



ORION

ALTERNATIVE ELEMENTARY SCHOOL

Board Presentation

April 22, 2026

LCAP GOAL #1

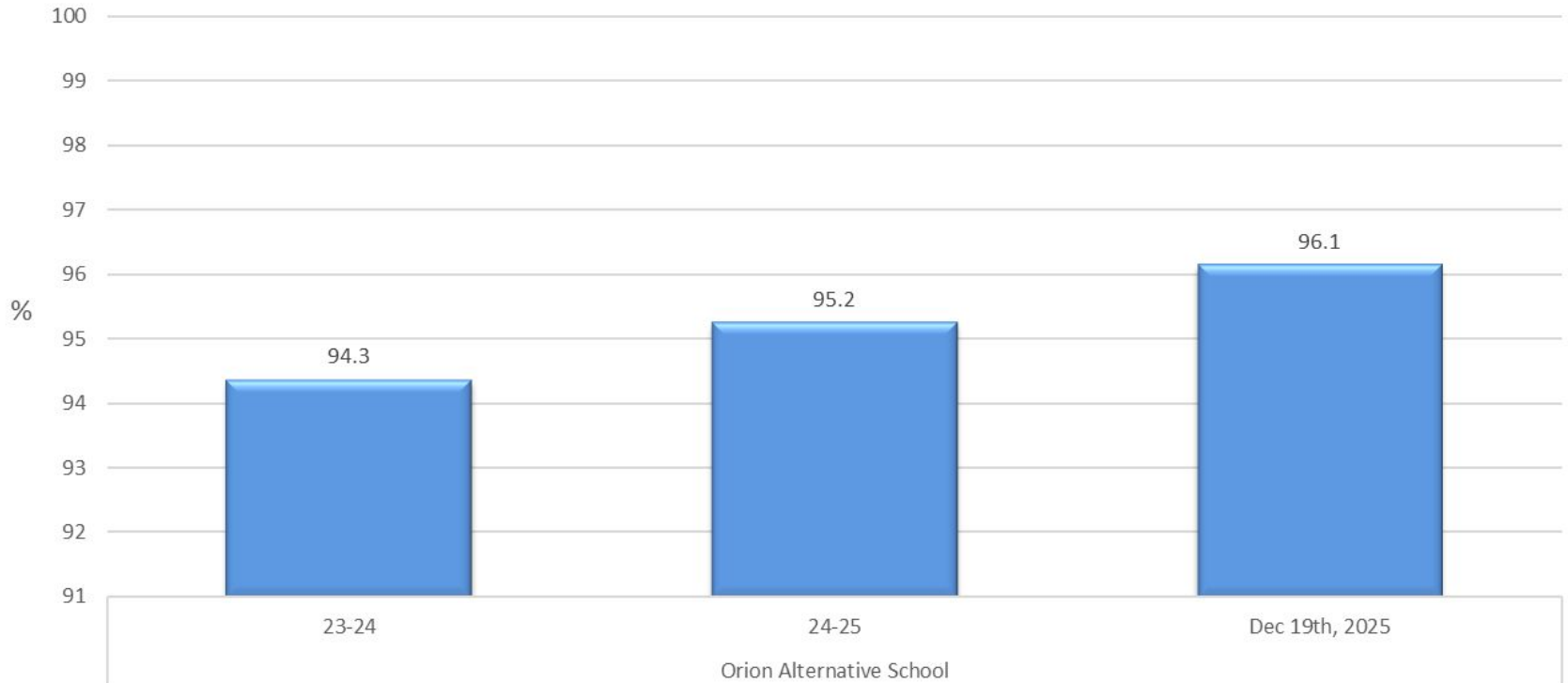
By June of 2024, every student in the RCSD will receive appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

By June of 2027, the LEA aims to reduce Chronic Absenteeism by 3% each year in all student groups across the LEA, specifically the African American Students and student groups at English learners at Clifford, Henry Ford.

Improve Attendance rate by 2% each year in all groups.

Reduce suspensions by 0.5% for district and other sub groups: SED, ELs, Homeless each year and by 1% annually for African Americans, and Students with Disabilities, sub group of English Learners LTELs.

Attendance Rate

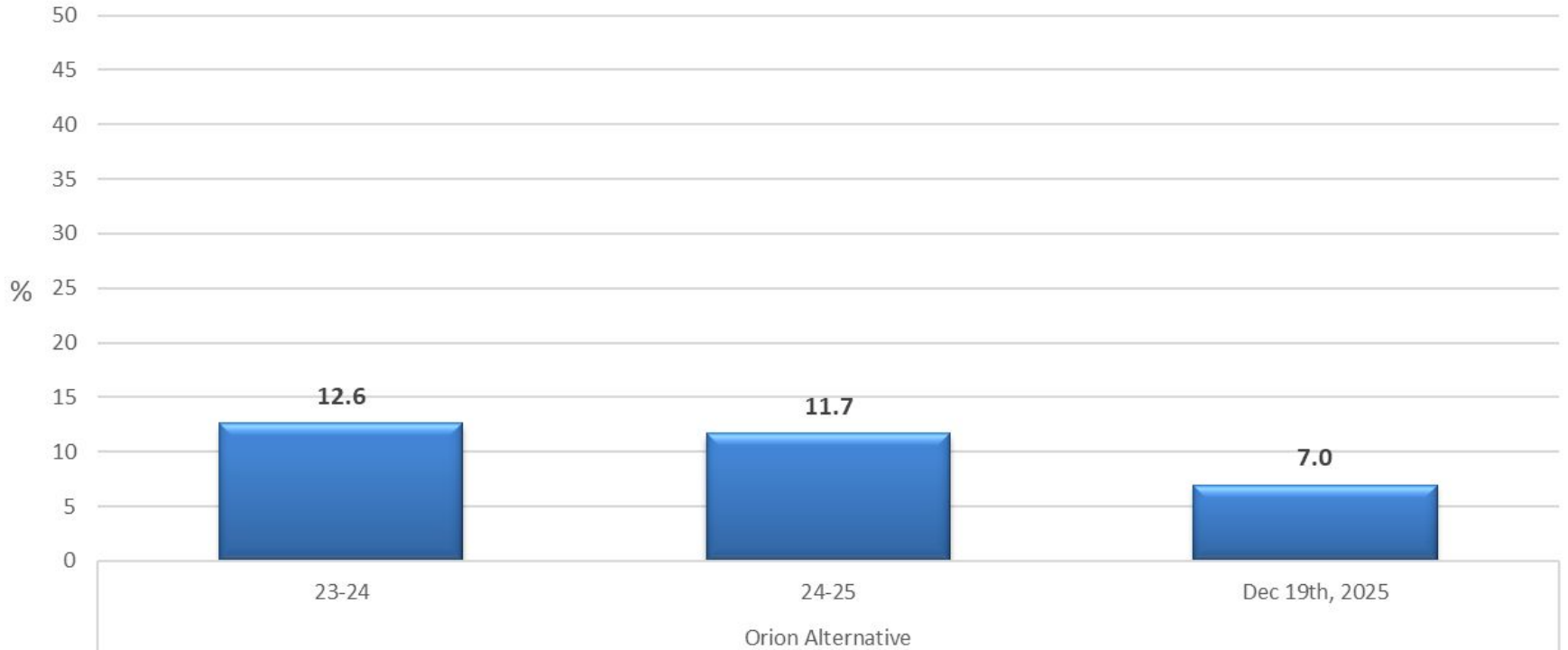


Attendance Rate

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Attendance Rate	Improve Attendance Rate by 2% each year	All students	Increase	94.3%	96.3%	95.2%	97.2%	96.1%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
94.3%	+0.9	+0.9

Chronic Absenteeism Rate

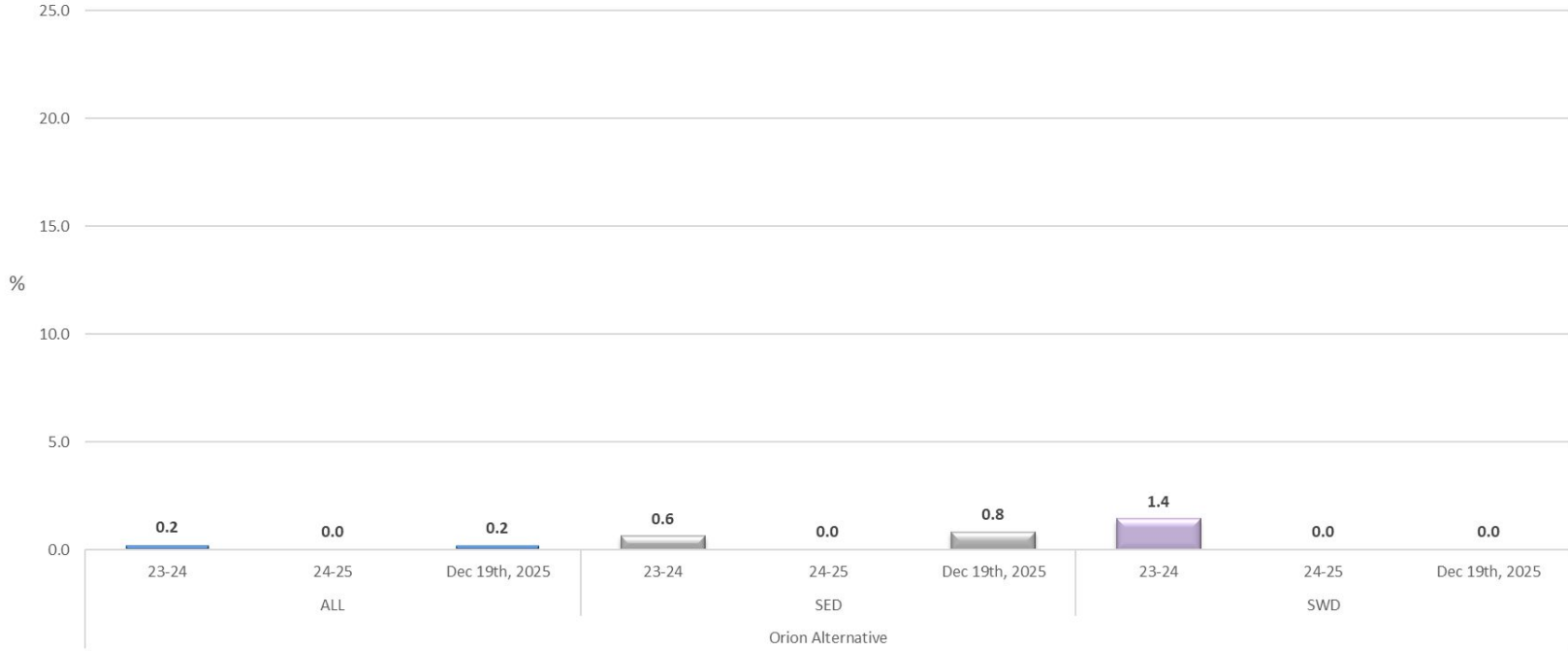


Chronic Absenteeism

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Chronic Absenteeism	Reduce Chronic Absenteeism Rate by 3% each year	All students	Decrease	12.6%	9.6%	11.7%	8.7%	7.0%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
12.6%	-0.9	-4.7

Suspension Rate



* Student groups of less than 10 are not presented

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid Year rate
Suspension Rate <small>* Student groups of less than 10 are not presented</small>	Reduce by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs	All students	Decrease	0.2%	0.0%	0.0%	0.0%	0.2%
		Social Economically Disadvantaged	Decrease	0.6%	0.1%	0.0%	0.0%	0.8%
		EL	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		Homeless	Decrease	0.0%	0.0%	0.0%	0.0%	0.0%
		SWD	Decrease	1.4%	0.4%	0.0%	0.0%	0.0%

	Base	Year 1 difference	Year 2 difference		Base	Year 1 difference	Year 2 difference
All Students	0.2%	-0.2	+0.2	Homeless	0	0	0
SED	0.6%	-0.6	+0.8	SWD	1.4	0	0
EL	0	0	0	LTEL			

Goal 1: Takeaways and Next Steps

Attendance & Chronic Absenteeism

Strategies to Support Attendance and Address Challenges

Schoolwide and Preventive Strategies

- Increase student engagement through enrichment classes and schoolwide events.
- Recognize students through monthly attendance awards for strong attendance.
- Use the bi-weekly principal newsletter to provide ongoing reminders and reinforce attendance expectations.
- Review the independent study process and expectations with families to ensure clarity and accountability.
- Meet with families to promote the importance of establishing strong attendance routines.
- Four Extended Learning Opportunity Programs (ELOP) after school

Monitoring and Data-Informed Practices

- Hold regular attendance meetings to monitor student attendance and identify needed interventions.
- Analyze school climate and attendance data to guide decision-making and strengthen supports.

Targeted Communication and Family Outreach

- Use automated and personalized texts and emails to address attendance concerns and reinforce positive attendance trends.
- Send attendance letters each trimester to notify families of chronic absenteeism.

Individualized Student and Family Support

- Provide counseling support for students whose attendance may be impacted by social-emotional or wellness-related factors.
- School Engagement Support Plans (SESPs): 2

Goal 1: Takeaways and Next Steps

Barriers Encountered

- Frequent illness and medical appointments contributed to repeated student absences.
- Social-emotional and wellness-related factors affected attendance consistency for some students.
- Limited parent/guardian response to communication efforts reduced opportunities for timely intervention.
- Some families declined or were not able to complete independent study during extended absences.
- Family-initiated travel resulted in absences that did not meet the minimum requirements for independent study.
- Longstanding family patterns of chronic absenteeism, along with housing instability and family transitions, affected student attendance consistency.

Next Steps:

Strengthen Independent Study Implementation

- Re-teach independent study expectations and timelines to families at the beginning of each term.
- Provide additional support to families and students to ensure assignments are completed and submitted during independent study periods.
- Monitor completion rates and follow up promptly when independent study work is incomplete.
- Meet with families who decline independent study to review expectations and identify alternative supports.
- Communicate the academic impact of absences that do not qualify for independent study to support informed family decision-making.

Provide Targeted Support for Students with Ongoing Attendance Challenges

- Establish a structured follow-up system when families do not respond to initial outreach.
- Increase proactive check-ins by the school counselors for students with emerging attendance concerns.
- Collaborate with families to connect students to appropriate school-based or community mental health resources.
- Recognize students through monthly attendance awards for improved attendance.
- Identify students with a history or pattern of chronic absenteeism early in the school year.
- Develop individualized attendance plans with clear goals, monitoring, and follow-up.
- Collaborate with district and community resources to support families experiencing housing instability or significant transitions.

Goal 1: Takeaways and Next Steps

Suspension

Strategies to Reduce Suspensions and Address Behavioral Challenges

Collaborative Monitoring and Early Intervention

- Conduct weekly Screen Team meetings including the Principal, MTSS TOSA, Mental Health Counselor, and School Psychologist.
- Review student needs across academic, behavioral, social-emotional, special education, and attendance domains.
- Incorporate teacher input and student input, as needed to ensure comprehensive and timely support.

Schoolwide Social-Emotional Learning and Positive Behavior Supports

- Implement SEL instruction using the Wayfinder curriculum for a minimum of 30 minutes per week, in addition to daily morning and closing circles.
- Consistently implement PBIS practices to promote positive behavior expectations.
- Reinforce schoolwide STAR Traits: Respectful, Responsible, Joyful, Resilient, and Kind.
- Use Principal's Coffee to help families better understand the schoolwide PBIS system, including behavior expectations, common language, and ways to reinforce positive behavior at home.

Next Steps

- Increase mental health check-ins and provide counseling services for students with behavior or social-emotional needs.
- Track student behavior data daily to identify patterns and intervene early.
- Maintain regular communication with families regarding student behavior and progress.
- Partner with families to develop consistent behavior expectations and support strategies.
- Provide ongoing professional development in restorative practices and classroom management, particularly for new staff

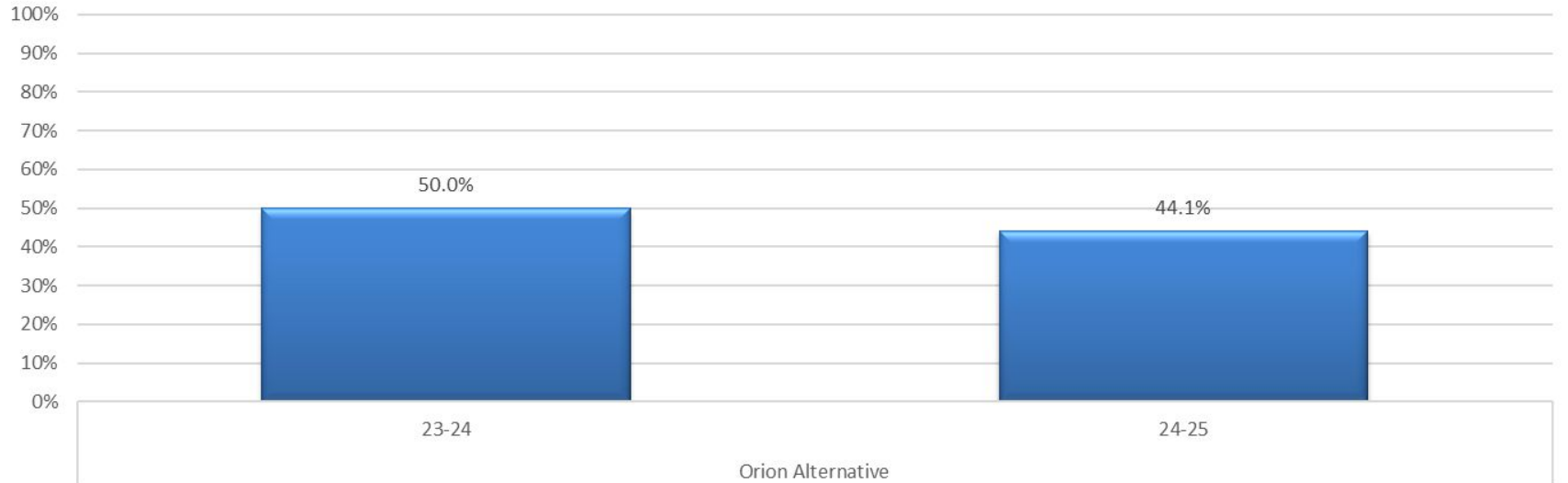
LCAP Goal #2

By June of 2027, 55% of 2nd- 8th grade English Learner (EL) students will progress by a minimum of one level on the ELPAC each school year as measured by Summative ELPAC Assessment.

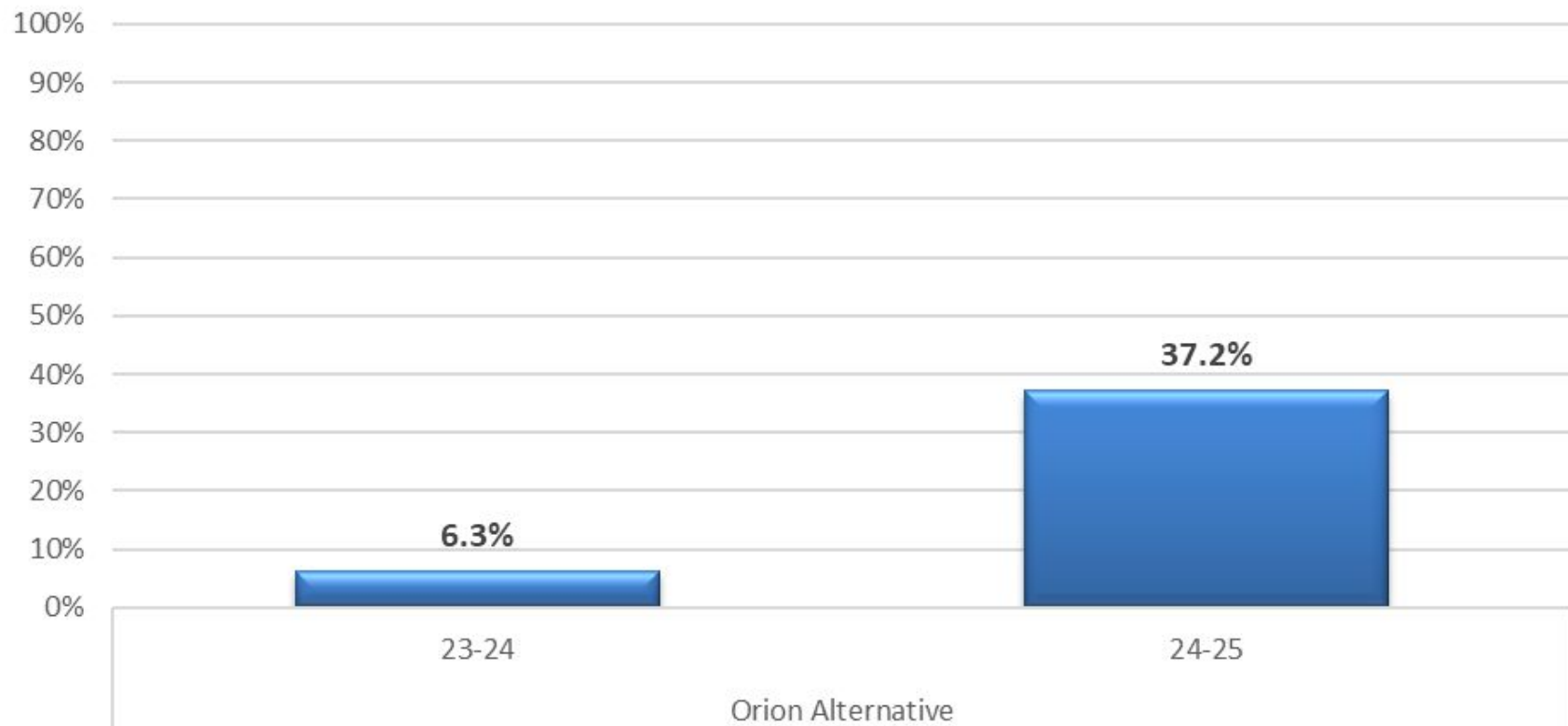
Increase our reclassification rate to 20%.

Decrease our Long Term English Learner to 10%

ELPAC Level growth Grade 2-8 ELs increased at least 1 ELPAC level



RFEP Rate



English Learners

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
ELPAC Level Progress	55% of EL students will increase at least 1 ELPAC level	EL students 2–8	Increase	50.0%	51.7%	44.1%	49.6%
Reclassification Rate	20%	ELs	Increase	6.0%	10.7%	37.2%	

	Base	Year 1 difference
ELPAC Progress	50%	+5.9
Reclassification Rate	6%	+31.2

Goal 2: Takeaways and Next Steps

Strategies to Support English Language Development

Designated and Integrated ELD Instruction

- Implement designated ELD instruction using the Language Power curriculum across grade levels.
- Utilize WIN block to rotate ELD groups in grades 1–5 to provide targeted language instruction.
- Teachers collaborate to plan integrated ELD lessons aligned to ELPAC proficiency levels and district integrated unit strategies.

Data-Informed Instruction and Targeted Support

- Use ELPAC data to identify students needing targeted support and align interventions, including placement in reading intervention groups.
- Monitor student progress and adjust instruction based on language development needs.

Instructional Coaching and Staff Capacity Building

- Provide integrated ELD instructional coaching through the site integrated unit instructional coach (TK teacher, Ms. Conti), with a focus on integrated unit strategies and support for new teachers.
- Support bilingual and Mandarin program implementation through the MI TOSA (Ms. Elva), including coaching in both Mandarin and English integrated instruction.
- Collaborate with the ELA writing coach (3rd Grade Mrs. Lemp) to support grades 3–5 teachers in writing instruction, data analysis, progress monitoring, and targeted strategies for English Learners.

Goal 2: Takeaways and Next Steps

Student Engagement and Language Development Opportunities

- Implement integrated unit end-of-unit projects and host family gallery walks to promote student engagement, oral language development, and authentic language use.
- Provide after school English tutoring through parent volunteers led program, serving 8 students weekly.

Barrier Encountered:

- Family understanding of ELPAC tests and scores, reclassification criteria, and ways to support language development at home varied.
- Attendance among ELLs and SWD impacting consistent language development.
- New teachers needed continued support in planning and delivering effective integrated and designated ELD instruction.

Next Steps:

- Monitor student progress regularly and adjust instructional groups and strategies based on ongoing data analysis.
- Administrator, teachers and the MTSS TOSA will meet with English Learner families to review students' ELPAC levels, progress, and actionable next steps, with follow-up communication.
- Continue to share ELD resources and strategies with families during Cafecito and other family outreach opportunities.
- Recruit Spanish- and Mandarin-bilingual parent volunteers to provide additional after school tutoring.
- Encourage teachers to participate in district-funded afterschool tutoring to expand support for English Learners.
- Implement instructional rounds focused on ELD so teachers can observe one another, learn effective strategies, and strengthen instructional practice.

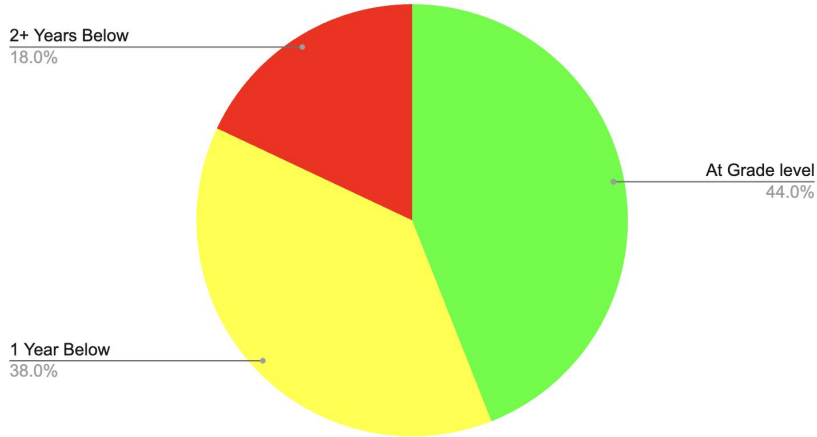
LCAP Goal #3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.

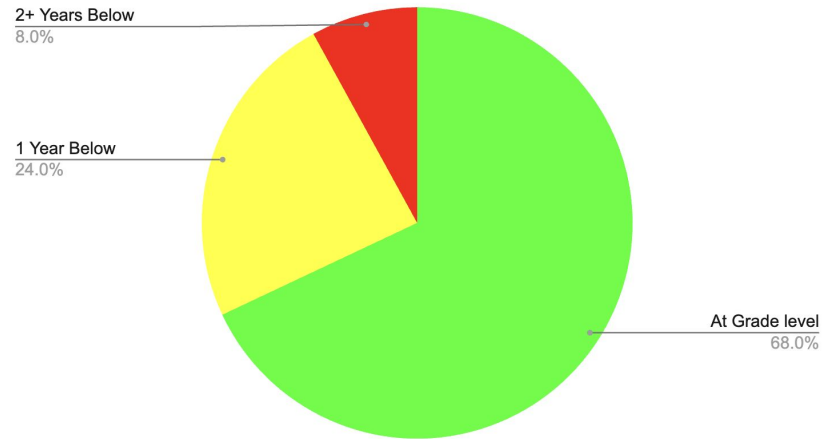
English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20% and in Math to 16% on the CAASPP, the state assessment program.

Iready ELA Overall

ELA Orion Fall 2025



ELA Orion Winter 2026



	Fall	Winter	Difference
At Grade Level	44%	68%	+24%
1 Year Below	38%	24%	-14%
2 + Year Below	18%	8%	-10%

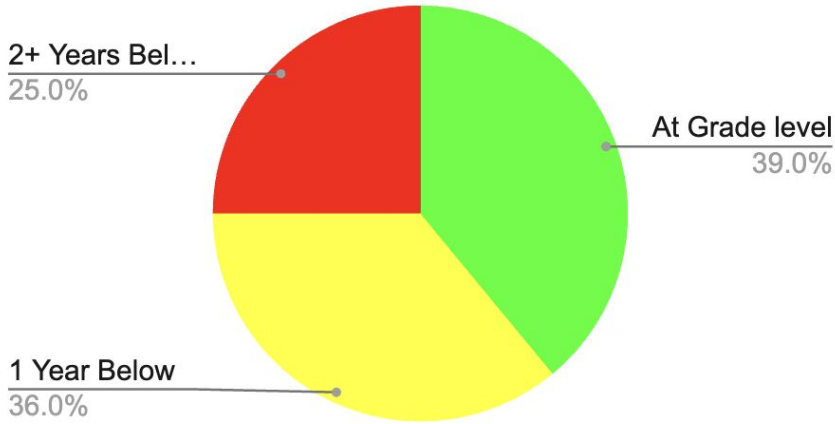
i-Ready ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Reading Expected Growth	4% increase each year	All students	Increase	58.7%	62.7%	56.4%	60.4%	68.2%

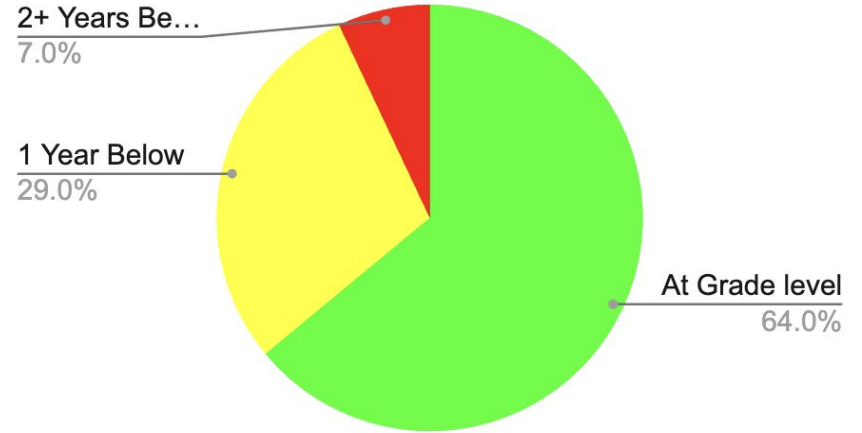
Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
58.7%	-2.3	+11.8

Iready Math Overall

Math Orion Fall 2025



Math Orion Winter 2026



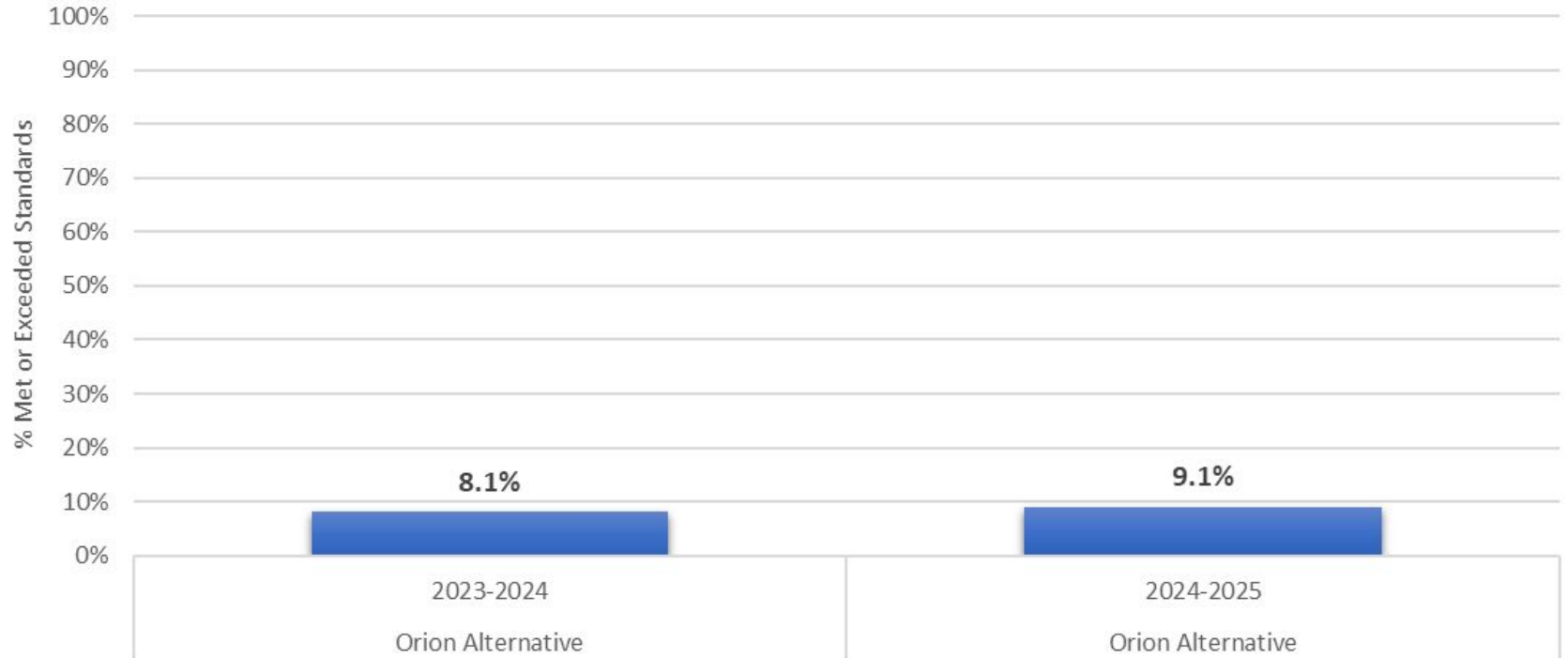
	Fall	Winter	Difference
At Grade Level	39%	64%	+25%
1 Year Below	36%	29%	-7%
2 + Year Below	25%	7%	-18%

i-Ready Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome	Year 2: 2025-2026 Mid-Year Outcome
i-Ready Math Expected Growth	4% increase each year	All students	Increase	45.9%	49.9%	44.6%	48.6%	60.6%

Base	Year 1 difference	Year 2 difference (Mid year data) Difference from Year 1
45.9%	-1.3	+16

English Learners ELA - Met or Exceeded Standards

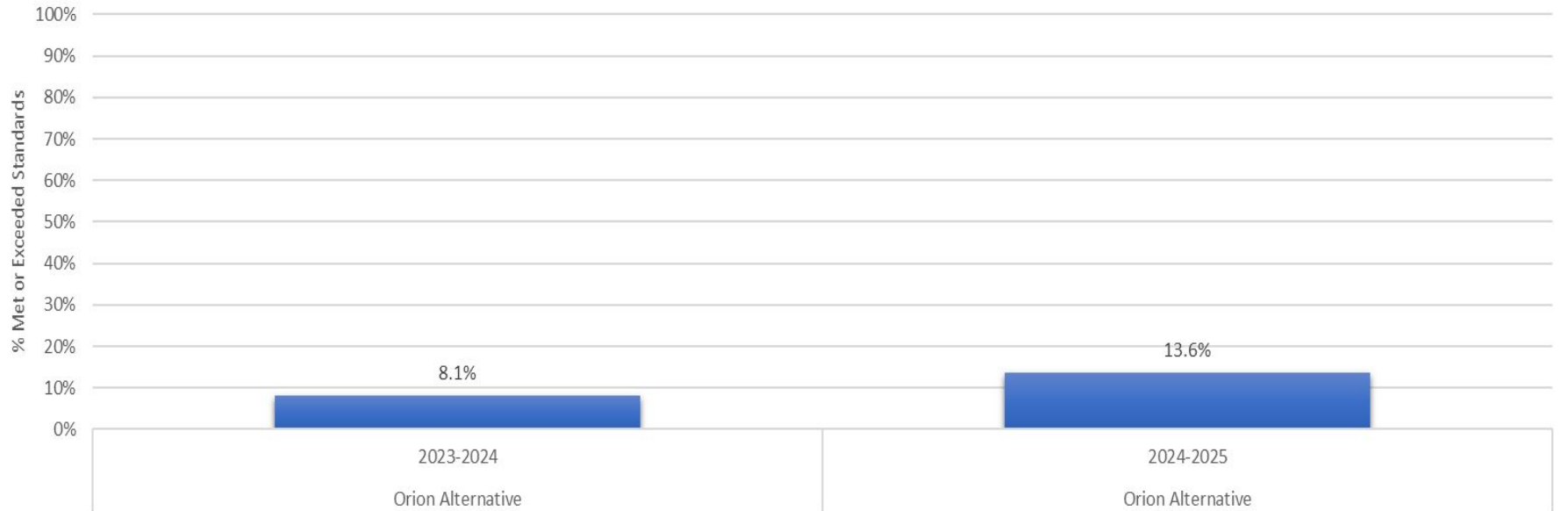


CAASPP ELA

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP ELA (ELs grades 3–8)	20% Met/Exceeded standard	ELs 3–8	Increase	8.1%	12.1%	9.1%	14.6%

Base	Year 1 difference
8.1%	+1.0

English Learners Math - Met or Exceeded Starndards



CAASPP Math

Metric	Target	Student groups monitored	Expected trend	Base year 23-24	Year 1 : 2024-2025 Expected Outcome	Year 1: 2024-2025 Actual Outcome	Year 2: 2025-2026 Expected Outcome
CAASPP Math (ELs grades 3–8)	16% Met/Exceeded standard	ELs 3–8	Increase	8.1%	10.7%	13.6%	16.0%

Base	Year 1 difference
8.1%	+5.5

Goal 3: Takeaways and Next Steps

Strategies to Support Student Achievement in ELA and Math

Data-Informed Instruction and Progress Monitoring

- Use ongoing progress monitoring (i-Ready, ELPAC, formative assessments, CAASPP, writing samples, Benchmark end-of-unit assessments, and Imagine IM Math assessments) to refine instruction and interventions.
- Implement data-driven grouping and flexible instructional planning, adjusting groups based on student progress.

Targeted Intervention and WIN Block Support

- Provide Tier 2 daily targeted small-group instruction at each grade level.
- Implement the Orion WIN (What I Need) program for grades 1–5, utilizing flexible grouping across MI and Co-op programs to provide differentiated support and extension in ELA, Math, and ELD.
- Provide reading intervention for grades 1–4, serving 62 students.
- Provide math intervention for grades 3–5 through the STEAM teacher and MTSS TOSA, serving 15 students.
- Provide after school tutoring in ELA and Math through teachers, parent volunteers and PTO-funded programs.

Collaborative Planning and Instructional Coaching

- Support bilingual and Mandarin Immersion program instruction through the MI TOSA (Ms. Elva Wu) and bilingual program consultant (Ms. Pearl You), including professional development and coaching in TK–5 instruction.
- Professional Learning Communities (PLCs), with a 2025–2026 focus on foundational skills (K-1), reading comprehension (Grade 2), and writing (Grade 3-5).
- Collaborate with the ELA writing coach (3rd grade teacher, Mrs. Lemp) to support grades 3–5 teachers in writing instruction, data analysis, progress monitoring, and PLCs.
- Utilize guest teacher coverage to support teacher professional development, planning, data analysis, and peer observation.

Goal 3: Takeaways and Next Steps

Barriers Encountered:

- Chronic absenteeism disrupted consistent instruction and access to intervention supports and RSP services, slowing student progress.
- Some upper grade students entered with varying levels of English proficiency, including newcomer students and students at ELPAC Levels 1 and 2, which increased the need for targeted language and academic support.
- Some students were dually identified as English Learners and students with disabilities, requiring more intensive and targeted instructional support.

Next Steps:

Instructional Capacity and Collaboration

- As Orion School continues to expand and new teachers join the team, continue funding instructional coaching support to strengthen instructional consistency and staff capacity, including support for bilingual and Mandarin Immersion instruction, RCSD integrated units, and upper-grade writing instruction.
- Expand the schoolwide PLC focus in the 2026–2027 school year to include Mathematics, in addition to ELA.
- Continue to allocate structured grade-level planning time to support collaboration, data analysis, and instructional planning.
- Provide guest teacher coverage to release teachers for peer observation and follow-up collaboration to strengthen instructional practice.

Targeted Student Support and Family Partnership

- Continue strengthening the MTSS process by providing scaffolds and targeted support for students who need additional academic intervention.
- With the expansion to six TK classes in the 2026–2027 school year, continue utilizing TK teachers in a rotating model to provide additional Grade 3 ELD support and expand this model to include Grade 3 math intervention, maximizing staffing and resources to support upper grade students.
- Maintain ongoing communication with families of students who are chronically absent regarding academic progress, attendance patterns, and identified next steps.

Questions? Thank you!