



# Ladera Vista Jr. High School of the Arts Principal - William Lynch

## School Mission/Vision/Demographics

“Chart your Course! Explore! Learn! Achieve!”

**Mission:** Our entire Ladera Vista Junior High School of the Arts Staff is committed to supporting each student by encouraging them to chart their course and make a commitment to excellence. Our promise is that each of our Spartan Students will have our unwavering support and encouragement to reach their highest potential.

We believe in the transformative power of the arts. Our unique focus on arts integration allows students to experience a rich, interdisciplinary education where creativity is at the heart of learning. Through music, visual arts, drama, and dance, students enhance their understanding of core subjects, develop critical thinking skills, and discover new passions. Ladera Vista proudly celebrates our diversity as an asset, and hosts both a dual language Spanish immersion program, as well as the full continuum of Special Education programs and services.

Ladera Vista Junior High School of the Arts serves a diverse student body of roughly 822 students. Students classified as socioeconomically disadvantaged, comprising 483 students, represent 58.8% of the school population. There are 127 students (15.5%) with disabilities and 90 English learners (10.9%). Smaller subgroups include 11 homeless students (1.3%) and 3 foster youth (0.4%). In terms of race and ethnicity, Hispanic students represent nearly two-thirds of enrollment (529 students; 64.4%), followed by White students (158; 19.2%). Asian students make up 6.9% (57 students), students identifying as two or more races account for 6.2% (51 students), and African American and Filipino students comprise 1.7% (14 students) and 1.6% (13 students) of the student body, respectively.





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### School Data

The 2024 California School Dashboard data highlights a mixed performance in English Language Arts across student groups. While some groups, such as White, Asian, and multiracial students, demonstrate high achievement, other groups face significant challenges. English Learners, Long-Term English Learners, students with disabilities, and homeless students continue to perform well below the standard, with notable declines in performance among some of these groups. Socioeconomically disadvantaged and Hispanic students also show persistent performance gaps, indicating the need for targeted intervention. Despite these challenges, the high performance of certain groups presents an opportunity to learn from successful practices and extend those strategies to struggling students.

The 2024 California School Dashboard data for Mathematics reveals significant performance disparities across student subgroups. While some groups, such as Asian and White students, perform well above the standard, others face persistent challenges. English Learners, Long-Term English Learners, students with disabilities, and homeless students score well below the standard, with minimal progress or further declines in performance. Socioeconomically disadvantaged and Hispanic students also show performance below expectations, highlighting the need for targeted support. These gaps in performance suggest a critical need for focused interventions, particularly for vulnerable student populations. Ensuring equitable access to math resources, providing personalized learning support, and implementing culturally relevant teaching strategies are key steps toward improving math achievement for all students.

### Fiscal Information

Budget Information	
LCFF Supplemental	\$252,340
LCFF Base	\$139,060
Title I	n/a

SPSA Goal	Total Expenditures
Goal 1	\$244,453
Goal 2	\$36,804
Goal 3	\$96,535
Goal 4	\$13,608



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## Goal 1: Student Achievement

The 2024 California School Dashboard reveals mixed results in both English Language Arts and Mathematics. While groups such as Asian, White, and multiracial students show strong performance, others—including English Learners, Long-Term English Learners, students with disabilities, homeless students, socioeconomically disadvantaged students, and Hispanic students—continue to perform well below standard. Some of these groups have shown further declines, especially in ELA. These persistent gaps highlight the urgent need for targeted interventions. However, the success of higher-performing groups offers valuable strategies that can be leveraged to support struggling students.

The 2024 California School Dashboard data for Mathematics reveals significant performance disparities across student subgroups. While some groups, such as Asian and White students, perform well above the standard, others face persistent challenges. English Learners, Long-Term English Learners, students with disabilities, and homeless students score well below the standard, with minimal progress or further declines in performance. Socioeconomically disadvantaged and Hispanic students also show performance below expectations, highlighting the need for targeted support. Ensuring equitable access to math resources, providing personalized learning support, and implementing culturally relevant teaching strategies are key steps toward improving math achievement for all students.

Ladera Vista Jr. High will ensure full implementation of California's Common Core Standards by having each departmental PLC collaboratively review and clarify curriculum, guaranteeing all content is taught and that every student masters identified standards. Departments will dedicate curriculum planning days to maintain pacing fidelity, share instructional materials, and communicate clear learning goals to students and parents. Teachers will receive supplementary resources, online licenses, and extra time to plan or provide after school supports, guided by weekly PLC meetings and common assessments to drive instruction. Struggling learners will access push-in support, small-group interventions, after-school ACES programs, and RTI services. Schoolwide professional development will integrate visual and performing arts, AVID strategies, and iPad use to foster engagement, rigor, and the 4Cs across all subjects.

## Goal 2: Digital and Informational Literacy

Ladera Vista will embed 21st century skills into every aspect of teaching by prioritizing deep, interdisciplinary understanding and real-world problem solving. Departments will design project-based units that connect core content to authentic data, tools, and experts, allowing students to progress at varied mastery levels. Classroom environments will be reconfigured to support collaboration, independent work, and equitable access to technology. Professional learning communities will meet weekly to share best practices, integrate inquiry-based methods, and leverage community partnerships for applied learning. Teachers will receive targeted training on competency-based instruction, differentiated strategies aligned to student strengths, and methods to replace outdated practices with higher-order thinking activities.



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## Goal 3: Safe and Secure Environment

Ladera Vista will provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students. We will strengthen positive school relationships by fostering respectful interactions among students and staff, promoting consistent attendance, and implementing the Second Step social-emotional learning curriculum schoolwide. We will maintain a PBIS and restorative justice practices, ensuring a safe, welcoming environment. Facilities will remain clean, orderly, and well-lit. Our school dedicates funding to support two School Safety Monitors and Noon Supervisors to maintain student safety throughout the day. Safety measures – including regular emergency drills, active-shooter training for all staff, and annually reviewed emergency supplies and plans – will ensure preparedness and wellbeing for our entire community.

## Goal 4: Parent and Community Engagement

Ladera Vista will promote engagement of all families by creating a positive culture through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures. Moving forward, school leaders and teachers will proactively establish positive communication with families before the school year begins, sharing clear information about programs, events, policies, and procedures. We will disseminate timely updates via phone calls, email, newsletters, parent surveys, and targeted communications to celebrate student success, highlight academic achievements, and keep families informed of upcoming activities. Parents will be invited to actively participate in decision-making through PTSA, ELAC, and School Site Council, with regular forums and surveys ensuring their voices guide advocacy efforts. A dedicated Social Service Assistant will connect families in need with community resources, while personalized outreach—including one-on-one calls and face-to-face conferences—ensures every family understands how to support learning at home.

N/A

ATSI/TSI/CSI/Title I/Educational Partners

