

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Lydia Romero-Cruz Academy

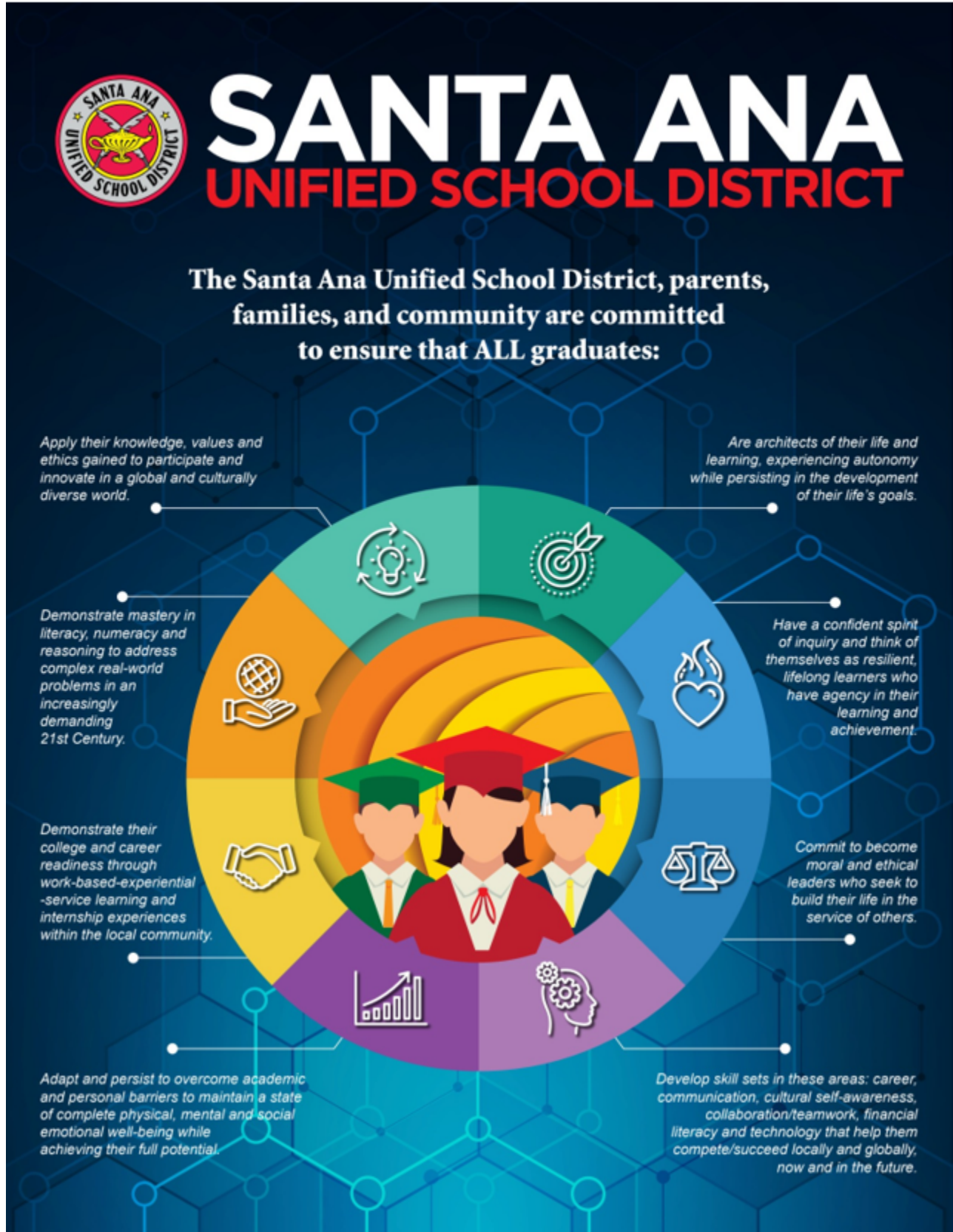
Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
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In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Lydia Romero Cruz Academy will create a more accessible, equitable, high quality, safe, and healthy learning environment that fosters the skills and values necessary for students to become productive citizens in the 21st Century. Lydia Romero Cruz will work to create community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create an environment that enables our students to perform at their peak and become resilient, well adjusted individuals. Lydia Romero Cruz Academy will strive to meet the social emotional needs of our students to create an environment where they feel safe, feel empowered to ask for help when needed, and are afforded the opportunity to learn, improve and build cultural competency with effective communication and social skills.

1. Developing effective leadership that guides and manages school wide structures, systems and practices that foster a safe, positive, and productive climate and enable effective learning and teaching.
2. Building a school culture where all adults respond positively to high expectations for professional responsibility and accountability
3. Developing highly functioning teams within the Positive Behavior Intervention and Support (PBIS) Framework that connect students to academic, behavioral and social-emotional supports, capitalizing on the services provided through partnerships with Engage 360, Project Kinship, and School Based Mental Health Services.
4. Supporting students to meet the school's expectations for behavior and in developing a mindset conducive to success.
5. Supporting the development of effective communication and social engagement skills.
6. Acknowledging and rewarding high student attendance rates, academic achievement, academic progress and exhibiting positive character traits.

Strategy/Activity 1

Strategy I -Attendance improvement and student engagement

Tier I - Lydia Romero Cruz Academy promotes a positive school climate with a focus on student engagement and a positive attendance rate. All stakeholders are trained on strategies to promote school engagement, daily regular attendance, and positive behavior both in and out of the campus. Lydia Romero Cruz Academy is focused on the school's vision and mission. This is done through school-wide early interventions such as PBIS, and awards such as LRCA Honor Roll, Academic Letters, Student of the Month, Perfect Attendance, and recognizing classes with perfect attendance. These strategies will be monitored through administrator learning walks and reinforced at staff meetings to ensure schoolwide practices support engagement. LRCA's Instructional Leadership Team with our instructional coach create professional development focused on the 7 principles of engagement. In addition, all students are encouraged to participate in engagement-building activities such as sports, clubs, leadership, and pep rallies, as well as other on and off-campus activities. These activities include increased participation in AVID, Project Lead The Way and art courses for TK-8th Grade, Visual and Performing Arts (VAPA), community school events and classes tailored towards student interests. A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance, and engagement in school. Ongoing staff development training to support English Learners, struggling students, and students with special needs are available for all staff to help better address their needs.

(Tier 2) Students who are at risk of becoming disengaged in school and show poor attendance or challenging behavior will be supported through our Coordination of Services Team (COST), Attendance Task Force and appropriate interventions will be determined. In addition, our AVID Tutor Program will provide supplemental support in all curricular areas. AVID tutors provide opportunities for struggling students to work on homework, clarify material that was confusing during class, and build academic skills. Academic intervention classes after school will support literacy development to increase reading fluency and comprehension using the REWARDS program. Students will also participate in circles with Project Kinship and other mental health organizations. Student attendance and engagement will be monitored to determine those at risk of becoming dis-engaged. The Saturday "What I Need" (WIN) Program will take place to promote attendance recovery. Our PBIS team will meet regularly and COST will take place weekly. FACE Liaison will play a role in supporting and communicating with the families. Appropriate interventions will be provided as needed in order to increase attendance rates and decrease the rate of suspensions.

(Tier 3) Students demonstrating persistently chronic absenteeism, negative behavior and engagement will be put on an Academic Improvement Plan where parents, teachers, and counselors come together to monitor and support our at promise students on attendance and improvement in behavior. Included in this level are plans for attendance, behavior or academic improvement with parent conferences, Student Success Team (SST), CICO program; School Attendance and Review Team (SART), and School Attendance and Review Board (SARB). Plans to improve behavior include: Behavior Contracts and/or Behavior Improvement Plans (BIP) and plans for Mental Health Services.

Budgeted Amount:

25,000

Strategy/Activity 2

Strategy 2 - Schoolwide positive behavior program

Tier I - Promotes and supports positive and proactive behavior

LRCA has developed a school-wide implementation of Positive Behavioral Interventions and Support (PBIS) strategies to maintain a positive and safe learning environment where students are provided with positive reinforcement, positive behavior recognition, certificates, rewards, assemblies, and fieldtrips. Our ROARS (Respectful, Organized, Attentive, Responsible, and Safe) expectations are reinforced in classrooms and during schoolwide assemblies. On-site coach to support school wide PBIS initiatives and support teachers with classroom management.

Tier II - Students that need alternative strategies to support their academic and behavioral success

COST meetings are held biweekly to implement a referral process for students who are not making academic progress and/or who have social-emotional needs. The COST meetings address concerns about students that need alternative strategies to support a positive behavior. Interventions may include: Check-In-Check-Out (CICO), Social Skills groups,.

Tier III - Students demonstrating chronic need of individualized alternative strategies to support their behavioral success

The COST meetings are held biweekly and reviews and discusses student academic, emotional and behavioral concerns and generates interventions as needed based on student needs and data. Interventions may include home visits, McKinney Vento assistance, Behavior Intervention Plan, SST, IEP, 504 Plans, one-on-one counseling, home visits with Project Kinship, Western Youth Services, and School Based mental Health Services (SBMHS).

Budgeted Amount:

20,500

Strategy/Activity 3

Strategy 3 - Creating a culture of rigor, college success and 21st Century Learning Environments

Tier 1 - Promotes a culture of rigor, with a growth mindset, and ensuring that all students graduate being college and career ready.

LRCA maintains the Advancement Via Individual Determination (AVID) program to enrich and enhance the core program. There is an AVID coordinator who helps coordinate the school wide program. AVID materials that support the students academically will be provided. Teachers reflect on their potential and capacity around AVID strategies with our AVID reflective template.

Dual Enrollment classes are offered at LRCA in the TK/Kinder through 6th grade to prepare students to qualify for the Seal of Biliteracy upon high school graduation and to support them in achieving the world language requirements for UC and Cal State University.

Students are provided with access to technology and support through the 1:1 implementation of chromebooks to improve student engagement, motivation and ownership for learning.

Extended learning opportunities are provided to students identified as gifted and talented through LRCA's GATE Program.

Teachers will receive professional development in AVID, Depth and Complexity, student engagement strategies, GATE and Universal Design for Learning (UDL) to offer multiple means of representation, expression and student engagement.

Field trips will give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas.

Administrators will perform classroom visits to support the professional culture, identify best practices, and observe student work and focus on quality of instruction. Teachers will analyze data through collaboration meetings, data chats and improvement science.

Students will have access to LRCA's flexible learning space to support and accommodates individual learning and they will visit the library at least weekly and select books to read for AR points.

Counselors will meet with all students using the California College Guidance Initiative (CCGI) curriculum to help them better prepare for college and career.

Tier II -Students at risk of not completing school or those needing more targeted support.

Administration and teachers will utilize supplemental materials and instruction to ensure that all students are able to access a rigorous, standard based curriculum.

Low performing students in Math and Language Arts will be enrolled an additional Math support or/and Language Arts support classes after school.

Saturday WIN attendance recovery program to include, but not limited to, English Language Arts (ELA) and math topics, and enrichment invite to include all student body.

Struggling students will have access to receive after school tutoring offered through AVID tutors.

Tier III -Students highly at risk of not completing school or those needing more targeted support

LRCA will adopt a 2.5 gpa and C or better in Math and ELA as the promotion criteria. School counselors pull weekly data on missing assignments and D and Fs grades through AXIOM Dashboard and meet with the student and families. Initiative to support students who habitually, or occasionally, fail to complete and turn in assignments on time and are at greater risk of failure.

Students will be given additional assistance from teachers and counselors both in class and afterschool and on Saturday to ensure student success.

Budgeted Amount:

39,500

Strategy/Activity 4

Strategy 4 - Socio-emotional counseling and support

Tier I - Focus on student safety and support and on the socio-emotional needs of our students.

LRCA will foster positive cross-cultural relationships and experiences through our Dual Immersion Program in Kindergarten through 4th grade to promote a sense of student safety and support.

Socio-emotional support will be provided through school-based mental health services. Staff and students will participate in the California School Climate Survey and CHKS, to promote our school's health, safety, and secure environment for students and staff.

Noon supervisors will assist throughout the school year to help with supervision in order to reduce the number of "blind spots" during passing periods, lunch and P.E. In addition, Special Education Instructional Assistants will support the educational programs for students with special needs.

Tier II -Students at- risk of having high levels of anxiety, depression, and other socio-emotional issues
Students who are at- risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Support providers through Project Kinship, Neutral Ground, and Phoenix House will support our students with SEL behavioral needs.

Tier III - Students demonstrating chronic socio-emotional issues and persistently negative behavior engagement
Project Kinship, Western Youth Services and School Based Mental Health Services providers will work alongside the school psychologist, teachers, and parents to support needs related to student socio-emotional health. Students receive mentorship, encouragement, anger management skills training, or can participate in restorative circles.

Budgeted Amount:

33,000

Total Expenditures

118,000.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Lydia Romero-Cruz Academy will provide students with access to a high quality reading instruction through the implementation of a school-wide focus on academic language through reading, writing, listening, and speaking in all content areas. Instruction will be supported by professional development to further support teachers in differentiating their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

Strategy/Activity 1

Strategy 1 – Tier I -All students receive English Language Arts instruction utilizing district approved curriculum

Lydia Romero-Cruz Academy will provide all students with a high quality English Language Arts instruction consistent with state standards and the adopted curriculum in language arts. The District approved Benchmark or Benchmark Adelante (gradesTK – 5th) and StudySync (grades 6th – 8th) curriculum will be used in ELA classrooms to support students' reading, writing, speaking and listening skills. Teachers in grades TK – 8th will support literacy across the content through the use of instructional strategies and materials, including computer programs and multimedia devices to actively engage students in the learning process. Admin will monitor the implementation of strategies through walkthroughs and will reinforce them at staff meetings and through teacher and staff professional development.

Teachers will use common instructional strategies, such as Cornell note taking, Thinking Maps, GLAD strategies and vocabulary building. They will provide writing lessons using Topic, Evidence, Paraphrasing, Analysis, Conclusion (TEPAC) curriculum and

Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies. VAPA will support reading and writing throughout the year using music and artwork. PE will support reading and writing through vocabulary building using motor skills, sports and games, and fitness and conditioning. Students will have access to supplemental software and online resources to promote reading and writing. They will have access to Accelerated Reader (AR) to promote and monitor their independent reading of novels and library books, and will be provided with incentives for reading. Vocab.com will help students increase knowledge of vocabulary words. Students will have access to MyOn, providing them with digital access to texts to increase access to high-interest, high-quality reading materials at home and school. High interest reading material will be purchased in both English and Spanish to engage students and improve their comprehension. Our school library will provide students with access to high interest hardcover books and magazines both in English and Spanish to support all students. Students will have access to tutoring through teacher tutoring, and AVID tutoring after school to help increase their reading comprehension, fluency and writing skills.

Teachers will participate in an ongoing professional development throughout the year, enabling them to develop the knowledge and skills they need to address students' learning challenges and to support our English Learners/SpEd learners. They will work with school principal and an Instructional Coach to help them develop literacy goals on intentional instructional strategies, such as scaffolds and supports to support our English Learners. Moreover, the Instructional Coach will provide demo lessons, instructional support and coaching, assist with collaborative lesson planning and development of common assessments and data analysis. Teachers will have access to training and support with StudySync, Benchmark, Benchmark Adelante, Thinking Maps, GATE, TEPAC, GLAD Intermediate and GLAD en español, and AVID academic strategies -WICOR.

ELA assessments, including MAP Reading 6+ testing, grade-level aligned common assessments, SBAC test, and the District Writing Assessment will be administered throughout the year, providing teachers and students with data on student academic progress and growth. Teachers will work collaboratively in departments or by grade level to examine student data. Administrators will conduct data chats with teachers to analyze MAP/SBAC data to guide future instruction. Teachers will record data and students will keep data goal setting worksheets in binder. This will help students in determining their personal growth targets on MAP Reading Assessment and monitor their progress towards their end of year goal.

Budgeted Amount:

27,834.84

Strategy/Activity 2

Strategy – Tier II

Students not experiencing success will be invited to attend reteach-reassess/tutoring sessions with their teachers during before or after school hours. Moreover, students who are performing at 2 or more years below grade level in reading, will have access to teacher tutoring, and AVID tutoring after school to help increase their reading comprehension, fluency and writing skills. All teachers receive professional development to support academic skills of all students, with particular focus on literacy skills of English Learner/SpEd students and other low performing subgroups. Teachers will use Response to Intervention (RTI), which is a multi-tier approach to the early identification and support of students with learning and behavior needs. Students who are at-risk of becoming disengaged will be supported through our Coordinated Services Team (COST) and where appropriate, interventions will be determined and/or a referral for a 504 or IEP if deemed appropriate by the team.

Budgeted Amount:

Strategy/Activity 3

Strategy – Tier III

Students not experiencing success will be invited to attend reteach-reassess/tutoring sessions with their teachers during before or after school hours. Moreover, students who are consistently disengaged in school and show poor attendance or negative behavior leading to a low academic achievement will be individually supported through our counseling referring system (COST) and appropriate interventions will be determined. The interventions may include Student Success Team (SST), Check-in/Check-out (CICO), 504 plan, Individualized Education Plan, Project Kinship, and School Based Mental Health Services (SBHMS) counseling, and referral for additional counseling/ therapy services.

Budgeted Amount:5,000

Total Expenditures

32,834.84

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

LRCA will provide support for English Learners to move towards English language proficiency and improving their performance on the English Language Proficiency Assessments of California (ELPAC) by one level each year. English Learners will move towards proficiency by applying literacy strategies (visualizing, questioning, determining importance, predicting, making inferences, synthesizing, and making connections) across the curriculum to reach reclassification requirements. English learners will receive both Integrated and Designated ELD in order to access core content and develop English language skills. English learners will be progress monitored and all teachers will implement ELD standards across the curriculum to identify language acquisition, growth and to determine next steps for instruction. Lydia Romero Cruz Academy will reclassify 65% of its English learners within 5 years of entering the English learner program.

Strategy/Activity 1

English Learner (EL) students are provided with an equitable access to a rigorous instructional program according to the English Language Development standards in order to assist EL students to successfully redesignate and continue their growth of fluency. EL students will be provided with differentiated instruction, a variety academic supports and will have access to technology based resources. EL students in need of additional support will be provided the district's ELA/ELD intensive intervention program using the iLit Program to help reduce the reading gaps.

Administration and Data Analyst will support teachers to access data on both English Learners and RFEP students and to provide strategies to build students' English Language fluency skills. Teachers will be provided with resource materials and instructional supplies to support English Language Development. Additionally, LRCA's staff will participate in a three series PD approach focused on Engagement and Rigor Through Reading & Collaboration, Strategies that Boost Voice

and Choice, Costa's Levels of Thinking to Increase Rigor and AVID W.I.C.O.R strategies to support EL students in the classroom across all content areas. Professional development via trainer of trainer model utilizing staff expertise will be offered to include scaffolding instruction, differentiation strategies (SDAIE, GLAD, SIOP strategies), integration of ELD standards into lessons, as well as understanding of language expectations for specific levels of English Learners. Teachers will ensure EL students understand their ELPAC levels, and will provide them with the tools for reclassification prior to entering high school. Administration, the Instructional Leadership Team, and the Data Analyst will monitor EL students, redesignation of EL students, and administration of the ELPAC test. EL students will have access to the core instructional program, Visual and Performing Arts (VAPA), and other elective classes.

Budgeted Amount:

3,000

Strategy/Activity 2

Intervention programs are available to English Learners and RFEP students to help them achieve their goals of re-designation and continued growth of fluency. Students will also have access to technology based supplemental instructional material meeting their Lexile level through Accelerated Reader, MyOn Reader, Vocab.com, Brainpop, Kahoot, Canvas, and Google Apps. and Achieve 3000. Additionally, MAP scores are analyzed and used to identify students in need of further support. Review of data analysis will determine intervention program that will best meet the needs of the EL students. Pre and post evaluations of language development are taken by students to determine progress. Extended hours for the library is available to support students. Engage 360 after-school program also includes ELD/ELA support.

Budgeted Amount:

Strategy/Activity 3

EL students who are newcomers to the United States (two years or less) will receive English language development using the iLit Program as their core ELA curriculum with an ELD teacher. Students also have access to a Rosetta Stone license for additional independent ELD practice.

Budgeted Amount:

Total Expenditures

3,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Lydia Romero-Cruz Academy will focus on providing students with an equitable access to a high quality math instruction through a standards-based math curriculum, supported by technology and professional development in order to improve mathematics literacy

achievement through the use of explicit, strategic data and informed instruction based on Common Core State Standards, as measured by local and state assessments.

Strategy/Activity 1

Tier I

Lydia Romero-Cruz Academy will provide all students with a high quality standard based mathematics instruction based on their math proficiency and needs. Teachers in grades TK -5th will use Houghton Mifflin- Math Expressions, an inquiry-based mathematics curriculum. Teachers in grades 6th-8th will use the District approved online CPM (College Prep Math) curriculum to provide students with an opportunity to work on problem-solving skills, to collaborate with peers and build strategies and skills to solve real-life problems.

Teachers will participate in professional development workshops to further their understanding of district and state student assessment data, including (MAP math assessment data) in order to guide students in meeting their personal growth targets strategic lesson planning. Teachers will use their department collaboration time to strengthen their knowledge with CPM and to share best practices, collaborate on lesson plans, and design assessments. LRCA's instructional coach will provide support to develop strategies to build academic vocabulary in math and increase student collaboration.

Math teachers will guide students in determining their personal growth targets on MAP Math Assessment and plan lessons accordingly to address their needs. Administration and teachers will communicate to parents how to read and interpret MAP scores. Administration will present at parent meetings instructional practices in math, Common Core State Mathematics Standards information, and the importance of preparing for MAP Math assessments, SBAC - Math, and ways families can support math instruction. Lydia Romero-Cruz Academy will support all students to demonstrate growth on the Math SBAC and Math MAP assessment.

LRCA Teachers will be provided with supplemental instructional materials to ensure that all students, including English Learners and Special Ed students, are able to access a rigorous, standards-based curriculum. Students will utilize a variety of online platforms to practice and strengthen math skills, including ALEKS and ST Math. They will have the opportunity to participate in Math Field Day to compete in mental math, algebraic thinking, geometry, problem solving. They will engage in STEM activities and have the opportunity to participate in the Academic Decathlon, designed to broaden their understanding and interest in math and math-related subjects. Teachers will provide tutoring for additional math support before and after school to improve math proficiency. The Engage 360 after-school program will provide continued math homework support.

Budgeted Amount:

500

Strategy/Activity 2

Tier II – Math

7th and 8th grade students who were identified by the District as demonstrating a lack of proficiency in basic math skills are required to receive a one semester intervention course to help reduce their gap in math skills.

AVID tutors will assist all students who are struggling in math after school using LRCA's flexible learning space. Students who are at-risk of becoming disengaged in school and show poor

attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined.

Budgeted Amount:

5,000

Strategy/Activity 3

Tier III - Math

AVID tutors will assist all students who are struggling in math after school using LRCA's flexible learning space. This will help improve their students' grades, help decrease students' D's and F's and increasing the rate of proficiency on MAP scores.

Students demonstrating chronic absenteeism and persistently negative behavior and negative engagement will be put on an Academic Improvement Plan.

Students will receive academic support from school counselor.

Budgeted Amount:

1,250

Total Expenditures

6,750.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

At Lydia Romero-Cruz Academy, students will focus on increasing their literacy skills through the NGSS curriculum in science. They will also focus on increasing their writing in Social Studies through the use of school-wide strategic writing plan using the TEPAC. Students will have access to standards-aligned instructional materials allowing them to develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility to school-wide efforts to increase literacy through writing, listening, speaking, and reading.

Strategy/Activity 1

Tier I

LRCA teachers will have access to research-based methodologies and strategies to teach the Next Generation Science Standards. Teacher instructional materials, to develop science concepts three ways- through purposeful, hands-on activities, compelling reading content, and dynamic visuals and graphics. For Social Science, teachers will use Scott-Foresman Social Science to teach civic issues, connected communities, and global conversations. Students will learn the Science and Social Studies Content Standards through classroom lessons and hands-on experiences, such as experiments, projects and field trips. The goal of the school is for every student to have at least one field trip experience each school year.

Students in 6th -8th grades are assigned Science and Social Studies courses according to their language proficiency level, grades, CELDT level, and teacher recommendation. Social Studies and

Science teachers utilize both the California State Content Standards and the Common Core Standards for Literacy in their classrooms. Social Studies teachers also use the C-3 Civics Framework and Science teacher will use Next Generation Science Curriculum. Social Studies teachers in all grades implement at least four to five Common Core Units of study per grade level, and at least two DBQs (Document Based Questions) unit per semester, in order to assure readiness for the eighth-grade District U.S. Constitution test, MAP Growth, and SBAC assessments Social Studies. Teachers also use curriculum from Prentice Hall (6th and 8th grade) and iCivics. Social studies teachers provide extracurricular activities to enhance learning and academic opportunities for special population students and ELs. Social studies teachers invite guest speakers and historical reenactors to visit their classes throughout the year to provide students with real-life examples of how Social Studies is used in careers and academia. Many of these presentations are interactive, such as the Civil War Living History in the Classroom provided by the Segerstrom Center for the Arts, that assists special education students and EL students in learning key 8th grade curriculum. Lydia Romero-Cruz Academy School staff monitor the effectiveness of its social studies program by administering the site common assessments several times a year. Social studies teachers meet with their department as well as administration to discuss the results of their common assessments and use the data to guide further instruction.

Social Science and Science teachers use AVID strategies focusing on writing, inquiry, collaboration, organization and reading. Thinking maps are used by students for brainstorming to introduce concepts, show connections between concepts, and serve as a visual information, allowing them to have a deeper comprehension of the concepts. Social Studies teachers use the Document Based Question (DBQ) Project to instruct students on how to use primary and secondary sources to answer a central guiding question. This program teaches students how to analyze sources and write according to the format used in Advanced Placement (AP) classes. At least two additional department members requires training. All teachers attend a Professional Development on DBQ Strategies.

In Social Studies, students participate in National History Day -This national program uses themes to question students about events and people in history. Student construct their own thesis, conduct extensive research, and create a project to display their learning. 6th thru 8th grade social studies honors classes participate in this event at the county level. In order to run this program, the social studies department needs supplies and funding to send students to the Orange County Department of Education competition.

Using AVID WICOR strategies across content areas, including TEPAC Writing schoolwide, along with structured collaboration during staff, department and collaboration meetings centered around AVID strategies, the CCI, and MAP data.

Offering Dual Enrollment classes in the TK/K through 5th grade and Spanish classes in 6th-8th to set a path to prepare students to qualify for the Seal of Biliteracy upon high school graduation and to support them in achieving the world language requirements for the UC and Cal State Universities.

Budgeted Amount:

6,437.16

Strategy/Activity 2

Tier II

Students identified as needed Tier II support will be given research based interventions to make sure students succeed academically through teacher tutoring, and AVID tutoring after school . Students who are at- risk of becoming disengaged will be supported through our Coordinated Services Team (COST) and where appropriate interventions will be determined and/or a referral for a 504 or IEP if deemed appropriate by the team.

In the current distance learning environment, some of these services may be adapted or unavailable in the form specified. Office hours and tutoring are available for students needing additional support.

Budgeted Amount:

Total Expenditures

6,437.16

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Lydia Romero Cruz Academy will continue to offer a variety of activities, such as meetings, workshops, and conferences in order to strengthen parent and community partnerships to contribute to student achievement and create a healthy, safe, and secure school environment.

Strategy/Activity 1

Tier I

Lydia Romero- Cruz Academy offers a welcoming school atmosphere, with an open-door policy for parents to encourage campus visits and/or contact, treating parents, students, and community members with respect and dignity. At the beginning of the school year, parent orientation (program verification) meetings are conducted by grade level ensuring that parents are aware of and in agreement with the courses their children are enrolled in, attain a better understanding of the course offerings of the school, and encourage them to support the school's academic programs and become a partner in education. Grade-level parent meetings are held at the beginning of every semester to inform parents of school expectations and procedures, and offer an understanding of the grading system and GPA to help them monitor student progress. All parent meetings and teacher/parent conferences will be translated to the family's primary language. Parents and family are invited to all awards and performance ceremonies. Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district. Parents and students can access grades, assignments, test scores, and attendance information through the student/parent portal on Aeries. There is also general information available on the LRCA's website. Parent portal training will be made available to further facilitate parents in accessing Aeries. Through parent/teacher conferences, general parent meetings, and Coffee with the Principal, Administration and teachers will communicate to parents how to read and interpret MAP scores in order to understand their student's need and the support they can provide at home. Parents will receive information on student progress through various means, including: progress reports, report cards, teacher/parent conference, teacher/parent contact (written or by phone) and various assessment reports. Parent and community members are invited to recognition ceremonies for student achievement and performance. They are invited to special events such as Back to School, and Open House.

The Parental Involvement Policy explains and supports the important role that parents play in the education of their children. The Home/School Compact encourages parents, school, staff, and students to have a shared responsibility for improving student academic achievement. Parents are encouraged to have a voice in decision-making, participate in a variety of parent meetings, workshops, and school events. They have the opportunity to provide feedback and ask questions regarding school programs through our LCAP parent meetings. These are held twice per year with data driven explanation of school status and how parent involvement impact student success. LRCA actively recruits parent leaders for Title I committees—English Learner Advisory Committee (ELAC) and School Site Council (SSC). Information on school-wide performance, the SPSA, interventions available to students, grades, attendance, transcripts, and college readiness is presented at these meetings. All parents are encouraged to attend monthly District DAC/DELAC meetings, SSC, and ELAC meetings as guests and to report back to the school site and parent groups. LRCA promotes parental involvement and leadership in Parent Teacher Organization (PTO). Parent volunteers are encouraged to assist as school morning greeters, school parking lot monitors, or chaperones during school functions and field trips. Parents participate in the California Healthy Kids Survey (CHKS) survey to elicit parent perceptions about the school's

learning environment, school climate, student supports, and parent outreach and involvement. Parents are also invited to attend the Principal Coffee Chats throughout the year.

Lydia Romero-Cruz Academy's (LRCA) Family Wellness Center provide parents with information on educational resources, programs/services available to students and families, as well as school and/or district activities and procedures. Parent workshops are available to parents and families. Workshop topics are based on feedback through parent surveys and parent meetings. Parents will also have access to technology training, such as searching our website, accessing Google Classroom and related applications, and the Aeries student information system to be well informed of their child's progress and attendance. Information, strategies and resources will be available to parents of Special Education students in order to support the specific needs of their children. LRCA staff, students and parents participate in district wide school promotional fair in downtown business area of Santa Ana, to showcase our school programs.

School newsletters, brochures, flyers, Social Media, ParentSquare, Parent Link phone system, school website, and school marquee will provide information on school programs, opportunities for parent involvement, and upcoming events. Ongoing information throughout the school year is also available on the school's website both in English and Spanish.

Budgeted Amount:

2,000

Strategy/Activity 2

Tier II

Administrators, counselors and office staff will support parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior through parent conferences, tutoring and interventions. Through COST, families, teachers and mental health specialist collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Administrators and office staff will meet with parents in creating behavior contracts to identify and reduce problem behavior, and following through with student attendance and assign tutoring and interventions. Administrators will also share strategies to improve student attendance as needed.

Parents will have ongoing access to student grades and assignments through Aeries. Assistance to parents needing access to Aeries will be available through the Wellness Center.

The LRCA Community Liaison provides resources for parents and families based on the needs of each family. As needed, the LRCA Community Liaison will connect family members to appropriate agencies who can provide assistance with community services, counseling, or housing and food resources.

Budgeted Amount:

Strategy/Activity 3

Tier III

LRCA will provide parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement with an understanding that their student will be referred to the COST team. Students and family may be referred to a variety of programs and/or services depending on their need. The Student Success Team (SST) meetings are held with parents, students, and school staff to address students' need and choose best solutions for getting them back on track. Other referrals and services may include: student monitoring; Check-in/check-out; 504 Plan (a plan developed to ensure that a child who has a disability identified receives

accommodations that will ensure their academic success); Referral for testing (Evaluating special education); IEP (Individualized Education Plan for students with special needs and Referral for additional counseling/ therapy services based on IEP team decision); Behavior Support Plan; Restorative Practices conferencing for major incidents; referral to Project Kinship, School Based Mental Health Service; and SARB attendance review and/or referral to other resources.

The LRCA Community Liaison provides individualized resources for parents and families based on the needs of each family. As needed, the LRCA Community Liaison will connect family members to appropriate agencies who can provide assistance with community services, counseling, or housing and food resources.

Budgeted Amount:

Total Expenditures

2,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	118,000.00
Goal Area 2, English Language Arts	32,834.84
Goal Area 3, English Learner Progress	3,000.00
Goal Area 4, Math	6,750.00
Goal Area 5, Content Area Goal	6,437.16
Goal Area 6, Parent Engagement	2,000.00
Total Funds Budgeted	169,022