School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orion Alternative Elementary School	41-69005-6102941	October 18, 2023	Nov. 8, 2023

Purpose and Description

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

Schoolwide Program

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

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

(1) By June 2024 every student in the RCSD will receive high quality, grade-level instruction and appropriate social-emotional supports designed to meet their needs in an inclusive and supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework;
(2) By June 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD; and
(3) By June 2024, each RCSD Student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year to accelerate progress and close the opportunity gap.
Orion Alternative School has detailed actions and services that align with the three main goals also found in the RCSD LCAP. Each School Site Council meeting discusses these goals.

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

The Orion Parent Co-op model offers a nurturing learning environment where mutually respectful relationships with adults and peers are considered fundamental for early intellectual development and personal growth. Orion's strength is built on the participation of families. Mandarin Immersion

program brings together Mandarin- and English-speaking students and families for the opportunity of a promising future of being bilingual, bi-literate, with a multi-cultural world perspective, and academically enriched.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

A climate survey is administered twice a year in the Winter and Spring. Parents, staff, and students participate in the survey. Results indicate that areas of strength are positive student-teacher relationships, School Safety, and School Rigorous Expectations for our 3rd-5th grade students. Areas of growth are School Engagement and School Climate. Areas of strength for our parents were Academic Care, School Safety, and School Climate. Areas of growth are Cultural Awareness and Action and Family Engagement. These results were shared with our School Site Council, PTO, and staff.

Classroom Observations

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

Site administration (principal and assistant principal), MTSS TOSA as well as instructional coaches, visit classrooms regularly and consistently to observe the classroom environment and academic instruction. Observations have led to an identified need for a continued focus on Social Emotional Learning, Mandarin Language Support, ELD-targeted groupings for long-term English Learners in grades 4 and 5, and additional support for math intervention for grades 3-5 in classes taught in English. Overall, there is strong standards-based instruction across most levels and strong collaboration at each of the grade levels. Teachers from both programs collaborate together.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Orion Alternative uses state- and district-adopted assessments to modify instruction and improve student achievement including SBAC, CAST, CAA, iReady reading and math (1st-8th grades), FastBridge (K-2nd grades), Basic Phonics Skills Test (BPST, K-2nd grades) and resource specialists utilize the Qualitative Reading Inventory (QRI) to assess special education students.

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

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

Data from iReady reading and math assessments are administered three times/year (September/December/March) are used to monitor student progress. The SBAC/CAASPP will be given to all students in 3rd-8th grades in April/May in 2024. Students in grades K-2 (and higher grades as necessary) are given additional diagnostic assessments through the CRLP. In the Mandarin Immersion Program Orion uses benchmark data three times per year to monitor student growth. The comprehensive MTSS plan will include a plan to utilize data to identify students who need more or less intensive support and target support as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

Orion Alternative has a .8 STEAM TOSA, a .5 Literacy Coach and two part-time Mandarin Immersion Instructional Coaches. Orion Alternative has one full-time reading specialist for K-2nd grades, a Kindergarten instructional aide, and an instructional aide to provide math intervention for students scoring 2-3 years below grade level on i-Ready. Orion also has identified funding for a part time Mandarin Instructor to support Mandarin Language Intervention. Teachers utilize district staff development instructional coaches to support their instruction.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

English Language Development (ELD) instruction is integrated into the curriculum and instruction, and designated ELD is provided to Orion's English learners (ELs) in small groups based on ELPAC data. Special education students in k-2 Specialized Learning Center (SLC) are mainstreamed into general education classes. A full time resource support teacher and a part time resource support teacher for special education students is provided through a push-in model and pull-out model ensuring access to the regular program.

Evidence-based educational practices to raise student achievement

In addition to district expectations for educational practices, Orion School utilizes the Integrated Units practices in grades K-3 to raise student achievement and the Pedagogy of Confidence (POC) educational practices in grades 2-5.

Parental Engagement

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

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

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

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

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) develops the content of the SPSA (EC Section 64001[g][1]). The SSC reviews the SPSA annually and updates as needed, including proposed expenditures of funds allocated to the school through the ConApp and the LCAP (Local Control and Accountability Plan)(EC Section 64001[i]). The SSC meets monthly to review the actions and services as set by the SSC. Data is reviewed regularly at each trimester to determine student progress and progress towards actions and services. The members of the SSC represent equally students from both the Mandarin Immersion and Parent Participation programs (EC Section 65000[a]) and include the principal, classified personnel, classroom teachers, and parents of pupils attending Orion. The minimum number of SSC members at an elementary school is a total of ten(10) (e.g. 1 principal or his/her designee, 1 other school personnel, 3 credentialed teachers, and 5 parent/community members).

Dashboard ATSI Status

Academic Indicator (ELA&Math)	Chronic Absenteeism Indicator		Suspension Indicator	
2021-2022 Dashboard	2021-2022 Dashboard	2022-2023 Dashboard (projected)	2021-2022 Dashboard	2022-2023 Dashboard (projected)

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

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

Resource Inequities

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

N/A

Goals, Strategies, Expenditures and Annual Review

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

Goal 1

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

Metrics: Enrollment, chronic absenteeism, suspensions

Identified Need

Student Enrollment
Enrollment By Student Group

Student Enrollment by Student Groups			
Student Groups	**Number of Students**		
	21-22	**22-23**	**23-24**
American Indian or Alaskan Native		0	0
Asian	74	82	61
Black or African American	3	6	6
Decline to state		0	0
Filipino	5	4	3
Hispanic/Latino	161	155	152
Native Hawaiian or Other Pacific Islander	6	5	5
Two or More Races	60	83	136
White	77	84	98
	386	419	461

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade Level	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	79	119	143
Grade 1	58	73	91
Grade 2	86	58	71
Grade3	55	70	37
Grade 4	54	51	67
Grade 5	54	48	52
Total Enrollment	386	419	461

Chronic Absenteeism

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	3	4%		
Black or African American	*	*		
Filipino	*	*		
Declined to State	0	0%		
Hispanic or Latino	63	37%	20%	25%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	5	6%		
White	16	18%		
Total	95	22%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	28	21%		
Grade 1	12	16%		
Grade 2	13	22%	20%	20%
Grade 3	19	27%		20%
Grade 4	12	21%		
Grade 5	11	23%	12%	
Total	95	22%	16%	

Suspension

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
American Indian or Alaskan Native	0	0%		
Asian	0	0%		
Black or African American	*	*		
Filipino	*	*		
Hispanic or Latino	2	1%	1%	1%
Native Hawaiian or Other Pacific Islander	*	*		
Two or More Races	0	0%		
White	0	0%	1%	

Total	2	0%		

Student Groups	2022-2023		Target	
	Count	Rates	2022-23	2023-24
Kindergarten	0	0%		
Grade 1	0	0%		
Grade 2	2	3%		
Grade 3	0	0%		
Grade 4	0	0%		
Grade 5	0	0%		
Total	2	0%	1%	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

Grade level, district adopted curriculum will be provided to every student, in each subject and the curriculum will be culturally relevant and anti-racist.

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)

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

Through the student referral system, student data, and family requests, the MTSS site coordinator will support the review of individual, small group, and community needs through a weekly Screen Team to determine appropriate interventions and timelines for progress monitoring. Teachers and staff will meet with families to address concerns around academics, behavior, attendance, and mental health through SST (Student Success Team) meetings. Coverage will be provided by a

guest teacher (district-funded) for teachers to attend the meetings during their workday. A full-time MTSS teacher on special assignment (district-funded) will drive this work.

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)
0	District Funded

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

The MTSS TOSA and administration will hold regular attendance meetings for students identified as truant due to excessive absences or tardies.
School Attendance Review Board-SARB program. Attendance tracking and reporting system (A2A, Group Attendance Meetings)

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)
0	None Specified

Strategy/Activity 4

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

3rd-5th grade students

Strategy/Activity

Music lessons will be provided for 3rd-5th grade students using ukeleles, recorders, and boomwhackers.

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)
70,000	Prop. 28

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

All staff will receive training in:
Universal Design for Learning (UDL) lesson planning model
Trauma-informed practices
Positive Behavioral Interventions and Supports (PBIS)
Equity and equitable practices (e.g. Pedagogy of Confidence, Integrated Units)
Teachers will receive stipend pay for professional development offered by the district staff development team and the POC lead teacher (district-funded).

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)
5,126	Measure U

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

Teacher leadership opportunities (e.g. Digital Lead Learners, Math Equity Lead Learners, Grade Level Leaders, POC Lead Teacher, School Site Council, MTSS Leadership Team) will continue to be offered.

MTSS Leadership Team members will use data-based practices to determine school improvement actions. A stipend will be paid to teachers on the team.

Teachers and staff are an integral part of the School Site Council. A stipend is paid for certificated staff and classified staff to represent staff interests on the School Site Council and attend monthly meetings.

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)
5,700	Measure U
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

By providing teachers with funding for classroom supplies, they are able to purchase those materials they feel will best impact their instruction. Providing recess equipment and supplies creates a more positive environment for students and provides them with resources for healthy and engaging play.

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)
4,000	Site Improvement Funds
13,600	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students at risk of truancy, truant and suspended students

Strategy/Activity

Training for Office Staff and Student Services TOSAs in the area of best practices to promote student attendance and using the attendance reporting and tracking system to identify students being at risk of becoming truant.

Multi-Disciplinary Team meetings-MDT Suspension/expulsion tracking and reporting system in power school.

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)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collect and compile data, including school climate surveys for students, staff, and parents/guardians. Data is analyzed and goals are created using the results. The first survey will be shared in November 2023 and the second survey will be shared in May 2024.
The data results for the 2023-24 school year are shared with our School Site Council and guide decisions about resource allocation.

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)
0	District Funded

Strategy/Activity 10

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

All students

Strategy/Activity

Partner organizations, which include Project Cornerstone-Los Dichos, Sequoia HealthCare District, San Mateo County Office of Education, and Science Environmental Institute, provide funding for mental health, professional development, Art provided by Art in Action and Mandarin Art, 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)
0	District Funded
30,900	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 11

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

All students

Strategy/Activity

Positive Behavior Interventions and Supports (PBIS)

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)
0	None Specified

Strategy/Activity 12

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

All Students

Strategy/Activity

A full-time mental health specialist and two part-time One Life Interns will provide universal mental health support to all students in the classroom through weekly SEL lessons in collaboration with the classroom teacher. Individuals and groups of students will be served based on referrals from parents and classroom teachers.

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)
0	District Funded

Strategy/Activity 13

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

All students

Strategy/Activity

Training in Tier II behavior supports for all students will be provided to all staff (for example, Restorative Practices, Check-in/Check-out, Zones of Regulation)

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)
0	None Specified

Strategy/Activity 14

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

MTSS Tier 3 Level students

Strategy/Activity

Individual Behavior and Academic Success Plans

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)
0	None Specified

Strategy/Activity 15

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

Unduplicated grade 5 students

Strategy/Activity

Provide grants to grade 5 unduplicated families for Outdoor Education which is an important 5-day 4-night educational field trip that provides experiential science and social studies learning. Lowering the barrier to the unduplicated 5th-grade students by providing scholarships and supplies is key to ensuring all students have access to this instruction.

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)
5,000	Measure U
4,200	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 16

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

All students

Strategy/Activity

Target Solutions training for certificated and classified staff (mandated reporter, safety, etc)

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)
0	None Specified

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Students with IEP's

Strategy/Activity

Effective School Solutions services for students with active IEPs who qualify for Mental Health services.

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)
0	None Specified

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Social Emotional Curriculum Changing Perspectives. All classes in grades k-5 will deliver a social emotion curriculum provided by the San Mateo County Office of Education that is based on The CASEL (Collaborative for Academic, Social, and Emotional Learning) 5 addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers use recommended books, videos, lessons, and discussion topics in class that are grade-level appropriate in the daily community circle.

Funding for SEL materials and tools for classrooms and mental health counselors.

Each classroom will also have a calming corner with comfortable seating and appropriate calming tools and resources. This will provide both behavioral and mental health support and create a positive learning environment for all students.

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)
435	Site Improvement Funds
0	District Funded

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Field trips and guest speakers provide authentic real-world support to social studies, science, SEL, and core instruction.

Participating in a Gold Rush field trip can provide 4th-grade students with a hands-on learning experience that brings history to life, helping them better understand the state's rich heritage and the impact of this historical event on its development.

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)
24,200	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parents, teachers, and upper-grade classes will meet monthly at the Mandarin Immersion Advisory and Parent Co-op Advisory from September 2023 to May 2024 to advise and collaborate with the administration on school-wide goals to support and address developing and maintaining a positive school culture with two unique and innovative programs, Parent Co-op and Mandarin Immersion.

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)
0	None Specified

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School psychologist will provide universal behavioral and mental health supports to all students through monthly lessons in all classrooms and self regulation strategies and restorative justice

practices. The school psychologist will provide counseling supports to identified students through IEP's and the screen team process.

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)
0	District Funded

Strategy/Activity 22

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

All students

Strategy/Activity

Physical Education coaches provide physical education and health life style habit instruction to TK-5th grade students.

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)
25,000	Measure U

Strategy/Activity 23

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

Students in grades 3-5

Strategy/Activity

Orion will form a Student Council with participation from 3rd-5th grade students. Students in grades 3-5 elect 2-3 peers per class to work with lead teachers to represent students to help build positive and inclusive school culture that will advise the administration. This will provide for greater student voice in school events and management. Materials will need to be purchased to support Student Council group. Student Council meets one time per week. Two teachers will receive stipend to co-lead the Student Council.

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)
5,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School wide cultural, academic, and community celebrations during the school days and on weekends to engage all students and families. Events include: Maze Day, Mid-Autumn Harvest Moon Festival, Hispanic Heritage Month, Author Illustrator Fair, Lunar New Year, STEAM, Science and Math Festivals, Multicultural, Asante Walk a Thon, Read a Thon.

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)
5,400	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
4,000	Measure U

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Los Dichos Spanish Parent Lead literacy and cultural values program.

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)
0	None Specified

Goals, Strategies, Expenditures and Annual Review

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

Goal 2

By June of 2024, each English Learner (EL) student will progress by a minimum of one level on the ELPAC each school year, with every EL student meeting the criteria for reclassification within 5 years of enrollment in the RCSD.

Metrics: Reclassification within 5 years of enrollment, summative ELPAC results

Identified Need

2022-2023 Summative ELPAC

Grade Level	Overall Performance Level 22-23							
	Number				Percentage			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Kindergarten	3	11	8	3	12%	44%	32%	12%
Grade 1	4	5	3	2	29%	36%	21%	14%
Grade 2	5	3	2	0	50%	30%	20%	0%
Grade 3	2	3	6	0	18%	27%	55%	0%
Grade 4	4	7	5	0	25%	44%	31%	0%
Grade 5	0	2	5	2	0%	22%	56%	22%
All Grades	18	31	29	7	21%	36%	34%	8%

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

Reclassification

Grade Level	21-22				22-23				23-24
	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	CBEDS EL Enrollment Count	# RFEP Students	% of RFEP Students	Target	Target
Kindergarten	15	1	7%		17	0	0%		
Grade 1	11	0	0%		14	0	0%		
Grade 2	20	3	15%	20%	12	1	8%	8%	
Grade 3	15	1	7%		11	0	0%		
Grade 4	14	0	0%		14	0	0%		
Grade 5	9	3	33%	40%	14	5	36%	23%	
All Grades	84	8	10%	12%	82	6	7%	27%	8%

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

Long term English Learner (LTEL)

Grade Level	22-23			2023-2024
	# of EL	# of LTEL	% of LTEL	Target for 23-24
Grade 3	11	0	0%	
Grade 4	14	2	14%	
Grade 5	14	13	93%	
All Grades	82	15	18%	14%

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

EL Level Growth

Grade Level	*Percentage of students who increase at least 1 ELPAC level*	
	21-22	22-23
Grade 1	11%	0%
Grade 2	15%	14%
Grade 3	21%	36%
Grade 4	58%	15%
Grade 5	33%	0%
All Grades	28%	27%

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)

English Learners

Strategy/Activity

Parent participation and inclusion in school decision making will be emphasized and training will be provided, with particular outreach to families of unduplicated pupils. Administration and teachers will meet individually with parents of students close to being reclassified to review data, progress, and necessary supports.

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)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supplemental ELD resources and materials (i.e. Language Power) for students in K-5 will be purchased to support language levels.

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)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner (EL) students will receive daily instruction in ELD, aligned with their language levels

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)
0	None Specified

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

Integrated unit/SEAL strategies training, planning and materials will be provided to all new teachers and ongoing support will be provided by district staff development coaches to veteran teachers. Teachers apply the integrated units strategies in daily instruction to support students to build their background knowledge and language acquisition.

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)
0	District Funded

Strategy/Activity 5

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

English Learners

Strategy/Activity

Grade-level teams will work to identify EL students who are not making growth on ELPAC and develop an individualized learning plan based on students' needs. This includes offering alternative assessments that are close to meeting requirements for reclassification and students with Individual Learning Plans.

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)
0	None Specified

Strategy/Activity 6

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

English Learners with IEP's

Strategy/Activity

Examine Special Education supports for those students who are both English learners and students with Individualized Education Plans (IEPs). IEP goals will include specific supports for ELD intervention.

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)
0	None Specified

Strategy/Activity 7

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

All students

Strategy/Activity

Implementation of non-fiction writing with sentence frames in science notebooks through professional development with FOSS trainers and POC.

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)
0	District Funded

Strategy/Activity 8

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

English Learners

Strategy/Activity

School staff provides interpretation services to families with a home language that is not English for all parent events including but not limited to SSC meetings, trainings/workshops, parent-teacher conferences, Back to School Night, etc.

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)
0	None Specified

Strategy/Activity 9

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

English Leaners

Strategy/Activity

Orion will hold regular English Language Advisory Council (ELAC) meetings for 2023-24. To increase participation, Orion will follow up with personal emails, informal parent coffees (MTSS TOSA/Office Manager will serve as a translator when needed), and holding meetings at optimal times.

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)
0	None Specified

Goals, Strategies, Expenditures and Annual Review

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

Goal 3

By June of 2024, each RCSD student will make at least one year's growth in ELA and Math, for each year of enrollment in the RCSD. Students currently scoring more than 1 year below grade level in ELA and/or Math will make 1.5 years of growth each year in order to accelerate progress and close the opportunity gap.

Metrics: iReady (eventually CAASPP)

Identified Need

iReady - Reading

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	38	79%				
Grade 1	69	61%	60%			
Grade 2	51	63%	60%	68	46%	60%
Grade 3	67	73%	65%	34	50%	55%
Grade 4	53	45%	50%	66	45%	50%
Grade 5	46	57%	55%	50	34%	50%
All Grades	324	63%		218	44%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	66	24%	20%	44	9%	20%
ELL - No	258	72%	65%	174	52%	

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	41	37%	24%	*	*	55%
Special Education - No	283	66%	60%	209	44%	

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	91	87%	85%	55	62%	80%
Black or African American	*	*	80%	*	*	
Declined to State	*	*	40%	*	*	
Hispanic/Latino	133	39%	45%	88	17%	35%
Native Hawaiian or Other Pacific Islander	*	*		*	*	
White	88	75%	67%	65	68%	75%

iReady - Mathematics

Percentages are based on number of students who are on or above grade level

Grade	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Kindergarten	36	56%				
Grade 1	69	71%	60%	79	35%	65%
Grade 2	51	47%	64%	67	48%	55%
Grade 3	68	53%	56%	33	27%	55%
Grade 4	53	47%	53%	58	34%	50%
Grade 5	46	46%	58%	52	35%	50%
All Grades	323	23%		289	37%	

EL Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
ELL - Yes	66	18%	15%	58	10%	20%
ELL - No	257	63%	61%	231	44%	

Special Education Status	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Special Education - Yes	40	33%	15%	*	*	30%
Special Education - No	283	57%	63%	280	38%	

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Asian	90	81%	91%	75	57%	80%
Black or African American	*	*	50%	*	*	

Ethnicity	2022-2023			2023-2024		
	Spring 2023 # of students tested	Spring 2023 Percentage	Spring 2023 Target %	Fall 2023 # students tested	Fall 2023 - Percentage	Spring 2024 Target %
Declined to State	*	*	60%	*	*	
Hispanic/Latino	133	27%		108	12%	25%
Native Hawaiian or Other Pacific Islander	*	*	40%	*	*	
White	88	72%	64%	97	52%	70%

CAASPP-Language Arts

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

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	51	23	45%	65	41	63%	48%	50%
Grade 4	53	27	51%	50	19	38%	40%	50%
Grade 5	51	31	61%	47	25	53%	60%	45%
All Grades	155	81	52%	162	85	52%	55%	

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	34	5	15%	32	5	16%	20%	20%
ELL - No	121	76	63%	129	80	62%		

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	32	8	26%	33	8	24%	37%	30%
SPED - No	123	73	59%	128	77	60%		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	24	20	83%	25	23	92%	87%	90%
Black or African American				*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/ Latino	83	31	37%	81	27	33%	40%	35%
Native Hawaiian or	*	*	*	*	*	*		

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Other Pacific Islander								
Two or More Races	16	12	75%	20	18	90%	78%	80%
White	29	17	59%	26	14	54%	65%	60%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*					
Not Homeless	154	81	53%	161	85	53%		

CAASPP-Math

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

Grade	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Grade 3	51	25	49%	65	42	64%	55%	60%
Grade 4	53	25	47%	53	25	47%	50%	60%
Grade 5	51	27	53%	47	22	46%	60%	50%
All Grades	155	77	50%	165	89	54%	55%	

EL Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
ELL - Yes	34	3	9%	35	4	11%	15%	15%
ELL - No	121	74	61%	129	85	66%	65%	

Special Education Status	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
SPED - Yes	32	11	35%	33	10	30%	40%	35%
SPED - No	123	78	53%	128	79	62%	58%	

Ethnicity	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Asian	24	22	92%	25	21	84%	90%	90%
Black or African American				*	*	*		
Filipino	*	*	*	*	*	*		
Hispanic/ Latino	83	23	28%	81	27	33%	35%	35%
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*		
Two or More Races	16	13	82%	20	19	95%	83%	85%
White	29	18	62%	26	18	69%	67%	70%

Homeless	2021-2022			2022-2023				
	21-22 Number of students tested	21-22 Count	21-22 Percentage	22-23 Number of students tested	22-23 Count	22-23 Percentage	22-23 Target %	23-24 Target %
Yes Homeless	*	*	*					
Not Homeless	154	77	50%	161	89	55%	60%	

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)

Targeted students reading below grade level in English with a focus on students reading 1-3 years below grade level.

Strategy/Activity

English reading specialist for grades for 1-3. The reading specialist will provide direct service to small groups of students.

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)
0	District Funded

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

A 0.5 district-funded literacy coach will provide coaching support for classroom teachers in phonics instruction, reading comprehension instruction and targeted small group strategies.

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)
0	District Funded

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

Teachers provide differentiated phonics instruction for students using Bookworm curriculum and Heggerty Phonics curriculum.

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)
0	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Unduplicated students and students scoring 1 year or more below grade level

Strategy/Activity

PTO-led after school tutoring program will be provided to students needing acceleration in reading and math.

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)

11,900	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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

Science Technology Engineering Art and Mathematics TOSA supports classroom teachers to build their understanding and capacity to integrate and deliver STEAM learning across the curriculum in grades Tk-5.

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)
66,403	Measure U
10,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
53,723	Prop. 28
36,206	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Targeted students performing below grade level in math and reading

Strategy/Activity

A general education Instructional Assistant will provide individual and small group support to targeted students in math in grades 1-5 using iReady data.

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)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue with iReady diagnostic assessment in reading and math + lessons to monitor student progress throughout the year and to provide instructional supports, differentiated for each student.

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)
0	None Specified

Strategy/Activity 8

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

Targeted Mandarin Immersion students

Strategy/Activity

Mandarin Language Teacher .5 FTE (funded by RCMIS) provides targeted Mandarin language, listening, speaking, reading, and writing small intervention groups to 1st-5th grade students based on Level Learning assessment data.

Mandarin Immersion Instructional coach .5 FTE (funded by RCMIS) to provide ongoing coaching, lesson planning, curriculum design, and support for Mandarin Immersion teachers and instructional assistants.

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)
164,744	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 9

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

Targeted students in grades k-2

Strategy/Activity

Continue with individual reading assessments in lower grades (Brigance, FastBridge, Basic Phonics Skills Test, etc.)

Substitute teachers will help release teachers to administer assessments.

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)
3,000	Site Improvement Funds

Strategy/Activity 10

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

Kindergarten

Strategy/Activity

Kindergarten instructional for 5.5 hours daily supports small group instruction in math, reading and social emotional 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)
26,250	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
11,432	Site Improvement Funds
8,318	Measure U

Strategy/Activity 11

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

All students

Strategy/Activity

Technology purchase, repair, and replacement will ensure that students have equitable access to core curricula and supplemental 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)
23,093	Measure U

Strategy/Activity 12

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

All students

Strategy/Activity

Professional development conferences

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)
7,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 13

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

Targeted Mandarin Immersion Students

Strategy/Activity

Two instructional assistants (funded by RCMIS) support K-5th grade students learning Mandarin in speaking, listening, reading and writing in targeted small groups based on data.

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)
88,599	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 14

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

All students

Strategy/Activity

Purchase of intervention/enrichment resources (including technology tools). While the district provides some technology tools, there are some intervention/enrichment resources that are preferred by Orion teachers to provide instructional support to students who need additional challenge or greater skill reinforcement.

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)

3,000	Site Improvement Funds

Strategy/Activity 15

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

All students

Strategy/Activity

RCSD staff development will hold in-district professional development for Kindergarten - 3rd grade teachers for RCSD integrated units.

Teachers will be given planning time with a sub to attend Integrated Unit planning days.

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)
10,000	Site Improvement Funds
0	District Funded

Strategy/Activity 16

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

Mandarin Immersion students

Strategy/Activity

Mandarin Immersion Language consultant meet with teachers and Mandarin Instructional Coaches to develop and enhance Tk-5 Mandarin Immersion curriculum and assessments.

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)
0	District Funded

Strategy/Activity 17

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

Targeted Parent Co-op Program Students

Strategy/Activity

Multicultural Studies professional development. Multicultural Studies is the cornerstone initiatives of the Parent Co-op Program. Multicultural studies support students' learning by fostering a deeper

understanding and appreciation of diverse cultures, perspectives, and experiences, promoting empathy, critical thinking, and a more inclusive worldview. Teachers require professional development and planning time to lead the Multicultural Studies effectively.

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)
5,000	Measure U

Strategy/Activity 18

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

All students

Strategy/Activity

Environmental Science Instructor provide lessons on environmental science aligned to NGSS standards.

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)
25,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 19

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

All Students

Strategy/Activity

RCSD Staff Development coaches will hold in-district professional development for Kindergarten-5th grade teachers for the Illustrative Math curriculum.

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)
0	District Funded

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

FOSS Science professional development instructional coach will hold in-district professional development for Kindergarten-5th grade teachers for FOSS Science units.

Teachers will be given planning time with a sub to attend FOSS Science Unit planning days.

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)
7,000	Site Improvement Funds

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional materials for hands on learning. Math Manipulatives, STEAM

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)
10,000	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase books in Mandarin and English for classroom libraries. The classroom library supports students' English and Mandarin literacy development by providing access to a wider range of reading materials in both languages, fostering bilingualism and language proficiency. This exposure to diverse texts enhances vocabulary, comprehension skills, and cultural understanding, ultimately promoting more comprehensive language development in both English and Mandarin.

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)
22,150	Measure U

Strategy/Activity 23

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

Students with Disabilities and 504 Plans

Strategy/Activity

Teachers and staff will meet with families to discuss progress, needs, and accommodations/modifications based on disabilities identified through special education or 504 plan. A substitute teacher will be provided to release teachers to attend IEP meetings and 504 meetings. Teams will also meet to identify students with special needs as per Child Find. Stipends will be paid to staff to attend meetings after their contracted work hours.

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)
3,000	Measure U

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$40,035.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$798,379.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$36,206.00
Measure U	$172,790.00
None Specified	$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	$426,793.00
Prop. 28	$123,723.00
Site Improvement Funds	$38,867.00

Subtotal of state or local funds included for this school: $798,379.00

Total of federal, state, and/or local funds for this school: $798,379.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

Name of Members	Role
Winnie Wong	Principal
Ke Hu	Classroom Teacher
Yi Chen	Classroom Teacher
Maribel Ibarra	Classroom Teacher Other School Staff
Michael Alba	Parent or Community Member
Tanaya Mills	Parent or Community Member
Linda Khiev-Louie	Parent or Community Member
Dennis Li	Parent or Community Member
Oscar Flores	Parent or Community Member
Hana Ma	Parent or Community Member
Katie O'Hara	Other School Staff
Jessica Goldberg	Classroom Teacher
Brianna Turner	Other School Staff

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
	State Compensatory Education Advisory Committee
	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 October 18, 20223.

Attested:

	Principal, Winnie Wong on October 18, 2023
	SSC Chairperson, Tanaya Mills on October 18, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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