



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orangethorpe Elementary School	30-66506-6028112	April 7, 2026	May 19, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Orangethorpe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Title 1

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Orangethorpe Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Title 1

Orangethorpe is committed to a comprehensive and equity-driven approach to school improvement by conducting an in-depth needs assessment that draws on multiple data sources, including SBAC, ELPAC, and attendance data. Our school's plan for meeting ESSA requirements aligns with the district's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state and local programs. School goals, actions and expenditures are developed through a comprehensive needs assessment using multiple data sources including student achievement, English learner progress, attendance and climate data. Through the work of the several committees and ongoing data analysis, the school ensures that resources are strategically prioritized to meet the diverse academic and social-emotional needs of all students. This process supports a clear alignment between ESSA and LCAP goals, emphasizing a cohesive system focused on increasing student achievement and closing opportunity gaps. The intentional integration of programs funded through Title I plays a critical role in supporting this mission. These funds are used to provide supplemental curriculum resources and targeted interventions designed to address learning gaps and promote academic growth for all students. By implementing evidence-based programs, Orangethorpe ensures that struggling learners receive the additional support they need while also strengthening core instruction across classrooms. Additionally, Title I funding supports ongoing professional development in curriculum and instruction, equipping teachers with the strategies and confidence to effectively differentiate learning and meet students where they are. This strategic use of resources ensures equitable access to high-quality instruction and improved outcomes schoolwide. Orangethorpe remains dedicated to meeting the diverse needs of its students through a strong Response to Intervention (RTI) model that provides targeted support in both ELA and math, with a particular emphasis on Tier 3 learners requiring intensive intervention. English Learners benefit from both integrated and designated ELD, ensuring access to language-rich instruction that fosters both language acquisition and academic success. Students with disabilities are supported through inclusive practices, including mainstreaming opportunities and a schoolwide co-teach model implemented during the 2025–2026 school year. These students also receive specialized instruction through research-based programs such as Sonday System, Orton-Gillingham, and Heggerty, which are designed to strengthen foundational literacy skills. Through a combination of inclusive practices and targeted, data-driven interventions, Orangethorpe ensures that all students make meaningful progress toward long-term success. Stakeholder engagement is a cornerstone of Orangethorpe's planning and decision-making process. Families, staff, and community members actively contribute through surveys, meetings, and ongoing dialogue that shape school priorities, professional development, and academic programming. Events such as Family Literacy and Arts Night, the Color Run, PTA Dance, ORCA Fest, and Coffee with the Principal foster a strong sense of community and collaboration. The inclusion of students in Coffee with the Principal further strengthens this effort, providing opportunities for both students and parents to learn together while giving students a meaningful voice in the educational process. Ongoing evaluation is central to Orangethorpe's commitment to continuous improvement. The school maintains a cycle of monitoring and assessing outcomes to ensure alignment with ESSA and LCAP requirements. Through regular opportunities for stakeholder input, including parent surveys, staff collaboration, School Site Council, ELAC, and Coffee with the Principal, feedback is gathered and used to refine instructional practices, enhance family engagement, and reallocate resources as needed. This reflective and responsive approach ensures that Orangethorpe's efforts remain focused, effective, and centered on improving outcomes for all students.

Educational Partner Involvement

How, when, and with whom did Orangethorpe Elementary 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

How:

Orangethorpe Elementary School engaged in a highly collaborative and data-driven planning process to develop, review, and refine its School Plan for Student Achievement (SPSA). The school conducted a comprehensive needs assessment using multiple data sources, including SBAC, ELPAC, attendance, and school climate data, to identify strengths, gaps, and priority areas. Input was gathered through surveys, focus groups, School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, community schools meetings, and engagement opportunities such as Coffee with the Principal. Monthly SSC meetings provided a structured forum for reviewing student data, evaluating program effectiveness, and making informed budget decisions. Stakeholder feedback directly informed adjustments to instructional strategies, resource allocation, and school priorities. The SPSA was intentionally aligned with the district's Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements to ensure coherence, compliance, and a unified focus on improving student outcomes.

When:

The SPSA planning process occurred continuously throughout the school year following a structured timeline. August to September, the school conducted initial data reviews and comprehensive needs assessments with stakeholder groups.

In October and November, progress toward SPSA goals was reviewed alongside analysis of the California Dashboard. During December and January, stakeholders identified areas of need, analyzed performance gaps, and reviewed progress with the SSC.

From February through May, the SPSA was further refined, including evaluating program effectiveness and adjusting budget allocations and Orangethorpe completed the annual review process and established priorities and goals for the upcoming school year.

With Whom:

Orangethorpe collaborated with a broad range of stakeholders to ensure an inclusive and representative planning process. The School Site Council (SSC) served as the primary decision-making body, providing feedback and approving SPSA goals, actions, and budgets. The English Learner Advisory Committee (ELAC) ensured that the needs of English Learners were addressed through targeted strategies, such as participating in more programs that would help improve English through pencil and paper activities rather than technology and how to include parents in tracking student progress. Teachers and support staff contributed through Professional Learning Communities (PLCs), staff meetings, and professional development, offering insight into instruction and student progress. Parents and families participated through surveys, workshops, and community events, while students shared their perspectives through surveys and focus groups. Additionally, district personnel provided guidance and technical assistance to ensure alignment with district priorities, LCAP goals, and ESSA requirements. As a community school, initiatives with our social services assistants included family outreach, resources and school supports to ensure students had the tools they needed to be successful in school.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

According to the California dashboard, the chronic absenteeism rate at Orangethorpe is currently at 16%, a decline of 2.4%, which places the school at performance level 3 (yellow) on the state dashboard. Although the school declined its rate and chronic absenteeism is currently in the yellow performance category the data continues to reveal that nearly one in five students is missing a significant amount of instructional time, impacting both individual student achievement and overall school performance. Two subgroups continue to fall below the school performance indicator, White (orange) and Students with Disabilities (red). With 507 students enrolled, addressing this issue is a high priority. In alignment with Local Control Accountability Plan (LCAP) and Every Child Succeeding Act (ESSA) goals, Orangethorpe is implementing a multifaceted approach to reduce chronic absenteeism and promote consistent attendance. The School Site Council, English Learner Advisory Committee (ELAC), and the Attendance Committee are actively engaged in reviewing data, identifying root causes, and providing input on actionable strategies. Targeted interventions include early identification of at-risk students and the creation of plans designed to support families and their needs. Our Social Services Assistants are providing increased outreach to families, one-on-one support, and connection to community resources to alleviate or eliminate barriers to regular school attendance. In addition, the school is strengthening family engagement through events such as Coffee with the Principal, which includes parents working with their children, Family Literacy, Math, STEM and Arts Nights, and ORCA Fest to build positive relationships and reinforce the value of regular attendance. These combined efforts support LCAP priorities around student engagement, school climate, and equity, and align with ESSA’s focus on reducing chronic absenteeism as a critical measure of school success.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the California dashboard the overall performance level in English Language Arts (ELA) for all students is Yellow, with students scoring 34.6 points below standard and showing a growth of 4 points. However, there are notable performance disparities among student groups. One subgroup, Students with Disabilities fell in the Red performance level, indicating significant academic challenges. This group is at least two levels below the overall performance of all students (Yellow) and requires urgent, targeted support and interventions aligned with their individualized education plans (IEPs) and research-based instructional strategies such as the Sonday System and Orton-Gillingham. The addition of co-teach across all grade levels at Orangethorpe during the 2025-26 school year has provided intensive supports within the classroom due to the addition of an Education Specialist and instructional assistant working alongside the general education teacher and the ability to offer more in the moment support and accommodations. English Learners fell into the Orange performance level, also performing below the school wide average, with 44.6% of students making progress. This group would benefit from strengthened integrated and designated English Language Development (ELD) instruction, scaffolding strategies, and consistent progress monitoring to close learning gaps. To help with the two student groups, this School Plan for Student Achievement (SPSA) addresses targeted supports and aligned goals with the Local Control Accountability Plan (LCAP) to help close the achievement gap for these students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Orangethorpe Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.4%	%	%	2		
African American	0.99%	1.70%	1.43%	5	9	7
Asian	4.96%	5.28%	6.13%	25	28	30
Filipino	0.6%	1.70%	2.04%	3	9	10
Hispanic/Latino	79.56%	78.11%	78.32%	401	414	383
Pacific Islander	0.6%	0.57%	0.20%	3	3	1
White	8.73%	8.68%	8.38%	44	46	41
Two or More Races	4.17%	3.96%	3.48%	21	21	17
Not Reported	0%	%	%	0		
Total Enrollment				504	530	489

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			26
Kindergarten	92	81	
Grade 1	72	68	
Grade 2	46	80	
Grade3	76	50	
Grade 4	67	84	
Grade 5	69	69	
Grade 6	82	75	
Total Enrollment	504	530	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	204	199	169	40.5%	37.5%	34.6%
Fluent English Proficient (FEP)	39	56	55	7.7%	10.6%	11.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	51	66	77	49	63	77	49	63	100.0	96.1	95.5
Grade 4	66	80	43	66	80	43	66	80	43	100.0	100	100
Grade 5	69	68	77	69	68	74	69	68	74	100.0	100	96.1
Grade 6	79	74	67	79	70	66	79	70	66	100.0	94.6	98.5
All Grades	291	273	253	291	267	246	291	267	246	100.0	97.8	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2380.	2416.	2405.	10.39	28.57	9.52	20.78	14.29	31.75	24.68	24.49	28.57	44.16	32.65	30.16
Grade 4	2439.	2422.	2429.	15.15	18.75	11.63	25.76	10.00	25.58	18.18	18.75	16.28	40.91	52.50	46.51
Grade 5	2452.	2465.	2452.	8.70	16.18	12.16	23.19	25.00	22.97	24.64	22.06	21.62	43.48	36.76	43.24
Grade 6	2487.	2480.	2510.	5.06	8.57	9.09	21.52	18.57	28.79	36.71	35.71	34.85	36.71	37.14	27.27
All Grades	N/A	N/A	N/A	9.62	17.23	10.57	22.68	16.85	27.24	26.46	25.09	26.02	41.24	40.82	36.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.79	16.33	9.52	63.64	65.31	66.67	28.57	18.37	23.81
Grade 4	12.12	12.50	11.63	63.64	55.00	53.49	24.24	32.50	34.88
Grade 5	10.14	7.35	12.16	56.52	70.59	55.41	33.33	22.06	32.43
Grade 6	7.59	5.71	12.12	55.70	54.29	60.61	36.71	40.00	27.27
All Grades	9.28	10.11	11.38	59.79	60.67	59.35	30.93	29.21	29.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.39	14.29	14.29	48.05	53.06	60.32	41.56	32.65	25.40
Grade 4	7.58	7.50	6.98	69.70	46.25	60.47	22.73	46.25	32.56
Grade 5	14.49	13.24	9.46	49.28	58.82	52.70	36.23	27.94	37.84
Grade 6	5.06	12.86	7.58	59.49	48.57	71.21	35.44	38.57	21.21
All Grades	9.28	11.61	9.76	56.36	51.31	60.98	34.36	37.08	29.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.90	20.41	6.35	71.43	57.14	69.84	24.68	22.45	23.81
Grade 4	3.03	11.25	6.98	83.33	62.50	76.74	13.64	26.25	16.28
Grade 5	5.80	11.76	5.41	72.46	66.18	75.68	21.74	22.06	18.92
Grade 6	3.80	2.86	10.61	83.54	78.57	69.70	12.66	18.57	19.70
All Grades	4.12	10.86	7.32	77.66	66.67	72.76	18.21	22.47	19.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.90	18.37	11.11	64.94	59.18	68.25	31.17	22.45	20.63
Grade 4	12.12	11.25	9.30	62.12	63.75	69.77	25.76	25.00	20.93
Grade 5	7.25	8.82	5.41	63.77	60.29	60.81	28.99	30.88	33.78
Grade 6	8.86	8.57	12.12	70.89	64.29	66.67	20.25	27.14	21.21
All Grades	7.90	11.24	9.35	65.64	62.17	65.85	26.46	26.59	24.80

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	76	51	66	76	51	64	76	51	64	100.0	100	97
Grade 4	66	80	43	66	80	43	66	80	43	100.0	100	100
Grade 5	69	69	77	69	69	75	69	69	75	100.0	100	97.4
Grade 6	79	74	67	79	72	66	79	72	66	100.0	97.3	98.5
All Grades	290	274	253	290	272	248	290	272	248	100.0	99.3	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2375.	2397.	2406.	9.21	15.69	12.50	10.53	17.65	28.13	30.26	21.57	20.31	50.00	45.10	39.06
Grade 4	2425.	2418.	2422.	6.06	7.50	9.30	16.67	13.75	13.95	45.45	32.50	25.58	31.82	46.25	51.16
Grade 5	2422.	2449.	2440.	2.90	7.25	12.00	10.14	8.70	5.33	23.19	34.78	20.00	63.77	49.28	62.67
Grade 6	2463.	2438.	2475.	2.53	4.17	6.06	15.19	8.33	12.12	29.11	20.83	37.88	53.16	66.67	43.94
Grade 11															
All Grades	N/A	N/A	N/A	5.17	8.09	10.08	13.10	11.76	14.52	31.72	27.94	25.81	50.00	52.21	49.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.53	19.61	18.75	46.05	35.29	45.31	43.42	45.10	35.94
Grade 4	9.09	15.00	18.60	53.03	37.50	27.91	37.88	47.50	53.49
Grade 5	2.90	5.80	8.00	40.58	40.58	40.00	56.52	53.62	52.00
Grade 6	2.53	4.17	6.06	43.04	33.33	48.48	54.43	62.50	45.45
Grade 11									
All Grades	6.21	10.66	12.10	45.52	36.76	41.53	48.28	52.57	46.37

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.53	13.73	9.38	43.42	43.14	56.25	46.05	43.14	34.38
Grade 4	4.55	7.50	6.98	54.55	47.50	39.53	40.91	45.00	53.49
Grade 5	2.90	5.80	10.67	42.03	44.93	36.00	55.07	49.28	53.33
Grade 6	0.00	5.56	4.55	50.63	31.94	48.48	49.37	62.50	46.97
All Grades	4.48	7.72	8.06	47.59	41.91	45.16	47.93	50.37	46.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.53	21.57	17.19	47.37	52.94	57.81	42.11	25.49	25.00
Grade 4	9.09	7.50	9.30	54.55	53.75	46.51	36.36	38.75	44.19
Grade 5	1.45	8.70	9.33	55.07	56.52	41.33	43.48	34.78	49.33
Grade 6	7.59	5.56	3.03	59.49	52.78	63.64	32.91	41.67	33.33
All Grades	7.24	9.93	9.68	54.14	54.04	52.42	38.62	36.03	37.90

Conclusions based on this data:

1.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1407.8	1372.8	1401.1	1414.4	1384.5	1416.8	1392.3	1345.6	1364.1	43	40	18
1	1447.9	1404.6	1420.7	1459.6	1417.8	1431.6	1435.4	1390.9	1409.3	27	31	22
2	1461.5	1478.8	1450.8	1467.8	1489.4	1451.0	1454.7	1467.7	1450.3	12	29	32
3	1483.3	1464.8	1496.7	1478.7	1460.9	1488.9	1487.4	1468.1	1504.0	26	16	23
4	1516.7	1502.6	1503.5	1512.7	1498.8	1496.6	1520.2	1505.6	1510.0	29	23	13
5	1513.8	1541.7	1517.0	1515.0	1534.7	1513.9	1512.2	1548.3	1519.7	29	23	22
6	1533.9	1523.4	1557.0	1531.4	1510.1	1556.5	1536.3	1536.0	1556.7	15	17	15
All Grades										181	179	145

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.30	5.00	0.00	20.93	17.50	33.33	48.84	50.00	44.44	20.93	27.50	22.22	43	40	18
1	0.00	0.00	0.00	44.44	38.71	13.64	37.04	16.13	59.09	18.52	45.16	27.27	27	31	22
2	0.00	13.79	3.13	41.67	41.38	31.25	50.00	41.38	40.63	8.33	3.45	25.00	12	29	32
3	3.85	18.75	13.04	38.46	25.00	47.83	38.46	31.25	34.78	19.23	25.00	4.35	26	16	23
4	17.24	4.35	0.00	62.07	60.87	53.85	10.34	13.04	46.15	10.34	21.74	0.00	29	23	13
5	13.79	26.09	22.73	31.03	43.48	31.82	31.03	26.09	36.36	24.14	4.35	9.09	29	23	22
6	0.00	35.29	40.00	73.33	17.65	40.00	20.00	23.53	20.00	6.67	23.53	0.00	15	17	15
All Grades	7.73	12.29	10.34	40.88	34.64	34.48	34.25	30.73	40.69	17.13	22.35	14.48	181	179	145

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.63	5.00	0.00	18.60	27.50	44.44	53.49	40.00	44.44	16.28	27.50	11.11	43	40	18
1	7.41	16.13	0.00	55.56	29.03	31.82	33.33	25.81	40.91	3.70	29.03	27.27	27	31	22
2	16.67	27.59	9.38	58.33	44.83	31.25	16.67	27.59	37.50	8.33	0.00	21.88	12	29	32
3	23.08	25.00	21.74	42.31	37.50	52.17	23.08	12.50	17.39	11.54	25.00	8.70	26	16	23
4	44.83	26.09	23.08	41.38	52.17	69.23	6.90	8.70	7.69	6.90	13.04	0.00	29	23	13
5	27.59	43.48	31.82	48.28	43.48	50.00	10.34	8.70	9.09	13.79	4.35	9.09	29	23	22
6	40.00	41.18	53.33	53.33	29.41	46.67	6.67	5.88	0.00	0.00	23.53	0.00	15	17	15
All Grades	23.20	23.46	17.93	41.44	36.87	44.14	25.41	21.79	24.83	9.94	17.88	13.10	181	179	145

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	5.00	5.56	9.52	2.50	11.11	42.86	60.00	44.44	47.62	32.50	38.89	21	40	18
1	6.90	3.23	0.00	31.03	22.58	13.64	31.03	22.58	36.36	31.03	51.61	50.00	29	31	22
2	6.67	3.45	3.13	46.67	31.03	21.88	26.67	41.38	37.50	20.00	24.14	37.50	30	29	32
3	0.00	0.00	13.04	34.62	25.00	30.43	26.92	50.00	52.17	38.46	25.00	4.35	26	16	23
4	3.70	0.00	0.00	22.22	43.48	30.77	44.44	26.09	61.54	29.63	30.43	7.69	27	23	13
5	20.69	8.70	4.55	20.69	43.48	31.82	41.38	43.48	40.91	17.24	4.35	22.73	29	23	22
6	0.00	29.41	13.33	46.67	11.76	46.67	46.67	29.41	40.00	6.67	29.41	0.00	15	17	15
All Grades	3.31	6.15	5.52	32.60	24.02	25.52	36.46	40.22	43.45	27.62	29.61	25.52	181	179	145

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.98	10.00	0.00	79.07	70.00	94.44	13.95	20.00	5.56	43	40	18
1	33.33	25.81	13.64	66.67	51.61	77.27	0.00	22.58	9.09	27	31	22
2	8.33	27.59	12.50	83.33	65.52	59.38	8.33	6.90	28.13	12	29	32
3	11.54	18.75	34.78	65.38	62.50	60.87	23.08	18.75	4.35	26	16	23
4	55.17	34.78	15.38	44.83	47.83	69.23	0.00	17.39	15.38	29	23	13
5	27.59	34.78	18.18	55.17	60.87	68.18	17.24	4.35	13.64	29	23	22
6	26.67	23.53	26.67	66.67	47.06	73.33	6.67	29.41	0.00	15	17	15
All Grades	24.31	24.02	17.24	65.19	59.22	70.34	10.50	16.76	12.41	181	179	145

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.95	5.00	0.00	60.47	57.50	83.33	25.58	37.50	16.67	43	40	18
1	14.81	12.90	4.55	70.37	45.16	59.09	14.81	41.94	36.36	27	31	22
2	25.00	27.59	6.25	58.33	72.41	71.88	16.67	0.00	21.88	12	29	32
3	30.77	31.25	26.09	53.85	43.75	60.87	15.38	25.00	13.04	26	16	23
4	39.29	30.43	38.46	53.57	56.52	61.54	7.14	13.04	0.00	28	23	13
5	58.62	65.22	72.73	31.03	34.78	9.09	10.34	0.00	18.18	29	23	22
6	66.67	52.94	66.67	33.33	23.53	33.33	0.00	23.53	0.00	15	17	15
All Grades	32.78	27.93	27.59	52.78	50.28	55.17	14.44	21.79	17.24	180	179	145

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.98	2.50	0.00	79.07	62.50	72.22	13.95	35.00	27.78	43	40	18
1	18.52	6.45	4.55	48.15	45.16	36.36	33.33	48.39	59.09	27	31	22
2	0.00	3.45	3.13	50.00	68.97	50.00	50.00	27.59	46.88	12	29	32
3	3.85	0.00	13.04	46.15	50.00	60.87	50.00	50.00	26.09	26	16	23
4	6.90	0.00	0.00	72.41	60.87	76.92	20.69	39.13	23.08	29	23	13
5	13.79	13.04	4.55	37.93	73.91	68.18	48.28	13.04	27.27	29	23	22
6	6.67	17.65	26.67	46.67	29.41	40.00	46.67	52.94	33.33	15	17	15
All Grades	8.84	5.59	6.90	57.46	57.54	56.55	33.70	36.87	36.55	181	179	145

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.23	12.50	16.67	32.56	47.50	33.33	37.21	40.00	50.00	43	40	18
1	0.00	0.00	0.00	77.78	51.61	59.09	22.22	48.39	40.91	27	31	22
2	8.33	3.45	15.63	75.00	75.86	53.13	16.67	20.69	31.25	12	29	32
3	7.69	18.75	8.70	76.92	62.50	91.30	15.38	18.75	0.00	26	16	23
4	39.29	17.39	7.69	46.43	60.87	92.31	14.29	21.74	0.00	28	23	13
5	13.79	34.78	4.55	62.07	60.87	81.82	24.14	4.35	13.64	29	23	22
6	46.67	23.53	20.00	53.33	52.94	80.00	0.00	23.53	0.00	15	17	15
All Grades	21.11	13.97	10.34	57.22	58.10	68.28	21.67	27.93	21.38	180	179	145

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
489	80.4%	34.6%	1%
Total Number of Students enrolled in Orangethorpe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	34.6%
Foster Youth	5	1%
Homeless	3	0.6%
Socioeconomically Disadvantaged	393	80.4%
Students with Disabilities	147	30.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.4%
American Indian	0	0.0%
Asian	30	6.1%
Filipino	10	2%
Hispanic	383	78.3%
Two or More Races	17	3.5%
Pacific Islander	1	0.2%
White	41	8.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Overall, Orangethorpe's dashboard data indicates growth or maintenance in ELA (increased 4 points, 34.6 point below standard), Math (increased 6.8 points, 65.7 points below standard) chronic absenteeism (declined 2.4 % with 16% chronically absent) (all yellow) and suspension rate (blue). Progress for English Language Learners maintained at 0.8% with 44.6% of students making progress, but did fall from the yellow performance level to orange. This could be attributed to the fact the 12 students were reclassified during the 2025-26 school year. This increases the amount of reclassified English Learners that are currently being monitored to 49.

School and Student Performance Data

Academic Performance English Language Arts

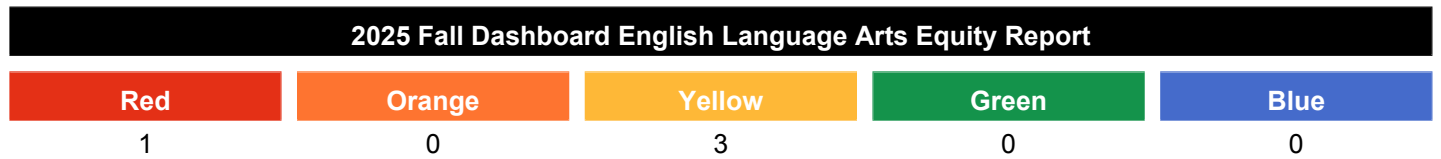
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 34.6 points below standard Increased 4 points 243 Students	English Learners  Yellow 47.2 points below standard Increased 13.7 points 106 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 30.9 points below standard Increased 11.4 points 210 Students

Students with Disabilities  Red 108.8 points below standard Maintained -0.2 points 63 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 67.3 points above standard Increased 33.8 points 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 42.4 points below standard Increased 3 points 196 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 43.3 points below standard Maintained -0.9 points 22 Students

Conclusions based on this data:

1. Performance Level: CAASPP data reveals

All students (243) fell within the mid range (yellow) increasing 4 points to 34.6 points below standard. English learners (106) fell within the mid range (yellow) increasing by 13.7 points which puts them 47.2 points below standard. Students with Disabilities (SWD) (63), while maintaining their score are still 108.8 points below standard and are performing below the mid range falling in the lowest performance band (red). Based on these CAASPP results, we will continue to provide Tier 1 and Tier 2 instruction, supports and interventions within the classroom. The use of Orton Gillingham, Heggerty and Sonday will provide the structure and foundational skills needed to help students acquire reading skills. Writing will continue to be a focus with the support of sentence frames and starters to support thinking and literacy comprehension. Due to the implementation of co-teach at every grade level during the 2025 - 26 school year, students with disabilities (SWD) have access to support and interventions all day within the classroom. While students are making progress and subgroups are showing growth, students are still below the expected standard and processes and practices to address this performance gap is crucial.

School and Student Performance Data

Academic Performance Mathematics

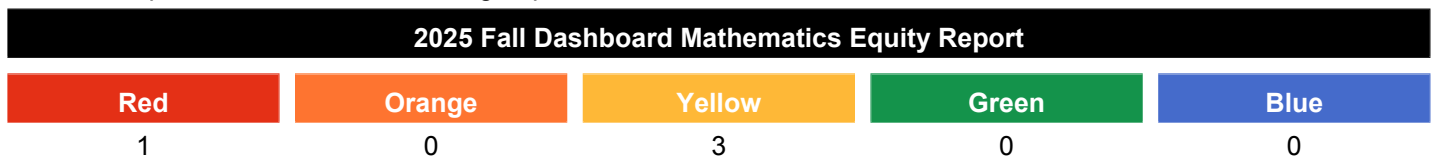
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 65.7 points below standard Increased 6.8 points 243 Students	English Learners  Yellow 80 points below standard Increased 12.4 points 106 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 64.8 points below standard Increased 12.2 points 209 Students

Students with Disabilities  Red 133.2 points below standard Declined 16.7 points 62 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 42.8 points above standard Increased 24.5 points 13 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 77.3 points below standard Increased 5.2 points 195 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 47.5 points below standard Increased 11.5 points 22 Students

Conclusions based on this data:

1. Performance Level:

The students (243) are currently performing at the mid level on the CAASPP (yellow). The dashboard shows that while they increased 6.8 points, the students are 65.7 points below standard. Compared to previous years, this increase indicates a positive trend. English learners (106) increased 12.4 points to 80 points below standard still placing them in the yellow band, again showing positive gains but also highlighting the need for more academic vocabulary development. Students with disabilities (SWD) declined 16.7 points which places them 133.2 points below standard and in the red performance band. The implementation of co-teach classrooms at every grade level this year ensures that SWD have access to intervention strategies and small group intervention throughout the day within their classroom while being exposed to grade level standards and vocabulary.

While there has been some improvement, the students are still below the expected standard. The trend of increasing performance is positive, but continued focus on addressing the performance gap is crucial.

School and Student Performance Data

Academic Performance Science

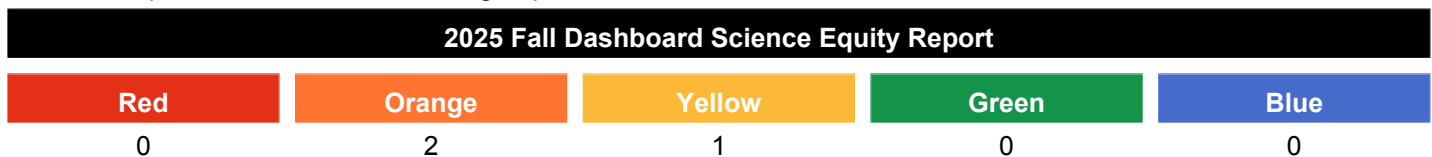
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 47.9 science points Maintained -0.3 points 73 Students	English Learners Orange 42.3 science points Declined 3.4 points 30 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 47.5 science points Maintained -0.4 points 63 Students

Students with Disabilities  No Performance Color 38.4 science points Maintained 0.2 points 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 44.8 science points Declined 4.1 points 60 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
44.6 making progress.	making progress.
Number Students: 130 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.9%	38.2%	0%	43.9%

Conclusions based on this data:

1. Performance Level:
English Learners (130) as a group are performing in the orange performance level, 2 out of 5, with 44.6% making progress, 43.9% of the students progressed at least one ELPI level, 38.2% maintained an ELPI level of 1, 2L, 2H, 3L or 3H while 17.9% decreased one ELPI level. To mitigate this and help increase English language acquisition, students participate in designated and integrated English Language Development (ELD) daily. Additionally, they were invited to attend and after-school ELD bootcamp to further enhance their skills in reading and writing. It should be noted that 12 students were reclassified this year which could be a contributing factor as to why Orangethorpe dropped from the yellow to orange band. This School Plan for Student Achievement (SPSA) addresses targeted supports and is aligned goal in the Local Control Accountability Plan (LCAP) to help close the achievement gap for these students.

School and Student Performance Data

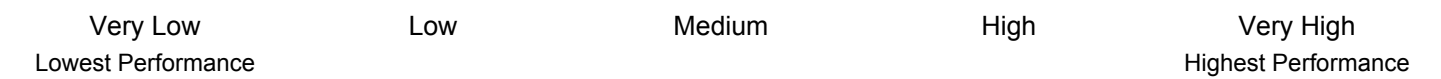
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16% Chronically Absent

Declined 2.4

507 Students

English Learners



Green

9.7% Chronically Absent

Declined 9

175 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Socioeconomically Disadvantaged



Yellow

16.6% Chronically Absent

Declined 2.9

415 Students

Students with Disabilities  Red 29.1% Chronically Absent Increased 1.6 158 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 16.1% Chronically Absent Declined 4.6 31 Students	Filipino  No Performance Color 0% Chronically Absent 0 12 Students	Hispanic  Yellow 17.1% Chronically Absent Declined 3 398 Students
Two or More Races  No Performance Color 11.8% Chronically Absent Increased 7.2 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 9.8% Chronically Absent Increased 3.5 41 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

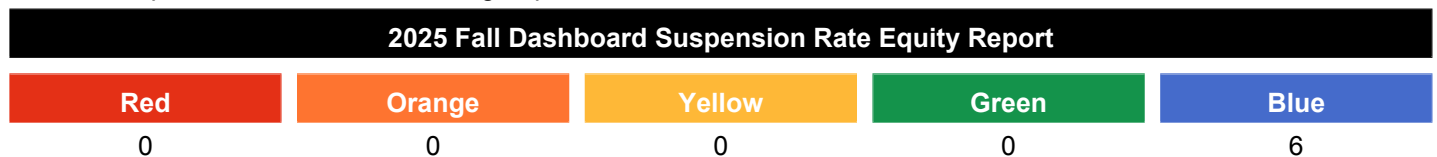
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 519 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 177 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 422 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 161 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 31 Students	Filipino  No Performance Color 0% suspended at least one day 12 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 406 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0% suspended at least one day Maintained 0% 42 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Achievement

ENGLISH LANGUAGE ARTS

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

By Spring, the overall ELA distance from standard (DFS) score on the SBAC, for students in grades 3rd - 6th will increase by 3 points from -34.6 to -31.6

By Spring, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the district diagnostic one results.

By Spring, the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -65.7 to -62.7

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For English language Arts, Students with Disabilities are in the Red performance level, indicating significant academic challenges. This group is at least two levels below the overall performance of all students (Yellow) and requires urgent, targeted support and interventions aligned with their individualized education plans (IEPs) and research-based instructional strategies such as the Sonday System and Orton-Gillingham. The implementation of co-teach classrooms at all grade levels this year has provided an additional level of support within the general education classrooms. With the additional adult resources, education specialist and instructional assistant working alongside the general education teacher, students with disabilities have support throughout the day to help lessen educational gaps. English Learners fall into the Orange performance level, also performing below the school wide average. This group would benefit from strengthened integrated and designated English Language Development (ELD) instruction, scaffolding strategies, and consistent progress monitoring to close learning gaps. The dip in performance could be attributed to the reclassification of 12 students during the 2025-2026 school year. However, increased rigor in vocabulary development is vital for our EL population to acquire the language. For math, Students with disabilities (SWD) are again performing in the red performance level suggesting the need for targeted supports for this subgroup which again could be increased and addressed in the co-taught classrooms with targeted intervention.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	2026 Dashboard Data	Increase by 3 points
iReady Data	D3 - 2026 Data	Increase by 10%
Benchmark Testing	Fall 2026 Data	Increase by 10%
ELPAC	2026 Dashboard data	Increase by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Certificated Personnel: A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) two 50 minute sessions per week. Substitute teachers will be paid to allow teachers to participate in professional development and training in their areas of Language Arts, Math, ELD, and their professional growth goals. Teacher substitutes will be utilized to support the following programs: Conducting Student Assessments, Instructional Rounds, Round Tables, SIT Meetings, Teacher Evaluation Conferences, and Classroom Visitations. Teachers will be paid hourly to provide intervention for students after school, trained in intervention strategies, run student clubs, and compensated for the time beyond the work day for planning.	All Students	50460 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Teacher 10000 Title I 1000-1999: Certificated Personnel Salaries Substitute Teachers PD 9000 Title I 1000-1999: Certificated Personnel Salaries Teachers Hourly
1.2	Classified Personnel: Instructional aides will be hired to assist with the increased number of students in Kindergarten, 1st grade, 2nd grade interventions Interpretation and translation for parent communication during meetings and parent conferences	All Students	1500 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Translators 25000 Title I 2000-2999: Classified Personnel Salaries Instructional Aide Interventions/kinder 15336 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Rtl/Kinder
1.3	Service Purchases: Duplo Machine Maintenance Contract and supplies will be purchased to maintain the Duplo machine	All Students	800 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and to assist in the duplication of intervention materials. Funds for the reproduction of instructional materials and overages on copy machine will be available to assist with the implementation of the CCSS. Teachers will attend trainings/workshops such as CGI, Project Based Learning, RtI, SEL, and technology to improve instruction. Consultants will be contracted to present Professional Development such as: High Reliability, Co-teaching and Social/Emotional Learning to all teachers.		Duplo Services 1200 Title I 5000-5999: Services And Other Operating Expenditures Professional Development 2500 LCFF - Supplemental 4000-4999: Books And Supplies Reproduction Materials 4000 Title I 5000-5999: Services And Other Operating Expenditures Teacher Conference Attendance & Professional Development 2660 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development trainings
1.4	Instructional Purchases: Support Education specialists with instructional materials and strategies to better serve Students With Disabilities (SWD) Materials will be purchased for the RtI intervention program and classroom instruction to use with targeted students such Phonics for Reading, Orton Gillingham, Heggerty, Counting Collections, Simple Solutions Additional supplemental materials will be purchased for Language Arts and Math instruction such as curriculum and apps. (Accelerated Reader, Reflex/Frax, I-Ready Lessons) Materials will be purchased for EL students to supplement ELD instruction (realia, poetry, DVDs, books, Duolingo, Rosetta Stone etc.) Materials for Interventions/Clubs after school such as ALEKS licenses, Robotics Club, iReady lessons, Learning A to Z, RAZ Kids, Tales of the Whale, DELTA Club, Speech & Debate, Vocabulary.com, Reflex, Accelerated Reader Materials will be purchased to support alternative learning spaces for students: Design Lab, STEM Lab, Art Lab, and Sherwood Forest, ORCA Fest	All Students	5000 LCFF - Supplemental 4000-4999: Books And Supplies Materials Support SDC 82554 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies 60000 Title I 4000-4999: Books And Supplies Instructional Supplies 5000 Title I 4000-4999: Books And Supplies RTI ELA Intervention 5000 LCFF - Supplemental 4000-4999: Books And Supplies RTI Math Intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Furniture will be purchased to support student modes of learning		5000 LCFF - Supplemental 4000-4999: Books And Supplies ELD Supplemental Materials 15460 Title I 4000-4999: Books And Supplies Technology Supplemental apps 5000 LCFF - Supplemental 4000-4999: Books And Supplies Interventions/Clubs 28007 LCFF - Base 4000-4999: Books And Supplies Instructional Supplies/small furniture
1.5			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The coordinated implementation of targeted staffing, structured collaboration, aligned professional development, and strategic resource allocation has strengthened instructional quality, increased differentiated support for students, enhanced staff collaboration, and contributed to measurable gains in ELA and math achievement.

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

Although a few planned components, such as external workshops and continued on-site SEL consulting, were not implemented, their impact was mitigated through peer collaboration, prior teacher training, and ongoing district-supported learning opportunities, resulting in no significant difference in overall implementation.

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

The goal will be revised to reflect that the 2025 annual target was met. Updated ELA and math metrics outlined in Goal 1 will ensure continued progress and growth.



Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Technology and Digital Literacy

As a one-one district, all Orangethorpe students and staff have devices where they can safely access and demonstrate progress toward mastery of technology and digital literacy with resources and skills to support relevant and rigorous learning experiences necessary for 21st century learning. Students will participate in online platforms such as Accelerated Reader, Reflex/Frax and I-Ready lessons to strengthen their academic skills with the use of technology

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A needs assessment completed by Community Schools participants, English Language Advisory Committee (ELAC), and School Site Council (SSC) showed a need for parent education classes pertaining to the digital tools students use at school such as I-Ready, Reflex and Accelerated Reader. Additionally, the needs assessment revealed a need for increased awareness of AI tools, typing skills, basic research skills and the addition of robotics/coding for students. For safety when using technology there was a need to educate students on the dangers of the internet and the overuse of technology and screen time. Orangethorpe will increase the parent and student education in the area of technology use and safety.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to age appropriate technology	start of the school year - 0%	100% of all students
Completion of Common Sense Media Lessons - yearly	Start of the school year - 0%	100% of all students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated Personnel: Substitutes will be provided to cover classes for grade level meetings, professional learning, and work with the Tech TOSA. Additional substitute time is allotted for teachers to attend STEM	All Students	2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	trainings and support coding opportunities and Robotics for all students.		
2.2	Classified Personnel: Additional hours for IAT will be funded to support iPad roll out prior to the start of the school year. This ensures that all students in 3rd - 6th grade have their technology ready to be used the first day of school.	All Students	2000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Hours IAT
2.3	Instructional Purchases: Technology support/replacement for Student/Teacher needs iPads, Laptops, desktop computers, smart TVs, printers, apps, keyboards, earphones, cables, etc. will be purchased to provide students more opportunities to print, publish their final edited works, and support students' needs. Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, Principal, Office Staff to access and run district, instructional and intervention programs, etc. to run efficiently. Materials to support the Project Curiosity to increase student voice and choice in learning	All Students	2000 Title I 4000-4999: Books And Supplies Technology Support 6000 Title I 4000-4999: Books And Supplies SMART Technology Repair & Replacement 4000 Title I 4000-4999: Books And Supplies Project Curiosity Labs 3000 LCFF - Supplemental 4000-4999: Books And Supplies Technology support 6076 Title I 2000-2999: Classified Personnel Salaries Computer Technician 1

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Students are excelling through the effective use of a one-to-one technology model and digital platforms such as Accelerated Reader, Reflex/Frax, and i-Ready, which provide engaging, rigorous opportunities to build academic skills and demonstrate mastery of 21st-century learning.

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

The outdoor sound system, for Sherwood Forest, originally planned to support student performances was not purchased. As a result, those funds were reallocated to support Orca Fest activities.

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

As a result of this analysis, the plan will allocate increased funding toward Project Curiosity Labs and parent education to promote greater student voice, choice, and expanded learning opportunities. These changes are reflected in the strategies and expenditures outlined in goal #2

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Secure Environment

By Spring 2027, 100% of students will receive lessons in character development through ORCA Expectations and PBIS Program as measured by teachers' records as a result the number of suspensions will be maintained at the current level (blue) as measured by suspension data contained in SWIS from the beginning of the 2026/2027 school year (August) compared to end of year SWIS data.

By Spring 2027, 100% of students will participate in the Second Step Program with classroom lessons conducted throughout the year as measured by Second Step progress reports. Additionally, our school wide focus on social emotional learning provide strategies and tools for staff to further help students (morning greeting, morning meeting, calm corner, mindfulness etc.)

By Spring 2027, 100% of students will participate in a Wellness Program which could include: Healthy Celebrations, participation in routine "Brain Breaks" during instruction, After School Physical Activity clubs (softball, soccer, basketball), restorative practices (ie: mindfulness and circles), and participate in the before school morning WAVE (Walk Around Very Early)

By Spring 2027, Orangethorpe will decrease chronic absenteeism by 5% from 16 % to 11% by providing outreach, support and resources to families, continuing with the attendance committee and celebrating student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 Safe & Secure Environment: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California dashboard, the chronic absenteeism rate at Orangethorpe is currently 16%, which places the school at performance level 3 (yellow) on the state dashboard. Although the school declined 2.4%, the data reveals that nearly one in five students is missing a significant amount of instructional time impacting both individual student achievement and overall school performance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Second Step	zero percent	100% completion at all grade levels
dashboard attendance	Overall Rate: The school's chronic absenteeism rate is currently 16%	Overall rate: The school's chronic absenteeism rate will be no more than 11%
dashboard suspension	Dashboard data	Maintain

Survey data (Community, Staff and students)	Climate/SEL surveys/Safe and secure	Increase from beginning of year survey
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Certificated Personnel: An Assistant Principal will be funded 25% in order to assist with the implementation of academic and behavior programs. A PE Teacher will provide instruction for students in physical education and health 2 times weekly 50 minutes per grade level. Teachers will be paid outside of school hours to host clubs for students (Soccer, Basketball, Softball, Dance, STAGE, Robotics, E-Sports, Speech & Debate, Interventions)	All Students	None Specified PE Teachers Salary 37068 LCFF - Base 1000-1999: Certificated Personnel Salaries Assistant Principal Salary 5000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Additional Teacher Hours
3.2	Classified Personnel: Additional hours for noon supervisors will be provided to assist with the supervision before school, during school, and during special school-wide events.	All Students	8000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Noon Supervisor Hours
3.3	Services Purchases: A counselor will be employed to support/service our teachers and students needs Full time Social Services assistant is available to parents to offer resources and help with chronic absenteeism	All Students	None Specified Counseling Services
3.4	Instructional materials: Materials will be purchased to support our ORCA Assemblies and PBIS program.	All Students	3000 Title I 4000-4999: Books And Supplies PBIS Materials

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategic implementation of staffing and resources, including an Assistant Principal to support critical day-to-day operations, a PE teacher to ensure consistent physical education, a counselor who has been essential in supporting students' emotional well-being, and a Social Services Assistant who provides vital resources and support to families, has been highly effective in strengthening both academic and behavioral outcomes while fostering a supportive and well-managed school environment.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

The goal has been refined to strengthen both student well-being and attendance outcomes by incorporating the support of an additional Social Services Assistant through the Community Schools model to enhance family outreach and address chronic absenteeism, while maintaining a comprehensive, school wide focus on PBIS/ORCA expectations, Second Step, and wellness initiatives to sustain low suspension rates and ensure 100% student participation in social-emotional and character development programs. This is outlined in the strategies/activities of goal #3

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Engagement

By Spring 2027, parent engagement and volunteer opportunities on committees such as District English Advisory Committee (DELAC), Community Schools, PTA, English Language Advisory Committee (ELAC), School Site Council (SSC), room parents and participation in coffee with the principal will increase during and after school by promoting an inclusive and supportive culture on campus to encourage parents to become more engaged in their students' learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 Parent & Community Engagement: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Stakeholder engagement is a vital part of our planning process, ensuring that our programming, professional development, and family engagement efforts align with shared goals and support student success. Families, staff, and community members were actively involved through surveys, meetings, needs assessments and ongoing conversations that helped shape our school plan and priorities. Their input directly influenced decisions around academic support, increased intervention, professional learning for staff, and meaningful opportunities for family involvement and engagement in school and student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey	Fall and Winter survey	we will increase by 10% on the Spring survey
Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal	Sign in sheets	increase by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Certificated Personnel: Parents of incoming Kindergarten students will be invited in May to meet the Kindergarten teachers and to obtain information to facilitate their child's transition from pre-school/home to Kindergarten. Teachers will be paid hourly to plan and attend meeting.	All Students	7000 Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly for Assessments 1000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Teacher committees will meet (Leadership, PBIS, High Reliability) during summer to plan and prepare learning opportunities for parents to participate in on campus activities to help them understand school programs.		LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teachers Hourly
4.2	Classified Personnel: The Social Service Assistant serves as a liaison between the inter-community agencies, monitor students with attendance problems, to sustain our PBIS program and provide parents with information and resources for their child(ren).	All Students	11234 Title I 2000-2999: Classified Personnel Salaries Social Service Assistant Salary
4.3	Services Purchases: Parent Education classes and trainings will be offered and parent opportunities for involvement such as: coffee with the principal, PTA, ELAC, SSC and Statewide assessments/district benchmarks	All Students	3000 Title I 5000-5999: Services And Other Operating Expenditures Parent Training
4.4	Instructional Materials: Establish procedures and fund effective home/school communication such as parent letters, meetings, progress reports, translators during parent/teacher conferences, home/school communication folders, planners, etc. Refreshments and prizes will be provided for parents who participate in parent training sessions or informative meetings.	All Students	1500 Title I 4000-4999: Books And Supplies Parent Communication 1500 Title I 4000-4999: Books And Supplies Refreshments for Parent Meetings

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of the strategies/activities specifically surrounding coffee with the principal and the inclusion of parents working on academic activities with them during that time, not only support Community Schools and working as a collective group but also increased attendance at that monthly event to strengthen home/school partnerships.

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

One major difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal was not providing as many parent classes. For this SPSA plan, the money remains allocated for parent classes and trainings.

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

No major changes to the goal were made however, parent classes based on the needs assessments will be planned in advance to ensure parents are receiving the training they are seeking.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$436,855.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$174,970.00

Subtotal of additional federal funds included for this school: \$174,970.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$65,075.00
LCFF - Supplemental	\$196,810.00

Subtotal of state or local funds included for this school: \$261,885.00

Total of federal, state, and/or local funds for this school: \$436,855.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	65,075.00
LCFF - Supplemental	196,810.00
Title I	174,970.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,528.00
2000-2999: Classified Personnel Salaries	69,146.00
4000-4999: Books And Supplies	234,521.00
5000-5999: Services And Other Operating Expenditures	11,660.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	37,068.00
4000-4999: Books And Supplies	LCFF - Base	28,007.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	58,460.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,836.00
4000-4999: Books And Supplies	LCFF - Supplemental	108,054.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,460.00
1000-1999: Certificated Personnel Salaries	Title I	26,000.00
2000-2999: Classified Personnel Salaries	Title I	42,310.00
4000-4999: Books And Supplies	Title I	98,460.00

5000-5999: Services And Other
Operating Expenditures

Title I

8,200.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
333,477.00
25,076.00
53,068.00
25,234.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Deborah Bennett	Principal
Katrina Piche	Classroom Teacher
Sally Choi	Classroom Teacher
Terry Sanchez	Classroom Teacher
Leticia Alatorre	Other School Staff
John Maxwell	Parent or Community Member
Jessica Schuck	Parent or Community Member
Amy Lee	Parent or Community Member
Dalia Vega	Parent or Community Member
Cassandra Cruz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

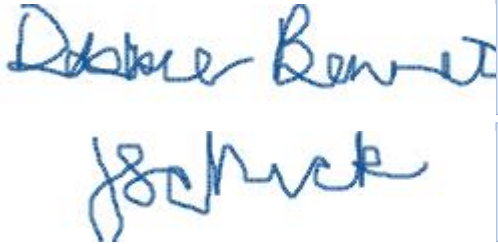
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 7, 2026.

Attested:

The block contains two handwritten signatures in blue ink. The top signature is 'Deborah Bennett' and the bottom signature is 'Jessica Schuck'.

Principal, Mrs. Deborah Bennett on April 7, 2026

SSC Chairperson, Jessica Schuck on April 7, 2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023



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Orangethorpe School Parent Involvement Policy 2025 - 2026

Orangethorpe School has developed a written Title I parental involvement policy with input from parents. As a School-Wide Title I school, parent input is acquired during School Site Council, English Language Learner Advisory Committee and during a general Title I meeting during the first trimester of school. The Policy is shared with each of the parent committees and a copy is sent home to all parents. Orangethorpe Elementary School's policy describes the means for carrying out the following Title I parental involvement requirements. *[Title I Parental Involvement, 20 USC 6318(a)-(f)]*

Involvement of Parents in the Title I Program

The administration, staff, and parents of Orangethorpe believe that the improved academic achievement of each student is a shared responsibility of the entire school community. Orangethorpe School does the following:

- 1. Convenes an annual meeting to inform all parents of Title I requirements and their rights to be involved in the Title I Program.**
 - a. A date is set in the fall. The meetings are held in the MPR with childcare and translators are provided.
- 2. We offer a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**
 - a. Parents are surveyed to see which hour is better for them to attend meetings.
- 3. Involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy.**
 - a. The parent involvement policy is shared in the fall during the SSC, ELAC and general Title I meeting. Parents are asked to review the policy and the compact at this time.
 - b. The policy is made available to parents at different events during the school year and input is solicited to improve the program at Orangethorpe.
- 4. Provides all parents with timely information about Title I programs.**
 - a. Parents are provided this information regarding intervention and other services for students at the following meetings / committees: Title I general meeting, SSC, ELAC and at parent / teacher conferences (fall and spring).
 - b. Letters are sent and phone calls are made to parents during the school year when students demonstrate a need for academic support.
- 5. Provides all parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.**
 - a. Teachers communicate to parents their grading policies, rules, digital citizenship and responsibilities and expectations for their students at Back to School Night and fall conferences.
 - b. Parents are sent testing results for their students' performance on the English Language Performance Assessments for California (ELPAC), given to all second language learners each year.



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6. Provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- a. During the Title I general meeting, parents are provided information regarding how they can be further involved in their child's education. Parent/Teacher conferences are held in the fall and spring, but parents are informed that they can schedule a conference at any time to discuss their child's education with the teacher. Teachers can request a meeting with the Student Study Team to discuss students that are not making academic growth despite interventions. Parents can attend this meeting. Furthermore, an individual yearly meeting is held with the parents, teacher and special education teacher of special education students to discuss their child's academic growth, goals and objectives of their Individualized Educational Program.

Student-Parent-Teacher Compact

Orangethorpe School has jointly developed and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact is discussed at the Title I meeting, ELAC, SSC and during teacher meetings. Input is taken from all parties to develop the compact.

The compact describes how the school and parents will work together to help the child reach proficiency on the Common Core State Standards. This compact is shared with parents during parent / teacher conferences.

The compact emphasizes literacy and math, but there is a section that a teacher and parent can use to write a specific goal for a student that needs to improve/develop. This can be a goal that is identified during the parent / teacher conference. The school-parent compact describes the following items in addition to items added by parents:

1. The first section states what the student will do to fulfill his/her part of the compact. The next section describes what the parent will do to ensure that their child fulfills the items listed on compact. The last section states the teachers' commitment to implement and ensure accountability of student completion and ongoing communication with the parent. Each of the sections requires a signature from the appropriate party.
2. Orangethorpe School realizes the importance of ongoing communication between parents and teachers through parent conferences, reports on student progress, ConnectEd electronic communication system, communication folders, and opportunities to volunteer and participate in and observe the educational program. Furthermore, several family events are held to assist parents in learning different activities in reading and math to use at home with their children. Parenting classes are available for parents as well as family services support through our SSA.

Building Capacity for Involvement

Orangethorpe School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are provided with a copy of the grade level Common Core State Standards with report cards. Parents are also made aware of ways to help their students achieve at high levels at parent conferences and Back-to-School Night.



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- 1. Provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - a. Parent meetings such as ELAC and SSC are used as a means to communicate and understand the Standards and Assessments, as well as parent conferences.
- 2. Provides materials and training to help parents work with their children to improve their children's achievement.**
 - a. Family days/nights in the area of literacy, math, digital citizenship and cultural awareness are offered so that parents can learn a variety of strategies and games to develop their child's literacy and math skills.
- 3. Educates staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.**
 - a. At the beginning of the school year, the staff meets to review the Parent Involvement Policy and the Parent/Student/Teacher compact
 - b. Teachers are also given a copy of the volunteer and visitor guidelines to make them aware of the protocols that need to be followed.
- 4. Coordinates and integrates the parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**
 - a. Prior to entering kindergarten, new parents are invited to the Kindergarten Orientation held in April to help parents get their child ready for school. Teachers share activities that the parents can do at home to help prepare the students for kindergarten.
 - b. The Preschool and ELIP (Early Learning Inclusive Preschool) classes organize a field trip to the kindergarten and Multiage Kindergarten classes to acquaint the students with the school and with the kindergarten teachers and classrooms.
- 5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**
 - a. All announcements via flyers and phone messages are sent home in Spanish and English. Parents receive information in their dominant language.
 - b. Additionally, our ConnectEd mass telephone call system presents all messages in both Spanish and English.
- 6. Provides support for parental involvement activities requested by parents.**
 - a. The principal identifies district/site experts that can provide parents with the information they request.
 - b. Workshops/Trainings are scheduled and parents are invited to these events to support them in the area that he/she requested.
 - i. Internet Safety
 - ii. Technology
 - iii. Behavior
 - iv. School Safety
 - v. Social Emotional Learning



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Accessibility

1. Orangethorpe School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - a. All announcements are sent home in Spanish and English. The marquee sign also has the information posted. The office staff is also bilingual, as are many of the teachers.
 - b. The principal and/or the vice principal is present to ensure that all parents receive information in their dominant language.



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Escuela Orangethorpe Póliza de Involucrar a los Padres 2024 -2025

La Escuela Orangethorpe ha desarrollado una póliza de participación paternal escrita con las sugerencias de los padres. Como somos una escuela de Título I, las sugerencias paternas son adquiridas durante el Comité de Concilio Escolar, Comité del Programa de Ingles como segundo idioma y durante una junta general de Título I durante el primer trimestre de escuela. La póliza es compartida con cada uno de los comités paternas y una copia es enviada a casa a todos los padres. La póliza de la Escuela Orangethorpe describe los medios para llevar a cabo los siguientes requisitos de involucrar a los padres del Título I. *[Título I Participación Paternal, 20 USC 6318 (a) - (f)]*

Participación de los padres en el programa de Título I

La administración, el personal y los padres de Orangethorpe creen que el logro académico mejorado de cada estudiante es una responsabilidad compartida de toda la comunidad escolar. La Escuela Orangethorpe hace lo siguiente:

- 1. Convoca una reunión anual para informar a todos los padres sobre los requisitos del Título I y sus derechos para participar en el Programa del Título I.**
 - a. Se fija una fecha en el otoño. Las reuniones se llevan a cabo en el MPR con cuidado de niños y se brindan traductores.
- 2. Ofrecemos una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche.**
 - a. Los padres son encuestados para ver qué hora les conviene más para asistir a las reuniones.
- 3. Educa al personal, con la ayuda de los padres, sobre el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales.**
 - a. Al comienzo del año escolar, el personal se reúne para revisar la Política de participación de los padres y el pacto entre padres, estudiantes y maestros.
 - b. Los maestros también reciben una copia de las pautas para voluntarios y visitantes para que estén al tanto de los protocolos que deben seguir.
- 4. Brinda a todos los padres información oportuna sobre los programas de Título I**
 - a. Los padres reciben esta información sobre la intervención y otros servicios para los estudiantes en las siguientes reuniones/comités: reunión general del Título I, SSC, ELAC y en las conferencias de padres/maestros (otoño y primavera).
 - b. Se envían cartas y se hacen llamadas telefónicas a los padres durante el año escolar cuando los estudiantes demuestran la necesidad de apoyo académico.
- 5. Brinda a todos los padres una explicación del plan de estudios, las evaluaciones y los niveles de competencia que se espera que alcancen los estudiantes.**
 - a. Los maestros comunican a los padres sus políticas de calificación, reglas, ciudadanía digital y responsabilidades y expectativas para sus estudiantes en la Noche de Regreso a la Escuela y las conferencias de otoño.
 - b. A los padres se les envían los resultados de las pruebas del desempeño de sus estudiantes en las Evaluaciones de desempeño del idioma inglés para California (ELPAC), que se administran a todos los estudiantes de un segundo idioma cada año.



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6. **Brinda a los padres, si así lo solicitan, oportunidades para reuniones periódicas para participar en las decisiones relacionadas con la educación de sus hijos.**
 - a. Durante la reunión general del Título I, los padres reciben información sobre cómo pueden participar más en la educación de sus hijos. Las conferencias de padres y maestros se llevan a cabo en el otoño y la primavera, pero se informa a los padres que pueden programar una conferencia en cualquier momento para hablar sobre la educación de sus hijos con el maestro. Los maestros pueden solicitar una reunión con el Equipo de estudio de estudiantes para hablar sobre los estudiantes que no están progresando académicamente a pesar de las intervenciones. Los padres pueden asistir a esta reunión. Además, se lleva a cabo una reunión anual individual con los padres, el maestro y el maestro de educación especial de los estudiantes de educación especial para analizar el crecimiento académico, las metas y los objetivos de su programa educativo individualizado de su hij/a.

Acuerdo de estudiante-padre-maestro

La Escuela Orangethorpe ha desarrollado y distribuido conjuntamente a los padres un pacto entre la escuela y los padres que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto se discute en la reunión de Título I, ELAC, SSC y durante las reuniones de maestros. Se toman aportes de todas las partes para desarrollar el compacto.

El pacto describe cómo la escuela y los padres trabajarán juntos para ayudar al niño a alcanzar el dominio de los Estándares Estatales Básicos Comunes. Este compacto se comparte con los padres durante las conferencias de padres y maestros.

El pacto enfatiza la alfabetización y las matemáticas, pero hay una sección que un maestro y un padre pueden usar para escribir una meta específica para un estudiante que necesita mejorar/desarrollarse. Esta puede ser una meta que se identifique durante la conferencia de padres y maestros. El pacto entre la escuela y los padres describe los siguientes elementos además de los elementos agregados por los padres:

1. La primera sección establece lo que el estudiante hará para cumplir con su parte del pacto. La siguiente sección describe lo que el padre hará para asegurarse de que su hijo cumpla con los elementos enumerados en el pacto. La última sección establece el compromiso de los maestros para implementar y garantizar la responsabilidad de la finalización del estudiante y la comunicación continua con los padres. Cada una de las secciones requiere la firma de la parte correspondiente.
2. La escuela Orangethorpe reconoce la importancia de la comunicación continua entre padres y maestros a través de conferencias de padres, informes sobre el progreso de los estudiantes, sistema de comunicación electrónica ConnectEd, carpetas de comunicación y oportunidades para ser voluntario y participar y observar el programa educativo. Además, se llevan a cabo varios eventos familiares para ayudar a los padres a aprender diferentes actividades de lectura y matemáticas para usar en casa con sus hijos. Las clases para padres están disponibles para los padres, así como el apoyo de servicios familiares a través de nuestra SSA.

Creación de capacidad para la participación

La Escuela Orangethorpe involucra a los padres en interacciones significativas con la escuela. Apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estas metas, la escuela hace lo siguiente:



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Ayuda a los padres a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos. Los padres reciben una copia de los Estándares Estatales Básicos Comunes de nivel de grado con boletas de calificaciones. Los padres también son conscientes de las formas de ayudar a sus hijos a lograr altos niveles en las conferencias de padres y la Noche de Regreso a la Escuela:

1. **Brinda a los padres asistencia para comprender los estándares de contenido académico del Estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**
 - a. Las reuniones de padres como ELAC y SSC se utilizan como un medio para comunicar y comprender los Estándares y las Evaluaciones, así como las conferencias de padres.
2. **Proporciona materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos.**
 - a. Se ofrecen días/noches familiares en el área de alfabetización, matemáticas, ciudadanía digital y conciencia cultural para que los padres puedan aprender una variedad de estrategias y juegos para desarrollar las habilidades de alfabetización y matemáticas de sus hijos.
3. **Distribuye a los padres información relacionada con programas de escuela y los padres, reuniones y otras actividades en una forma y en el lenguaje que los padres entienden**
 - a. Todos los anuncios a través de volantes y mensajes telefónicos son enviados a casa en Español y en Inglés. La directora u otro miembro del personal bilingüe está presente para asegurar que todos los padres reciben información en su idioma dominante.
 - b. Además, nuestro sistema de llamada telefónica Conectad presenta todos los mensajes en Español y en Inglés.
4. **Coordina e integra el programa de participación de los padres con otros programas y realiza otras actividades, como los centros de recursos para padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos.**
 - a. Antes de ingresar al jardín de infantes, se invita a los nuevos padres a la Orientación de jardín de infantes que se lleva a cabo en abril para ayudar a los padres a preparar a sus hijos para la escuela. Los maestros comparten actividades que los padres pueden hacer en casa para ayudar a preparar a los estudiantes para el jardín de infantes.
 - b. Las clases de Preescolar y ELIP (Early Learning Inclusive Preschool) organizan una excursión a las clases de kindergarten y Kindergarten Multiedad para familiarizar a los estudiantes con la escuela y con los maestros y salones de kindergarten.
5. **Distribuye a los padres información relacionada con la escuela y los programas para padres, reuniones y otras actividades en una forma y un idioma que los padres entienden.**
 - a. Todos los anuncios a través de volantes y mensajes telefónicos se envían a casa en español e inglés. Los padres reciben información en su idioma dominante.
 - b. Además, nuestro sistema de llamadas telefónicas masivas ConnectEd presenta todos los mensajes en español e inglés.
6. **Brinda apoyo para las actividades de participación de los padres solicitadas por los padres.**
 - a. El director identifica expertos del distrito/sitio que pueden proporcionar a los padres la información que solicitan.



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- b. Se programan Talleres/Entrenamientos y se invita a los padres a estos eventos para apoyarlos en el área que él/ella solicitó.
 - i. Seguridad de Internet
 - ii. Tecnología
 - iii. Comportamiento
 - iv. Seguridad Escolar
 - v. Aprendizaje socioemocional

Accesibilidad

- 1. La escuela Orangethorpe brinda oportunidades para que todos los padres participen, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. Esto incluye proporcionar información e informes escolares en una forma y un idioma que los padres entiendan.
 - a. Todos los anuncios se envían a casa en español e inglés. El letrero de la marquesina también tiene la información publicada. El personal de la oficina también es bilingüe, al igual que muchos de los maestros.
 - b. El director y/o el subdirector están presentes para garantizar que todos los padres reciban información en su idioma dominante.



Orangethorpe School
STUDENT-PARENT-TEACHER COMPACT
2025-2026

Orangethorpe School maintains a kinship between home and school. This agreement is designed to express this kinship and achieve our goal of every student attending college in the future by following the ORCA Expectations. As a team, we will take responsibility for our contribution to this compact.

Student Responsibilities:

I will do my best to reach my goals and attend college in the future:

- o Follow expectations of the ORCA Way
- o Return homework complete and in order daily
- o Give my parents school information
- o Respect myself and others
- o Complete classroom assignments daily
- o Pay attention as my teacher instructs me so I can learn
- o Use technology with proper digital citizenship

Student Signature:_____

Date:_____

Parent/Guardian Responsibilities:

I will do my best to support to my child and his/her school:

- o Monitor homework is completed daily
- o Monitor my child is reading daily and sign the reading log
- o Attend Parent Conferences and meetings for my child, if necessary
- o Send my child, on time, and prepared daily
- o Make time to work with my child on current goals and motivate him/her to reach his/her goals
- o Ensure that my child reinforces the expectations of the ORCA Way

Parent Signature:_____

Date:_____

Teacher Responsibilities:

Provide an environment safe and calm with lessons and activities that are motivating and enriched for all students

- o Have high expectations and support the best in students, parents, and peers
- o Motivate my students to reach their full potential
- o Communicate with each student's parent when necessary
- o Assess knowledge of the subject and review the progress of my students

Teacher Signature:_____

Date:_____

Teacher Signature:_____

Date:_____