514.	4.55	22.73	3.23	40.91	27.27	32.26	18.18	40.91	32.26	36.36	9.09	32.26
Grade 8	2575.	2562.	2572.	12.00	9.52	17.39	36.00	42.86	34.78	36.00	28.57	39.13	16.00	19.05	8.70
All Grades	N/A	N/A	N/A	18.18	17.48	15.81	28.34	32.04	28.63	28.88	26.21	32.48	24.60	24.27	23.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.22	11.76	12.73	56.52	74.51	70.91	28.26	13.73	16.36
Grade 4	25.00	13.64	22.45	72.22	77.27	63.27	2.78	9.09	14.29
Grade 5	20.59	20.00	13.33	55.88	74.29	66.67	23.53	5.71	20.00
Grade 6	*	0.00	22.58	*	51.52	58.06	*	48.48	19.35
Grade 7	*	*	0.00	*	*	80.65	*	*	19.35
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.25	12.14	14.96	58.29	67.48	66.67	22.46	20.39	18.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.22	9.80	10.91	56.52	74.51	69.09	28.26	15.69	20.00
Grade 4	30.56	15.91	10.20	63.89	61.36	65.31	5.56	22.73	24.49
Grade 5	11.76	25.71	20.00	64.71	65.71	64.44	23.53	8.57	15.56
Grade 6	*	6.06	19.35	*	60.61	67.74	*	33.33	12.90
Grade 7	*	*	9.68	*	*	61.29	*	*	29.03
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.79	15.53	13.68	62.03	67.48	66.67	18.18	16.99	19.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.52	9.80	9.09	69.57	66.67	76.36	23.91	23.53	14.55
Grade 4	16.67	13.64	6.12	69.44	72.73	79.59	13.89	13.64	14.29
Grade 5	8.82	14.29	15.56	76.47	71.43	57.78	14.71	14.29	26.67
Grade 6	*	3.03	16.13	*	69.70	83.87	*	27.27	0.00
Grade 7	*	*	6.45	*	*	64.52	*	*	29.03
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9.63	10.68	11.54	76.47	71.84	72.22	13.90	17.48	16.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.22	15.69	18.18	69.57	66.67	74.55	15.22	17.65	7.27
Grade 4	8.33	9.09	14.29	83.33	79.55	77.55	8.33	11.36	8.16
Grade 5	14.71	31.43	13.33	61.76	57.14	62.22	23.53	11.43	24.44
Grade 6	*	0.00	29.03	*	78.79	64.52	*	21.21	6.45
Grade 7	*	*	12.90	*	*	64.52	*	*	22.58
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	13.90	14.56	17.52	69.52	72.82	68.80	16.58	12.62	13.68

Conclusions based on this data:

- The CAASPP data reported for 2023-24 shows that Cave Language Academy (CLA) was able to test 99.6% of students eligible and therefore the results represent all students and is reflective of the areas of growth and need areas in sub categories. Our results indicate that the school able to again leverage all intervention supports given the pandemic loss of learning time for 2 academic years. CLA had after school Content Intervention Classes, Tutoring, Bilingual Tutor Support, Student Success Team meetings with families and teachers to set goals for students at risk and Professional Development to support instructional priorities. The school also monitored Reading Fluency and Comprehension from 1st to 5th grade in both Spanish and English. Our ELA CAASPP Test Results were maintained (Per CA Dashboard) overall from 49.03% Met or Exceeded Standards to 44.44%, which above the State of California. Cave Language Academy, also outperformed all schools in Vallejo Unified School District in ELA .
- The Data for 2023-24 CAASPP shows that our ELA scores were above the state of CA in ELA. This is despite the fact that as a Spanish Dual Immersion, our students in 3rd grade are receiving 70% of their instructional day in Spanish and 4th grade has 60% of their day in Spanish. Fifth through 8th grade receive 50% of the day in Spanish. As a Dual Immersion School in Vallejo, CLA continues to have the on-going challenge in the procurement and of highly qualified bilingual teachers. VCUSD lacks the local universities that provide BCLAD certifications and often cannot compete with salaries provided by other districts closer to home. Many of our teachers are in the process of completing their credentials, while still teaching full-time.
- Data Analysis as of 23-24:
 Cave Language Academy had the lowest ELA Distance from Standard (DFS) with 5.5 points below standard, compared to the Average in the State DFS of 13.2 points and the VCUSD DFS at 72.4 points DFS. CLA continues to be the top performing school in Vallejo, including Charters. CLA far outperformed Caliber Change Makers Academy ELA DFS at 44.8 points below standard. Upon analyzing the data, the school still has the challenge to improve in all areas, especially since CLA is not at the 50th percentile and need to work on writing and reading so less students are Below Standard, especially in grades 3, 4 and 6. The school has purchased supplemental ELA curriculum (Rewards) to support the bridging to English Language arts in 3rd through 5th that was also affected by the 2 years of learning loss in the immersion program that delayed reading fluency and comprehension in the primary grades and therefore affected the transition to English reading fluency and comprehension.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46	52	55	46	51	55	46	51	55	100.0	98.1	100
Grade 4	36	44	50	36	44	49	36	44	49	100.0	100.0	98
Grade 5	34	36	45	34	35	45	34	35	45	100.0	97.2	100
Grade 6	24	33	31	24	33	31	24	33	31	100.0	100.0	100
Grade 7	22	22	31	22	22	31	22	22	31	100.0	100.0	100
Grade 8	25	21	23	25	21	23	25	21	23	100.0	100.0	100
All Grades	187	208	235	187	206	234	187	206	234	100.0	99.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2440.	2442.	2443.	21.74	19.61	12.73	30.43	37.25	38.18	23.91	21.57	41.82	23.91	21.57	7.27
Grade 4	2476.	2464.	2487.	11.11	13.64	24.49	41.67	13.64	26.53	30.56	54.55	34.69	16.67	18.18	14.29
Grade 5	2434.	2522.	2484.	5.88	28.57	13.33	2.94	25.71	8.89	17.65	25.71	42.22	73.53	20.00	35.56
Grade 6	2524.	2452.	2515.	16.67	3.03	19.35	20.83	9.09	16.13	29.17	27.27	29.03	33.33	60.61	35.48
Grade 7	2494.	2558.	2481.	13.64	31.82	6.45	9.09	13.64	9.68	18.18	22.73	32.26	59.09	31.82	51.61
Grade 8	2497.	2534.	2570.	12.00	19.05	30.43	16.00	4.76	17.39	20.00	23.81	8.70	52.00	52.38	43.48
Grade 11															
All Grades	N/A	N/A	N/A	13.90	18.45	17.09	21.93	19.90	21.37	23.53	30.58	34.19	40.64	31.07	27.35

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.09	25.49	23.64	50.00	54.90	63.64	23.91	19.61	12.73
Grade 4	13.89	11.36	34.69	63.89	59.09	42.86	22.22	29.55	22.45
Grade 5	2.94	22.86	11.11	29.41	45.71	44.44	67.65	31.43	44.44
Grade 6	*	3.03	9.68	*	33.33	48.39	*	63.64	41.94
Grade 7	*	*	3.23	*	*	38.71	*	*	58.06
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	15.51	17.96	19.66	46.52	48.06	47.44	37.97	33.98	32.91

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.43	27.45	25.45	45.65	52.94	56.36	23.91	19.61	18.18
Grade 4	27.78	13.64	14.29	55.56	61.36	57.14	16.67	25.00	28.57
Grade 5	8.82	25.71	15.56	44.12	62.86	55.56	47.06	11.43	28.89
Grade 6	*	0.00	16.13	*	42.42	58.06	*	57.58	25.81
Grade 7	*	*	6.45	*	*	41.94	*	*	51.61
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.25	17.96	17.09	46.52	55.34	53.42	34.22	26.70	29.49

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.22	25.49	20.00	78.26	64.71	63.64	6.52	9.80	16.36
Grade 4	16.67	18.18	24.49	75.00	68.18	63.27	8.33	13.64	12.24
Grade 5	5.88	25.71	11.11	47.06	62.86	66.67	47.06	11.43	22.22
Grade 6	*	6.06	25.81	*	57.58	51.61	*	36.36	22.58
Grade 7	*	*	3.23	*	*	45.16	*	*	51.61
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	11.76	20.39	18.38	66.84	62.62	60.68	21.39	16.99	20.94

Conclusions based on this data:

1. The CAASPP data reported for 2023-24 shows that Cave Language Academy was able to test 99% of students eligible and therefore the results represent all students and is reflective of the areas of growth and need areas in sub categories. Our results indicate that the school able to leverage all intervention supports given the pandemic loss of learning time for 2 academic years. The school had after school Content Intervention Classes, Hey Tutors tutoring program, Student Success Team meetings with families and teachers to set goals for students at risk and Professional Development to support instructional priorities. The school monitored ongoing progress with Trimester Data from Kinder to 8th grade in both Spanish and English. Cave outperformed the State in Mathematics from

35.83% to 37.86% Met or Exceeded Standards. Cave Language Academy, also outperformed all schools in Vallejo Unified School District in Math.

2. The Data for 2023-24 CAASPP shows that our Math test results surpassed the State in Mathematics. This is despite the fact that as a Spanish Dual Immersion, our students in 3rd grade are receiving 70% of their instructional day in Spanish and 4th grade has 60% of their day in Spanish. Fifth through 8th grade receive 50% of the day in Spanish. As a Dual Immersion School in Vallejo, the school continues to have the on-going challenge in the procurement and of highly qualified bilingual teachers. VCUSD lacks the local universities that provide BCLAD certifications and often cannot compete with salaries provided by other districts closer to home. Many of our teachers are in the process of completing their credentials, while still teaching full-time.

3. Data Analysis as of 23-24:
Using current CAASPP Data in math (and ELA), Cave Language Academy is the top performing school in Vallejo, including Charters, as well as the local Dual Immersion Schools, Napa Valley Language Academy. Cave Language Academy had the lowest Math Distance from Standard (DFS) with 25.8 points below standard (increase of 15.9 points), compared to the Average in the State DFS of 49.1 points and the VCUSD Math DFS of 100.4 points below standard. Cave Language Academy (CLA) is still one of the top school in Vallejo, including Charters. CLA outperformed Caliber Change Makers Academy Math DFS at 49.8 points below standard. Napa language Academy has a Math DFS of 40.9.

Upon analyzing the data, Cave continues to have the challenge to improve in all areas, especially since the school is not at the 50th percentile and need to work so less students are Below Standard, even though especially in grades 3, 4 and 6. The pandemic affected our ability to teach the foundational skills of mathematical concepts and procedures to have the mathematical fluency necessary for math problem solving and reasoning, especially for the students in the upper grades. This will need to be the emphasis of tutoring, small group instruction and after school classes for the next few years. Supplementary math programs may need to be purchased to support building foundational math fluency that students can use

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1401.1	1410.7	1389.1	1423.4	1426.5	1413.5	1348.9	1373.6	1332.0	27	36	39
1	1436.9	1452.8	1404.3	1457.5	1479.3	1428.7	1415.7	1425.9	1379.5	25	19	26
2	1475.3	1488.1	1483.6	1488.7	1503.0	1490.3	1461.6	1472.5	1476.5	23	24	20
3	1497.2	1517.2	1499.5	1501.8	1535.4	1512.6	1492.0	1498.4	1485.9	19	17	21
4	1548.5	1527.4	1530.1	1559.7	1540.3	1539.9	1536.9	1514.1	1519.8	15	15	11
5	*	*	*	*	*	*	*	*	*	10	9	10
6	*	*	*	*	*	*	*	*	*	*	8	*
7	*	*	*	*	*	*	*	*	*	7	*	*
8	*	*	*	*	*	*	*	*	*	6	4	*
All Grades										134	134	134

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.70	13.89	5.13	40.74	27.78	28.21	33.33	38.89	38.46	22.22	19.44	28.21	27	36	39
1	8.00	0.00	3.85	12.00	47.37	30.77	52.00	36.84	19.23	28.00	15.79	46.15	25	19	26
2	8.70	16.67	20.00	43.48	50.00	35.00	39.13	33.33	40.00	8.70	0.00	5.00	23	24	20
3	15.79	35.29	19.05	42.11	41.18	42.86	36.84	17.65	38.10	5.26	5.88	0.00	19	17	21
4	40.00	33.33	27.27	60.00	33.33	54.55	0.00	33.33	18.18	0.00	0.00	0.00	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.43	26.87	14.18	41.04	35.07	37.31	33.58	29.85	30.60	11.94	8.21	17.91	134	134	134

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.52	30.56	12.82	44.44	22.22	30.77	11.11	27.78	35.90	25.93	19.44	20.51	27	36	39
1	16.00	42.11	19.23	40.00	36.84	30.77	36.00	10.53	19.23	8.00	10.53	30.77	25	19	26
2	34.78	29.17	30.00	43.48	41.67	35.00	17.39	29.17	25.00	4.35	0.00	10.00	23	24	20
3	36.84	64.71	47.62	52.63	29.41	42.86	5.26	5.88	9.52	5.26	0.00	0.00	19	17	21
4	66.67	60.00	54.55	33.33	26.67	45.45	0.00	13.33	0.00	0.00	0.00	0.00	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.34	47.01	31.34	47.01	29.10	35.82	13.43	17.16	19.40	8.21	6.72	13.43	134	134	134

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	2.78	0.00	0.00	19.44	2.56	63.33	58.33	58.97	33.33	19.44	38.46	30	36	39
1	7.41	0.00	0.00	14.81	15.79	23.08	25.93	47.37	19.23	51.85	36.84	57.69	27	19	26
2	4.35	4.17	5.00	30.43	37.50	35.00	43.48	45.83	45.00	21.74	12.50	15.00	23	24	20
3	10.00	11.76	0.00	30.00	35.29	23.81	50.00	41.18	52.38	10.00	11.76	23.81	20	17	21
4	0.00	0.00	9.09	33.33	40.00	36.36	50.00	46.67	36.36	16.67	13.33	18.18	12	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.99	5.22	1.49	26.12	29.85	21.64	44.03	47.76	45.52	26.87	17.16	31.34	134	134	134

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.63	27.78	10.26	51.85	63.89	74.36	18.52	8.33	15.38	27	36	39
1	36.00	57.89	34.62	64.00	36.84	42.31	0.00	5.26	23.08	25	19	26
2	30.43	29.17	30.00	69.57	66.67	60.00	0.00	4.17	10.00	23	24	20
3	26.32	35.29	19.05	57.89	64.71	66.67	15.79	0.00	14.29	19	17	21
4	80.00	33.33	36.36	20.00	66.67	63.64	0.00	0.00	0.00	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.34	35.07	22.39	58.96	60.45	64.93	9.70	4.48	12.69	134	134	134

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.41	30.56	15.38	62.96	33.33	48.72	29.63	36.11	35.90	27	36	39
1	12.00	26.32	7.69	68.00	63.16	57.69	20.00	10.53	34.62	25	19	26
2	30.43	50.00	40.00	65.22	50.00	60.00	4.35	0.00	0.00	23	24	20
3	73.68	82.35	76.19	21.05	17.65	23.81	5.26	0.00	0.00	19	17	21
4	73.33	80.00	90.91	26.67	13.33	9.09	0.00	6.67	0.00	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.78	56.72	44.03	44.03	31.34	38.81	11.19	11.94	17.16	134	134	134

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	2.78	0.00	66.67	80.56	69.23	33.33	16.67	30.77	27	36	39
1	12.00	5.26	11.54	24.00	57.89	38.46	64.00	36.84	50.00	25	19	26
2	17.39	20.83	10.00	47.83	58.33	85.00	34.78	20.83	5.00	23	24	20
3	0.00	11.76	0.00	52.63	58.82	47.62	47.37	29.41	52.38	19	17	21
4	13.33	0.00	9.09	73.33	66.67	63.64	13.33	33.33	27.27	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.21	9.70	4.48	55.97	64.93	60.45	35.82	25.37	35.07	134	134	134

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.41	19.44	2.56	44.44	52.78	33.33	48.15	27.78	64.10	27	36	39
1	4.00	0.00	0.00	60.00	52.63	42.31	36.00	47.37	57.69	25	19	26
2	17.39	4.17	10.00	65.22	91.67	70.00	17.39	4.17	20.00	23	24	20
3	21.05	17.65	9.52	73.68	76.47	90.48	5.26	5.88	0.00	19	17	21
4	40.00	20.00	45.45	53.33	80.00	54.55	6.67	0.00	0.00	15	15	11
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.67	14.93	9.70	63.43	69.40	56.72	20.90	15.67	33.58	134	134	134

Conclusions based on this data:

1. ELPAC Data Analysis as of 23-24:
 Cave Language Academy (CLA) data for percentage of Overall Performance Level in the ELPAC summative Assessment by school shows that CLA has maintained the number of EL students from 20-21 to 22-23 with an average of 135 students tested that is consistent with the amount of students entering in TK , Kindergarten and first in our Dual Immersion program.
 This growth demonstrated in the ELPAC for 2022-23 students in our dual immersion are developing both languages so students become bilingual in Spanish and English.
2. ELPAC Data Analysis as of 23-24:
 Over the last 3 school years, the Overall Language Performance Level by Grade Level shows that the students in the highest Level 4 is increasing from 15.56% to 26.87%, and the lowest level 1 are decreasing from 14.07% to 8.21%.

Over the last 3 school years, the Overall Oral Performance Level by Grade Level shows that the students in the highest Level 4 is increasing from 28.89% to 47.01%, and the lowest level 1 are decreasing from 8.15% to 6.72%.

3. ELPAC Data Analysis as of 23-24:

Our minimally developed percentage has a decreasing trend from TK to middle school. Our programs works on the goal that students are reading at grade level in Spanish by the end of second grade and then transition to the goal of reading at grade level in English by 5th grade. Our after school extended learning focuses on language learners and provides 10-15 weeks of support. As well we strategically use our Bilingual Tutor, outside Tutors and small group instruction to target student according to ongoing data analysis with District and Curriculum-based assessments to monitor progress and adjust support.

School and Student Performance Data

Student Population

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

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
450	68.9%	36.2%	0.0%
Total Number of Students enrolled in Cave Language 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	36.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	310	68.9%
Students with Disabilities	30	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	6%
American Indian	0	0.0%
Asian	5	1.1%
Filipino	12	2.7%
Hispanic	364	80.9%
Two or More Races	6	1.3%
Pacific Islander	0	0.0%
White	32	7.1%

Conclusions based on this data:

1. Cave Language Academy's (CLA) Dual Immersion Program model requires a lottery for 50% Spanish and 50% English speaking applicants in order to provide enough language models for immersion in both languages.

Data shows 36.2% of our students are English Learners, but 80.9% are Hispanic. This is due to the fact that many of the dual immersion schools serve as language/heritage maintenance institutions since families are losing heritage languages that are bridges to cultural identity. This is not exclusive to Spanish DI schools, because the Bay Area has Cantonese and Mandarin DI schools as well. This school is very important to families who lost their connection to their ancestral language and older generations of grandparents and relative who are unable to share cultural connections that provide youth heightened pride and documented reasons that propel them to be more successful academically and social-emotionally.

2. Cave Language Academy has 6% African Americans and the school would love to increase this number in order to provide a more balanced representation of our community. CLA will continue to welcome referrals from current families and community members. The school doesn't have a large representation of our white, Asian, Filipino and Pacific Islander community. This is an area that seems to be growing in the last couple of years, but the school is conscious that biliteracy in Spanish is not the goal of many groups who may already be bilingual.
3. Cave Language Academy has been increasing our services to students with Disabilities. Often it is difficult for students with disabilities to get support identified and addressed early enough to support the biliteracy model, but the school is working on helping all students. This is a more rigorous program and students with language delay or severe language delays have difficulty with biliteracy and bilingualism. The school has an excellent RSP team that assesses students and recommends what is best for their overall and long-term success as students.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The CAASPP data reported for 2023-24 shows that Cave Language Academy (CLA) was able to test 99% of students eligible and therefore the results represent all students and is reflective of the areas of growth and need areas in sub categories. Our results indicate that the school able to again leverage all intervention supports given the pandemic loss of learning time for 2 academic years at various developmental stages that has followed students. CLA had after school Content Intervention Classes, Tutoring, Bilingual Tutor Support, Student Success Team meetings with families and teachers to set goals for students at risk and Professional Development to support

instructional priorities. The school also monitored Reading Fluency and Comprehension from 1st to 5th grade in both Spanish and English. Our ELA CAASPP Test Results were up from 46.52% Met or Exceeded Standards to 49.03%, which above the State of California. Cave Language Academy, also outperformed all schools in Vallejo Unified School District in ELA .

2. The CAASPP data reported for 2023-24 shows that Cave Language Academy was able to test 99% of students eligible and therefore the results represent all students and is reflective of the areas of growth and need areas in sub categories. Our results indicate that the school able to leverage all intervention supports given the pandemic loss of learning time for 2 academic years. The school had after school Content Intervention Classes, Hey Tutors tutoring program, Student Success Team meetings with families and teachers to set goals for students at risk and Professional Development to support instructional priorities. The school monitored ongoing progress with Trimester Data from Kinder to 8th grade in both Spanish and English. Cave outperformed the State in Mathematics from 35.83% to 37.86% Met or Exceeded Standards. Cave Language Academy, also outperformed all schools in Vallejo Unified School District in Math.
3. Cave Language Academy did not have many suspensions last year, but ended up as orange because we went from ZERO suspensions in 21-22 to 9 suspension groups in 22-23, an increase of only .9%. CLA implemented SEL lessons to help students cope with the pandemic issues that limited social interactions and parallel play. The school continue to work with our PBIS programs with the support of our Mental Health Support Provider, who effectively utilizes our Wellness Rooms and training in Kimochis to support students. Our school psychologist supports students at all levels in small groups with play therapy and problem solving options in order to empower students to problem solve prior to needing adult intervention. Our Academic Support Provider also supports with Student Success Team Meetings and Restorative Justice Practices to help leverage supports. The school provides outside services as needed for additional counseling or SEL support.

School and Student Performance Data

Academic Performance English Language Arts

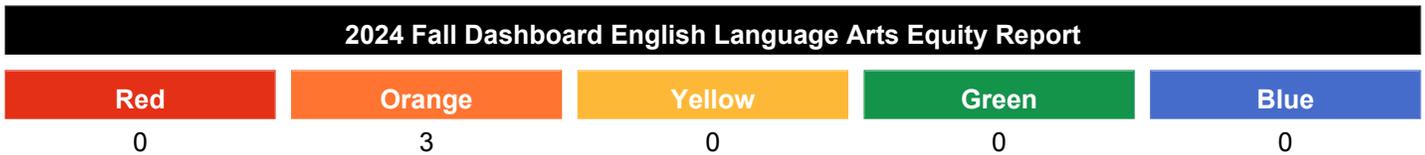
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.5 points below standard</p> <p>Maintained 2.6 points</p> <p>234 Students</p>	<p>English Learners</p> <p>Orange</p> <p>24.0 points below standard</p> <p>Declined 8.3 points</p> <p>97 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>5.9 points below standard</p> <p>Increased 41.2 points</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.4 points below standard</p> <p>Maintained 2.9 points</p> <p>175 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>36.8 points above standard</p> <p>Increased 25.6 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>22.8 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>10.6 points below standard</p> <p>Maintained 0.3 points</p> <p>191 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>29.3 points above standard</p> <p>Declined 17.6 points</p> <p>21 Students</p>

Conclusions based on this data:

1. Cave Language Academy was able to outperform the CA State and all the schools in VCUSD in ELA. All students were only 5.5 points below standard, which allowed us to maintain progress. Our Socioeconomically Disadvantaged maintained by 2.9 points at only 5.4 points below standard.
2. CLA decreased progress in student performance data in ELA for English Learners at 24 points below standard, but our Long-Term English Learners increased by 41.2 points at 5.9 points below. Our Hispanic Population maintained as well with 10.4 points below standard. The school will continue to monitor all progress of students using District Assessments, Curriculum based Assessments and provide differentiated interventions during and after school. Teachers will continue to get professional development to learn best practices in foundational phonics instruction for grade level reading proficiency, along with student engagement strategies that increase students on task and doing most of the reading, writing, speaking and thinking.
3. Intervention supports for EL students who are Reclassified English Learners have been successful (Bilingual Tutor support, Hey Tutoring and after school intervention classes with grade level teachers). Our English Only students who are also language learners of Spanish in our program and taught primarily in Spanish until 3rd grade are maintaining progress. Dual Immersion programs are more rigorous in the the expectation that they will become biliterate and bilingual in Spanish and English. The goal is for all students to be reading at grade level in Spanish by the end of 2nd grade and then bridge to grade level reading in English from 3rd to 5th grade.

School and Student Performance Data

Academic Performance Mathematics

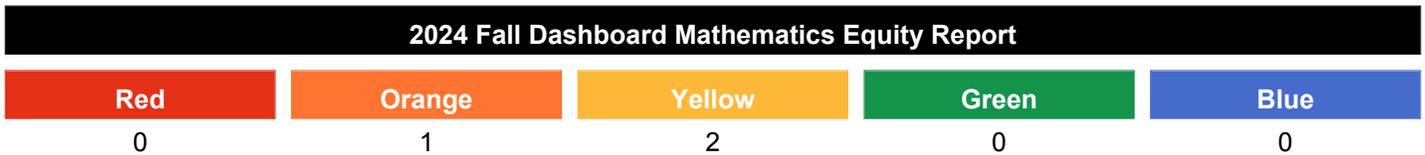
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>23.7 points below standard</p> <p>Maintained 2.0 points</p> <p>234 Students</p>	<p>English Learners</p> <p>Orange</p> <p>39.7 points below standard</p> <p>Maintained 0.4 points</p> <p>97 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>30.9 points below standard</p> <p>Increased 52.3 points</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.3 points below standard</p> <p>Increased 6.3 points</p> <p>175 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>32.8 points above standard</p> <p>Increased 28.1 points</p> <p>17 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>50.0 points below standard</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>31.1 points below standard</p> <p>Increased 5.3 points</p> <p>191 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>36.9 points above standard</p> <p>Declined 6.8 points</p> <p>21 Students</p>

Conclusions based on this data:

1. Cave Language Academy was able to outperform the CA State and all the schools in VCUSD in Math. All students increased significantly in Math by 15.9 points. The school began to include math word problem support in our after school content intervention classes in order to support literacy and math and provide balanced support.
2. CLA increased significantly in student performance data in Math for English Learners by 23.8 points. Our Hispanic Population also increased significantly by 17.8 points. The school will continue to monitor all progress of students using District Assessments, Curriculum based Assessments and provide differentiated interventions during and after school. Teachers will continue to get professional development to learn best practices in increasing students' academic vocabulary in mathematics due to the high number of complex word problems that now begin in the primary grades and are practiced in performance tasks.
3. The schools Socioeconomically Disadvantaged students increased significantly in student performance with an increase of 25.6 points. The addition of Expanded Learning provided additional weeks of after school content intervention and enrichment support for students whose parents needed after school care. This provides students the ability to obtain additional academic and social emotionally enriching experiences that support students' academic growth and SEL wellness.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 48.9% making progress. Number Students: 94 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 6 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 23.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 27.7%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 48.9%

Conclusions based on this data:

1. This year our English Learner Progress is showing 48.9% making progress. Data shows a significant increase in the number of EL Students reclassified since 20-21, from 2.9%, then 11.4% in 21-22 and 22-23 at 21.4%. CLA has leveraged all resources given from the District and State to support EL students with strategic and data driven tutoring, after school content intervention classes, bilingual tutor support and small group interventions.
2. The Student Summative ELPAC demonstrates that the percentage of current EL students who progressed at least one ELPI level, maintained ELPI levels 1-3, maintained lower ELPI levels, or decreased at least one ELPI LEVEL. The data shows 23.4% ELP decreased one level. Our after school clubs are targeted for English Learners who are not making adequate progress, especially or our LTELs. Dual immersion programs have to ensure all students have support to strengthen the primary language while adding a second language, so that there is limited loss in overall literacy and academic rigor is maintained and second language is acquired.
- 3.

Cave Language Academy EL student who progressed at least one ELPI level decreased from 68% to 48.9% due to the fact that testing scores for all students are again being utilized to determine growth, in addition to teacher recommendations. This indicates that our strategic tier 2 supports will need to continue to use data from assessments to target long-term ELs, as well as students at every stage of English Development through small group instruction, bilingual tutor intervention schedules, after school content interventions and outside tutoring support.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>18.9% Chronically Absent</p> <p>Declined 15</p> <p>450 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>19.5% Chronically Absent</p> <p>Declined 18.6</p> <p>164 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>21.4% Chronically Absent</p> <p>Declined 24.7</p> <p>14 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>19.9% Chronically Absent</p> <p>Declined 13.7</p> <p>322 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 17</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>14.8% Chronically Absent</p> <p>Increased 3.7</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>20.1% Chronically Absent</p> <p>Declined 15.2</p> <p>364 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 32</p> <p>32 Students</p>

Conclusions based on this data:

1. Since the pandemic, attendance has been affected drastically with our chronic absenteeism and length of illness absences, but we continue to decline. We still have a high amount of families in our school that continued to exclude the whole family and as they can only return after the last member was cleared of Covid-19. This meant lengthy absences for these particular students. This has been especially true with my Latino (Hispanic) community which have several students here who are often all kept home if one is ill. We also have many families are taking vacations through the Short Term Independent Study and/or extending stays for more than a week (some significantly longer). We have had several meetings for absenteeism in person and virtually to offer supports. As well, we have conducted home visits with our CWA and held SST meetings as needed where attendance has seriously affected academic progress.
2. Cave Language Academy continues to promote the urgency of attendance in all messaging from orientation meetings of our TK/Kindergarteners to our monthly newsletters. We use schoolwide, class and individual awards and incentives that have had the school maintain the lowest chronic absenteeism of the schools in our District. Prior to the pandemic it was at about 9%, so we still have to work on new supports for families with chronic absences, especially for academic and social emotional deficits that it creates.
3. Good attendance is key to educational achievement, but in a language immersion program it is the key to the ability to acquire biliteracy and bilingualism. High absenteeism is one of the lead indicators we use to call in parents for Student Success Team Meetings to create a plan to support attendance and academic delays.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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.

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

Conclusions based on this data:

1. N/A for this TK-8 school.
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

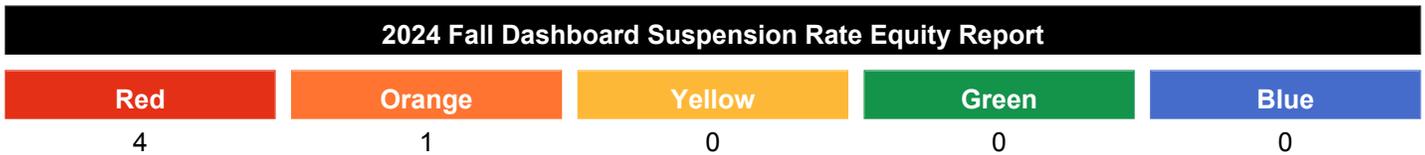
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>4.4% suspended at least one day</p> <p>Increased 3%</p> <p>452 Students</p>	<p>English Learners</p> <p>Red</p> <p>4.9% suspended at least one day</p> <p>Increased 3%</p> <p>164 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>42.9% suspended at least one day</p> <p>Increased 35.2%</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>4.3% suspended at least one day</p> <p>Increased 2.7%</p> <p>322 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 5.1%</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>4.9% suspended at least one day</p> <p>Increased 3.2%</p> <p>366 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Red</p> <p>6.3% suspended at least one day</p> <p>Increased 6.3%</p> <p>32 Students</p>

Conclusions based on this data:

1. Cave Language Academy, in spite of having increased the suspension rate that is now in the red, overall growth is only from 1.4% in 2023 to 4.4% in 2024. We are also using Leader in Me and Kimochis programs that focus on leadership skills, identifying emotions and restorative community building and SEL with our Psychologist, Mental Health Support Provider, ASP and staff. We were proactively using our Wellness Rooms and conducting social groups at all grade levels. We also procured county counseling for 1:1 sessions for our upper grade students.
2. Suspensions are not used as restorative practices. The school uses primarily alternative means of correction in conjunction with staff, teachers and families. Social Emotional Learning with Leader in Me, Kimochis, Restorative Justice Practices and Positive Behavior Intervention Supports are utilized to support students who are in need of redirection or have made wrong choices. Even though our school has been growing and we now have Middle School Students, our Behavior Interventions Support Systems have been effective in creating an overall positive school climate with students and staff.
3. We are a very restorative campus that has a Multi-Tiered Support System that uses all staff (Mental Health Support Provider, Counselors, Psychologist and Academic Support Providers) to support student SEL with ongoing curriculum and instruction by the Mental Health Support Provider and Teachers with Kimochis and Leader in Me curriculum and ongoing professional development for teachers with these programs.
As students become older, and we have now grown to become a TK – 8th grade school, the need will be to ensure PBIS adjusts to accommodate students evolving issues and challenges that include social interactions and cyber relationships that extend beyond the school day.
As a Spanish Dual Immersion, we are charged with the responsibility to give a multicultural perspective that honors students' heritage and promotes acceptance and celebration of our inherent cultural diversity that can be challenging.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Goal 1 Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -

Cave Language Academy will foster a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes with the support of Vallejo City Unified School District. CLA will ensure teachers are prepared to provide highly effective classroom instruction aligned to the school's instructional priorities as a Spanish-English Dual Immersion Program so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate. CLA will have ongoing assessment of the implementation of instructional priorities, academic growth with data analysis and goal setting aligned to the needs of all subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) - Increase the number of students graduating college and career ready.

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

Identified Need

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

Identified Need

The largest need at Cave Language Academy in this area is the ability to have fully credentialed, Spanish Bilingual Teachers in order to ensure every class has a highly qualified teacher.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance Points From Standard in English Language Arts (ELA) -All Students Distance Points From Standard in Mathematics -All Students Source: CA School Dashboard, English Language Arts (ELA), Mathematics	Distance Points From Standard in English Language Arts (ELA) -All Students -5.5 Distance Points From Standard in Math -All Students -23.7 School Year 2023-2024	Distance Points From Standard in English Language Arts (ELA) -All Students -2.2 Distance Points From Standard in Math -All Students -20.4 School Year 2024-2025
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students CAASPP Math % Met/Exceeded Standards -All Students CAASPP Science % Met/Exceeded Standards -All Students Source: DataQuest, CAASPP Test Results	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 44.44% CAASPP Math % Met/Exceeded Standards -All Students 38.46% CAASPP Science % Met/Exceeded Standards -All Students 27.94% School Year 2023-2024	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 48.1% CAASPP Math % Met/Exceeded Standards -All Students 41.76% CAASPP Science % Met/Exceeded Standards -All Students 31.24% School Year 2024-2025
% NWEA Projected Proficiency Reading -All Students % NWEA Projected Proficiency Math -All Students Source: Student Analytics Lab, Target Goals Dashboard	% NWEA Projected Proficiency Reading -All Students 36.8% % NWEA Projected Proficiency Math -All Students 35.3% Midyear Assessment, School Year 2024-2025	% NWEA Projected Proficiency Reading -All Students 40.1% % NWEA Projected Proficiency Math -All Students 38.6% Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C % of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage	N/A (data needs translation) % of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C % of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage	N/A (data needs translation) % of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C % of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage

Source: CORE data from ESGI	% of 2nd graders that score P 2nd grade fluency passage Trimester 2, Midyear Assessment, School Year 2024-2025	% of 2nd graders that score P 2nd grade fluency passage Trimester 2, Midyear Assessment, School Year 2025-2026
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Highly Qualified Teacher Recruitment and Hiring:</p> <p>In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs as needed for a Spanish Dual Immersion Program</p> <p>Spanish BCLAD, BCLAD or single subject, as needed for a TK- 8th grade school</p> <p>Attend education job fairs at a variety of universities and recruitment organizations with veteran staff and teachers</p> <p>Support HR efforts to create local university pathways for interns and collaborate with staff and teachers to mentor</p> <p>Substitute release time to have teachers attend interviews and collaborate on staffing needs</p>	All Students	District Funded
1.2	<p>Differentiated Teacher Support:</p> <p>Principal will conduct scheduled and unscheduled timely observations and post-evaluation feedback meetings with substitute release that will allow teachers to build on successes and improve in need areas that will include appropriate guidance and support</p> <p>Evaluation Documentation of Objectives and Feedback turned in to HR</p> <p>Substitute release time and or after/extra hours to have teachers attend coaching and collaboration</p>	All Students	5,200.00 LCAP Collaboration (1726)
1.3	<p>Teacher Support and Coaching and Collaboration: (Principal, Site/District TL, District/BTSA Mentors, Site/District Peer Mentors)</p> <p>Provide mentors for all new, pre-interns, interns and BTSA teachers</p> <p>In class coaching and model lesson support and debriefing</p>	All Students	See 1.2

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Substitute Release for peer observations and grade level collaboration meetings to review best practices and review data to guide instruction and intervention support</p> <p>Scheduled Academic and Intervention Professional Development: Presented to staff by: Principal, TL, Teachers, District Staff, Contracted/Specialized PD (CSA), will provide quality professional development and support for all staff members to cover professional learning in needed areas included in the District and Sites Mission, Vision, Goals and Instructional priorities (i.e., Phonemic Awareness (CORE), structured student talk/dialogue, math best practices, comprehension, vocabulary, Dual Immersion best practices (conferences like CABE, TWDI CABE, etc.), Data Analysis and substitutes - Collaboration time with sub release and/or ESAs to plan, collaborate or attend outside conferences, District PD</p> <p>Classroom Management Professional Development - best practices PD, Substitute Release for peer observations and debriefs</p> <p>New Teacher Onboarding: Staff Handbook, Site Safety Plans, Progress Reports, Google Suite, Report Cards, etc.</p> <p>Monthly new teacher support sessions for coaching and support</p> <p>Teacher Leader and BTSA Coaching and Support - Provide individuals and grade level teams effective support and coaching through observations and feedback, direct training, modeled lessons, co-teaching support and guided effective lessons planning (Sub Release and/ or ESA)</p> <p>Teacher Prep time with substitute release or ESA to develop short and long-term lesson plans and prepare materials and supplies individually, with TL/Mentor, Collaboration</p>		
1.4	<p>Monitor Absenteeism:</p> <ul style="list-style-type: none"> • Care Team Meetings (Principal, School Psychologist, SLP, ASP, MHSP, CWA, Resource, Parent/Community Liaison, Nurses) to identify students at risk <p>-Care calls to parents when students begin to develop attendance patterns that affect learning</p> <ul style="list-style-type: none"> • Family Room for family meetings to support absenteeism and the effects it has on academic progress and needs 	All Students	1,000.00 LCAP: Parent Involvement Parent Engagement (1786)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>for remediation (meeting room accommodations, furniture, technology, materials and supplies)</p> <p>-Use of District A2A program to monitor and generate truancy letters with follow-up meetings to provide support options</p> <p>-Use the school call-out/message system to encourage attendance</p> <ul style="list-style-type: none"> • Present importance of Attendance in Spanish and English at New student information meeting, Back to School, monthly newsletters, progress reports, report cards, SST meetings (substitute release time to have teachers attend) <p>-Visual reminders in the form of door signs that reminder about importance of being on time</p> <ul style="list-style-type: none"> • Send home monthly attendance percentage with goal for reaching 95% Attendance in school newsletter <p>-CWA conducts home visits for identified students and families at risk of or already chronically absent to ensure proper supports</p> <p>-Hold monthly SARB meetings for chronic absenteeism as guided by District</p> <p>-Send out Good Attendance reminders letters for TK & Kindergarten (provide template to teachers)</p> <p>Student Success Team Meetings and Process for Chronic Absenteeism that is affecting academic achievement - use of substitutes for teacher release time to attend meetings</p> <p>Parent Workshops and family events on attendance and staff/teacher collaboration to plan with sub release or ESA</p>		
1.5	<p>Incentive programs for attendance:</p> <p>-Perfect attendance trimester awards and prizes for individual students</p> <p>-Classroom pizza/class party incentive for perfect attendance as a class (spell out Perfecto)</p> <p>-Free dress party with traveling trophies for best trimester attendance</p> <ul style="list-style-type: none"> • Principal Incentive for Perfect Attendance- Trimester and year-end 	All Students	<p>8,560.00 LCAP</p> <p>Student Engagement and Recognition (1776)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Celebration of Perfect Attendance with food (Food/Themes to vary- Pizza, ice cream, dessert treats, etc.)</p> <p>-Include best weekly attendance for class/grade level with weekly parent/guardian email communication using the school call-out/message system</p> <ul style="list-style-type: none"> • Virtual /in -Person Trimester Award Ceremonies with classes and teachers that present perfect and good attendance to recognize improved, good and perfect attendance <p>Teacher Release time/collaboration with substitute release or ESA to develop PD/ programs and prepare materials and supplies</p>		
<p>1.6</p>	<p>School Climate, Culture and Social-Emotional Learning:</p> <p>Professional Development Curriculum, Coaching, materials and supplies to support students, teachers and staff with SEL skills, multiculturalism, equity in education, positive behavior support and character building: Positive Behavior Intervention Support (PBIS), Kimochis, Leader in Me, Restorative Justice</p> <p>SEL curriculum to include Teacher Editions, online access, consumables, needed materials and supplies for incentives/prizes and tools</p> <p>Substitutes for peer observations and collaboration for teachers to provide SEL school-wide and in the classroom and collaboration time (sub release and/or Extra Service Agreements (ESA)</p> <p>Wellness Rooms- Provide an SEL space, snacks, resources and material and supplies for students' to regulate, destress, meet with counselors/MHSP/ Psychologist/ ASP individually or in groups for RJ, Community Circles, or structured play therapy</p> <p>Develop effective Restorative Justice process</p> <ul style="list-style-type: none"> • On-going training for RJ process for entire staff- academic and behavioral <p>-Calendar RJ circles for students and staff as needed</p> <p>-Develop Trauma Informed Care procedures and referrals</p> <p>Monday morning PA announcements- set the stage for the week with PBIS/LIM focus and announcements incorporating student and staff participation</p>	<p>All Students</p>	<p>See 1.5</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>PBIS/LIM/Kimochis Modeled Lessons for School Agreements (Student Handbook), PBIS Behavioral Expectations (Matrix), LIM Problem solving, community/RJ circles</p> <p>Weekly scheduled PBIS/LIM lessons and focus using student referral data and teacher observation of classroom climate</p> <p>Leadership Team: Collaboration time for teachers, coaches and staff to work on SEL program coaches and/or grade level to do observations, debriefing and best practices</p> <p>-Daily/weekly classroom community circles that allow more student input on areas of concern</p> <ul style="list-style-type: none"> • Incentive programs that reward students for meeting the PBIS expectations: use of reproduction services to print SEL program materials such as: Bien Hechos, Bien Dichos, Super Estrellas, SEL Posters, Signage, School-wide messaging (murals, painted signs/pictures to depict targeted character building or positive environment and multi-cultural unity) <p>-Reinforce use of Bien Hechos with staff signature and circled agreement that are celebrated in class and with school raffles -weekly Bien Hecho & Recess Super Estrellas raffles that are posted and announced to students</p> <p>-Raffle bins for incentives that students come to the office to put in for Bien Hechos, Recess Super Estrellas</p> <p>-Clear and consistent consequences that fit the broken agreements and collaboration to review referral and suspension data with sub release time for teachers to meet</p> <ul style="list-style-type: none"> • Develop Conflict Resolution system (Leader in Me/ PBIS, etc.) for recess and classrooms that are developmentally appropriate <p>-Organize recess activities using peer leaders and purchase needed materials and supplies for activity backpacks/bins that offer a variety of student selected activities (arts and crafts, literature, board games, puzzles, etc.) Have sign-up to check out game</p> <p>-Present Problem-Solving Method (using SEL program like LIM) designed to support student-centered problem solving to students and staff and</p>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>create a student Peace Patrol for classroom and recess facilitation- Purchase needed materials and supplies (i.e., posters, signs, etc.)</p> <p>Maintain school safety: arrival and dismissal safety equipment (vests, cones, signage, etc.)</p>		
<p>1.7</p>	<p>Develop effective Student Success Team, 504 and IEP process: (SPSA 1.7)</p> <ul style="list-style-type: none"> • Care Team Meetings (Principal, School Psychologist, MHSP, SLP, ASP, Resource, Parent/Community Liaison, Nurses) to identify students at risk and review teacher/parent/staff student referrals for testing, 504s or SSTs • Review Tier 2 and Tier 1 supports to ensure target students are receiving needed supports and record and monitor progress in Digital Data and Intervention Support Binders to include District Assessments, Curriculum and Teacher multiple measures to be inputted in Progress Monitoring Sheets and Date sheets <p>-Staff Development/individual support for SST referrals and process with substitute release time as needed for grade level collaboration or data chats to review assessments and monitor student progress to refer for support</p> <p>-Monitor student progress with early intervention meetings with families and staff t with scheduled SST meetings that incorporate all affected parties able to support student success and have substitutes to release teachers to attend</p> <p>-The ASP will lead the Student Success Team (SST) process that will be utilized for students in need of in need of academic, behavioral (SEL) or socio-economic support that invites parent/guardian participation as well necessary community resources to improve student achievement and Support to make adequate progress toward grade level standards.</p> <p>-The site personnel make-up of the SST team will be determined depending upon needs of individual student and can include TL, MHSP, psychologist, counselors, SLP, OT, etc.</p>	<p>Targeted Students</p>	<p>District Funded</p>
<p>1.8</p>	<p>Staff Development and Leadership Team Meetings to Monitor Academics, SEL and School Climate</p>	<p>All Students</p>	<p>5,700.00 LCAP</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>and Culture (see 2.7):</p> <ul style="list-style-type: none"> • Staff Meetings to review school climate and culture and work with SEL program Coaches (Kimochois, PBIS, Leader in Me, Restorative Justice Practices and Equity in Education with a multicultural perspective) and Staff PD presentations that focus on identified areas of needed support from exemplary teachers and leads, TL, District personnel (use of subs for collaboration and/or ESAs to prepare presentations) <p>-Leadership Team Meetings with Representatives from all grade levels/spans, staff and students (as needed) to meet and discuss Instructional Priorities, SEL and School Culture (to include parent/community involvement)</p> <p>-Feedback from all staff, families and community re: effectiveness of Kimochois/Leader in Me/ PBIS implementation and its effects on School climate by reviewing trends and behavior referrals from classes, grade-levels, recess and lunch, as well as suspension rates</p> <p>-Review and monitor Academic progress and content intervention programs (kept in Digital Data and Intervention Support Binders) to include District Assessments, Curriculum and Teacher multiple measures to be inputted in Progress Monitoring Sheets and Data sheets</p> <p>-On-going calibration of the SPSA plan and need to adjust support to specific students using Tier 2 supports for content Intervention classes after/before school, use of bilingual tutor, classroom aides in all grade levels, TL Support and coaching, supplemental support/intervention curriculum (i.e., Heggerty, Pacific Learning, Online Math and Language Arts supplemental Programs (Imagine Español, Imagine Math, Imagine English, Bien Dicho, Realidades, Rewards, etc.)</p> <p>Teacher Release time/collaboration with substitute release or ESA to develop PD/ programs and prepare materials and supplies</p>		<p>Site Leadership (1757)</p>
<p>1.9</p>	<p>Scheduled Grade Level Collaboration</p> <ul style="list-style-type: none"> • Teachers and staff will meet in grade level and multi-grade level teams to analyze Student Achievement data and assessments in order to plan and create effective instructional strategies and action plans that clearly identify next steps to accelerate achievement for all 	<p>All Students</p>	<p>See 1.2</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>students and those in need of interventions (sub release, enrichment class release, ESAs)</p> <p>Teacher Release time/collaboration with substitute release or ESA to develop PD/ programs/planning and prepare materials and supplies</p>		
<p>1.10</p>	<p>State-Adopted and Supplemental Materials</p> <p>-Site will fully Implement state-adopted, standards aligned to Common Core curriculum and monitor for rigorous instruction following the 90:10 Spanish Immersion Model for biliteracy.</p> <ul style="list-style-type: none"> As a dual immersion, we will have supplemental materials and supplies as needed to support program model and student needs (i.e., Spanish language curriculum -Autentico, Rewards vocabulary support, Spanish/English intervention material- Pacific Learning) <p>90:10 Model Implementation and monitoring for students to be at grade level in Spanish by 2nd Grade</p> <p>TK-1 90% Spanish; 10% English 2nd 80% Spanish; 20% English 3rd 70% Spanish; 30% English 4th 60% Spanish; 40% English 5th – 8th 50% Spanish/English</p> <p>Daily principal, TL walkthroughs and feedback using PEERR Instructional Framework</p> <p>Grade level Collaboration to evaluate and plan curriculum to meet standards</p> <p>Analyze assessments to differentiate instruction and provide student interventions</p>	<p>All Students</p>	<p>Title I (See 1.11)</p>
<p>1.11</p>	<p>Supplementary Instructional materials to support academic achievement and interventions</p> <p>Including but not limited to the following: Spanish reading material TK – 8th Grade Instructional supplies: (i.e., white boards, journals)</p> <p>Reproduction (i.e., take-home readers)</p> <p>Student and Read Aloud Books (i.e., Spanish and English non-fiction and authentic literature</p> <p>Technology (i.e., student/teacher laptops, smart boards, document cameras, projectors)</p>		<p>District Funded</p> <p>6,482.53 Title I</p> <p>As funds become available.</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Supplemental Curriculum (T.E., Student books/consumables, online access, etc.) for students at risk or in need of additional interventions or support: Spanish Language Development, English Language Development, Mathematics, Intervention Programs for SLA, ELA or Math (i.e., Spanish language curriculum - Autentico, Rewards vocabulary support, Spanish/English intervention material- Pacific Learning),</p>		
<p>1.12</p>	<p>Academic Achievement Monitoring</p> <p>Classroom Walkthroughs:</p> <ul style="list-style-type: none"> -Principal and TL will conduct walkthroughs of classrooms and provide timely feedback to teachers on areas in need of improvement -Peer walkthroughs to observe best practices to improve student achievement with sub release <p>Student Assessment Data Chats/Analysis:</p> <ul style="list-style-type: none"> -Principal, TL, ASP and Teachers will collect student and grade level assessment data that will be utilized in collaboration for planning curriculum, goal setting and quarterly/monthly individual student achievement planning for interventions and support sessions with the principal and teacher -Teachers and staff (ASP, TL and Principal) collaboratively figure out appropriate support systems for students at risk and conduct an SST in order to proactively create SMART goals for academic or behavioral support -The ASP will lead the Student Success Team (SST) process that will be utilized for students in need of in need of academic, behavioral (SEL) or socio-economic support that invites parent/guardian participation as well necessary community resources to improve student achievement and Support to make adequate progress toward grade level standards. <p>The site personnel make-up of the SST team will be determined depending upon needs of individual student and can include TL, MHSP, psychologist, counselors, SLP, OT, etc.</p> <p>Teacher Release time/collaboration with substitute release or ESA to develop PD/ programs/lesson planning and prepare materials and supplies</p>		<p>See 1.2</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The monies were spent as allocated in conjunction with Student Council and data showed progress.

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

Due to a lag in hiring a Teacher's Assistant, the Student Council decided to spend monies on supplemental materials for 4-6th in ELD and in 6-8th for SLD.

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.

All actions are now in Goal 1 and the Teacher's Assistant is continuing for now and that will encumber all monies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Goal 2 - Safe and Supportive Learning Environments (VCUSD Pillar 2)

Cave Language Academy will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe and Supportive Learning Environments (VCUSD Pillar 2) -

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

Identified Need

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

Cave Language Academy, has increased the suspension rate that is now orange on the Dashboard. The school has a low suspensions of less than 2% for all groups, but has new challenges in Middle School age students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students chronically absent- CA School Dashboard -All Students	% of Students chronically absent- CA School Dashboard -All Students 18.9%	% of Students chronically absent- CA School Dashboard -All Students 15%
% of Students chronically absent- Student Analytics Lab -All Students Source: CA School Dashboard, Student Analytics Lab	School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 13.68% Trimester 2, School Year 2024-2025	School Year 2024-2025 % of Students chronically absent- Student Analytics Lab -All Students 10% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 94.08% Quarter 3/Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 95% Quarter 3/Trimester 2, School Year 2025-2026

<p>% of students suspended once or more -All Students</p> <p>Source: CA Dashboard, Suspensions</p>	<p>% of students suspended once or more -All Students 4.4% -English Learners 4.9% -Hispanic 4.9% -Socioeconomically Disadvantaged 4.3% -White 6.3%</p> <p>School Year 2023-2024</p>	<p>% of students suspended once or more -All Students 2.4% -English Learners 2.9% -Hispanic 2.9% -Socioeconomically Disadvantaged 2.3% -White 4.3%</p> <p>School Year 2024-2025</p>
<p>% Students suspended -All Students</p> <p>Source: Student Analytics Lab, Suspension rate Dashboard</p>	<p>% Students suspended -All Students 0.2% -English Learners 0.74% -Hispanic 0.24% -Socioeconomically Disadvantaged 0.28% -White 0%</p> <p>Trimester 2, School Year 2024-2025</p>	<p>% Students suspended -All Students 0.5% -English Learners 0.5% -Hispanic 0.5% -Socioeconomically Disadvantaged 0.5% -White 0.5%</p> <p>Trimester 2, School Year 2025-2026</p>
<p>Student expulsion rate</p> <p>Source: DataQuest Expulsion and Suspension Rate</p>	<p>Student expulsion rate 0%</p> <p>School Year 2023-2024</p>	<p>Student expulsion rate 0%</p> <p>School Year 2024-2025</p>
<p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>Source: California Healthy Kids Survey data</p>	<p>no data</p> <p>% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>School Year 2023-2024</p>	<p>72% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.</p> <p>School Year 2024-2025</p>
<p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>Source: California Healthy Kids Survey data</p>	<p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>School Year 2023-2024</p>	<p>no data</p> <p>% of 7th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator.</p> <p>School Year 2024-2025</p>
<p># of SST Referrals</p> <p>Source: AERIES Intervention Dashboard</p>	<p>41 SST Referrals</p> <p>Trimester 2, School Year 2024-2025</p>	<p>Maintain 10% SST Referrals</p> <p>Trimester 2, School Year 2025-2026</p>
<p>"Classroom Instructional Climate" score from: Kimochis</p>	<p>"Classroom Instructional Climate" score from: Kimochis: 3.71</p>	<p>"Classroom Instructional Climate" score from: Kimochis: 4</p>

Source: Kimochi's	School Year 2023-2024	School Year 2024-2025
% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	65% of 3rd to 5th grade and 54% of 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey	66% of 3rd to 5th grade and 50% 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey
Source: Panorama	As of Trimester 2, School Year 2024-2025	As of Trimester 2, School Year 2024-2025

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Highly Qualified Teacher Recruitment, Hiring, Training and Retention: (See SPSA Goal 1.1-1.3 for funding)</p> <p>In conjunction with Human Resources, site will assign only Highly Qualified teachers to core instructional programs as needed for a Spanish Dual Immersion Program</p> <p>Spanish Bilingual Authorization or multiple subject, as needed for a TK- 8th grade school</p> <p>Attend education job fairs at a variety of universities and recruitment organizations</p> <p>Support HR efforts to create local university pathways for interns</p> <p>Substitute release time to have teachers attend interviews and collaborate on staffing needs</p> <p>New Teacher Support and Coaching and Collaboration:</p> <p>Provide mentors for all pre-inters, interns and BTSA teachers</p> <p>In class coaching and model lesson support and debriefing</p> <p>Substitute Release for peer observations and grade level collaboration meetings to review best practices and review data to guide instruction and intervention support</p> <p>Professional development: Instructional priorities (i.e., Phonemic Awareness (CORE), structured student talk/dialogue, math best practices, comprehension, vocabulary, Dual Immersion best practices (conferences like CABE, TWDI CABE, etc.)- substitutes and ESAs to attend conferences, collaborate, debrief or plan</p>	All Students	<p>District Funded</p> <p>Donations</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Classroom Management - best practices PD, Substitute Release for peer observations and debriefs</p> <p>Onboarding: Staff Handbook, Site Safety Plans, Progress Reports, Google Suite, Report Cards, etc.</p> <p>Monthly new teacher support sessions, BTSA support provider coaching and support</p> <p>Teacher PD, Celebrations and incentives: spirit wear, data trimester awards, incentives, snacks, event food (Teacher Appreciation), materials and supplies</p>		
2.2	<p>Monitor Absenteeism: (See SPSA Goal 1.4)</p> <ul style="list-style-type: none"> • Care Team Meetings (Principal, School Psychologist, SLP, ASP, MHSP, CWA, Resource, Parent/Community Liaison, Nurses) to identify students at risk <p>-Care calls to parents when students begin to develop attendance patterns that affect learning</p> <p>-Use of District A2A program to monitor and generate truancy letters with follow-up meetings to provide support options</p> <p>-Use the school call-out/message system to encourage attendance</p> <ul style="list-style-type: none"> • Present importance of Attendance in Spanish and English at New student information meeting, Back to School, monthly newsletters, progress reports, report cards, SST meetings (substitute release time to have teachers attend) <p>-Visual reminders in the form of door signs that reminder about importance of being on time</p> <ul style="list-style-type: none"> • Send home monthly attendance percentage with goal for reaching 95% Attendance <p>-Child Welfare and Attendance (CWA) conducts home visits for identified students and families at risk of or already chronically absent to ensure proper supports</p> <p>-Hold monthly SARB meetings for chronic absenteeism</p> <p>-Send out Good Attendance reminders letters for TK & Kindergarten</p>	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Student Success Team Meetings and Process for Chronic Absenteeism that is affecting academic achievement - use of substitutes for teacher release time to attend meetings		
2.3	<p>Incentive programs for attendance: (See SPSA 1.5 for funding)</p> <ul style="list-style-type: none"> -Perfect attendance monthly awards and prizes for individual students -Classroom pizza incentive for perfect attendance as a class (spell out Perfecto) -Free dress party with traveling trophies for best monthly attendance <ul style="list-style-type: none"> • Principal Incentive for Perfect Attendance- Monthly, Trimester and year-end Celebration of Perfect Attendance with food (Food/Themes to vary- Pizza, ice cream, dessert treats, etc.) -Include best weekly attendance for class/grade level with weekly parent/guardian email communication using the school call-out/message system <ul style="list-style-type: none"> • Trimester Award Ceremonies with prizes, spirit wear/gear for various levels for best attendance to recognize improved, good and perfect attendance -Award paper and frames or folders 	All Students	
2.4	<p>School Climate, Culture and Social-Emotional Learning: (also in SPSA 1.5 for funding)</p> <p>Professional Development Curriculum, Coaching, materials and supplies to support students, teachers and staff with SEL skills, multiculturalism, equity in education, positive behavior support and character building: Positive Behavior Intervention Support (PBIS), Kimochis, Leader in Me, Restorative Justice</p> <p>SEL curriculum to include Teacher Editions, online access, consumables, needed materials and supplies for incentives/prizes and tools</p> <p>Substitutes for peer observations and collaboration for teachers to provide SEL school-wide and in the classroom and collaboration time (sub release and/or Extra Service Agreements (ESA)</p>	All Students	<p>District Funded</p> <p>3,050.00 LCAP</p> <p>Student Engagement and Recognition (1776)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>-Assemblies include: Kaiser presentations for middle school and elementary around bullying and puberty education, Solano County water agency presentation regarding water conservation, Eco-Hero's presentation to encourage eco-friendly practices and healthy habits, and other assembly opportunities as they become available.</p> <p>Positive Kick-off and Reminder Assemblies to re-establish School's/ PBIS Agreements and expectations:</p> <ul style="list-style-type: none"> • Present agreements and PBIS lessons at monthly award assemblies and as needed in classrooms <p>-Students sign handprints around posters with school agreements as symbol of commitment to the "Acuerdos" in classrooms after assembly</p> <p>-Round Robin Playground Rules wherein students are taught PBIS rules for playground games, recess norms and safety guidelines</p> <p>-Present Problem-Solving Method (using SEL program like LiM) designed to support student-centered problem solving to students and staff and create a student Peace Patrol for classroom and recess facilitation- Purchase needed materials and supplies (i.e., posters, signs, etc.)</p> <p>Wellness Rooms- Provide an SEL space, snacks, resources and material and supplies for students' to regulate, destress, meet with counselors/MHSP/ Psychologist/ ASP individually or in groups for RJ, Community Circles, or structured play therapy</p> <p>Develop effective Restorative Justice process</p> <ul style="list-style-type: none"> • On-going training for RJ process for entire staff- academic and behavioral <p>-Calendar RJ circles for students and staff as needed</p> <p>-Develop Trauma Informed Care procedures and referrals</p> <p>Monday morning PA announcements- set the stage for the week with PBIS/LIM focus and announcements incorporating student and staff participation</p> <p>PBIS/LIM/Kimochis Modeled Lessons for School Agreements (Student Handbook), PBIS Behavioral Expectations (Matrix), LIM Problem solving, community/RJ circles</p> <p>Workshops for families to support student engagement and Academic Excellence with enrichment (STEAM), SEL, Absenteeism and</p>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Academic Barriers and Intervention Supports as well as Family nights to promote all these areas (Food vendors, Open POs, ESAs and collaboration for presenters and planners)</p> <p>Weekly scheduled PBIS/LIM lessons and focus using student referral data and teacher observation of classroom climate</p> <p>Collaboration time (Sub release or ESAs) for teachers, coaches and staff to work on SEL program coaches and/or grade level to do observations, debriefing and best practices</p> <p>-Daily/weekly classroom community circles that allow more student input on areas of concern</p> <p>-Clear and consistent consequences that fit the broken agreements and collaboration to review referral and suspension data with sub release time for teachers to meet</p> <ul style="list-style-type: none"> • Develop Conflict Resolution system (Leader in Me/ PBIS, etc.) for recess and classrooms that are developmentally appropriate (Posters, banners, promotional materials, etc.) <p>-Organize recess activities using peer leaders and purchase needed materials and supplies for activity bins that offer a variety of student selected activities (arts and crafts, literature, board games, puzzles, etc.)</p> <p>Family events with workshop presentations for parents as well as vendors who serves as community resources for families (CSAs, Requisitions, ESAs, sub release for collaboration to organize and present workshops)</p> <p>Collaborative projects with the community and service projects, such as international walk to school day, the 3rd grade reading program (Vallejo Rotary and VPD), International Rotary and Winter Friendship Service Project and the 1st grade 911 Ed program (Red Cross).</p> <p>Partnership with community and outside resources, grants, for SEL support (SCOE, A Better Way, etc.)</p>		
2.5	<p>Positive Reinforcement, SEL and Reward Systems (See SPSA 1.5 for funding)</p> <p>Recognize, celebrate and reward students making progress to reach academic and character achievement goals individually, as part of a classroom, grade level and as a school utilizing:</p>	All Students	(See SPSA 1.5 for funding)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • Purchase/order rewards, trophies, awards, reproduction (awards) • Incentive programs that reward students for meeting the PBIS expectations: use of reproduction services to print SEL program materials such as: Bien Hechos, Bien Dichos, Super Estrellas, SEL Posters, Signage, School-wide messaging (murals, painted signs/pictures to depict targeted character building or positive environment and multi-cultural unity) <p>-Reinforce and incentivize use of Bien Hechos with staff signature and circled agreement that are celebrated in class and with school raffles -weekly Bien Hecho & Recess Super Estrellas raffles that are posted and announced to students</p> <p>-Raffle bins for incentives that students come to the office to put in for Bien Hechos, Recess Super Estrellas</p> <p>Monthly/Trimester award assemblies (Digital or in Person) that include, but not limited to: Bien Hecho (Behavior) /Bien Dicho (Academic)/ Super Estrella (Recess) , rewards that are accumulated for student store prizes that are grade appropriate and progressive (the more students accumulate, the higher the level of prizes- i.e., 20= Free Dress)</p> <p>Announce winners weekly on the PA system and promote positive use of PBIS, LIM and Kimochis, etc.</p> <ul style="list-style-type: none"> • Prizes for Classes with Cave Logos (i.e., pencils, erasers, t-shirts, water bottles, etc.) <p>-Live Google Meet Announce winners weekly or on the PA system and post names in the cafeteria</p> <ul style="list-style-type: none"> • -Fun Friday Middle School Activities- (Purchase activities like volleyball, board games, etc.) Virtual Award Assemblies per trimester to celebrate student achievement and efforts Dance Parties with DJ or sound system - (i.e., Middle School Dance, Dance Parties, etc.) <p>-Site Collaborative meetings to bring together school and community resources and create partnerships (ASP Collaboratives with Maritime Academy, VCUSD High Schools, SCOE Mental Health Supports, AAPN, etc.)</p>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	CAASPP Testing goal setting, celebrations, attendance incentives and snacks, mints, prizes, etc.		
2.6	<p>Develop effective Student Success Team, 504 and IEP process: (Also in SPSA 1.7)</p> <ul style="list-style-type: none"> • Care Team Meetings (Principal, School Psychologist, MHSP, SLP, ASP, Resource, Parent/Community Liaison, Nurses) to identify students at risk and review teacher/parent/staff student referrals for testing, 504s or SSTs • Review Tier 2 and Tier 1 supports to ensure target students are receiving needed supports and record and monitor progress in Digital Data and Intervention Support Binders to include District Assessments, Curriculum and Teacher multiple measures to be inputted in Progress Monitoring Sheets and Data sheets <p>-Staff Development/individual support for SST referrals and process with substitute release time as needed for grade level collaboration or data chats to review assessments and monitor student progress to refer for support</p> <p>-Monitor student progress with early intervention meetings with families and staff t with scheduled SST meetings that incorporate all affected parties able to support student success and have substitutes to release teachers to attend</p> <ul style="list-style-type: none"> • Provide a family room space and accommodations needed for virtual or in person meetings (Technology, furniture, materials and supplies, etc.) 	All Students	(Also in SPSA 1.7)
2.7	<p>Staff Development and Leadership Team Meetings to Monitor Academics, SEL and School Climate and Culture:</p> <ul style="list-style-type: none"> • Staff Meetings to review school climate and culture and work with SEL program Coaches (Kimoichis, PBIS, Leader in Me, Restorative Justice Practices and Equity in Education with a multicultural perspective) and Staff PD presentations 	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>that focus on identified areas of needed support from exemplary teachers and leads, TL, District personnel (use of subs for collaboration and/or ESAs to prepare presentations)</p> <ul style="list-style-type: none"> • Staff room accommodations for professional development (technology, furniture, materials, equipment and supplies, etc.) <p>-Leadership Team Meetings with Representatives from all grade levels/spans, staff and students (as needed) to meet and discuss Instructional Priorities, SEL and School Culture (to include parent/community involvement)</p> <p>-Feedback from all staff, families and community re: effectiveness of Kimochis/Leader in Me/ PBIS implementation and its effects on School climate by reviewing trends and behavior referrals from classes, grade-levels, recess and lunch, as well as suspension rates</p> <p>-Review and monitor Academic progress and content intervention programs (kept in Digital Data and Intervention Support Binders) to include District Assessments, Curriculum and Teacher multiple measures to be inputted in Progress Monitoring Sheets and Data sheets</p> <p>-On-going calibration of the SPSA plan and need to adjust support to specific students using Tier 2 supports for content Intervention classes after/before school, use of bilingual tutor, classroom aides in all grade levels, TL Support and coaching, supplemental support/intervention curriculum (i.e., Heggerty, Pacific Learning, Online Math and Language Arts supplemental Programs (Imagine Español, Imagine Math, Imagine English, Bien Dicho, Realidades, Rewards, etc.)</p>		
2.8	<p>Student Enrichment Opportunities: (See SPSA 1.5, 1.6 Funding)</p> <p>Purchase needed instructional materials and supplies, and provide ESAs and/or sub release time for staff/teachers to support STEAM and student voice and choice</p> <p>Student Leadership:</p> <p>Student Council with elections to support equitable representation</p> <p>-Student Council (All grades represented) under the guidance of staff (use of ESAs or sub for collaboration time)</p> <p>-Student Body Elections in spring for following year</p>	All Students	<p>LCAP</p> <p>Student Engagement and Recognition (1776) - funds for Clubs and other small group activities - See 1.5</p> <p>71,595.00 LCAP</p> <p>Curriculum Enrichment (1777)</p> <p>Donations</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>-Student Leadership Peace Patrol for classroom and recess facilitation</p> <p>-Student Clubs- Before/After School club of interest to students in order to provide enrichment opportunities for engagement, voice and multicultural perspectives</p> <p>STEAM Enrichment Classes or Field Trips:</p> <p>Provide quality experiences that engage and educate students in STEAM classes or fieldtrips</p> <p>-STEAM Lab maintained and utilized for hands-on projects for TK-8th grade with support of a possible Steam Coordinator and Specialist or STEAM assistant (purchase needed materials and supplies for student STEAM projects and room to allow students to have hands-on experiences from teachers or outside Contract Services (CSAs, collaboration for teachers to plan with sub release and/or ESAs)</p> <ul style="list-style-type: none"> • Range of Enrichment opportunities not limited to the following (given staff, student, parent, community feedback): School Garden projects , Robotics/Coding, Arts/Music Instruction, various arts programs and Clubs (i.e.. Yearbook, Performance, visual, culinary arts, education), Art Instruction for all grade levels – outside vendors, i.e., MOCHA, Artists in Residence, etc., Drumming Teacher for all grade levels (drumming history, drumming around the world, timing, rhythm) • Purchase needed STEAM equipment, P.E. Equipment, furniture, storage, musical instruments and supplies for classes, field trips or performances (i.e, cameras, lighting, sound system, sound proofing, stage, cordless microphones, art supplies, stage/theatre equipment, costumes, etc.) • Dual Immersion Language Maintenance - Theatre, debate classes/clubs, supplemental curriculum for content Intervention (e.g., Realidades, Autentico, Online programs like Imagine Espanol • Contract Service Agreements to provide STEAM enrichment classes and/or field trips (buses, entrance fees, materials and supplies for experience, etc.) for students during and after school 		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<ul style="list-style-type: none"> • use student, staff and families input (SSC, ELAC, Leadership Team Meetings, School Site Council and staff meetings as well as surveys to the broader school population when possible) to monitor and get feedback on LCAP and Title 1 programs and field trips <p>-STEAM assistant/ teacher sub, adjunct duties (noon duties, para professionals) to support the set up and clean up of science based learning</p> <p>-ESAs to have teachers set up STEAM lab for hands-on activities</p> <p>-Technology to support 1:1 ratio for needed programs tied to STEAM</p> <ul style="list-style-type: none"> • Purchase needed furniture, equipment and supplies for STEAM performances (Stage, cordless microphones with stands, choir robes, costumes, musical instruments, etc. for performances) 		
2.9	<p>Safety and Facilities Assessment:</p> <p>Site Safety Plan- Yearly review and update District/Site Safety Plan and share with teachers, staff, families and students</p> <p>Safety Drills- Practice and conduct regularly scheduled safety drills as listed in the site safety plan and inform families of drill conducted</p> <p>Debrief with the site safety team (Site Safety Supervisor, Head Custodian, Office Manager, Office Staff, TL, ASP, and other staff as needed) to review drill and any needed next steps</p> <p>Arrival and Dismissal Safety: Purchase needed supplies for arrival and dismissal in traffic areas to maintain safety (i.e., safety equipment, cones, safety vests, stop signs, radios, bull horns, permanent signage, etc.)</p> <p>Classified Staff Meetings: (Sub Noon Duties, Site Safety Supervisor, Custodians, Student Nutrition, Classified staff, as needed)Conduct meetings as needed to review PBIS, student and facilities safety and needed</p>	All Students	General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>materials, work orders, incentives or other next steps for improved safety and school climate and culture (may include Professional development, training or conference opportunities)</p> <p>Volunteer Training and equipment to support needed safety (crossing guards, pick-up and drop off monitors, gate safety and monitoring, etc.)</p>		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The monies were spent as allocated in conjunction with Student Council and data showed progress.

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

There is a challenge to meet with our Site Leadership Team and include all representative, due to the amount of District Meetings and after school intervention programs our staff support that encumber our schedules.

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

The Site Leadership Team Meetings will need to be scheduled on Mondays only or on Saturdays in order to ensure we meet regularly enough to support site initiatives.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Goal 3- Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

Cave Language Academy will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3- Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

Identified Need

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

Increase the progress of the EL, Hispanic and Socioeconomically Disadvantaged groups in the school in order to support their opportunities to graduate college and career ready.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	48.9% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	52% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	(data from Fall to Winter is inconsistent) 11.76% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	14.76% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient	10.7% of English Learner students reclassified as Fluent English Proficient	13% of English Learner students reclassified as Fluent English Proficient

Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	School Year 2023-2024	School Year 2024-2025
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Overview, ExL Filter	73% of low-income 27.4% English Learner 0% Foster Youth students who participate in after-school programs Trimester 2, School Year 2024-2025	76% of low-income 30% English Learner 3% Foster Youth students who participate in after-school programs Trimester 2, School Year 2025-2026
Dashboard: CAASPP English Learner Progress	51.2 points below standard	46.2 points below standard
Dashboard: CAASPP Hispanic Progress	36.4 points below standard	31.4 points below standard
Dashboard: CAASPP Socioeconomically Disadvantaged Progress	34.6 points below standard	29.4 points below standard

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Content Intervention</p> <p>Before/After School Extended Learning/ Intervention Classes for targeted students using data analysis and ongoing progress monitoring (Extra Service Agreements, sub release for collaboration and PD)</p> <p>-Support for English Learner and intervention students with a focus on those not meeting standards and ELPAC levels 1 and 2 and 3 (more than one year at ELPAC level 3)</p> <p>-Identified English Only students in need of Spanish Language Development (not making progress toward reading readiness or unable to read by 2nd grade)</p> <p>-Intervention teacher will oversee the academic components and alignment of curriculum to meet the needs of students and collaborate with grade level teachers to monitor and adjust student progress during scheduled collaboration to ensure student achievement and progress</p> <ul style="list-style-type: none"> During non-prep (50 minutes daily) TK and Kindergarten teachers will provide early intervention for newcomers or identified students in TK -3rd grade and/or provide coverage for collaboration <p>-Provide Academic Support Intervention Sessions that do not interfere with Core Curriculum for below</p>	Students identified as needing support	<p>11,610.00 LCAP</p> <p>Content Intervention (1719)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	grade level students in SLA, ELA and Math		
3.2	<p>Develop effective Student Success Team, 504 and IEP process: (SPSA 1.7)</p> <ul style="list-style-type: none"> • Care Team Meetings (Principal, School Psychologist, MHSP, SLP, ASP, Resource, Parent/Community Liaison, Nurses) to identify students at risk and review teacher/parent/staff student referrals for testing, 504s or SSTs • Review Tier 2 and Tier 1 supports to ensure target students are receiving needed supports and record and monitor progress in Digital Data and Intervention Support Binders to include District Assessments, Curriculum and Teacher multiple measures to be inputted in Progress Monitoring Sheets and Data sheets <p>-Staff Development/individual support for SST referrals and process with substitute release time as needed for grade level collaboration or data chats to review assessments and monitor student progress to refer for support</p> <p>-Monitor student progress with early intervention meetings with families and staff t with scheduled SST meetings that incorporate all affected parties able to support student success and have substitutes to release teachers to attend</p>		
3.3	<p>Support Staff for Tier 2 Supports</p> <p>(Teacher Leader, Teacher Aides, Bilingual Tutor, District Tutors (Hey Tutors)</p> <p>-Teacher Leader, Bilingual Tutor, TA and District Tutoring (Hey Tutors) Support for differentiating learning and small group instruction for target students identified through data analysis and ongoing progress monitoring in TK-8th with strategic scheduled time during or after school to adjust progress in flexible grouping wherein students are not in permanent groups (ESAs, sub release for collaboration with support providers to meet with teachers and staff to discuss progress and next steps)</p> <ul style="list-style-type: none"> • Office support for attendance and student services 		<p>54,000.00 Title I Staffing costs</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The monies were spent as allocated in conjunction with School Site Council, School Leadership Team and data showed progress.

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

The IEP and 504 meetings were very difficult to schedule in conjunction with the SST meetings in order to best support curriculum and instruction with administrative/ TL walkthroughs and coaching support for teachers. SPED has asked for more second and third meetings that have taken up time to be able to do all needed SSTs. We have not had a consistent psychologist, which has also complicated meetings.

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

The office manager has combined forces with the ASP and Resource teachers to navigate scheduling to fit in all of the 504, SST, SPED (Speech and IEP) that have now gone over the previously slated Thursday and Friday only meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Goal 4 -Community Centered Education (VCUSD Pillar 4)

Cave Language Academy will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including ELAC, School Site Council, DELAC Councils and opportunities to serve in leadership roles to support the school and district.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4- Community Centered Education (VCUSD Pillar 4) -

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

Identified Need

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

Maintain quorum at every SSC and ELAC meeting in order to garner input and give voice to the community on school initiatives and SPSA and LCAP goals that uphold the student-centered academic and social-emotional growth of every student and their family at Cave Language Academy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Source: LCAP survey	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2024-2025	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	20 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2024-2025	20 activities occurred beyond required Parent Engagement Opportunities Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum	100% SSC meetings that met quorum As of Quarter 3/Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum As of Quarter 3/Trimester 2, School Year 2025-2026

Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled		
% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred
Source: Calendar/ELAC meeting schedule	As of Quarter 3/Trimester 2, School Year 2024-2025	As of Quarter 3/Trimester 2, School Year 2025-2026
# of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided
# Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
Source: Calendar/ELAC meeting schedule	Quarter 3/Trimester 2, School Year 2024-2025	Quarter 3/Trimester 2, School Year 2025-2026
Attendance at parent/community groups	To Be Determined (Baseline Year)	To Be Determined (Baseline Year)
Percentage of Meetings with Attendance at or above Quorum	4 out of 5 meetings (80%)	100%
Number of Parent/Family/Community Volunteers	To Be Determined (Baseline Year)	To Be Determined (Baseline Year)

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Promote active participation in parent/community group options (School Site Council, English Language Advisory Council & PTA) to support student achievement and positive school climate</p> <ul style="list-style-type: none"> Review meeting dates and times with parents <p>-Hybrid meeting model to reduce distractions and increase participation opportunities for families with transportation carriers, impacted work schedules, and daycare needs.</p> <p>-Provide relevant training and support, especially focused to current issues like learning loss due to pandemic, technology, and SEL</p> <p>Increase attendance:</p> <p>-Encourage each member to bring a someone they know from the school community to the following meeting - provide incentive (free dress passes)</p> <p>-Raffle prizes for those at the meeting (Amazon,</p>	All Students	Donations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>reimbursements, donations, etc.)</p> <ul style="list-style-type: none"> Survey parents for best times for meetings and offer childcare options or virtual meetings to support commuter families <p>-Invite special guest speakers on relevant topics for students, family and community</p> <p>-Post meetings on the monthly school calendars and school communication platform (Parent Square)</p> <p>-Send out timely reminders via call-out/message system, email, Parent Square for announcing coming meetings</p> <p>Solicit parent/family input for LCAP expenditures that support student academic and social emotional learning, as well as engagement through STEAM</p>		
4.2	<p>Develop avenues for parents and community to volunteer during strategic instruction time</p> <p>Classroom volunteers for small group support, STEAM assistant to help set up curricular experiments and other arts in designated rooms</p> <p>Space available for volunteers to work on classroom/school projects</p> <p>Station/furniture, computer and printer available as a parent resource in front office or let community know of availability in family room/wellness room</p> <p>Facilitate/ guide finger-printing process</p> <p>Teacher/Staff training of volunteers for academic support (ESAs for before/after school time to work on academic support strategies volunteers can help with)</p> <p>Latino Family Literacy Project and English classes, as well as Parent education and support workshops</p>	All Students	Donations
4.3	<p>Parent/Family/Community Volunteerism:</p> <p>Develop avenues for parents and community to volunteer and participate in the development of the schools mission and vision.</p> <p>Family room/Wellness Room available for volunteers to work on classroom/school projects</p>	All Students	Donations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Computer and printer available as a parent resource in Family Room</p> <p>Work with after school programs (Expanded Care) to procure and maintain free after school enrichment classes and field trips that are run by parents and/or community involvement in order to expose students to a variety of enriching learning experiences (i.e. homework clubs, yearbook, robotics, folklorico, music (instrumental and choir), gardening, arts and crafts, yoga for kids, technology, performing arts, choir, Girls on the Run, Brick Space, Martial Arts, STEAM, robotics, gardening, soccer, art, technology, etc.) according to volunteer interests to teach/facilitate</p> <p>Provide/guide fingerprinting for community volunteers in order to attract and honor volunteer time</p> <p>Provide necessary equipment, furniture, technology, training, materials and supplies for clubs/enrichment (Donations, requisitions, open P.O.s- Amazon, Office Depot, etc.)</p> <p>Snacks for meetings- food vendors, open P.O., Amazon or reimbursements</p> <p>Celebrate volunteers with awards, folders/frames and Cave Spirit wear</p>		
4.4	<p>Support PTA and School fundraisers and Enrichment/Educational School Events:</p> <ul style="list-style-type: none"> -Get feedback from teachers, staff, and families for fundraising goals (i.e., sound system, cafeteria upgrades like sound proofing, mounted sound system and cart, books, field trips, materials, supplies and other school improvement or student enrichment) -Provide fingerprinting for community volunteers in order to attract and honor volunteer time -Calendars and newsletters sent out virtually (Parent Square) and hard copies for non-tech families that include information on school events, community connections/resources through District and County (SEL, Medical, etc.) -Partnerships with local businesses to coordinate restaurant fundraisers that allow for community building outside of school (i.e., Fun Run, Sees Candy, or similar fund raising programs) 	All Students	Donations

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Enrichment/Educational Events or Clubs:</p> <ul style="list-style-type: none"> -Movie Nights, Dia de los Muertos, Hispanic Heritage, Winter Showcase, Black History Presentations, Ruby Bridges, Multicultural Events, Carnaval, Garden Club Work Parties, etc. -Family events with workshop presentations for parents as well as vendors who serve as community resources for families -Family Night events (Science Fair, Math nights, Game night, etc.) with workshop presentations as well as vendors who serve as community resources for families -Multi-cultural assemblies and events for students and families (Contract Service Agreements (CSA), donations, requisitions, reimbursements, etc.) -Provide necessary food, accommodations, materials and supplies for events and/or meetings (donations, reimbursements, open P.O.s for food vendors, Amazon, Office Depot, etc.) -Offer childcare options with extra hours for classified staff (Noon Duty, Site Safety, Para, TAs, etc.) -Curriculum-based field trips to provide student with grade level aligned educational enrichment experiences -College Tour field trips for transitional years (5th or 8th grade) 		
4.5	<p>Full Service Community School:</p> <p>FSCS Family Events, educational assemblies and classroom demonstrations by families and community organizations</p> <ul style="list-style-type: none"> -Fall or Spring Family Event with community vendors, parent education or information classes/presentations/workshops -Provide necessary food, materials and supplies for events and/or meetings (Food Vendors, Amazon, Office Depot open P.O.s or Requisitions) -Offer childcare options with extra hours for classified staff (Noon Duty, Site Safety, Para, TAs, etc.) <p>FSCS Coordination of Family and Community Engagement and Volunteerism for School Events (Dia de los Muertos, Black History, Asian/Pacific</p>	All Students	<p>4,805.00 LCAP: Parent Involvement Family Engagement (1786)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Islander, Latino/Hispanic Heritage, Carnaval, Lunch on the Lawn, etc.):</p> <ul style="list-style-type: none"> • Provide adequate seating and facility accommodations (furniture, technology and materials and supplies for meeting and child care) for meetings with Site Collaborative, Volunteer Enrichment Meetings to bring together school and community resources and create partnerships <p>-provide necessary food, accommodations, materials and supplies for events and/or meetings</p> <p>-Partnerships with local businesses to coordinate restaurant fundraisers that allow for community building outside of school.</p> <ul style="list-style-type: none"> • Parent support area/room/space with technology, furniture/accommodations and scheduled office hours 		
4.6	<p>Parent/Family/Community Professional Development</p> <p>-Send parents/guardians to workshops or conferences (virtual or in person) that will be presented to community afterwards in meetings or workshops</p> <p>-Latino Family Literacy Project, PIQUE, Parenting and English classes, as well as parent education and support workshops and conferences (CABE, Dual Immersion CABE, PBIS, LIM, Equity and multicultural classes, etc.)</p>	All Students	1,857.44 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The monies were spent as allocated in conjunction with School Site Council and School Leadership Team and data showed progress.

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

We had a Spring Family Night to support parent professional development, but again felt we could have one earlier in the year to support new families, but we had a new Academic Support Provider that was not ready.

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.

We will work to have a Family night only for our new families in the Fall /Winter time.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

n/a

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

n/a

Identified Need

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

n/a

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$173,859.97
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$60,482.53
Title I Part A: Parent Involvement	\$1,857.44

Subtotal of additional federal funds included for this school: \$62,339.97

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 (\$)
LCAP	\$105,715.00
LCAP: Parent Involvement	\$5,805.00

Subtotal of state or local funds included for this school: \$111,520.00

Total of federal, state, and/or local funds for this school: \$173,859.97

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCAP	105,715.00
LCAP: Parent Involvement	5,805.00
Title I	60,482.53
Title I Part A: Parent Involvement	1,857.44

Expenditures by Budget Reference

Budget Reference	Amount
	26,370.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	105,715.00
	LCAP: Parent Involvement	5,805.00
	Title I	60,482.53
	Title I Part A: Parent Involvement	1,857.44

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,942.53
Goal 2	74,645.00
Goal 3	65,610.00
Goal 4	6,662.44

School Site Council Membership

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

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

Name of Members	Role
Lorena Y. Hernandez	Principal
Brigida Perez	Classroom Teacher
Gicela Hernandez	Classroom Teacher
Sofia Moreno	Classroom Teacher
Paula Suarez	Other School Staff
Yaneth Gonzalez	Parent or Community Member
Chris Prevolos	Parent or Community Member
Angelica Vargas	Parent or Community Member
Clara Ramirez	Parent or Community Member
Carmen Bazurto	Parent or Community Member

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

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: Site Leadership Team Representative (Leadership Team): Sofia Moreno, Teacher

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 4-22-2025.

Attested:

	Principal, Lorena Hernandez on 04-23-2025
	SSC Chairperson, Yaneth Gonzalez on 04-23-2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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