School Year: **2025-26**

# 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 | April 2nd, 2025 | April 16, 2025 |

## 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)

X 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 2024-2025 school year, Orion Alternative School has identified three key strengths that shape the student experience.

One of the most significant strengths is the sense of safety and support that students feel at school. The majority of students report feeling safe, especially within their classrooms, where they can focus on learning without concern. They also share strong, positive relationships with their teachers, who not only support their academic growth but also care about their well-being. This nurturing environment fosters confidence and a sense of security, allowing students to thrive both academically and personally.

Another key strength is student engagement in learning. Many students feel motivated and interested in their classes, particularly in core subjects. They appreciate hands-on activities, group projects, and interactive lessons that make learning more dynamic and enjoyable. By incorporating these engaging teaching methods, Orion Alternative School ensures that students remain actively involved in their education, leading to deeper understanding and greater academic success.

Finally, strong peer relationships contribute to a welcoming and inclusive school community. Most students feel they have meaningful friendships and a sense of belonging, which enhances their overall school experience. This supportive peer environment helps students feel connected and valued, reinforcing their confidence and well-being as they navigate their academic journey.

For the 2024-2025 school year, Orion Alternative School has identified three key areas for growth to enhance the student experience.

One area for improvement is the structure of recess and playtime. While students enjoy their breaks, many have expressed interest in more organized activities, particularly those who struggle to find ways to engage during recess. By introducing structured play options and guided activities, the school can help ensure that all students feel included and have meaningful ways to spend their free time.

Another area of focus is providing additional social-emotional support. Some students have shared that they need more resources to help them manage their emotions and navigate conflicts. Requests for increased social-emotional learning (SEL) activities highlight the need for dedicated support in handling stress, friendships, and personal challenges. By expanding SEL programs and providing more accessible resources, the school can better support students' emotional well-being.

Lastly, students have identified improvements to the school environment as an area for growth. While they appreciate the campus, many would like to see more outdoor learning spaces, cleaner restrooms, and better maintenance of shared areas. Enhancing these aspects of the school environment would create a more comfortable and engaging space for students to learn and grow.

## 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 for long-term English Learners in grades 4 and 5, 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 (1st-8th 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 in Mandarin to assess students' 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 in 2025. 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. Special education students in K-2 Specialized Learning Center (SLC) are mainstreamed into general education classes. A full time resource support teacher and a part time resource support teacher 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 School Site Council (SSC) develops the content of the SPSA (EC Section 64001[g][1]). The SSC reviews the SPSA annually and updates as needed, including proposed expenditures of funds allocated to the school through the ConApp and the LCAP (Local Control and Accountability Plan)(EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data is reviewed regularly at each trimester to determine student progress and progress towards actions and services.

The members of the SSC represent equally students from both the Mandarin Immersion and Parent Participation programs (EC Section 65000[a]) and include the principal, classified personnel, classroom teachers, and parents of pupils attending Orion. The minimum number of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his/her designee, 1 other school personnel, 3 credentialed teachers, and 6 parent/community members).

# 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 current chronic absenteeism rate among Hispanic/Latino students is 26%, exceeding the target of less than 21%. This highlights the need for continued and focused efforts to reduce absenteeism and promote consistent school attendance. Sustained strategies are essential to support Hispanic/Latino students in maintaining regular engagement with school. Additionally, ongoing monitoring of absenteeism trends is crucial to identify emerging challenges or disparities and to ensure equitable access to education for all students, regardless of ethnicity.

**Student Enrollment**
**Enrollment By Student Group**

## Student Enrollment by Student Groups

| Student Groups | Number of Students | | |
|---|---|---|---|
| | 22-23 | 23-24 | 24-25 |
| American Indian or Alaskan Native | 0 | | 0 |
| Asian | 82 | 84 | 80 |
| Black or African American | 6 | 6 | 8 |
| Decline to state | 0 | 0 | 0 |
| Filipino | 4 | 5 | 2 |
| Hispanic/Latino | 155 | 152 | 149 |
| Native Hawaiian or Other Pacific Islander | 5 | 6 | 3 |
| Two or More Races | 83 | 110 | 156 |
| White | 84 | 98 | 117 |
| | 419 | 461 | 515 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade Level | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Kindergarten | 119 | 96 | 179 |
| Grade 1 | 73 | 91 | 95 |
| Grade 2 | 58 | 71 | 93 |
| Grade3 | 70 | 37 | 49 |
| Grade 4 | 51 | 67 | 36 |
| Grade 5 | 48 | 52 | 63 |
| Total Enrollment | 419 | 461 | 515 |

## Chronic Absenteeism

| Student Groups | 2024-2025 As of 12/20/2024 | | Target | |
|---|---|---|---|---|
| | Count | Rates | 2024-25 | 2025-26 |
| American Indian or Alaskan Native | 0 | 0% | | |
| Asian | 5 | 6% | | |
| Black or African American | 2 | 25% | | |
| Filipino | 0 | 0% | | |
| Declined to State | 0 | 0% | | |
| Hispanic or Latino | 38 | 26% | 21% | 23% |
| Native Hawaiian or Other Pacific Islander | 2 | 67% | | |
| Two or More Races | 9 | 6% | | |

| Student Groups | 2024-2025 As of 12/20/2024 | | Target | |
|---|---|---|---|---|
| | Count | Rates | 2024-25 | 2025-26 |
| White | 6 | 5% | | |
| Total | 62 | 12% | | 10% |

| Student Groups | 2024-2025 As of 12/20/2024 | | Target | |
|---|---|---|---|---|
| | Count | Rates | 2024-25 | 2025-26 |
| Kindergarten | 22 | 12% | | |
| Grade 1 | 9 | 9% | | 9% |
| Grade 2 | 8 | 9% | | |
| Grade 3 | 5 | 10% | 16% | |
| Grade 4 | 4 | 11% | 15% | 7% |
| Grade 5 | 14 | 23% | | 8% |
| Total | 62 | 12% | | 10% |

# Suspension

| Student Groups | 2024-2025 As of 12/20/2024 | | Target | |
|---|---|---|---|---|
| | Count | Rates | 2024-25 | 2025-26 |
| Hispanic or Latino | | | 1% | 0% |

| Student Groups | 2024-2025 As of 12/20/2024 | | Target | |
|---|---|---|---|---|
| | Count | Rates | 2024-25 | 2025-26 |
| Total | | | 1% | 0% |

## 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 | Through the student referral system, student data, and family requests, the MTSS site coordinator will support the review of individual, small group, and community needs through a weekly Screen Team to determine appropriate interventions and timelines for progress monitoring. Teachers and staff will meet with families to address concerns around academics, behavior, attendance, and mental health through SST (Student Success Team) meetings. Coverage will be provided by a guest teacher (district-funded) for teachers to attend the meetings during their workday. A part- | All students | 0 District Funded |

| | | | |
|---|---|---|---|
| | time MTSS teacher on special assignment (district-funded) will drive this work. | | |
| **1.3** | 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<br>District Funded |
| **1.4** | Music lessons will be provided for Kindergarten-5th grade students 1 class weekly on a Trimester basis.<br><br>At the K-1 level, the students focus on keeping a steady beat, basic Sol and Mi solfege, and lots of movement activities to learn about pitch and dynamics.<br><br>At the 2-3 level, the students continue with a steady beat and start learning short rhythm patterns. Do, Re, and La are added to their solfege skills. At this level, they start using xylophones and boomwhackers.<br><br>4th graders play recorders.  They continue to focus on playing a steady beat and learn longer rhythm patterns. Fa and Ti are added to their solfege skills.<br><br>5th graders learn to play the ukulele and continue to practice solfege from Do to Do. They are also learning a higher level of music theory.<br><br>At all levels, the students learn about the cultural and historical aspects of music. | Kindergarten-5th Grade students | 5000<br>Measure U<br><br><br>10,000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.5** | All staff will receive training in:<br>Universal Design for Learning (UDL) lesson planning model<br>Trauma-informed practices<br>Positive Behavioral Interventions and Supports (PBIS)<br>Equity and equitable practices (e.g. Pedagogy of Confidence, Integrated Units, etc.)<br><br>The Pedagogy Of Confidence Lead teacher will be paid a one-time stipend for their role in leading professional development sessions and delivering coaching assistance to all staff members. | All students | 5,000<br>Measure U |
| **1.6** | 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.<br><br>MTSS Site Leadership Team members will use data-based practices to determine school | All students | 12,238<br>Measure U<br><br><br>4,000<br>Site Improvement Funds |

| | | | |
|---|---|---|---|
| | improvement actions. An hourly stipend will be paid to teachers on the team.<br><br>Teachers and staff are an integral part of the School Site Council. A stipend is paid for certificated and classified staff to represent staff interests on the School Site Council and attend monthly meetings.<br><br>Teachers actively participate in the PBIS committee to promote positive behavior interventions and support a safe, inclusive school environment. | | |
| **1.7** | 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<br>Site Improvement Funds<br><br><br>14,600<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.8** | 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.<br><br>Multi-Disciplinary Team meetings-MDT Suspension/expulsion tracking and reporting system in power school. | Students at risk of truancy, truant and suspended students | 0<br>District Funded |
| **1.9** | 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.<br>The data results for the 2025-26 school year are shared with our School Site Council and guide decisions about resource allocation. | All students | 0<br>District Funded |
| **1.10** | Enrichment Opportunities in Art in Action, Mandarin Art, and Garden. Art in Action and Mandarin Art for grades K-5 supports the education of the whole child, encourages creativity and provides connections to cultural and historical influences. In addition to this, the SEI Garden Program is a long standing program that not only symbolizes but actively fosters a connection to nature, offering students invaluable experiential learning opportunities. By nurturing gardens on campus, it not only cultivates plants but also grows a sense of responsibility towards the environment among students, families and staff alike. Through hands-on involvement, participants learn about ecological balance, organic practices, and the importance of local food systems, embodying the school's ethos of sustainable living in action. | All students | 4600<br>Prop. 28<br><br><br>64,012<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| | | | |
|---|---|---|---|
| **1.11** | Positive Behavior Interventions and Supports (PBIS)<br><br>This supports the STAR Student Store, where students can exchange STAR tickets—earned for positive behavior—for prizes. These funds help provide incentives, maintain the store, and promote a school-wide culture of respect, responsibility, and kindness.<br><br>PBIS Training for all staff.<br><br>Calming tools are purchased to support the Social-Emotional Learning (SEL) toolbox in the designated calming corner in all classrooms. These tools are intended to help students self-regulate, manage emotions, and refocus during times of stress or frustration. | All students | 3000<br>Site Improvement Funds<br><br>0<br>District Funded<br><br>2300<br>Site Improvement Funds |
| **1.12** | A One Life Counseling services for 30 hours will provide mental health support. Individuals and groups of students will be served based on referrals from parents and classroom teachers. | All Students | 11550<br>Measure U<br><br>0<br>District Funded |
| **1.13** | 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<br>None Specified |
| **1.14** | Individual Behavior and Academic Success Plans | MTSS Tier 3 Level students | 0<br>None Specified |
| **1.15** | 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<br>Measure U<br><br>4000<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **1.16** | 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.<br><br>Each classroom will also have a calming corner with comfortable seating and appropriate calming tools and resources. This will provide both behavioral and mental health support and create a positive learning environment for all students. | All Students | 0<br>District Funded |

| 1.17 | Effective School Solutions services for students with active IEPs who qualify for Mental Health services. | Students with IEPs | 0 None Specified |
|---|---|---|---|
| 1.18 | Safety & Emergency Supplies for TK-5th Grade classrooms Additional funds for school events and custodial fee | All Students | 5,383 D100 |
| 1.19 | 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, helping them better understand the state's rich heritage and the impact of this historical event on its development. | All students | 20,400 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| 1.20 | Families, Orion community members, teachers, and staff will meet three times a year for the Mandarin Immersion Advisory and Parent Co-op Advisory from September 2025 to May 2026 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 |
| 1.21 | School psychologist will provide universal behavioral and mental health supports to all students through monthly lessons in all classrooms and 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 |
| 1.22 | Physical Education coaches provide physical education and health life style habit instruction to K-5th grade students. | All K-5th Grade students | 24,035 Measure U 2,550 Site Improvement Funds |
| 1.23 | 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 2 lead teachers to represent students to help build positive and inclusive school culture that will advise the administration. This will provide for greater student voice in school events and management. Materials will need to be purchased to support Student Council group. Student Council meets one time per week. Two lead teachers will receive an hourly stipend to co-lead the Student Council. | Students in grades 3-5 | 5,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| 1.24 | 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 | All students | 0 None Specified |

| | | | |
|---|---|---|---|
| | making friends, solving conflicts, and interacting with peers. | | |
| **1.25** | School-wide cultural, academic, and community celebrations during the school days and on weekends to engage all students and families. Events include Maze Days, Fall Pumpkin Patch, Ice Cream Social, Mid-Autumn Harvest Moon Festival, Hispanic Heritage Month, Black History Month, Chez Nami assembly, AAPI Heritage Month, Author Illustrator Fair, Kindness Celebration Party, Science and Magic Show, Lunar New Year, STEAM night, Science Fair and Math Festivals, Multicultural Studies & Travel Week, Walk a Thon, Read a Thon, Dragon Boat Festival, etc. | All students | 10,200 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) <br><br> 4,600 Prop. 28 |

# 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, with every EL student meeting the criteria for reclassification within 7 years of enrollment in the RCSD.

## 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.

The current reclassification rate stands at 14%, exceeding the target of 8%. While this reflects positive progress, it also highlights the continued need for comprehensive strategies to support students in achieving the proficiency required for reclassification. Implementing targeted support programs, enhancing language acquisition resources, and closely monitoring student progress are essential components of this effort. Additionally, offering bilingual parent workshops can play a vital role in strengthening reclassification outcomes and overall academic achievement. These workshops may address topics such as language development strategies, cultural awareness, navigating the education system, and fostering literacy at home. Empowering parents with the tools to support their children's education helps build a strong home-school connection and promotes long-term student success.

**2023-2024 Summative ELPAC**

| Grade Level | Overall Performance Level 23-24 | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Number | | | | Percentage | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 1 | Level 2 | Level 3 | Level 4 |
| **Kindergarten** | 5 | 10 | 13 | 4 | 16% | 31% | 41% | 13% |
| **Grade 1** | 6 | 4 | 7 | 2 | 32% | 21% | 37% | 11% |
| **Grade 2** | 3 | 2 | 5 | 3 | 23% | 15% | 38% | 23% |
| **Grade 3** | 2 | 3 | 3 | 0 | 25% | 38% | 38% | 0% |
| **Grade 4** | 3 | 3 | 2 | 5 | 23% | 23% | 15% | 38% |
| **Grade 5** | 1 | 6 | 7 | 1 | 7% | 40% | 47% | 7% |
| **All Grades** | 20 | 28 | 37 | 15 | 20% | 28% | 37% | 15% |

\* 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

**Reclassification**

| Grade Level | 23-24 | | | 24-25<br>As of 12/20/2024 | | | 25-26 |
|---|---|---|---|---|---|---|---|
| | CBEDS EL Enrollment Count | # RFEP Students | % of RFEP Students | CBEDS EL Enrollment Count | # RFEP Students | % of RFEP Students | Target |
| **Kindergarten** | 28 | 1 | 4% | 25 | 1 | 4% | |
| **Grade 1** | 18 | 2 | 11% | 17 | 3 | 18% | |
| **Grade 2** | 16 | 2 | 13% | 16 | 2 | 13% | |
| **Grade 3** | 8 | 0 | 0% | 9 | 2 | 22% | |
| **Grade 4** | 10 | 0 | 0% | 7 | 0 | 0% | |
| **Grade 5** | 15 | 0 | 0% | 12 | 4 | 33% | |
| **All Grades** | 95 | 5 | 5% | 86 | 12 | 14% | 8% |

\* 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

**Long term English Learner (LTEL)**

| Grade Level | 24-25 | | | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| | # of EL | # of LTEL | % of LTEL | Target for 24-25 | Target for 25-26 |
| **Kindergarten** | 24 | 0 | 0% | | |
| **Grade 1** | 14 | 0 | 0% | | |
| **Grade 2** | 14 | 0 | 0% | | |
| **Grade 3** | 7 | 0 | 0% | | |
| **Grade 4** | 7 | 1 | 14% | | |
| **Grade 5** | 8 | 8 | 100% | | |
| **All Grades** | 74 | 9 | 12% | | 10% |

Note: Criteria for Long Term English Learner calculation: student has been an English learner for at least 5 years (grade 3 and up)

**EL Level Growth**

| Grade Level | *Percentage of students who increase at least 1 ELPAC level* | |
|---|---|---|
| | **22-23** | **23-24** |
| **Grade 1** | 0% | 19% |
| **Grade 2** | 14% | 64% |
| **Grade 3** | 36% | 25% |
| **Grade 4** | 15% | 46% |
| **Grade 5** | 0% | 47% |
| **All Grades** | 27% | 44% |

## 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 District Funded |
| 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 |
| 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 None Specified |
| 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 None Specified |
| 2.9 | Orion will hold regular English Language Advisory Council (ELAC) meetings for 2025-26. To increase | Emerging Multilingual Community | 0 None Specified |

| | | | |
|---|---|---|---|
| | 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). | | |
| **2.11** | The Project Cornerstone bilingual parent workshop provides invaluable support to families and students by nurturing strong family bonds, a cornerstone of children's success. Through interactive sessions conducted in both Spanish and English, participants engage with the Developmental Assets, Developmental Relationships, and SEL frameworks, empowering them to cultivate environments where children can thrive emotionally and academically. These workshops offer a platform for exploring strategies and accessing resources tailored to various topics, equipping parents with the tools they need to navigate challenges and foster positive development in their children, ultimately fostering resilient, empowered families and successful students. | Emerging Multilingual Community | 2,275 Site Improvement Funds |
| **2.14** | | | |
| **2.15** | | | |

# 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.

In the 2024-2025 school year, 12% of multilingual learners are reading at or above grade level on the iReady English Reading assessment, and only 8% meet this benchmark on the CAASPP ELA assessment. Both figures fall short of the 20% target, highlighting the need for targeted support and interventions. Tailored strategies are essential to address the unique learning needs of multilingual students and help them improve their reading skills to meet grade-level expectations.

In the 2024–25 school year, 18% of multilingual learners are performing at or above grade level on the iReady Math assessment, and only 8% of multilingual learners are performing at or above grade level on the CAASPP Math assessment, falling significantly short of the 16% target. This underscores the urgent need for targeted support and instructional interventions. Implementing tailored strategies that address the specific learning needs of multilingual students is critical to strengthening their mathematical understanding and helping them meet grade-level standards.

## iReady - Reading

| Grade | 2024-2025 | | | |
| --- | --- | --- | --- | --- |
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| **Kindergarten** | 18 | 83% | | |
| **Grade 1** | 92 | 59% | | |
| **Grade 2** | 90 | 60% | 93% | 64% |
| **Grade 3** | 46 | 77% | 80% | 81% |
| **Grade 4** | 34 | 56% | 85% | 60% |
| **Grade 5** | 58 | 56% | 60% | 60% |

| Grade | 2024-2025 | | | |
|---|---|---|---|---|
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| All Grades | 338 | 62% | 83% | 66% |

| EL Status | 2024-2025 | | | |
|---|---|---|---|---|
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| ELL - Yes | 50 | 12% | 79% | 16% |
| ELL - No | 288 | 70% | 84% | |

| Special Education Status | 2024-2025 | | | |
|---|---|---|---|---|
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| Special Education - Yes | 42 | 26% | 71% | 30% |
| Special Education - No | 296 | 68% | 85% | |

| Ethnicity | 2024-2025 | | | |
|---|---|---|---|---|
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| Asian | 66 | 83% | 82% | 87% |
| Black or African American | 3 | 57% | 50% | |
| Hispanic/Latino | 108 | 34% | 78% | 38% |
| Native Hawaiian or Other Pacific Islander | 2 | 33% | 100% | |
| White | 74 | 58% | 85% | 62% |

# iReady - Mathematics

| Grade | 2024-2025 | | | |
| --- | --- | --- | --- | --- |
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| Kindergarten | 30 | 77% | | |
| Grade 1 | 92 | 62% | 97% | 66% |
| Grade 2 | 87 | 64% | 96% | 68% |
| Grade 3 | 47 | 83% | 96% | 87% |
| Grade 4 | 35 | 54% | 88% | 58% |
| Grade 5 | 61 | 51% | 84% | 55% |
| All Grades | 352 | 63% | 93% | 67% |

| EL Status | 2024-2025 | | | |
| --- | --- | --- | --- | --- |
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| ELL - Yes | 55 | 18% | 93% | 22% |
| ELL - No | 297 | 71% | 93% | |

| Special Education Status | 2024-2025 | | | |
| --- | --- | --- | --- | --- |
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| Special Education - Yes | 42 | 24% | 83% | 28% |
| Special Education - No | 310 | 69% | 95% | |

| Ethnicity | 2024-2025 | | | |
| --- | --- | --- | --- | --- |
| | Spring 2025 # students tested | Spring 2025 % of students on or above level | Spring 2025 % of students meeting 4% growth target | Spring 2026 Target % of students on or above level |
| Asian | 79 | 85% | 95% | 89% |
| Black or African American | 5 | 40% | 100% | |
| Hispanic/Latino | 107 | 27% | 91% | 31% |
| Native Hawaiian or Other Pacific Islander | 2 | 33% | 100% | |
| White | 68 | 69% | 92% | 73% |

# CAASPP-Language Arts

*Count and Percentage are based on number of students who met or exceeded standard*

| Grade | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Grade 3 | 65 | 41 | 63% | 36 | 20 | 56% | 50% | 50% |
| Grade 4 | 50 | 19 | 38% | 70 | 40 | 57% | 50% | 50% |
| Grade 5 | 47 | 25 | 53% | 50 | 23 | 46% | 45% | 45% |
| All Grades | 162 | 85 | 52% | 156 | 83 | 53% | | |

| EL Status | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| ELL - Yes | 32 | 5 | 16% | 37 | 3 | 8% | 20% | 20% |
| ELL - No | 129 | 80 | 62% | 119 | 80 | 67% | | |

| LTEL | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| LTEL - Yes | N/A | N/A | N/A | 4 | 0 | 0% | | |
| LTEL - No | N/A | N/A | N/A | 33 | 3 | 9% | | |

| Special Education Status | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| SPED - Yes | 33 | 8 | 24% | 30 | 5 | 17% | 30% | 30% |
| SPED - No | 128 | 77 | 60% | 126 | 78 | 62% | | |

| Ethnicity | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Asian | 25 | 23 | 92% | 18 | 17 | 94% | 90% | 90% |
| Black or African American | * | * | * | 4 | 2 | 50% | | |
| Filipino | * | * | * | 2 | 2 | 100% | | |
| Hispanic/ Latino | 81 | 27 | 33% | 77 | 22 | 29% | 35% | 35% |
| Native Hawaiian or Other Pacific Islander | * | * | * | 4 | 1 | 25% | | |
| Two or More Races | 20 | 18 | 90% | 21 | 17 | 81% | 80% | 80% |

| Ethnicity | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| White | 26 | 14 | 54% | 30 | 22 | 73% | 60% | 60% |

| Homeless | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Yes Homeless | | | | 0 | | | | |
| Not Homeless | 161 | 85 | 53% | 156 | 83 | 53% | | |

# CAASPP-Math

*Count and Percentage are based on number of students who met or exceeded standard*

| Grade | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Grade 3 | 65 | 42 | 64% | 36 | 21 | 58% | 60% | 60% |
| Grade 4 | 53 | 25 | 47% | 70 | 38 | 54% | 60% | 60% |
| Grade 5 | 47 | 22 | 46% | 50 | 21 | 42% | 50% | 50% |
| All Grades | 165 | 89 | 54% | 156 | 80 | 51% | | |

| EL Status | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| ELL - Yes | 35 | 4 | 11% | 37 | 3 | 8% | 15% | 15% |
| ELL - No | 129 | 85 | 66% | 119 | 77 | 65% | | |

| LTEL | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| LTEL - Yes | N/A | N/A | N/A | 4 | 0 | 0% | | |
| LTEL - No | N/A | N/A | N/A | 33 | 3 | 9% | | |

| Special Education Status | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| SPED - Yes | 33 | 10 | 30% | 30 | 3 | 10% | 35% | 35% |
| SPED - No | 128 | 79 | 62% | 126 | 77 | 61% | | |

| Ethnicity | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Asian | 25 | 21 | 84% | 18 | 18 | 100% | 90% | 90% |
| Black or African American | * | * | * | 4 | 2 | 50% | | |
| Filipino | * | * | * | 2 | 2 | 100% | | |
| Hispanic/ Latino | 81 | 27 | 33% | 77 | 18 | 23% | 35% | 35% |
| Native Hawaiian or Other Pacific Islander | * | * | * | 4 | 2 | 50% | | |
| Two or More Races | 20 | 19 | 95% | 21 | 15 | 71% | 85% | 85% |
| White | 26 | 18 | 69% | 30 | 23 | 77% | 70% | 70% |

| Homeless | 2022-2023 | | | 2023-2024 | | | | |
|---|---|---|---|---|---|---|---|---|
| | 22-23 Number of students tested | 22-23 Count | 22-23 Percentage | 23-24 Number of students tested | 23-24 Count | 23-24 Percentage | 23-24 Target % | 24-25 Target % |
| Not Homeless | 161 | 89 | 55% | 156 | 80 | 51% | | |

## 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. | 83,160 District Funded<br><br>46,795 Measure U<br><br>16,200 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| 3.2 | The annual subscription to the Silicon Valley Mathematics Initiative 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 | 1,400 Site Improvement Funds |

| | | | |
|---|---|---|---|
| **3.3** | Teachers provide differentiated phonics instruction for students using Bookworm curriculum and Heggerty Phonics curriculum. | All Students | 0<br>District Funded |
| **3.4** | PTO-led after school tutoring program (i.e. Mathnasium) 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 | 32,000<br>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 | 47,563<br>Prop. 28<br><br>36,036<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **3.6** | The Handwriting Without Tears (HWT) curriculum 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 students | 12,000<br>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<br>District Funded |
| **3.8** | Mandarin Language 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.<br><br>Mandarin Immersion Instructional coach .5 FTE (funded by RCMIS) to provide ongoing coaching, lesson planning, curriculum design, and support for Mandarin Immersion teachers and instructional assistants. | All Mandarin Immersion students | 169,165<br>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **3.9** | Continue with individual reading assessments in lower grades (Brigance, Basic Phonics Skills Test, etc.)<br><br>Site guest teacher helps release K-2nd grade teachers to administer assessments. | Targeted students in grades k-2 | 0<br>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 | 135,626<br>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 | 19,500 D100 |
| **3.12** | Teacher Professional Development Conferences and Workshops | All students | 7,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 18,728 Site Improvement Funds |
| **3.13** | Three 0.8 FTE Mandarin bilingual instructional assistant (funded by RCMIS and PTO) to support K-5th grade students learning Math and Mandarin in speaking, listening, reading and writing in targeted small groups based on data. | K-5th Grade Mandarin Immersion Program Students | 67,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 119,818 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| **3.15** | 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. | All students | 0 District Funded |
| **3.16** | Funding supports technology tools, licenses, repairs, and replacements for both students and staff, ensuring continued access to district-provided technology and resources. | All Students | 6,000 Measure U |
| **3.17** | Orion WIN (What I Need) Initiative Supplemental Materials | All Students | 3,600 Measure U |
| **3.19** | STEAM Related Events/Enrichment | All students | 10,000 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| | | | |
|---|---|---|---|
| **3.21** | Instructional materials for hands on learning and STEAM | All students | 2,691<br>Prop. 28 |
| **3.23** | 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.<br><br>Guest teachers will release classroom teachers to attend 504 meetings. | Students with Disabilities and 504 Plans | 0<br>District Funded |

# 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 | $1,062,025.00 |

## 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 ($) |
|---|---|
| D100 | $24,883.00 |
| District Funded | $83,160.00 |
| Measure U | $131,218.00 |
| None Specified | $0.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | $721,057.00 |
| Prop. 28 | $59,454.00 |
| Site Improvement Funds | $42,253.00 |

Subtotal of state or local funds included for this school: $1,062,025.00

Total of federal, state, and/or local funds for this school: $1,062,025.00

# 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

2 Other School Staff

6 Parent or Community Members

| Name of Members | Role |
|---|---|
| Winnie Chen | Principal |
| Cathy Schechter | Classroom Teacher |
| Chenchen Gong | Classroom Teacher |
| Jiaying Xu | Classroom Teacher |
| Michael Alba | Parent or Community Member |
| Christina Luke | Parent or Community Member |
| Linda Khiev-Louie | Parent or Community Member |
| Oscar Flores | Parent or Community Member |
| Hana Ma | Parent or Community Member |
| Katie O'Hara | Other School Staff |
| Dana Bozin | Classroom Teacher |
| Brian Tuomy | Other School Staff |
| Joe Ballou | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | |

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 April 2nd, 2025.

Attested:

Principal, Winnie Chen on April 2nd, 2025

SSC Chairperson, Michael Alba on April 2nd, 2025

# Instructions

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

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.

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.

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.

# 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 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.

## 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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