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
William W. Orr Elementary School	19647176015101	September 16, 2021	November 16, 2021

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.

William Orr's SPSA was developed in collaboration with teachers and parents. School staff, SSC and ELAC meet regularly to review and update the plan, including planned improvements and revisions of goals and proposed expenditures of LCAP and Title I funds. School goals are based on the annual needs assessment, state data (i.e. SBAC, CA Dashboard, ELPAC, Reclassification rates), and local assessments (i.e. district benchmarks). School goals are aligned with LCAP and include the same overarching goals and metrics. The SPSA addresses LCFF and Title I funds which are used to support improved student performance for all students as well as closing the achievement gap, through various intervention opportunities. The SPSA also supports the school climate and social emotional development with action steps such as PBIS and our elementary counselor.

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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).

Multiple surveys are given annually to parents and students to assess student safety, student connectedness, parent satisfaction, and parent engagement. The Healthy Kids Survey is given to 5th graders in the Winter to assess school safety and school connectedness. 2020-2021 Health Kids Survey data shows that 88% of our students feel a connection to our school and 93% of our students feel safe at school. Parents were given an LCAP survey in the 2020-2021 school year. Our results show that 95% of our parents are overall satisfied with our school. Our survey results also show that 92% of our parents believe there is good school-parent communication, 92% of our parents believe the school provides their child with strong academic instruction, and 92% of our parents believe the school provides a safe in person and/or virtual environment for students.

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

Classroom observations are conducted regularly by the principal and district personnel. The principal conducts informal classroom observations at least once a month as well as formal classroom observations for those teachers being evaluated. Teachers are given the opportunity to observe their colleagues as a form of professional development.

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)

State assessment data: SBAC and CAA for ELA and Math for grades 3-5, ELPAC for English Language Learners, and PFT for grade 5. Local assessment data: Formative assessments (PMAs) for ELA and Math, end of unit/trimester summative assessments for ELA and Math, ELD Benchmark assessments, and the BRI and DRA to attain a student's reading level based on accuracy, fluency and comprehension.

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

Innovative Learning Collaboratives or ILC (formerly called DRS) are used to analyze data and create action plans to alter our instruction, as needed. Each grade level team meets once a month for 90 minutes of uninterrupted time. The goal of ILC is to provide teachers time to review evidence of student work, identify successes and areas of needed growth, and to plan for future instruction. ILC allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on site meet requirements for being highly qualified staff.

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

All teachers are fully credentialed and participate in district and site professional development regularly. The district offers a minimum of 3 full days of professional development; however, other additional opportunities are often available. Site professional development occurs as needed through site staff meetings and ILC.

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

Each year the district sets a professional development focus based on student data and teacher needs. For example, in 2020-2021, the focus was technology platforms and teacher collaboration. All teachers received 3 full days of professional development in these areas. New teachers also received training in ELA and Math strategies used thorughout the district as signature practices.

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

The district utilizes coaches and TOSAs to provide assistance and support for teachers in addition to the support of the site principal. Currently, there are 2 math coaches, 2 ELA/ELD coaches, 1 science coach, and 1 technology TOSA available for support. These coaches and TOSAs are available to attend staff meetings and ILC to provide professional development as well as provide individual support to teachers in the classroom with planning, lesson delivery, assessment, interventions, and enrichment activities. They also partner with school sites to provide vertical articulation support across grade levels. In addition, each site has a Student Academic Support TOSA to support the professional development of our interventionists as well as our overall intervention services.

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

Teachers collaborate in a variety of ways. Typically, early dismissal Wednesdays provide teachers with two Wednesday afternoons a month to use for grade level team collaboration. In addition, teachers collaborate with their grade level team, with principal facilitation, monthly during 90 minute Innovative Learning Collaborative (ILC). The goal of ILC is to provide teachers time to review evidence of student work, identify successes and areas of needed growth, and to plan for future instruction. ILC allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

Teaching and Learning

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

Alignment of curriculum, instruction, and materials is done through regular grade level meetings and ILC as described above using district level curriculum pacing guides. In addition, the district schedules time each year for district grade level teams to collaborate and modify grade level pacing guides and assessments as needed.

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

Instructional minutes are adhered to and monitored through lesson plans.

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

All grade levels utilize a district pacing guide for both ELA and Math. Flexibility within the pacing guide based on student need is determined by each grade level at the site.

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

All students have access to state adopted and standards aligned instructional materials.

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

Only state adopted and standards aligned instructional materials are used.

Opportunity and Equal Educational Access

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

Many intervention opportunities are available to our students who are underperforming. All students receive Response to Intervention (RTI) in ELA and/or Math for 40 minutes four times a week. Students are placed in groups based on student achievement data and student need. Instruction is targeted to provide intervention or enrichment. Groups that require more significant intervention have a smaller teacher to student ratio in order to be able to provide more intensive support.

In the regular classroom setting, all students receive directed reading instruction in small groups (TK-3 guided reading, 4/5 guided reading and/or book clubs). The focus is to help them improve their literacy skills (accuracy, fluency, and comprehension). Students in grades TK-2 participate in regular interactive writing lessons, a strategy that differentiates for individual student's needs in the area of writing. Additional small groups and individual intervention is provided periodically throughout the day in the regular classroom setting across all content areas as well as pull out services. Furthermore, technology platforms, such as Lexia, ST Math, and SuccessMaker, are utilized to meet students' individual needs.

Lastly, students with nonacademic needs may be referred to one of our PBIS Interventions and/or counseling programs offered at the school.

Evidence-based educational practices to raise student achievement

We use multiple evidence based educational practices at William Orr. CELL and ExLL strategies are used across the curriculum to support literacy development in all content areas. Thinking Maps and Close Reading are also implemented regularly in the area of English Language Arts and other content areas. In the area of math specifically, strategies, such as the use of manipulatives and the use of math talks and number talks, are consistently implemented. Strategies, such as Think-Write-Pair-Share and the use of sentence frames, are implemented regularly with our English Learners' needs in mind. Lastly, we also incorporate cooperative learning and the use of technology across all content areas.

Parental Engagement

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

The district family liaisons and school counselors provide assistance to families that need additional support outside of school.

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)

The school has a School Site Council and English Learners Advisory Committee consisting of parents, teachers, and staff that meets regularly (minimum of 5 times per school year) to plan, implement, and evaluate ConApp programs.

Funding

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

Supplemental/Concentration Funds enable the school to provide many opportunities to underperforming students. LCAP 2 funds allow us to purchase supplemental materials to support classroom instruction. LCAP 7 funds enable us to provide professional development to staff in order to conitnue to provide a high quality standards based instructional program that utilizes evidence based practices. LCAP 28 funds support our parent involvement and engagement plan to strengthen our partnership with the community and to support student learning at home. LCAP 29 funds provide intervention opportunities, including before and after school tutoring, and funding for interventionists to provide RTI. LCAP 33 funds allow us to fund programs and initiatives that promote a positive school culture and increase student engagement, such as PBIS incentives, attendance incentives, and extracurricular activities.

Fiscal support (EPC)

See budget pages

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

Stakeholder engagement is an ongoing, annual process. The SPSA is developed through meaningful input given from parents and teachers. Each year, teachers, SSC, and ELAC conduct an annual review and provide input for goals, strategies, and expenditures for the upcoming school year. A draft SPSA is presented to SSC and ELAC each Fall for their approval. Once approved by SSC and the Board of Education, the final SPSA is shared with staff.

SSC is made up of the principal, 3 teachers, 1 non-certificated staff, and at least 5 parents to ensure parity. Elections take place each Fall for open seats and the committee meets at least five times each school year. ELAC, comprised of parents of English Learners, generally meets with SSC and also provides important input for the SPSA, specifically with a lens on meeting the needs of our English Learners. SSC/ELAC meeting dates for the 2021-2022 school year are as follows: 9/16/21, 11/4/21, 1/13/22, 4/7/22, and 5/26/22.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.25%	0.26%	0.3%	1	1	1
African American	2.76%	2.09%	1.8%	11	8	7
Asian	2.26%	2.09%	1.8%	9	8	7
Filipino	3.26%	4.96%	5.5%	13	19	21
Hispanic/Latino	85.21%	83.03%	83.9%	340	318	323
Pacific Islander	0.5%	0.52%	0.8%	2	2	3
White	3.51%	4.7%	3.6%	14	18	14
Multiple/No Response	1.75%	1.83%	2.1%	7	7	8
Total Enrollment				399	383	385

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	78	75
Grade 1	71	70	61
Grade 2	68	68	69
Grade3	57	61	62
Grade 4	52	57	62
Grade 5	63	49	56
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	399	383	385

Conclusions based on this data:

1. Student enrollment has maintained fairly consistent over the last three years.

2. Primary grades generally have more students.

3. Hispanic/Latino is our largest subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	78	60	50	19.5%	15.7%	13.0%
Fluent English Proficient (FEP)	33	42	33	8.3%	11.0%	8.6%
Reclassified Fluent English Proficient (RFEP)	9	11	4	11.1%	14.1%	6.7%

Conclusions based on this data:

1. The number of English Learners enrolled remains fairly consistent from year to year.

2. The number of reclassified from year to year remains fairly consistent.

3. The number of students identified as FEP has decreased each year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59	46	55	58	46	55	58	46	55	98.3	100	100
Grade 4	57	62	44	56	61	44	56	61	44	98.2	98.4	100
Grade 5	73	57	62	71	57	61	71	57	61	97.3	100	98.4
All Grades	189	165	161	185	164	160	185	164	160	97.9	99.4	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2437.	2463.	2451.	22.41	34.78	29.09	34.48	39.13	25.45	27.59	17.39	40.00	15.52	8.70	5.45
Grade 4	2459.	2454.	2484.	17.86	21.31	29.55	26.79	18.03	34.09	26.79	27.87	9.09	28.57	32.79	27.27
Grade 5	2525.	2533.	2496.	23.94	22.81	16.39	35.21	43.86	24.59	28.17	26.32	29.51	12.68	7.02	29.51
All Grades	N/A	N/A	N/A	21.62	25.61	24.38	32.43	32.93	27.50	27.57	24.39	27.50	18.38	17.07	20.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.97	34.78	18.18	55.17	47.83	74.55	25.86	17.39	7.27
Grade 4	21.43	19.67	20.45	50.00	55.74	59.09	28.57	24.59	20.45
Grade 5	25.35	22.81	16.39	52.11	61.40	50.82	22.54	15.79	32.79
All Grades	22.16	25.00	18.13	52.43	55.49	61.25	25.41	19.51	20.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.31	28.26	27.27	55.17	60.87	65.45	15.52	10.87	7.27
Grade 4	21.43	11.48	27.27	46.43	60.66	50.00	32.14	27.87	22.73
Grade 5	33.80	43.86	24.59	53.52	43.86	55.74	12.68	12.28	19.67
All Grades	28.65	27.44	26.25	51.89	54.88	57.50	19.46	17.68	16.25

Grade Level	Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.97	28.26	21.82	68.97	60.87	76.36	12.07	10.87	1.82
Grade 4	8.93	16.39	36.36	76.79	67.21	52.27	14.29	16.39	11.36
Grade 5	22.54	19.30	18.03	64.79	70.18	65.57	12.68	10.53	16.39
All Grades	17.30	20.73	24.38	69.73	66.46	65.63	12.97	12.80	10.00

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.97	32.61	29.09	65.52	56.52	60.00	15.52	10.87	10.91
Grade 4	23.21	19.67	20.45	48.21	54.10	54.55	28.57	26.23	25.00
Grade 5	36.62	33.33	21.31	47.89	57.89	45.90	15.49	8.77	32.79
All Grades	27.03	28.05	23.75	53.51	56.10	53.13	19.46	15.85	23.13

Conclusions based on this data:

1. Based on the data, we made an increase in grade 4 and decreases in grades 3 and 5. This data suggests the need to reevaluate our instructional practices to ensure we are meeting the needs of all students.

2. Based on the data, a continued emphasis needs to be placed in the area of reading. An increase is noted in the claim of listening, one of our focus claims for the 2018-2019 school year, as evidenced by fewer students in the not met category.

3. Based on subgroup data, an achievement gap still exists for our EL learners and students with disabilities. A continued focus on action steps to close this gap is necessary.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59	46	55	59	46	55	59	46	55	100	100	100
Grade 4	57	62	44	56	61	44	56	61	44	98.2	98.4	100
Grade 5	73	57	61	71	57	61	71	57	61	97.3	100	100
All Grades	189	165	160	186	164	160	186	164	160	98.4	99.4	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.	2456.	2438.	13.56	21.74	9.09	37.29	43.48	38.18	32.20	21.74	34.55	16.95	13.04	18.18
Grade 4	2475.	2453.	2470.	17.86	9.84	13.64	26.79	19.67	25.00	41.07	40.98	43.18	14.29	29.51	18.18
Grade 5	2514.	2510.	2499.	18.31	17.54	14.75	14.08	26.32	14.75	47.89	31.58	49.18	19.72	24.56	21.31
All Grades	N/A	N/A	N/A	16.67	15.85	12.50	25.27	28.66	25.63	40.86	32.32	42.50	17.20	23.17	19.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.34	41.30	21.82	54.24	43.48	54.55	25.42	15.22	23.64
Grade 4	23.21	18.03	25.00	37.50	34.43	38.64	39.29	47.54	36.36
Grade 5	21.13	26.32	19.67	45.07	42.11	39.34	33.80	31.58	40.98
All Grades	21.51	27.44	21.88	45.70	39.63	44.38	32.80	32.93	33.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.12	32.61	20.00	52.54	43.48	63.64	20.34	23.91	16.36
Grade 4	16.07	11.48	13.64	53.57	54.10	56.82	30.36	34.43	29.55
Grade 5	19.72	26.32	21.31	52.11	45.61	45.90	28.17	28.07	32.79
All Grades	20.97	22.56	18.75	52.69	48.17	55.00	26.34	29.27	26.25

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.73	34.78	25.45	62.71	54.35	56.36	13.56	10.87	18.18
Grade 4	26.79	11.48	22.73	51.79	52.46	43.18	21.43	36.07	34.09
Grade 5	18.31	19.30	14.75	54.93	54.39	55.74	26.76	26.32	29.51
All Grades	22.58	20.73	20.63	56.45	53.66	52.50	20.97	25.61	26.88

Conclusions based on this data:

1. Based on the overall data, we increased in grade 4 and decreased in grades 3 and 5. This data suggests the need to reevaluate our instructional practices to ensure we are meeting the needs of all students.

2. Based on data, there was a general improvement in the areas of problem solving, one of our focus claims for 2018-2019, as evidenced by a decrease in students in the not met category. There was a decline in performance in the area of concepts and procedures and no significant change in the area of communicating reasoning. We will focus on creating tasks during collaboration that allow students to work successfully in the area of concepts and procedures.

3. Based on subgroup data, an achievement gap still exists for our English Learners and students with disabilities. A continued focus on action steps to close this gap is necessary.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1425.8	1422.1	1439.9	1426.4	1392.8	1411.6	24	18
Grade 1	*	1438.3	*	1429.8	*	1446.3	*	12
Grade 2	*	*	*	*	*	*	*	10
Grade 3	*	*	*	*	*	*	*	6
Grade 4	1488.1	*	1490.9	*	1484.7	*	16	7
Grade 5	*	1518.5	*	1513.4	*	1523.2	*	13
All Grades							72	66

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	33.33	*	44.44	*	5.56	24	18
1	*	8.33		33.33	*	33.33	*	25.00	*	12
2	*	*		*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	16	*
5	*	38.46		46.15		7.69	*	7.69	*	13
All Grades	45.83	25.76	15.28	33.33	18.06	24.24	20.83	16.67	72	66

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	33.33	*	33.33	*	16.67	24	18
1	*	16.67	*	41.67	*	16.67	*	25.00	*	12
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*	*	*	16	*
5	*	38.46		53.85		0.00	*	7.69	*	13
All Grades	50.00	28.79	18.06	36.36	*	16.67	19.44	18.18	72	66

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.17	11.11	*	66.67	*	22.22	24	18
1	*	41.67	*	33.33	*	25.00	*	12
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	16	*
5	*	15.38		76.92	*	7.69	*	13
All Grades	51.39	22.73	29.17	56.06	19.44	21.21	72	66

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	22.22	*	61.11	*	16.67	24	18
1	*	8.33	*	66.67	*	25.00	*	12
2	*	*	*	*	*	*	*	*
4	68.75	*	*	*	*	*	16	*
5	*	84.62		7.69	*	7.69	*	13
All Grades	55.56	39.39	22.22	40.91	22.22	19.70	72	66

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	62.50	94.44	*	5.56	24	18
1	*	8.33	*	41.67	*	50.00	*	12
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	16	*
5	*	15.38	*	69.23	*	15.38	*	13
All Grades	31.94	13.64	45.83	62.12	22.22	24.24	72	66

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.33	55.56	*	38.89	*	5.56	24	18
1	*	16.67	*	58.33	*	25.00	*	12
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	16	*
5	*	46.15		38.46	*	15.38	*	13
All Grades	48.61	39.39	30.56	40.91	20.83	19.70	72	66

Conclusions based on this data:

1. When analyzing at overall data by cohorts, each cohort increased their mean scale score in all areas tested. This data indicates that our target focus on EL instruction has been effective.

2. When analyzing overall language data, 59% of ELs tested scored at a level 3 or 4 and the lowest percentage of students scored at a level 1. This data also indicates that our target focus on EL instruction has been effective.

3. When analyzing subtest data, scores indicate that our ELs have a strength in speaking and writing as evidenced by 80% of ELs tested scoring at a level 3 or 4 in these areas. Reading was the lowest subtest area; 75% of students scored at a level 3 or 4.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
383	**69.7**	**15.7**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	60	15.7
Foster Youth	4	1.0
Homeless	32	8.4
Socioeconomically Disadvantaged	267	69.7
Students with Disabilities	61	15.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	2.1
American Indian	1	0.3
Asian	8	2.1
Filipino	19	5.0
Hispanic	318	83.0
Two or More Races	7	1.8
Pacific Islander	2	0.5
White	18	4.7

Conclusions based on this data:

1. Based on the data, the majority of our students are Hispanic. We also have a large population of socioeconomically disadvantaged students.

2. Based on subgroup data, we have 19% of our student population identified as EL. This data indicates a need to pay particular attention to meeting the unique needs of students in this subgroup.

3. Based on subgroup data, we have about 17% of our student population identified as SWD. This data indicates a need to pay particular attention to meeting the unique needs of students in this subgroup.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Based on the data, chronic absenteeism is green. This data indicates that our efforts to improve attendance have been effective.

2. Based on the data, ELA and Math are yellow. This data indicates there is a need for improvement in both areas in order to reach at least a green level.

3. Based on the data, the suspension rate is green. While this is an acceptable level, it is a decline from blue, which indicates that close attention needs to be paid to creating a safe environment that is conducive to student learning.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
6.2 points above standard	6.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.1 points	Declined -7.5 points	
164	38	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
12 points below standard	0.6 points above standard	26.6 points below standard
Declined Significantly -24.5 points	Declined -13.3 points	Maintained ++1.9 points
13	131	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		4	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
4.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.9 points			
143	3	1	7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
27.3 points below standard	58 points above standard	2.9 points above standard
Maintained ++1.8 points	Declined -7.1 points	Declined -10.3 points
23	15	119

Conclusions based on this data:

1. Based on the data, there is no achievement gap between all students and reported significant subgroups. In fact, EL students scored higher that all students, indicating that our attention to the needs of EL students in the area of ELA has been effective.

2. Based on the data, all students and subgroups are above standard. This data indicates that ELA is a strength.

3. Based on the data, all students and subgroups declined points. This data indicates a need to refocus in ELA to ensure that appropriate is being made.
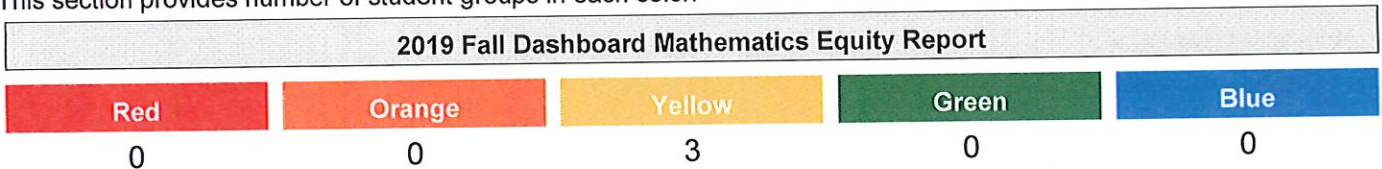
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
12.7 points below standard	20.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3 points	Declined -14.2 points	2
163	37	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
38.5 points below standard	16 points below standard	47.4 points below standard
Increased ++9.9 points	Declined -3.5 points	Increased ++12.6 points
13	131	22

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4		3	2

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
15.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	3	1	7
143			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44 points below standard	13.6 points above standard	13.4 points below standard
Increased ++3.4 points	Declined Significantly -26.8 points	Maintained ++2.9 points
22	15	119

Conclusions based on this data:

1. Based on the data, all students and subgroups scored yellow, indicating that there are no significant performance gaps between subgroups.

2. Based on the data, all students and subgroups are below standard. In addition, EL and Hispanic subgroups declined points. This data indicates that math should be a focus area of improvement.

3. Based on the data for English Learners, reclassified students declined significantly, while EL students and English only students maintained or increased. This data contradicts past data in which this subgroup typically outperforms the others and, therefore, indicates a need to reexamine the needs of this particular subgroup.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.3 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Medium
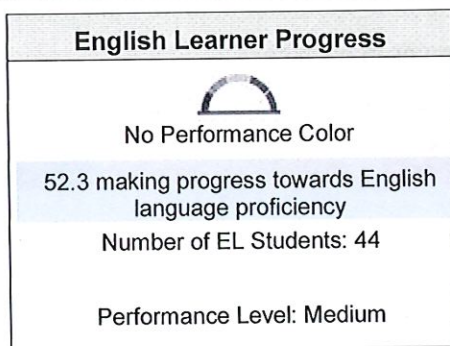
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0	38.6	13.6	38.6

Conclusions based on this data:

1. Based on the data, the majority of EL students are making progress towards proficiency. This data indicates that our EL instruction has been effective.

2. Based on the data, 23% of EL students maintained ELPI Level 4 or increased at least one ELPI level. This data indicates that our ELs are making adequate progress.

3. Based on the data, 17% of EL students maintained a level lower than level 4 and 4% of EL students declined at least one ELPI level. This data indicates a need to identify these students, identify their specific needs, and make an action plan to address them strategically.
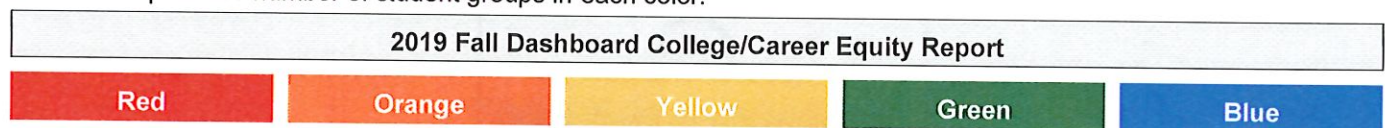
School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:
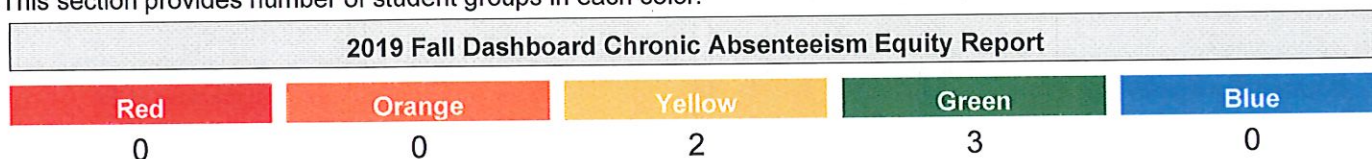
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
6.6	3.7	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.7	Declined -1.9	3
408	81	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Green	Yellow
12.5	7	12.3
Declined -16.9	Declined Significantly -4.8	Declined -8
32	301	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
11	1	9	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
7.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.3
Declined Significantly -4			Increased +1.8
349	9	2	14

Conclusions based on this data:

1. Based on the data, all students are a level green and declined significantly. This data indicates that our efforts to improve attendance have been effective.

2. Based on the data, homeless students are a level yellow, which is one level below most other subgroups. This data indicates that there remains a need to reach out to these families and continue to find ways to support their unique needs.

3. Based on the data, students with disabilities are a level yellow, which is one level below most other subgroups. This data indicates that there is a need to identify the reasons behind these students poor attendance and find ways to support their needs and encourage improve attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
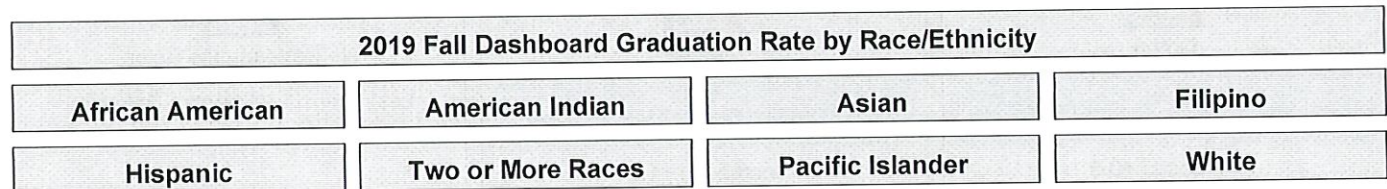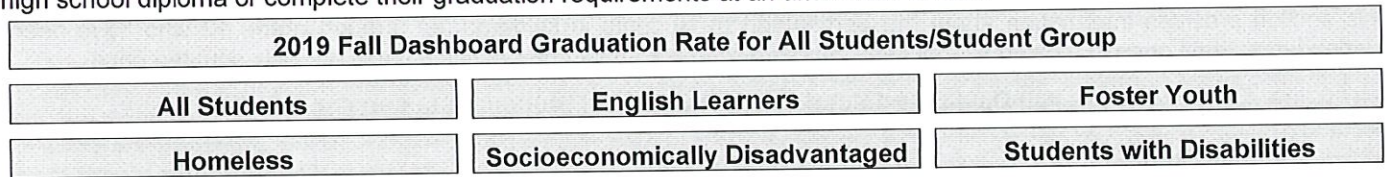
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:
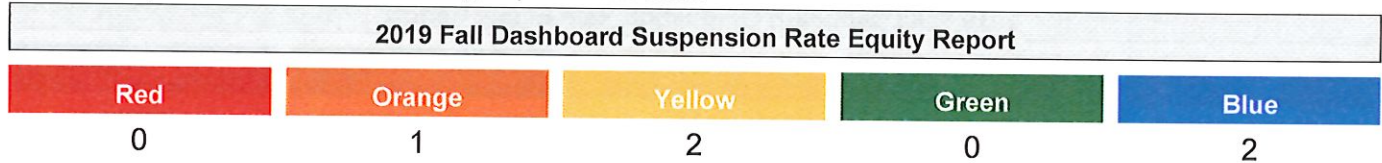
1.
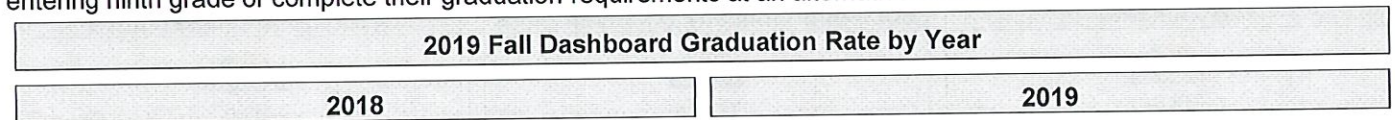
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
0.5	1.2	Less than 11 Students - Data Not 3
Increased +0.5	Increased +1.2	
412	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Yellow	Blue
0	0.7	0
Maintained 0	Increased +0.7	Maintained 0
34	304	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	Less than 11 Students - Data 9	0
12			13

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
0.6	Less than 11 Students - Data 9	Less than 11 Students - Data 2	0
Increased +0.6			Maintained 0
352			14

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

1. Based on the data, the suspension rate increased from 0 to 0.5. This data indicates that there is still a low rate of suspension as evidenced by achieving the level green and that alternatives to suspension, such as PBIS, have been effective.

2. Based on the data, EL students increased their rate of suspension more than other subgroups and there is a significant achievement gap in colors as evidenced by all students being green and ELs being orange. Based on the low number of students in this group compared to all students, this data indicates that any slight increase has a dramatic effect on the overall data. Continued attention to early intervention is vital.

3. Based on the data, homeless students and students with disabilities maintained a level blue, indicating that the school's safety plan is effective for these groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Achievement

LEA/LCAP Goal

Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CAST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the ELPAC (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the ELPAC (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Goal 1

Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CAST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the ELPAC (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the ELPAC (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests (PFT) in grades 5 and 7

Identified Need

CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 District Assessments Grades 3-5 (ELA Unit 5 Part 1)	Percent Met or Exceeded Grade 3 - 33 Grade 4 - 21 Grade 5 - 22	Increase or maintain
2020-2021 DRA grades K-2 (Trimester 3)	Percent Proficient K- 69 1 - 62 2 - 45	Increase or maintain
2020-2021 District Assessments Math grades 3-5 (Trmester 3 unit)	Percent Met or Exceeded Grade 3 - 7 Grade 4 - 25 Grade 5 - 13	Increase or maintain
2020-2021 District Assessments Math grades K-2 (Trimester 3)	Percent Proficient K- 85 1 - 55 2 - 35	Increase or maintain
2020-2021 EL Proficiency on District Assessments (ELA Unit 5 Part 1))	Percent Met or Exceeded Grade 3 - 0 Grade 4 - 0 Grade 5 - 0	Increase or maintain
2018-2019 CAST grades 5	Percent Met or Exceeded Grade 5 - 26	Increase or maintain
2018-19 Physical Fitness Test grades 5	Percent of students in HFZ (met at least 5 out of 6 subtests) Grade 5 - 47	Increase or maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

1.1 All teachers will adhere to District pacing guides that reflect the California Standards across the curriculum and work collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and History.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
13616.00	LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplemental materials, supplies, and equipment to support State Standards • Scholastic News • Other Materials (i.e. leveled books, book club sets, manipulatives, science materials, special education materials, additional technology platforms)
	District Funded 1000-1999: Certificated Personnel Salaries Through grade level and/or ILC, teachers will share student outcomes and strategies to support grade level proficiency for all students.
	District Funded 1000-1999: Certificated Personnel Salaries Students will participate in the Arts for All Program.
16,843	District Funded 2000-2999: Classified Personnel Salaries The Library Media Specialist will maintain the library and ensure that all students have the opportunity to check out books to support their literacy development.
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies The multimedia center will be maintained to support classroom instruction and student achievement.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.2 All teachers will utilize research-based strategies with a focus on CELL/ExLL and Close/Critical Reading in ELA, including daily directed reading (i.e. Guided Reading and/or Book Clubs) and independent writing, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
10924.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development • District Coaches • Student Achievement Leadership Team (SALT) • Learning Rounds • Teacher Planning Time • PD Resources

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

1.3 At risk students will be identified using various measures (i.e. SBAC, district assessments, SST referral) and appropriate safety net strategies will be provided.
   • Special Education staff will communicate with the classroom teachers to provide necessary support for identified students. An "IEP at a Glance" for students with IEPs will be provided to teachers within 60 days of enrollment or of IEP changes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Students will participate in regular RTI lessons during the school day. (Interventionists provided for up to 100 hours/week x 36 weeks).
33,785	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Students will participate in regular RTI lessons during the school day. (Interventionists provided for up to 100 hours/week x 36 weeks).
9744.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before, during, and/or after school Tier 2 and Tier 3 intervention will be provided to give assistance to at-risk students.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

1.4 We will strengthen our instructional practices for English Learners through implementation of daily systematic integrated and designated ELD.
  - Research based strategies (i.e. sentence frames and think-write-pair-share) will be utilized throughout the day to assist ELs in their language development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Summer School may be offered to EL students as determined by district set-criteria.
	Professional Development • Site training by EL coordinators as needed
	EL students' progress will be monitored and recommendations for redesignation will be made according to district-set criteria.
3,500	Title III 1000-1999: Certificated Personnel Salaries Site EL Coordinator will attend district meetings and provide additional support for English Language Learners.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

1.5 We will increase student achievement and engagement in all content areas through the integration of technology.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded
	Students will use Chromebooks regularly to supplement academic instruction.
	District Funded 4000-4999: Books And Supplies Hardware, software, equipment, and supplies will be purchased to enhance our technology in the classrooms.
	District Funded 1000-1999: Certificated Personnel Salaries Students will receive instruction in the use of technology to enhance their learning in all content areas.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

1.6 Staff will address the students' proficiency in the area of physical education.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Students will participate in regular PE instruction for a minimum of 200 minutes every 10

instructional days. Minutes will be documented by teacher lesson plans.

District Funded
1000-1999: Certificated Personnel Salaries
Arts for All PE teacher will provide standards-based instruction to students while teachers engage in ILC.

District Funded
1000-1999: Certificated Personnel Salaries
Students will have increased access to PE instruction through intinerant PE teachers. Teachers will use this time to plan and/or collaborate.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions and services for Goal 1 were either fully implemented as planned or partially implemented due to school closures resulting from COVID 19. Strategies and activities that were partially implemented include purchasing supplemental materials and providing before and after school tutoring for at risk students. While some supplemenatla materials, such as manipulatives to be sent home for students, were purchased, not all funds were used due to the majority of the school year being virtual and teachers having access to multiple technology platforms to provide instruction. Again, while some tutoring was provided, not all funds were spent. The virtual learning schedule provided built in support days with a grade level support teacher two days a week in addition to daily teacher office hours for students to get support.

In regards to Title I funding specifically, these funds were used to hire interventionists/support teachers to provide support to students during the school day. During the 2020-2021 school year, all students in grades 1-5 received 2 full days of support from their support teacher 2 days a week. In addition to our support teachers, Title I funds were utilized for Tier 2 support for students based on student need and staff availability. These services were provided as 6-8 week small group sessions after the school day focusing on reading, writing, and math skills, depending on the particular session. Based on 2020-2021 district formative assessments, the actions and services proved effective in maintaining student achievement as evidenced by scores remaining similar to the previous year in most grade levels, despite the challenges that distance learning presented. Moving forward, accelerating student learning upon our return to in person instruction and continued work in identifying at risk students and providing systematic, targeted intervention based on student need will be our focus.

In regards to English Learners, the actions and services called for research based instructional strategies being used throughout the day in both integrated and designated ELD. Title 3 funds

were used to support our EL program. All parts of the planned actions were implemented in addition to providing specific EL intervention outside of the school day in the form of staff-led intervention groups and technology based tutoring for EL students. Based on 2021 ELPAC data, the actions and services proved effective in improving student achievement for our EL students. 2021 ELPAC data is as follows: 5.8% scoring at level 4, 58% scoring at level 3, 21.7% scoring at level 2, and 15.9% scoring at level 1. This data indicates that the majority of our EL population (63.8%) are moderately to well developed in English proficiency. Lastly, we redesignated 6 students in the 2020-2021 school year.

Overall, the findings of the data analysis conclude that good progress is being made in our continued effort to increase student achievement in both ELA and Math. The recommendation is to continue with services as planned.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
Action 1.1.1- Purchases of supplementary materials were not as much as planned due to virtual learnnig and materials purchased by the district.

Action 1.3.3- Only part of the funds set aside for before and after school tutoring were utilized.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
With our return to full time in person instruction, we will once again implement strategies that were successful in the past, but weren't feasible during virtual learning (i.e. Arts for All, RTI).

Action 1.1- Arts for All activities will resume.

Action 1.2- Funding will be set aside for teacher planning and professional development in order to plan for and tailor instruction to meet the needs of our students.

Action 1.3- We will resume our RTI model for all students. In addition, there will be an increased focus on providing systematic, targeted intervention to at-risk students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions for Learning

LEA/LCAP Goal

Conditions for Learning
Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

Goal 2

Conditions for Learning
Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:
1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic Supplies and Services

Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.1 School staff will monitor facilities and will initiate work orders as needed to maintain proper conditions for learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded
	None Specified
	Work orders: maintenance and repairs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2 Basic supplies and services will be provided for daily operations and instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
17539.00	General Fund
	4000-4999: Books And Supplies
	Purchase basic supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
2.3 Students will be instructed by a highly-qualified teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)   Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Hire and retain highly qualified teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
2.4 Students will have access to district-adopted California State Standards aligned textbooks and/or instructional materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)   Source(s)

District Funded
4000-4999: Books And Supplies
Purchase adopted books and materials, and any supplemental materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students with Disabilities

Strategy/Activity
2.5 Transportation will be provided to students who have an IEP that specifies this service.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)   Source(s)

District Funded
None Specified
Provide transportation for students in Special
Education whose IEP's specify this service.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions and services for Goal 2 were fully implemented as planned. Work orders were initiated as needed and basic supplies and services were provided to staff as requested. The effectiveness of this goal continues to be measured using the FIT assessment. In 2020, Orr's overall rating using this tool was exemplary.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implementation or expenditures to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward, the only changes made to this goal will include continuing to monitoring facilities for appropriate safety protocols as outlined by district, county, and state health guidelines.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Stakeholder Engagement

LEA/LCAP Goal

Stakeholder Engagement
Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Goal 3

Stakeholder Engagement
Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):
1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle School Dropout Rate

Identified Need

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 LCAP Survey Response Rate	43% (District-wide)	Maintain at or above 80%
2020-2021 Parent Satisfaction Survey Results	95%	Maintain at or above 95%
Parent Engagement Rate (now part of LCAP Survey)	43% (District-wide)	Maintain or increase
2020-2021 Student School Connectedness Results	88%	+1 until 90% or greater
2018-2019 Attendance Rates	95.82%	Maintain at 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Chronic Absenteeism Rate	10.3%	Decrease by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
3.1 Opportunities will be provided to maximize student engagement, motivation, and connectedness to school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Students will have access to an elementary counselor. Teachers and parents will complete referrals as needed.
1500.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Student assemblies will be scheduled throughout the year to help increase school connectedness and lead to improved student behavior.
1000.00	LCFF - Supplemental 4000-4999: Books And Supplies Incentives will be purchased to promote student achievement and positive behavior.
4500.00	LCFF - Supplemental None Specified Enrichment opportunities will be provided to students meeting or exceeding standards.
	Maintain communication between school and home through social media, district and school website, email, and phone messages.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
3.2 An attendance program will be implemented to support student attendance.
- Parents will be notified of their students' attendance through email, report cards, written communication, and/or phone calls.
- Students with excessive absences will be referred to ACT and/or SART.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
500.00	LCFF - Supplemental
	4000-4999: Books And Supplies
	Incentives may be purchased to support responsible attendance.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
3.3 Parents will be encouraged to participate in school activities and will be provided information and strategies to support student achievement at home.

- Parent informational material will be translated into Spanish to increase parent communication.
- Staff members will present information to parents on state assessments, state standards, and student progress throughout the year at various school events (i.e. Back to School Night, parent conferences, etc.). Teachers will also include positive feedback on student progress.
- A tiered plan will be reviewed, revised, and implemented to increase parent involvement, participation, and leadership.
- Parents will be invited to attend and participate in parent leadership groups (i.e. SSC, ELAC, PTO).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Parent communication will occur through schoolwide email messages at least once per week.
600.00	Title I Part A: Parent Involvement None Specified Staff will facilitate parent education events to support student achievement at home. (At least 2 per year)
600.00	LCFF - Supplemental 4000-4999: Books And Supplies Staff will facilitate parent education events to support student achievement at home. (At least 2 per year)
1349.00	LCFF - Supplemental 4000-4999: Books And Supplies Staff will facilitate community events in accordance with district, county, and state health guidelines to encourage and increase parent involvement and support school connectedness.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.4 Parents and students will participate in annual surveys that will assess school connectedness, overall satisfaction rate, and parent engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions and services for Goal 3 were fully implemented as planned.   Students had access to an elementary counselor and virtual assemblies throughout the school year. Incentives were purchased to promote student achievement and positive behavior and funding was provided for various community drive thru events throughout the year.

The effectiveness of this goal is measured by our parent surveys, the Healthy Kids Survey given to 5th grade students, and our attendance rate. 2020-2021 Healthy Kids Survey results show that 88% of students feel connected to school. 2020-2021 parent survey data indicates that 95% of parents agree that they are overall satisfied with William Orr. Our 2020-2021 parent survey results also show that 92% of our parents believe there is good school-parent communication, 96% of parents are aware of school events and meetings and 91% of parents indicate they attend events and meetings. 96% of parents indicate that they are aware of parent education and parent leadership opportunities, while 56% of parents indicated that they participate in parent education and parent leadership meetings and workshops. William Orr's Actual Daily Attendance (ADA) rate was not available at the time of the annual review; however, 2019 CA Dashboard data indicates that William Orr is green in this area, an increase of three colors. Based on the above measures the actions and services were effective and the recommendation is to conitnue them as planned.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 3.2- Due to our virtual setting, attendance continued to be a challenge. Student attendance was regualrly monitored and addressed via phone calls, emails, virtual parent conferences, and home visits and supports were put in place to address student attedndance concerns, but no incentives were purchased specifically for attendance.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Students' overall social- emotional and physical well being will be a focus as we return to full time in person instruction.

Action 3.2- Attendance incentives will not be purchased for the 2020-2021 school year in order to ensure families are adhering to district, county, and state health guidelines as opposed to sending an ill child to school in order to obtain perfect attendnace. Attendance will be regularly monitored and supports will be implemented to address any attendance challenges and concerns. Short term

independent studies contracts will be utilized for children who are unable to attend school due to COVID-19 related health protocols and quarantine.

Action 3.3- Our parent involvement plan will conitnue to be modified as needed to meet current safety protocols as outlined in district, county, and state health guidelines.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

School Climate
School Climate will be conducive to effective teaching and learning, as measured by (metrics):
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

Goal 4

School Climate
School Climate will be conducive to effective teaching and learning, as measured by (metrics):
1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

Identified Need

Student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior, Interventions, and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 Suspension Rate	0%	Maintain or decrease
2020-2021 Expulsion Rate	0%	Maintain or decrease
2020-2021 Student School Safety Survey Results	93%	Maintain at or above 90%
2020-2021 Parent Safety Survey Results	92%	Maintain at of above 95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
4.1 PBIS will be implemented to support student behavior and to help maintain a positive school climate.
- Staff will continue to receive professional development centered on the PBIS framework.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
3000.00	LCFF - Supplemental 4000-4999: Books And Supplies Materials and incentives will be purchased to support PBIS implementation.
	District Funded PBIS Tier 2 Team will continue to particiapte in LACOE training. Alternatives to suspension will continue to be used to address behavior concerns.
	District Funded 1000-1999: Certificated Personnel Salaries Counselors (district and Turning Point) will provide support to students in the areas of social and emotional wellness and development.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
4.2 Staff will continue to implement the No Bully Program to increase student safety and support students' needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

No Bully will continue to be implemented and Solution Team meetings conducted as needed to address any issues of bullying.

No Bully refresher training will be conducted at site staff meeting.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parents and students will participate in annual surveys that will assess student safety and school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The actions and services for Goal 4 were either fully implemented as planned. PBIS and No Bully continued to be implemented in our virtual and hybrid settings and parent surveys were utilized to gather stakeholder input.

This goal is measured through surveys and our suspension rate. Orr had 0 suspensions 2020-2021 and the Healthy Kids Survey results show that 93% of students feel safe at school. 2020-2021 parent survey data indicated that 92% of parents felt the school provided a safe environment for students and 90% believe that the school-wide PBIS/discipline policy is effective. The findings of the data analysis conclude that Orr is providing a safe environment for students to learn.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no differences between the intended implmentation and expenditures to report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward, no changes will be made to this goal based on the current level of effectiveness.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$120,000.00

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 ($)
Title I Part A: Allocation	$33,785.00
Title I Part A: Parent Involvement	$600.00
Title III	$3,500.00

Subtotal of additional federal funds included for this school: $37,885.00

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 ($)
District Funded	$16,843.00
General Fund	$17,539.00
LCFF - Supplemental	$47,733.00

Subtotal of state or local funds included for this school: $82,115.00

Total of federal, state, and/or local funds for this school: $120,000.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	47,733.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	16,843.00
General Fund	17,539.00
LCFF - Supplemental	47,733.00
Title I Part A: Allocation	33,785.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	57,953.00
2000-2999: Classified Personnel Salaries	16,843.00
4000-4999: Books And Supplies	38,604.00
5000-5999: Services And Other Operating Expenditures	1,500.00
None Specified	5,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	16,843.00
4000-4999: Books And Supplies	General Fund	17,539.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,668.00
4000-4999: Books And Supplies	LCFF - Supplemental	21,065.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,500.00
None Specified	LCFF - Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,785.00
None Specified	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,412.00
Goal 2	17,539.00
Goal 3	10,049.00
Goal 4	3,000.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rebecca Casillas	Principal
Nicole Sato	Classroom Teacher
Margaret Gomez	Classroom Teacher
Jennifer Santley	Classroom Teacher
Karen Guadron	Other School Staff
Daniel Pacheco	Parent or Community Member
Jennifer Almeyda-Gray	Parent or Community Member
Kelly Araujo	Parent or Community Member
Adriana Rueda	Parent or Community Member
Dennyse Lopez	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.
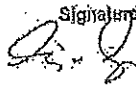
Recommendations and Assurances

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:
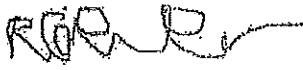
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 09/8/21.

Attested:

Principal, Rebecca Casillas on 9/8/21

SSC Chairperson, Kelly Araujo on 9/8/21

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	44.99	19.29	42.35	17.67	44.42	31.88
3	49.56					
4	40.57					
5	44.33					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	36.09	18.2	35.31	16.08	35.11	26.13
3	42.88					
4	28.15					
5	36.61					