

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orion Alternative Elementary School	41-69005-6102941	March 25, 2026	April 22,2026

## Purpose and Description

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

Schoolwide Program

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

Orion Alternative School Site Plan directly connects to the Redwood City School District LCAP. There are three main goals addressed:

(1) By June of 2027, 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.

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.

(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%

(3) By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, 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.

Orion Alternative School has detailed actions and services that align with the three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these goals.

Orion Alternative School is home to two unique and innovative programs: the Parent Co-op model and the Mandarin Immersion program. Both programs strive to create a lifelong love of learning.

The Orion Parent Co-op model offers a nurturing learning environment where mutually respectful relationships with adults and peers are considered fundamental for early intellectual development and personal growth. Orion's strength is built on the participation of families. The Orion Mandarin Immersion program brings together Mandarin and Multilingual students and families for the opportunity of a promising future of being bilingual, bi-literate, with a multicultural world perspective, and academically enriched.

Both programs strive to deepen our understanding of the values of cultural diversity and to further our understanding of the people who form our communities.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

For the 2025-2026 school year, Orion Alternative School has identified five key strengths that shape the student experience.

A very high percentage of grade 4 and 5 students report that adults hold strong expectations for their success, with 95% of Grades 4 and 5 students feeling believed in and supported. This is one of the strongest indicators in the report and reflects a learning environment where students feel both challenged and encouraged. In addition, students show strong academic motivation, with 93% of Grade 4 and 82% of Grade 5 students reporting that they complete assignments and persist through difficulties. This level of motivation supports long-term academic growth and resilience. Clear school rules also contribute to a structured environment, as over 80% of students indicate that expectations are clear most or all of the time, helping reduce confusion and behavioral issues.

The school also benefits from strong parent involvement and a safe, connected environment. A large proportion of students report active parental engagement in their education, with 85% in Grade 4 and 78% in Grade 5, highlighting a strong home-school partnership that is closely linked to student success. Safety is another major strength, with 95% of Grade 4 and 83% of Grade 5 students feeling safe at school, and 100% reporting feeling safe traveling to and from school. This sense of safety supports emotional well-being and readiness to learn. Finally, students report a strong sense of school connectedness, with approximately three-quarters feeling like part of the school community and experiencing positive relationships with both peers and adults.

For the 2025-2026 school year, Orion Alternative School has identified five key areas for growth to enhance the student experience.

One major concern is the low level of meaningful student participation, with only 29% of Grade 4 and 47% of Grade 5 students reporting that they have opportunities to share ideas or help decide activities. This highlights a gap in student voice, which is closely tied to engagement, ownership, and a sense of connection to school. In addition, the school climate related to student behavior and discipline shows room for improvement. Fewer than half of students believe their peers are well behaved, and only about 41% of Grade 4 and 48% of Grade 5 students feel that rules are applied fairly. These perceptions directly influence students' sense of safety, trust, and belonging within the school environment.

Concerns also extend to peer interactions and student well-being. Reports of peer aggression remain relatively high, with significant percentages of students experiencing physical incidents, name-calling, or rumor spreading. Even though antibullying efforts are in place, these behaviors continue to impact students' emotional safety and connectedness. Additionally, student engagement is affected by boredom, as more than one-third of students report feeling bored most or all of the time, which can signal declining motivation and interest in learning. Finally, sleep patterns, particularly among Grade 5 students, present another area for attention, with 32% reporting late bedtimes of 10:00 pm or later. Since adequate sleep is essential for focus, behavior, and academic performance, addressing this issue is important for supporting students' overall success.

## Classroom Observations

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

Site administration, MTSS TOSA, MI TOSA as well as instructional coaches, visit classrooms regularly and consistently to observe the classroom environment and academic instruction. Observations have led to an identified need for a continued focus on Social Emotional Learning, Mandarin Language Support, ELD-targeted groupings and additional support for math intervention for grades 3-5 in classes taught in English. Overall, there is strong standards-based instruction across most levels and strong collaboration at each of the grade levels. Teachers from both programs collaborate.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Orion Alternative uses state- and district-adopted assessments to modify instruction and improve student achievement including SBAC, CAST, CAA, iReady reading and math (Kindergarten-5th grades), Basic Phonics Skills Test (BPST, K-2nd grades), SIPPS for reading intervention as well as resource specialists utilize the Qualitative Reading Inventory (QRI) to assess special education students.

Orion uses Level Learning and STAMP 4SE in Mandarin to assess students' listening, speaking, reading and writing levels. In the Mandarin Immersion program, Orion uses the American Council on the Teaching of Foreign Language (ACTFL) Standards for grades Tk-5 to set trimester grade-level benchmarks for listening and speaking. The benchmark information is shared with parents on the report card three times per year.

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

Data from iReady reading and math assessments are administered two times/year (September/March) are used to monitor student progress. The SBAC/CAASPP will be given to all students in 3rd-8th grades in April/May every school year. Students in grades K-2 (and higher grades as necessary) are given additional diagnostic assessments through the CRLP. In the Mandarin Immersion Program, Orion uses benchmark data three times per year to monitor student growth. The comprehensive MTSS plan will include a plan to utilize data to identify students who need more or less intensive support and target support as needed.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent Redwood City School District (RCSD) staff are highly qualified.

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

RCSD provides staff development personnel to provide professional development and access to instructional materials training with ongoing training and coaching for grade levels and individual teachers as needed.

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

RCSD ensures all staff development and professional learning experiences are directly connected to content standards, assessed student performance, and professional needs.

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

Orion has access to district coaches, who provide professional development and resources. Orion has a .5 STEAM TOSA and a .5 Mandarin Immersion Instructional Coach. District funds and PTO funds are used to secure a 0.9 FTE Reading Intervention Specialist for grades K-3. Two Kindergarten-5th Grade instructional aides are fully funded by our PTO. Three Mandarin Bilingual Kindergarten-5th Grade instructional aides are fully funded by RCMIS and PTO. RCMIS (Redwood City Mandarin Immersion Scholars) also has identified funding for a .5 Mandarin Instructor to support Mandarin Language Intervention.

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

Grade level planning and/or cluster planning (TK-2nd, 3rd-5th ) is provided each 2-4 times each month. Grade level planning or instructional coaching support is provided one to two times during student PE.

## Teaching and Learning

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

All curriculum, instruction, and materials are aligned to content and performance standards, as per district guidelines.

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

Adherence to recommended instructional minutes for reading/language arts and mathematics are as per district guidelines.

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

Lesson pacing schedule and master schedule flexibility is as per district guidelines to ensure teachers are progressing through content. By the end of the year, students have been exposed to all grade level content standards.

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

RCSD ensures that all students have standards-based instructional materials appropriate to all student groups and follow the Williams Act requirements

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

Orion Alternative School uses SBE-adopted and standards-aligned instructional materials. Additionally, intervention teachers use evidence-based instructional materials and special education teachers utilize additional evidence-based programs (ie: Barton, SIPPS) based on student need.

## Opportunity and Equal Educational Access

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

English Language Development (ELD) instruction is integrated into the curriculum and instruction, and designated ELD is provided to Orion's English learners (ELs) in small groups based on ELPAC data. A full time resource support teacher and two part time resource support teachers for special education students is provided through a push-in model and pull-out model ensuring access to the regular program.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Orion School utilizes the Integrated Units practices in grades TK-3 to raise student achievement and the Pedagogy of Confidence (POC) educational practices in grades 3-5.

## Parental Engagement

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

Orion School community including family, school, and district, offers multiple resources to assist underachieving students including parent workshops for kindergarten at the start of the year, Author-Illustrator Fair, Mandarin after-school tutoring, science and math festivals, Math and ELA after-school tutoring, cultural events celebrated school-wide for both the Mandarin Immersion and Parent Participation programs and enrichment programs.

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

Orion Alternative School has a School Site Council and English Language Advisory Council to assist in the planning, implementation, and evaluation of ConApp programs.

### Funding

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

Federal and local funds provide services in the areas of counseling, intervention/enrichment resources (including technology tools), after-school intervention, Positive Behavior Interventions and Supports (PBIS) education, support for STEAM integrated learning, social-emotional learning tools (SEL), assistance for IEP (Individualized Education Plan) and SST (Student Success Team) meetings, family engagement, and data analysis.

Fiscal support (EPC)

Local Parcel Tax, the non-profit 501c3 Redwood City Mandarin Immersion Scholars and PTO funds supplement state and federal funding.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SSC developed the content of the School Plan for Student Achievement. The SPSA is reviewed annually and updated, including proposed expenditures of funds. A schoolsite council is a group of teachers, parents/guardians/community members, other staff (classified), principal or designee, and students (for secondary schools) who work together to complete the school comprehensive needs assessment and develop, approve, implement, monitor, and evaluate a School Plan for Student Achievement (SPSA), including the expenditures specified in the plan. The teachers, parents/guardians/community members, and other staff (classified) shall be elected by their peers. The SSC is a legally required decision-making body for any school receiving Title I, Part A funds and operating a schoolwide program.

## Dashboard ATSI/CSI Status

Academic Indicator (ELA&Math)	EL Progress (ELPI)	Chronic Absenteeism Indicator	Suspension Indicator
2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard	2023-2024 Dashboard

### ATSI Criteria:

A school with at least one student group, on its own, is meeting any of below criteria

- All indicators with the lowest status
- All indicators with the lowest status but on indicator of ANY other status
- All indicators in the lowest two statuses"

## Resource Inequities

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

N/A

# Goals, Strategies, Expenditures and Annual Review

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.

#### School Climate

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. By June of 2027, 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.

Metrics: Enrollment, chronic absenteeism, suspensions

### 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.

The school's attendance rate increased from 94.3% in 2023–2024 to 95.2% in 2024–2025, and then rose again to 96.1% at mid-year in 2025–2026. This shows steady improvement over time and suggests that schoolwide attendance supports are having a positive effect. Although the school has not yet reached the Year 1 and Year 2 projected targets of 96.3% and 97.2%, the direction of the trend is strong and consistent.

The chronic absenteeism data show an even stronger area of progress. Chronic absenteeism decreased from 12.6% in 2023–2024 to 11.7% in 2024–2025, and then dropped sharply to 7.0% at mid-year in 2025–2026. This is a meaningful improvement because it not only reflects year-to-year progress, but also places the school below the Year 2 target of 8.7%. This suggests that the school's efforts to identify and support students with more serious attendance concerns are having a strong impact.

While Orion has demonstrated steady improvement in overall attendance and a significant reduction in chronic absenteeism, continued growth is needed to meet LCAP targets and sustain progress for all student groups. Attendance rates, although increasing from 94.3% to 96.1%, have not yet reached the expected annual growth targets, indicating a need for more targeted strategies to move beyond system-wide improvement. In addition, while chronic absenteeism has decreased substantially to 7.0%, the remaining students who are chronically absent likely represent higher-need groups requiring more intensive and individualized support.

To address these needs, the school will continue strengthening Tier 1 attendance systems through consistent communication with families, reinforcement of attendance expectations, attendance events, and attendance competitions, while also expanding Tier 2 and Tier 3 interventions for students who are chronically absent or tardy. These supports include SST meetings, regular phone calls from the school and classroom teachers, attendance conferences such as SESEPs, individualized attendance plans, family outreach, and collaboration with support services. A greater focus will also be placed on early identification of at-risk students and ongoing progress monitoring to ensure continued reduction in chronic absenteeism and stronger progress toward meeting attendance rate goals for all students.

## Student Enrollment Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	Number of Students		
	23-24	24-25	25-26
<b>American Indian or Alaskan Native</b>		0	0
<b>Asian</b>	84	108	107
<b>Black or African American</b>	6	8	3
<b>Decline to state</b>	0	0	
<b>Filipino</b>	5	4	0
<b>Hispanic/Latino</b>	152	147	151
<b>Native Hawaiian or Other Pacific Islander</b>	6	4	0
<b>Two or More Races</b>	110	124	169
<b>White</b>	98	117	119
	461	512	549

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	Number of Students		
	23-24	24-25	25-26
Kindergarten	96	179	209
Grade 1	91	95	102
Grade 2	71	93	93
Grade3	37	49	62
Grade 4	67	36	46
Grade 5	52	63	37
<b>Total Enrollment</b>	461	512	549

### Attendance Rate

Goal: By June 2027, improve Attendance Rate by 2% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
94.3%	96.3%	95.2%	97.2%	96.1%

### Chronic Absenteeism

Goal: By June 2027, reduce Chronic Absenteeism Rate by 3% each year

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
12.6%	9.6%	11.7%	8.7%	7.0%

### Suspension

Goal: by June 2027, reduce Suspension by 0.5% annually (district avg & SED, ELs, Homeless), 1% annually for African American, SWD, LTELs

Student Group	23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
All students	0.2%	0.0%	0.0%	0.0%	0.2%
Social Economically Disadvantaged	0.6%	0.1%	0.0%	0.0%	0.8%
EL	0.0%	0.0%	0.0%	0.0%	0.0%
Homeless	0.0%	0.0%	0.0%	0.0%	0.0%
African American	N/A	N/A	N/A	N/A	N/A
SWD	1.4%	0.4%	0.0%	0.0%	0.0%
LTEL	N/A	N/A	N/A	N/A	N/A

## 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	Grade level, district adopted curriculum will be provided to every student, in each subject and the curriculum will be culturally relevant and anti-racist.	All students	0 District Funded
1.2	0.5 FTE MTSS TOSA - provided at each site to coordinate MTSS implementation, the collection of data, facilitate SSTs and 504s plan writing, and ensure the appropriate access to services for students and their families, and align supports that cultivate growth for the whole child and families. In addition to this, the MTSS TOSA will also complete attendance checks - check-in frequently and follow district protocols in reaching out to families to support students.	All students	0 District Funded
1.3	Music lessons will be provided for Kindergarten-5th grade students 1 class weekly on a Trimester basis.  At all levels, the students learn about the cultural and historical aspects of music.	Kindergarten-5th Grade students	5102 Prop. 28  12,069 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
1.4	By providing both TK-5th Grade General Education and SPED teachers with funding for classroom supplies, they are able to purchase those materials they feel will best impact their instruction. Providing recess equipment and supplies creates a more positive environment for students and provides them with resources for healthy and engaging play.	All Students	8,000 Site Improvement Funds
1.5	Teacher leadership opportunities (e.g. School Site Council, MTSS site Leadership Team, PBIS Committee, Maze Days, Multicultural Committee, Mandarin Cultural Learning Committee, etc.) will continue to be offered.	All students	16280 Measure U
1.6	Training for Office Staff and Student Services TOSAs in the area of best practices to promote student attendance and using the attendance reporting and tracking system to identify students being at risk of becoming truant.  Multi-Disciplinary Team meetings-MDT Suspension/expulsion tracking and reporting system in power school.	Students at risk of truancy, truant and suspended students	0 District Funded
1.7	Collect and compile data, including school climate surveys for students, staff, and parents/guardians. Data is analyzed and goals are created using the results. The survey will be shared in winter.	All students	0 District Funded

	The data results for the 2026-27 school year are shared with our School Site Council and guide decisions about resource allocation.		
<b>1.8</b>	Art in Action and Mandarin Art for grades TK–5 provide meaningful enrichment opportunities that support the development of the whole child. Through hands-on creative experiences, students strengthen their creativity, critical thinking, and self-expression while also building connections to cultural traditions and historical influences.	All students	5000 Prop. 28
<b>1.9</b>	Positive Behavior Interventions and Supports (PBIS)  This supports the STAR Student Store, where students can exchange STAR tickets—earned for positive behavior.  PBIS Training for all staff.  Calming tools are purchased to support the Social-Emotional Learning (SEL) toolbox.	All students	1500 Site Improvement Funds  0 District Funded
<b>1.10</b>	A One Life Counseling services for 40 hours will provide mental health support. Individuals and groups of students will be served based on referrals from parents/guardians and classroom teachers.	All Students	12600 Measure U  0 District Funded
<b>1.11</b>	Training in Tier II behavior supports for all students will be provided to all staff (for example, Restorative Practices, Check-in/Check-out, Zones of Regulation)	All students	0 None Specified
<b>1.12</b>	Individual Behavior and Academic Success Plans	MTSS Tier 3 Level students	0 None Specified
<b>1.13</b>	Provide grants to grade 5 unduplicated families for Outdoor Education which is an important 5-day 4-night educational field trip that provides experiential science and social studies learning. Lowering the barrier to the unduplicated 5th-grade students by providing scholarships and supplies is key to ensuring all students have access to this instruction.	Unduplicated grade 5 students	5000 Measure U  4000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>1.14</b>	Social Emotional Curriculum WayFinder. All classes in grades K-5 will deliver a social-emotional curriculum. Teachers use recommended books, videos, lessons, and discussion topics in class that are grade-level appropriate in the daily community circle.	All Students	0 District Funded

<b>1.15</b>	Additional Yard Duty support provides supervision and student safety monitoring during recess, lunch, arrival, and dismissal times. Yard Duty staff assist with conflict resolution, reinforce schoolwide expectations, support positive peer interactions, monitor designated play areas, and ensure structured and safe outdoor environments for all students.	All Students	11,983 D100
<b>1.16</b>	Safety & Emergency Supplies for TK-5th Grade classrooms	All Students	500 Site Improvement Funds
<b>1.17</b>	Field trips and guest speakers provide authentic real-world support to social studies, science, SEL, and core instruction.  Participating in a Gold Rush field trip can provide 4th-grade students with a hands-on learning experience that brings history to life.	All students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>1.18</b>	Families, Orion community members, teachers, and staff will meet monthly for the Mandarin Immersion Advisory and Parent Co-op Advisory to advise and collaborate with the administration on school-wide goals to support and address developing and maintaining a positive school culture with two unique and innovative programs, Parent Co-op and Mandarin Immersion.	All students	0 None Specified
<b>1.19</b>	School psychologist will provide universal behavioral and mental health supports to all students through self regulation strategies and restorative justice practices. The school psychologist will provide counseling supports to identified students through IEP's and the screen team process.	All Students	0 District Funded
<b>1.20</b>	Physical Education coaches provide physical education and health life style habit instruction to K-5th grade students.	All K-5th Grade students	32,532 Measure U
<b>1.21</b>	Orion will form a Student Council with participation from 3rd-5th grade students. Students in grades 3-5 elect 2-3 peers per class to work with a lead teacher to represent students to help build positive and inclusive school culture that will advise the administration. Two lead teachers will receive an hourly stipend to co-lead the Student Council when they meet.	Students in grades 3-5	5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
<b>1.22</b>	Peacemakers, Friendship Circles, and Social Skills Groups are facilitated by our Administrators and the MTSS TOSA to promote a positive school culture and facilitate strong relationship building between students who may be challenged with making friends, solving conflicts, and interacting with peers.	All students	0 None Specified
<b>1.23</b>	School-wide cultural, academic, and community celebrations during the school days and on weekends to engage all students and families. Events include Mid-Autumn Harvest Moon Festival,	All students	5000 Prop. 28

	Lunar New Year, Multicultural Studies & Travel Week, Dragon Boat Festival, etc.		
--	---	--	--

# Goals, Strategies, Expenditures and Annual Review

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.

**English Learner**  
Each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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%.

Metrics: Reclassification within 7 years of enrollment, summative ELPAC results

### 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.

An identified area of need is English Learner language growth, particularly in ELPAC level progress for students in grades 2–5. While the school set a goal that 55% of English Learners would increase at least one ELPAC level each year, actual performance declined from 50.0% in 2023–2024 to 44.1% in 2024–2025, which is below both the prior year and the expected outcome of 51.7%. In contrast, the reclassification rate increased significantly from 6.0% to 37.2%, exceeding the 20% target. This suggests an area of uneven performance within Goal 2: although some students are meeting criteria to reclassify, a larger share of English Learners are still not making the expected annual progress in overall English language development.

To address this need, the Orion school will continue strengthening designated and integrated ELD instruction, using ELPAC results to identify specific language domains where students need support, and providing targeted small-group intervention for English Learners who are not on track to grow at least one level. Additional steps should include regular progress monitoring, closer review of students who may be at risk of becoming long-term English Learners, and ongoing collaboration among classroom teachers and support staff to align instruction, intervention, and reclassification supports. These actions will help improve consistent language growth while sustaining the gains already made in reclassification.

### 2024-2025 Summative ELPAC

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	2	5	3	12	9%	23%	14%	55%
Grade 1	4	2	2	3	36%	18%	18%	27%
Grade 2	4	2	3	2	36%	18%	27%	18%
Grade 3	0	1	5	1	0%	14%	71%	14%
Grade 4	1	3	3	0	14%	43%	43%	0%

Grade Level	Overall Performance Level 24-25							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Grade 5	0	5	1	2	0%	63%	13%	25%
All Grades	11	18	17	20	17%	27%	26%	30%

\* School with All grades EL student count of less than 10 students will have the count hidden for all individual student group to protect student's confidentiality

### EL Level Growth

Goal: By June 2027, 55% of grade 2-8 EL students will increase at least 1 ELPAC level  
Percentage of students who increase at least 1 ELPAC level

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
50.0%	51.7%	44.1%	49.6%

### Reclassification

Goal: By June 2027, increase our reclassification rate to 20%.

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
6.0%	10.7%	37.2%	*

\* School with RFEP rate above district LCAP goal does not have expected outcome.

### Long term English Learner (LTEL)

Goal: By June 2027, decrease our Long Term English Learner to 10%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
N/A	N/A	N/A	N/A

\* School with LTEL rate below district LCAP goal does not have expected outcome.

N/A: No LTEL identified

## 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	Parent participation and inclusion in school decision making will be emphasized and training will be provided, with particular outreach to families of unduplicated pupils. Administration and teachers will meet individually with parents of students close to being reclassified to review data, progress, and necessary supports.	All Emerging Multilingual Students	0 None Specified
2.2	Supplemental ELD resources and materials (i.e. Language Power) for students in K-5 will be purchased to support language levels.	All Emerging Multilingual Students	0

2.3	Every Emerging Multilingual Learner will receive daily designated or integrated instruction in ELD, aligned with their language levels. With the support of subtitles, visuals, and voiceovers, classmates will be able to learn about their new classmate and, in turn, build a stronger relationship.	All Emerging Multilingual Students	0 District Funded
2.4	Integrated unit/SEAL strategies training, planning and materials will be provided to all new teachers and ongoing support will be provided by district staff development coaches to veteran teachers. Teachers apply the integrated units strategies in daily instruction to support students to build their background knowledge and language acquisition.	All Emerging Multilingual Students	0 District Funded  3818 Measure U
2.5	Grade-level teams will work to use Ellevation to examine students' language proficiency levels and identify emerging multilingual students who are not making growth on ELPAC. Grade-level teams develop an individualized learning plan based on students' learning needs. This includes offering alternative assessments that are close to meeting requirements for reclassification and students with Individual Learning Plans.	All Emerging Multilingual Students	0 District Funded
2.6	Examine Special Education supports for those students who are both English learners and students with Individualized Education Plans (IEPs). IEP goals will include specific supports for ELD intervention.	All Emerging Multilingual Students with IEPs	0 District Funded
2.7	Implementation of non-fiction writing with sentence frames and a variety of thinking maps in science notebooks through professional development with FOSS trainers and Pedagogy Of Confidence.	All Emerging Multilingual Students	0 District Funded
2.8	School staff provides interpretation services to families with a home language that is not English for all parent events including but not limited to School Site Council meetings, trainings/workshops, parent-teacher conferences, Back to School Night, etc.	Emerging Multilingual Community	0 District Funded
2.9	Orion will hold regular English Language Advisory Council (ELAC) meetings. To increase participation, Orion will follow up with personal emails, informal parent coffees (MTSS TOSA/Office Manager will serve as a translator when needed), and hold meetings at optimal times (morning after drop-off or evening).	Emerging Multilingual Community	0 District Funded

# Goals, Strategies, Expenditures and Annual Review

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.

**Academics**  
Each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on iReady, 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.

Metrics: iReady (eventually CAASPP)

### 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.

The identified need is continued improvement in English Learner achievement, especially on CAASPP state assessment performance in ELA. While school-wide i-Ready data shows strong mid year growth for all students, with reading increasing from 58.7% in the base year to 68.2% mid year in 2025–2026 and math increasing from 45.9% to 60.6%, the CAASPP results for English Learners remain below the school's long-term targets. English Learners in grades 3–5 improved in CAASPP ELA from 8.1% in the base year to 9.1% meeting or exceeding standards, but this is still well below the 20% target. In math, English Learners improved from 8.1% in the base year to 13.6%, which shows stronger progress, but this is still below the 16% target.

### iReady – Reading – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in ELA

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
58.7%	62.7%	56.4%	60.4%	68.2%

### iReady – Reading – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	109	89.0%
Grade 1	102	58.8%
Grade 2	92	62.0%
Grade 3	58	63.8%
Grade 4	46	67.4%

Grades	# students tested	% of students on or above level
Grade 5	33	60.6%
All Grades	440	68.6%

### iReady – Math – Expected Growth

By June 2027, RCSD goal is to increase the percentage of students meeting annual expected growth by at least 4% each year in Math

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome	Year 2: 25-26 Mid year
45.9%	49.9%	44.6%	48.6%	60.6%

### iReady – Math – Placement by Grade

2025-2026 Winter

Grades	# students tested	% of students on or above level
Kindergarten	109	79%
Grade 1	100	64%
Grade 2	90	57%
Grade 3	63	49%
Grade 4	45	67%
Grade 5	34	53%
All Grades	441	64%

### CAASPP – ELA – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in ELA to 20%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
8.1%	12.1%	9.1%	14.6%

\* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

### CAASPP – English Language Art

2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	49	34	69%
Grade 4	34	20	59%
Grade 5	63	44	70%
All Grades	146	98	67%

### CAASPP – Math – English Learners

Goal: By June 2027, English learner students in grades 3-8 will increase in meeting or exceeding the standard in Math to 16%

23-24 Base year	Year 1: 24-25 Expected Outcome	Year 1: 24-25 Actual Outcome	Year 2: 25-26 Expected Outcome
8.1%	10.7%	13.6%	16.0%

\* School with Met/Exceeded standard rate above district LCAP goal does not have expected outcome.

### CAASPP – Math 2024-2025

Grades	# students tested	Met or Exceeded standard Count	Met or Exceeded standard Percentage
Grade 3	49	39	80%
Grade 4	34	19	56%
Grade 5	63	32	51%
All Grades	146	90	62%

### 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	0.9 FTE English reading specialist for grades K-3. The reading specialist will provide direct service to small groups of students.	Targeted students reading below grade level in English with a focus on students reading 1-3 years below grade level.	87,663 District Funded  66,131 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.2	The annual subscription to the Silicon Valley Mathematics Initiative (SVMI) enhances opportunities for scholars to engage in math enrichment by providing dedicated time and space for Math projects, complex word problems, and the Problem of the Month (POM) activities.	All Students	1,475 Measure U
3.3	Teachers provide differentiated phonics instruction for students using Bookworm curriculum and Heggerty Phonics curriculum.	All Students	0 District Funded
3.4	PTO-led after school tutoring program (i.e. Mathnasium, Mandarin tutoring and parent volunteer-led English tutoring) will be provided to students needing acceleration in English reading, Mandarin language and Math.	Unduplicated students and students scoring 1 year or more below grade level	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

3.5	0.5 FTE Science Technology Engineering Art and Mathematics TOSA hosts STEAM events (i.e. Science Fair, Maker Faire, STEAM night, etc.) and supports classroom teachers to build their understanding and capacity to integrate and deliver STEAM learning across the curriculum in grades K-5.	All K-5th Grade students	60410 Prop. 28  29030 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.6	The Handwriting Without Tears (HWT) curriculum for K-5th grade enhances reading and writing by using a multisensory approach to develop fine motor skills, proper letter formation, and phonemic awareness. This foundation improves fluency, allowing students to focus on higher-level writing and reading skills.	All K-5th Grade students	12,000 Measure U
3.7	Continue with iReady diagnostic assessment in reading and math + lessons to monitor student progress throughout the year and to provide instructional supports, differentiated for each student.	All students	0 District Funded
3.8	Mandarin Language Support Teacher .5 FTE (funded by RCMIS) provides targeted Mandarin language, listening, speaking, reading, and writing small intervention groups to 1st-5th grade students based on Level Learning assessment data.  Mandarin Immersion Instructional coach .5 FTE (funded by co-funded by school site and RCMIS) to provide ongoing coaching, lesson planning, curriculum design, and support for Mandarin Immersion teachers and instructional assistants.	All students	126,294 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)  32,253 Site Improvement Funds  21,873 Measure U
3.9	Continue with individual reading assessments in lower grades (Multitudes, Basic Phonics Skills Test, etc.)  Site guest teacher helps release K-2nd grade teachers to administer assessments.	Targeted students in grades k-2	0 District Funded
3.10	Two 0.8 FTE Kindergarten-5th Grade instructional aide provides daily supports small group instruction in math, reading and social emotional learning.	K-5th Grade Co-op Program students	157,816 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.11	Contracts for copy machine lease and usage to produce work materials and packets to supplement curriculum and instruction.	All students	12900 D100

<p><b>3.12</b></p>	<p>Teacher Professional Development Conferences and Workshops</p> <p>Coverage will be provided by a guest teacher for teachers to attend the meetings/conferences/workshops during their workday.</p>	<p>All students</p>	<p>19640 Measure U</p>
<p><b>3.13</b></p>	<p>Two 0.8 FTE Mandarin bilingual instructional assistant (funded by RCMIS) to support K-5th grade students learning Math and Mandarin in speaking, listening, reading and writing in targeted small groups based on data.</p>	<p>K-5th Grade Mandarin Immersion Program Students</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>
<p><b>3.15</b></p>	<p>RCSD staff development and Orion site instructional coaches will hold in-district and on site professional development for Transitional Kindergarten - 5th grade teachers for RCSD integrated units, Foss Science units, Illustrative Math, ELA, Mandarin Language integrated units, differentiated instruction, etc.</p>	<p>All students</p>	<p>0 District Funded</p>
<p><b>3.16</b></p>	<p>Funding supports technology tools, licenses, repairs, and replacements for both students and staff, ensuring continued access to district-provided technology and resources.</p>	<p>All Students</p>	<p>6,000 Measure U</p>
<p><b>3.17</b></p>	<p>Teachers and staff will meet with families to discuss progress, needs, and accommodations/modifications based on disabilities identified through special education or 504 plan. A substitute teacher will be provided to release teachers to attend IEP meetings and 504 meetings. Teams will also meet to identify students with special needs as per Child Find.</p> <p>Guest teachers will release classroom teachers to attend 504 meetings.</p>	<p>Students with Disabilities and 504 Plans</p>	<p>0 District Funded</p>

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$40,035.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$761,869.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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 (\$)
	\$0.00
D100	\$24,883.00
District Funded	\$87,663.00
Measure U	\$131,218.00
None Specified	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$400,340.00
Prop. 28	\$75,512.00
Site Improvement Funds	\$42,253.00

Subtotal of state or local funds included for this school: \$761,869.00

Total of federal, state, and/or local funds for this school: \$761,869.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Winnie Chen	Principal
Cathy Schechter	Classroom Teacher
Chenchen Gong	Classroom Teacher
Shijia Liu	Classroom Teacher
Steven Jeuck	Parent or Community Member
Paul Derby	Parent or Community Member
Tracy Lee	Parent or Community Member
Tara Lee Charles	Parent or Community Member
Mindy Ye	Parent or Community Member
Yi-Hung Wu	Other School Staff
Yalile Fajer	Parent or Community Member
Yan Chen	Classroom Teacher

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


# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 March 25th, 2026.

Attested:

	Principal, Winnie Chen on March 25th, 2026
	SSC Chairperson, Steven Jeuck on March 25th, 2026

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019