

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orland High School	11754811135656		Orland High School Site Council

Purpose and Description

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

Schoolwide Program

The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student achievement.

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

The Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains towards the implementation of ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan,

accountability, and can recognize that our school site plan and district LCAP encompasses all students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The results/highlights of the 19-20 surveys that were conducted at OHS this year as follows:

English Learner Advisory Committee (ELAC):

Parents prefer evening meetings.

Most parents are aware of the ELAC meetings.

Parents are interested in parent workshops.

Parents are unsure of the classification process regarding EL students.

California School Staff Survey (47 staff completed the survey): :

59% of the OHS teachers feel like the school is safe for staff.

51% of the OHS staff feel that their are high student expectations.

54% of the OHS staff feel OHS is supportive and an inviting place for staff to work

California School Parent Survey (49 parents completed the survey):

13% of parents feel welcome to participate at this school.

28% of parents feel the school promotes academic success for all students

30% of parents feel that the school clearly communicates consequences of breaking rules

30% of parents feel that the school provides opportunities for meaningful student participation

California Healthy Kids Survey (156 9th graders and 137 11th graders completed the survey):

64% of the 9th graders and 54% of the 11th graders feel connected to OHS.

74% of the 9th graders and 61% of the 9th graders are academically motivated

Majority of the students feel that they are cared for by an adult on campus.

Classroom Observations

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

The site principal and assistant principal make formal and informal classroom observations. The formal observations are done in compliance with the Collective Bargaining Agreement between Orland Unified School District and Orland Teacher's Association. The informal observations are completed to obtain data to address individual teacher strengths and weaknesses as well as addressing systemic instructional issues.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Orland High School uses the following types of assessments and data to modify instruction to improve student achievement:

1. Illuminate for subject area analysis.
2. Illuminate for subject area analysis for district assessment to review results to modify instruction.
3. Illuminate for subject area analysis reports for common, formative assessments in math, science, social studies, and English. Throughout the year all subject areas implement and analyze the results of their specific assessments.
4. AP reports
5. ELPAC results Administration, individual departments and individual staff members use the test data to place students in various programs, pull students together for small group supplemental instruction, and to familiarize themselves with the achievement level of their students.
6. 11th grade CAASPP

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

Orland High School uses the following types of assessments and data to modify instruction to improve student achievement:

1. Illuminate reports for school wide, grade level, and subject area analysis.
2. Illuminate reports for district assessment to review results to modify instruction.
3. AP reports
4. Common, formative assessments entered into Illuminate to produce data and reports for staff to analyze.
5. 11th grade CAASPP

OHS has adopted and implemented the DPA in order to measure student learning by standard, prior to taking state assessments. The results of these assessments are used to identify the standards that students struggle with in efforts to intervene prior to state testing. OHS has access to the web based Illuminate program which allows staff members to interpret data, form assessment groups, analyze test scores of select groups of students and provide assessment data to support instructional practices. Illuminate is used extensively in conjunction with the DPA's as well as when teachers/admin are making instructional decisions for the following year.

Grade and assessment data are used to monitor students as they progress though the school year. Data is used to monitor Reclassified English Learner's progress in the core curriculum. English Learners in particular are assessed throughout the school year to determine their progress in English Language Development. This assessment data is used to inform instruction and improve student achievement.

Additional common department wide curriculum-embedded assessments in ELA and Math are used to determine student progress and the data from these assessments are used to make instructional decisions and to inform teachers of needed reteaching and review of key standards--administered via Illuminate and/or IAB/ICA from CAASPP.org.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instruction is provided by highly qualified teachers and paraprofessionals as outlined in the CCSS requirements. There is a need at the school to have additional teachers trained and certified to teach English Learners, especially in the core subjects with integrated EL strategies.

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

All teachers are appropriately credentialed in their current teaching position. The majority of professional development at OHS comes in the form of teacher collaboration using the professional learning communities model as well as District ran PD.

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

At the beginning of every school year, during PLC's collaboration time, data is given to teachers regarding CAASPP results. Teachers meet within their departments and subject areas to analyze data and provide each other with teaching strategies.

Core subject areas are rewriting common assessments that are standards-based/aligned to the common core and the data from these assessments is used to guide instruction.

All staff are encouraged to attend content and researched based staff development institutes that will support increased student achievement. All staff development requests are reviewed by the administration to check for alignment to content standards and professional needs that meet the requirements for staff development in NCLB.

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

Orland Unified School District provides instructional assistance and support to all teachers. New teachers are enrolled in an induction program to help new and beginning teachers with instructional strategies. The mentoring and extra attention from the administration help new teachers meet the demand of their first years in the classroom.

Administrators meet with teachers for instructional conversations to provide communication between teacher and administration.

Subject-level leaders provide support to their colleagues as well. Additionally, OHS teachers have access to the Ed Tech Coach to support with education and technology implementation.

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

Teachers will continue to collaborate in their PLC's on modified Wednesday from 2:10-3:30. Staff will meet in their PLC groups and in subject/ grade level meetings to analyze results from their common formative assessments, evaluate data from end of the year test scores/CAASPP, CAST results and address other school wide issues. Banking days are utilized in a variety of ways with some of them being set aside for department articulation and teacher collaboration. The departments may use this time to focus on the use of curriculum embedded and interim assessments and reviewing the resulting data to strengthen the implementation of the adopted programs.

Teaching and Learning

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

Orland High School is developing Common Formative Assessments in all courses. This has allowed teachers to align their curriculum to the essential standards and create a pacing guide within their scope and sequence, that all teachers follow.

Teachers will meet on modified Wednesday in their PLC's for collaboration: the primary focus is on analyzing the data from the common, formative assessments, sharing how that data can impact instructional strategies in the classroom, and meet essential standards.

Orland High School has fully implemented the Common Core Scope and Sequences in all core classes.

Students are involved in a rigorous curriculum that is aligned to state standards and the SLO's formally the ESLR's. Teachers use a variety of instructional techniques and strategies, including technology to actively engage students. Teachers promote higher-order thinking skills, differentiated instruction, and real-world applications of course content. Students are encouraged to succeed at high levels as they work either independently or collaboratively.

Additional time and effort should be used to have teachers review course outlines and work to further align programs to state standards and SLO's, to implement the use of common curriculum-embedded assessments. Additional technology for classrooms was originally needed to enhance the integration of technology into the core curriculum; however, over the past year, we have enhanced our technology training by providing the following: Staff access to OUSD tech coach, Google training, implementing more Google Classrooms, and software training such as to illuminate (student data tracking).

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

OHS meets or exceeds all required instructional minutes in all content areas.

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

Scope and sequences are developed for every subject area after the respective textbook adoption. The scope and sequence is analyzed yearly and updated as needed. Scope and sequences are also developed for non-core and elective classes; these are updated yearly as needed.

OHS has full implementation of the transitional Common Core Scope and Sequences in all core classes have begun the process of building lessons for CCSS. This includes becoming familiar with the Smarter Balance testing and construction of the questions.

Expert groups have been created at the District level to develop supplemental materials and develop an intensive training for teachers.

Additionally, OHS is striving to incorporate increased opportunities for reading, writing and speaking and listening across all disciplines in order to ensure all student populations leave OHS having achieved the OHS expected school wide learning results (SLO's).

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

Standards based instructional material is available in all content areas. Materials are reviewed by department members to check for alignment to State Standards and then submitted to the school board for approval. Intervention materials are chosen from approved standards aligned materials and are employed with those students needing the additional help.

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

Standards based instructional material is available in all content areas. Materials are reviewed by department members then submitted to the school board for approval. Intervention materials are chosen from approved standards aligned materials and are employed with those students needing the additional help. Professional development in the use of new materials is determined as needed by department.

Opportunity and Equal Educational Access

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

Using a variety of assessment data under performing students are identified for additional support with the goal of meeting graduation requirements. Support for all students to meet graduation requirements is provided through an extensive counseling program, advisory class, lab classes, standards-level classes, tutoring, tutor me center, and individual programs for those students needing additional assistance.

Special education staff will provide services to students with IEP's and provide support to the regular education teachers in differentiating instruction for those students who need it. Several staff members, those that teach English Language Development, EL Reading, English and Math Lab, support English Learners and those staff members credentialed to teach EL's in the core curriculum.

We have Bilingual Services, aides, teachers, and materials to support identified under performing students. Students receive support through labs that are taken in lieu of an elective.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards aligned.

Parental Engagement

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

The school uses a variety of strategies to encourage parental and community involvement. The school has access to many school, district, and community resources, which assist in its goal to have all students meet and exceed all state, federal and graduation requirements. The local community provides parent education programs, mental health resources, 4-H, Boy and Girl Scouting, the local campus of Butte College, and the many resources for the Glenn County Office of Education.

Orland High School has an active School Site Council, many student organizations and an award winning FFA program, English Learner Advisory Committee, a strong Alumni group, Sober Grad parent group, and an Athletic Booster Club. The school communicates with students, parents and the community in a variety of ways: Parent Portal (Daily access to grades, assignments, teacher comments, student attendance), Facebook, OHS Website, Back to School Night, Open House, City of Orland Recreation Department (facilities and programs), a city-wide Ministerial Group that coordinates the annual Baccalaureate Ceremony, and Newsletters. Students and parents are apprized of their current grades eight times per school year.

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

Parents are given many opportunities to participate in the planning and evaluation of categorical programs through a variety of avenues. Parents participate in an active manner on the School Site Council and the English Learner Advisory Committee/District English Learner Advisory Committee. Parents and students will be surveyed by the school to comment on a variety of issues, including the academic program.

Funding

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

State and Federal categorical funds provide both services and materials to assist under performing students to meet state and local standards, including graduation requirements. Funds are used to provide instructional aides to assist English Learners. Math and English labs are provided in lieu of an elective for those students identified as needing the extra support. Supplemental reading, language arts, and mathematics materials have been provided to support under-performing students.

State and Federal funds also support the continuing professional development of teachers in content areas, for example teachers from every department have attended a PLC training and are trained in CCSS. Teachers are encouraged to continue their professional learning in researched-based staff development. Funds specifically meant to provide services to English Learners and/or their parents are used to provide a bilingual services aide, additional reading classes for English Learners, an EL intervention advisory period, and numerous instructional materials for their use.

Fiscal support (EPC)

OHS receives fiscal support from the Orland Unified School District.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Team:

Alex Mercado-Principal

Sheila Mathrole- Assistant Principal

Sandra Hogg-Principals Secretary

Ryan Bateman -Teacher

Celeste Miller-Teacher

Emily Nissen-Teacher

Miranda Coughlin-College and Career Advisor

Francine Hamlin-Parent

Karen Fleming-Parent

Rae Johnsen-Parent

Nikol Baker- Parent

Hania Fuentes-Student

Also, the ELAC team reviews the SPSA and Annual Review/Update.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	184	197	246
Grade 10	184	179	190
Grade 11	196	167	171
Grade 12	166	181	157
Total Enrollment	730	724	764

Conclusions based on this data:

1. We had a small increase of total student enrollment (9 students).
2. We have seen growth in our 11th and 12th grade classes.
3. Majority of the student subgroups have increased by student enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment				
Student Group	Number of Students		Percent of Students	
	17-18	18-19	17-18	18-19
English Learners	59	68	8.2%	9.3%
Fluent English Proficient (FEP)	304	301	42.2%	41.2%
Reclassified Fluent English Proficient (RFEP)	20	3	23.0%	5.1%

Conclusions based on this data:

1. English Learners by enrollment has increased by 9 students.
2. FEP has decreased by 2 students.
3. RFEP has decreased by 17 students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	169	189	161	152	182	137	152	182	137	89.9	96.3	85.1
All Grades	169	189	161	152	182	137	152	182	137	89.9	96.3	85.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2608.	2597.	2563.	23.68	23.63	13.87	36.84	32.97	30.66	27.63	29.12	27.01	11.84	14.29	28.47
All Grades	N/A	N/A	N/A	23.68	23.63	13.87	36.84	32.97	30.66	27.63	29.12	27.01	11.84	14.29	28.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.95	29.12	16.79	55.92	48.90	66.42	15.13	21.98	16.79
All Grades	28.95	29.12	16.79	55.92	48.90	66.42	15.13	21.98	16.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.61	24.18	17.52	52.63	58.24	48.91	17.76	17.58	33.58
All Grades	29.61	24.18	17.52	52.63	58.24	48.91	17.76	17.58	33.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.74	18.13	7.30	70.39	73.08	82.48	9.87	8.79	10.22
All Grades	19.74	18.13	7.30	70.39	73.08	82.48	9.87	8.79	10.22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.87	32.42	16.79	55.92	53.85	68.61	9.21	13.74	14.60
All Grades	34.87	32.42	16.79	55.92	53.85	68.61	9.21	13.74	14.60

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Comparing the data, to this school year, we are seeing a slight decrease in the number of students that are above standard 23.68% to 23.63%
2. Comparing the data, to this school year, we are seeing an increase in the number of students that are at or near in producing clear and purposeful writing 52.64% to 58.24%
3. We had an increase in testing participation by 30 students compared to the prior school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	169	188	161	152	182	138	152	182	138	89.9	96.8	85.7
All Grades	169	188	161	152	182	138	152	182	138	89.9	96.8	85.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2559.	2548.	2513.	9.21	4.40	3.62	18.42	18.68	13.04	25.00	25.27	22.46	47.37	51.65	60.87
All Grades	N/A	N/A	N/A	9.21	4.40	3.62	18.42	18.68	13.04	25.00	25.27	22.46	47.37	51.65	60.87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.11	12.64	4.35	28.95	26.37	39.13	53.95	60.99	56.52
All Grades	17.11	12.64	4.35	28.95	26.37	39.13	53.95	60.99	56.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.82	9.89	7.97	47.37	51.10	56.52	38.82	39.01	35.51
All Grades	13.82	9.89	7.97	47.37	51.10	56.52	38.82	39.01	35.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.87	7.69	5.07	59.21	59.89	63.77	30.92	32.42	31.16
All Grades	9.87	7.69	5.07	59.21	59.89	63.77	30.92	32.42	31.16

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Comparing the data, to this school year, we had a decrease in students reaching the goal of being at or above standard.
2. Concepts & Procedures is the domain that is our greatest area of need, with 60.99% of students scoring below standard.
3. We had an increase in student participation from 17-18 to 18-19

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1513.6	1566.9	*	1492.9	1568.6	*	1533.8	1564.6	*	12	19
10	1569.3	*	1611.1	1566.7	*	1612.7	1571.4	*	1608.6	27	9	11
11	1550.7	1548.5	1537.3	1541.4	1525.9	1506.5	1559.5	1570.6	1567.8	15	21	12
12	1563.3	1569.8	*	1553.3	1547.5	*	1572.5	1591.7	*	12	13	*
All Grades										58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		8.33	21.05		16.67	31.58	*	41.67	47.37	*	33.33	0.00	*	12	19
10	*	*	36.36	*	*	63.64	*	*	0.00	*	*	0.00	27	*	11
11	*	19.05	16.67	*	28.57	25.00	*	33.33	25.00	*	19.05	33.33	15	21	12
12	*	15.38	*	*	53.85	*	*	23.08	*	*	7.69	*	12	13	*
All Grades	29.31	18.18	24.44	34.48	36.36	37.78	25.86	27.27	26.67	*	18.18	11.11	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		16.67	26.32	*	16.67	73.68		25.00	0.00	*	41.67	0.00	*	12	19
10	55.56	*	72.73	*	*	27.27	*	*	0.00	*	*	0.00	27	*	11
11	*	19.05	25.00	*	33.33	33.33		28.57	8.33	*	19.05	33.33	15	21	12
12	*	23.08	*	*	53.85	*		7.69	*	*	15.38	*	12	13	*
All Grades	53.45	25.45	37.78	27.59	34.55	48.89	*	18.18	2.22	*	21.82	11.11	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		0.00	5.26		25.00	36.84	*	25.00	31.58	*	50.00	26.32	*	12	19
10	*	*	18.18	*	*	63.64	40.74	*	18.18	*	*	0.00	27	*	11
11		0.00	16.67	*	42.86	25.00	*	42.86	33.33	*	14.29	25.00	15	21	12
12	*	7.69	*	*	30.77	*	*	61.54	*	*	0.00	*	12	13	*
All Grades	*	3.64	11.11	31.03	36.36	42.22	36.21	41.82	26.67	20.69	18.18	20.00	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		0.00	0.00	*	83.33	84.21	*	16.67	15.79	*	12	19
10	48.15	*	18.18	*	*	81.82	*	*	0.00	27	*	11
11	*	4.76	0.00	*	33.33	50.00	*	61.90	50.00	15	21	12
12	*	0.00	*	*	53.85	*	*	46.15	*	12	13	*
All Grades	39.66	3.64	4.44	43.10	56.36	73.33	*	40.00	22.22	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	16.67	100.00	*	41.67	0.00	*	41.67	0.00	*	12	19
10	74.07	*	100.00	*	*	0.00	*	*	0.00	27	*	11
11	*	57.14	58.33	*	33.33	8.33	*	9.52	33.33	15	21	12
12	*	76.92	*	*	15.38	*	*	7.69	*	12	13	*
All Grades	68.97	58.18	86.67	20.69	25.45	2.22	*	16.36	11.11	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		8.33	10.53	*	25.00	52.63	*	66.67	36.84	*	12	19
10	*	*	54.55	51.85	*	45.45	*	*	0.00	27	*	11
11	*	0.00	8.33	*	71.43	66.67	*	28.57	25.00	15	21	12
12		7.69	*	*	84.62	*	*	7.69	*	12	13	*
All Grades	*	7.27	22.22	51.72	63.64	53.33	39.66	29.09	24.44	58	55	45

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		0.00	0.00	*	75.00	94.74	*	25.00	5.26	*	12	19
10	*	*	0.00	74.07	*	100.00		*	0.00	27	*	10
11	*	9.52	8.33	*	76.19	66.67	*	14.29	25.00	15	21	12
12	*	7.69	*	*	76.92	*	*	15.38	*	12	13	*
All Grades	29.31	7.27	2.27	62.07	76.36	86.36	*	16.36	11.36	58	55	44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Language: We have 3.64% of our students scoring in level 4.
2. Overall Language: Number and Percentage of Students at Each Performance Level for All Students: Level 4 (3.64%), Level 3 (36.36%), Level 2 (41.82%), Level 1 (18.18%)

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
764	77.2	6.7	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	6.7
Foster Youth	9	1.2
Homeless	21	2.7
Socioeconomically Disadvantaged	590	77.2
Students with Disabilities	99	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5
American Indian or Alaska Native	4	0.5
Asian	18	2.4
Filipino	3	0.4
Hispanic	457	59.8
Two or More Races	5	0.7
Native Hawaiian or Pacific Islander		
White	272	35.6

Conclusions based on this data:

1. We have a large population of socioeconomically disadvantaged students.

2. Hispanic makes up over half of our population.

3. 11.9 % of our population are students with disabilities.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange		
College/Career  Green		

Conclusions based on this data:

1. Orland High School's graduation rate is 96.3%, which is above the CA state average of 85.9% .
2. Mathematics is our lowest academic indicator
3. Our College and Career is in the green

School and Student Performance Data

Academic Performance English Language Arts

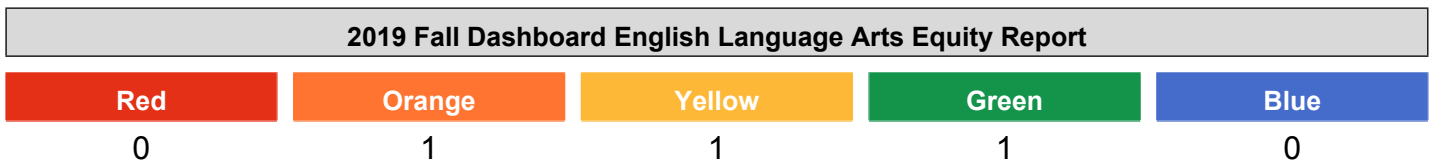
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>18.1 points above standard Declined -7.5 points</p> <p>174</p>	<p>English Learners</p> <p>No Performance Color</p> <p>80.7 points below standard Increased ++13 points</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.9 points above standard Declined -3.2 points</p> <p>110</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>88.9 points below standard Declined -5.1 points</p> <p>17</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.3 points below standard Declined Significantly -16.5 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Green 63.7 points above standard Increased ++14.1 points 63

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.5 points below standard Increased Significantly ++25.3 points 17	87.3 points below standard 14	45.1 points above standard Maintained -1.8 points 88

Conclusions based on this data:

1. All students declined by 7.5 points
2. English Learner students increased by 13 points.
3. Current English Learners increase by 25.3 points.

School and Student Performance Data

Academic Performance Mathematics

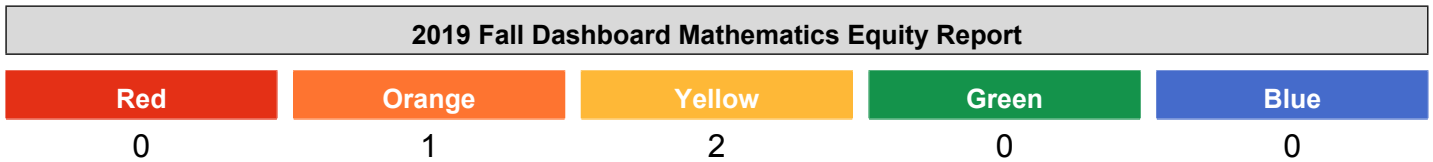
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>75.8 points below standard</p> <p>Declined -6.4 points</p> <p>174</p>	<p>English Learners</p> <p>No Performance Color</p> <p>161.4 points below standard</p> <p>Increased Significantly ++18.5 points</p> <p>31</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>85.4 points below standard</p> <p>Increased ++6.2 points</p> <p>110</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>197.6 points below standard</p> <p>Declined Significantly -29.4 points</p> <p>17</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.4 points below standard Maintained -2.8 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Yellow 34.6 points below standard Maintained -1.5 points 63

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
162.2 points below standard Increased ++13.8 points 17	160.7 points below standard 14	52 points below standard Declined Significantly -16 points 88

Conclusions based on this data:

1. All Students declined by 6.4 points.
2. We need to continue to improve overall in all areas of math.
3. English Learners increased by 18.5 points.

School and Student Performance Data

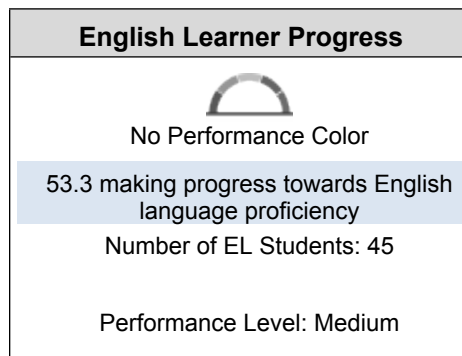
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2	24.4	2.2	51.1

Conclusions based on this data:

1. 53.3% of students are in level 3 or 4.
2. The district annually revises our EL Master Plan and has developed an EL Task Force. This should help our ELs improve their language proficiency.
3. 23 EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	138	100
African American		
American Indian or Alaska Native		
Asian	5	3.6
Filipino	3	2.2
Hispanic	78	56.5
Native Hawaiian or Pacific Islander		
White	49	35.5
Two or More Races	2	1.4
English Learners	5	3.6
Socioeconomically Disadvantaged	107	77.5
Students with Disabilities	19	13.8
Foster Youth	1	0.7
Homeless	9	6.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	9	6.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	3.8
Native Hawaiian or Pacific Islander		
White	4	8.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	4	3.7
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	44	31.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	22	28.2
Native Hawaiian or Pacific Islander		
White	19	38.8
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	32	29.9
Students with Disabilities	2	10.5
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	52	37.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	26	33.3
Native Hawaiian or Pacific Islander		
White	18	36.7
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	38	35.5
Students with Disabilities	1	5.3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	9.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	6	7.7
Native Hawaiian or Pacific Islander		
White	5	10.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	9	8.4
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	2	1.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.3
Native Hawaiian or Pacific Islander		
White	1	2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	1.9
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	0.9
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	42	30.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	23	29.5
Native Hawaiian or Pacific Islander		
White	14	28.6
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	32	29.9
Students with Disabilities	1	5.3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Based on the data, we have taken additional steps to ensure more students are College and Career ready, including adding additional A-G courses, and CTE tracking.
2. We continue to have more students prepared for College and Careers. (35.9 to 42.5)
3. Hispanic students are in the yellow for College and Career Readiness. This increased 2.9 points.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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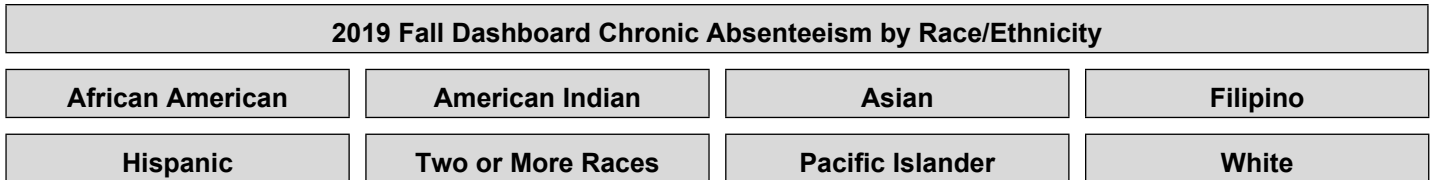
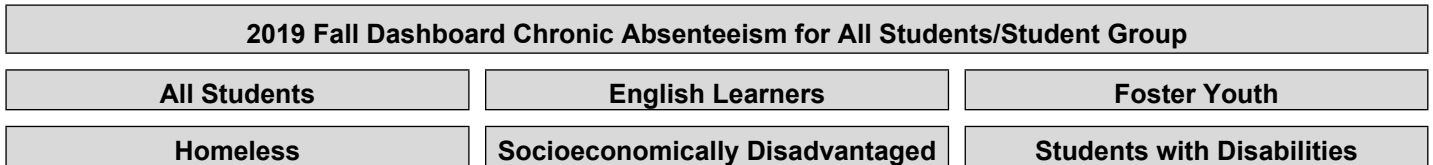
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. This data doesn't pertain to OHS.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	138	129	0	93.5
English Learners	5		0	
Foster Youth	1		0	
Homeless	9		0	
Socioeconomically Disadvantaged	107	98	0	91.6
Students with Disabilities	19	13	0	68.4
African American				
American Indian or Alaska Native				
Asian	5		0	
Filipino	3		0	
Hispanic	78	72	0	92.3
Native Hawaiian or Pacific Islander				
White	49	47	0	95.9
Two or More Races	2		0	

Conclusions based on this data:

1. Orland High School maintains a graduation rate of (96.3%) which is above the state average of 85.9% and continues to improve.

School and Student Performance Data

Conditions & Climate Suspension Rate

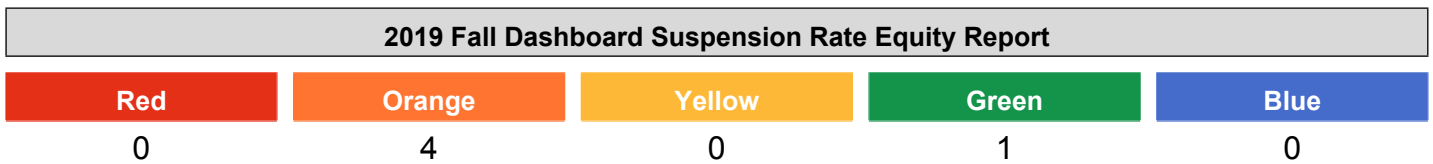
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 5.4 Increased +0.6 763	<p>English Learners</p> Orange 9.6 Increased +8.1 73	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p> No Performance Color 0 Declined -6.3 11	<p>Socioeconomically Disadvantaged</p> Orange 5.9 Increased +0.7 510	<p>Students with Disabilities</p> Orange 13.4 Declined -2.4 97

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 3.6 Increased +3.6 28	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.4 Increased +1.3 441	 No Performance Color Less than 11 Students - Data 7	(Empty)	 Green 5.4 Declined -0.3 278

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	4.8	5.4

Conclusions based on this data:

1. Orland High School declined the number of students with disabilities by 2.1 points
2. Orland High School continues to see a low rate of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CTE Courses

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

Goal 1

Goal 1: Maintain or increase by 10 the number of students enrolled in CTE courses at the high school that complete a Career Pathway.

Identified Need

Orland High School would like to increase the number of students enrolled in the CTE programs because we value student access and college and career readiness. We would like to continue to grow our CTE programs and in order for the programs to successfully for we realized we need to increase our enrollment in CTE courses as well as the number of students that complete a career pathway.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement	Number of students currently enrolled in in CTE courses at the high school that complete Career Pathway is 73 students.	The number of students enrolled in CTE courses at the high school that complete a Career Pathway will maintain or increase.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students grades 9-12

Strategy/Activity

Continue to have the Carl Perkins/Career and Technical Education Coordinator:

In conjunction with the principal...

- to coordinate all federal funding sources to support Career and Technical Education at Orland High School.

- to facilitate the creation of a comprehensive K-12 Career Education program for OUSD students.
- to plan collaboratively with teachers, administrators, students, parents, and Advisory Board members to improve, revise, and coordinate consistent high-quality career-education programs for all OUSD students.
- to align Carl Perkins grant with OUSD goals and objectives incorporating math and literacy into the new CTE Standards.
- to support the development of Career Academies and Career Pathways.
- to support certification criteria, and integrate academic and industry-based standards.
- to articulate agreements between OUSD and post-secondary institutions.
- to prepare required reports and budget.
- to monitor and authorize expenditures in compliance with Carl Perkins grant.
- to develop and prepare annual budgets.
- to attend and/or chair Advisory Board/Pathway Boards to strengthen and enhance Carl Perkins instructional delivery system.
- to prepare CDE narrative and statistical report, records, and files.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

The principal will monitor the over all CTE program in conjunction with the /Career and Technical Education Coordinator to plan collaboratively with teachers, administrators, students, parents, and Advisory Board members to improve, revise, and coordinate a consistent high quality career-education program for all OUSD students.

0

District Funded

The district will provide professional development opportunities for instructional staff.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students grades 9-12

Strategy/Activity

Counsel students on pathways (strong emphasis will be in the Freshman Seminar/Careers class) and have them develop a plan to complete a pathway. Completers are determined during their 11th or 12th grade year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Continue to promote CTE class offerings and have them develop a plan to complete a pathway.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The district will provide professional development opportunities for instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of strategies from the previous year was successful. The CTE coordinator continues to plan collaboratively with teachers, administrators, students, parents, and Advisory Board members to improve, revise, and coordinate a consistent, high-quality career-education program for all OUSD students. Freshman seminar classes continue to develop their ten-year plan to help guide their career pathway. The number of students currently enrolled in CTE courses at the high school that complete a Career Pathway increased from 60 to 73. We did meet this goal and would like to continue to increase the overall numbers of the program/pathway. We will also be adding a new position: a college and career advisor to better assist students in

completing their career or college pathway. This advisor will focus on the freshman and sophomore grades. In addition to this, there are plans to offer virtual CTE pathways. These would help broaden the options for our current students.

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

There were no major differences between the intended implementation and budgeted expenditures.

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 actions listed in the 20-21 SPSA were successful and we would like to continue with these actions in addition to enhance the promoting of our CTE program and pathways.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Performance on the California State CAASPP test in ELA and Math.

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

Goal 2

Goal (a) : Increase overall growth in ELA on the CAASPP test by 2%.

Goal (b): Increase overall growth in math on the CAASPP test by 2%

Identified Need

OHS has identified the need to increase the overall growth in ELA and Math on the CAASPP tests OHS identified this need due to our current test score from the previous school year. Below you can see that there is a need for increased test scores and overall growth in both ELA and Math standards based on the 2021 data results:

2021

The 2021 ELA CAASPP data shows: Overall 44% of students Met or Exceeded Standards. (14.3% of students Standard Exceeded, 29.3 % Standard Met.) and 56% nearly Met or did not Meet Standards (27.8% Standard Nearly Met, 28.6% Standard Not Met). The 2021 Math CAASPP data shows: Overall 13% of students Met or Exceeded Standards. (3% of students Standard Exceeded, 10.2 % Standard Met.) and 87% nearly Met or did not Meet Standards (20.8% Standard Nearly Met, 66% Standard Not Met)

The 2021 DWA Data shows: 48.90% mastered and 51.1% did not master.

We failed to increase overall growth in both the ELA and the math CAASP tests. It is clear that this is an identified need at Orland High School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	Our 2021 ELA CAASPP data shows: Overall 41% of students Met or Exceeded Standards. (13.2% of students Standard Exceeded, 27.8 % Standard Met.) and 59% nearly Met or did not Meet Standards (28.5% Standard Nearly Met, 30.6% Standard Not Met).	Due to the fallout from the loss of in person learning, we anticipate a regression in testing scores. To gain at least 2% on the ELA portion of CAASPP test.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	The 2021 Math CAASPP data shows: Overall 21.1% of students Met or Exceeded Standards. (3.5% of students Standard Exceeded, 12.7% Standard Met.) and 84% nearly Met or did not Meet Standards (21.1% Standard Nearly Met, 62.7% Standard Not Met)	Due to Covid and loss of consistent in person instruction, we anticipate a regression in testing scores. To gain at least 2% Math portion of CAASPP test.
State Priority 4: Pupil Achievement	The 2021 DWA Data shows: 12th Grade 53.90% mastered and 46.10% did not master. The 2020 DWA Data shows: 9th Grade 41.3% mastered and 58.7% did not master. 10th Grade 56.6% mastered and 43.4% did not master. 11th Grade 50.8% mastered and 49.2% did not master. 12th Grade 60.7% mastered and 39.4% did not master.	All Students will increase a minimum of 2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Through PLC's, all teachers will collaborate with English, Math and Science teachers to continue to incorporate literacy into their curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

All teachers will use modified Wednesday/PLC's to collaborate with English, Math and Science teachers to continue to incorporate literacy into their curriculum.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fundamentals of English classes (2) are scheduled for the 2018-19 school year and beyond. Math Support classes (2) are scheduled for the 2018-19 school year and beyond. A full time math teacher was added to the OHS staff during 2017-2018 school year. A full time teacher will work with students that need support in order to pass the CAASPP and CAST test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Fundamentals of English support classes will focus on helping students improve their ELA skills in order to pass the state testing.
Fundamentals of Math support classes will focus on helping students improve their math skills in order to pass state testing.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will continue to have access to the Tutor Me Center. Students will receive extra support from classified staff. We have added a Bilingual Services Aide to the TMC to better help our EL students after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Other
Students will receive extra support from certificated staff.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

9th grade students

Strategy/Activity

All Freshmen will have a Freshman Seminar class added to their schedule. The instructor for this course will closely monitor student grades/needs to help guide students towards successful passing of the CAASPP and CAST test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Freshman seminar classes will continue to monitor student grades/needs to help guide students towards successful passing of the CAASPP and CAST test.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The district will provide professional development opportunities for instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

The district will provide professional development opportunities for instructional staff; specifically illuminate training.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

2020

The 2020 DWA Data shows:

9th Grade 41.3% mastered and 58.7% did not master.

10th Grade 56.6% mastered and 43.4% did not master.

11th Grade 50.8% mastered and 49.2% did not master.

12th Grade 60.7% mastered and 39.4% did not master.

2020-2021

2021 The 2021 ELA CAASPP data shows: Overall 41% of students Met or Exceeded Standards. (13.2% of students Standard Exceeded, 27.8 % Standard Met.) and 59% nearly Met or did not Meet Standards (28.5% Standard Nearly Met, 30.6% Standard Not Met). The 2021 Math CAASPP data shows: Overall 16% of students Met or Exceeded Standards. (3.5% of students Standard Exceeded, 12.7 Standard Met.) and 84% nearly Met or did not Meet Standards (21.1% Standard Nearly Met, 62.7% Standard Not Met). The 2020-21 DWA Data shows: 48.9% mastered and 51.1% did not master.

There was a decline in all tested areas when compared to the 2018-2019 school year.

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

All teachers continue to collaborate with English, Math, and Science teachers to incorporate literacy into their curriculum. Due to COVID, we were unable to put the Tutor Me Center in place. Instead, we were allowed small and stable cohorts once we could have in-person instruction. In-person instruction did not begin until November. This was done in a hybrid environment with half of the student population at home and half on campus. PLCs were also put on pause due to the pandemic shut down.

The addition of a full-time math teacher has allowed the master schedule to have Fundamentals of English and Math classes in beaded in, to continue to focus on students that are struggling. All-Freshman continue to have a Freshman seminar in their class schedule to closely monitor student grades/needs to help guide students towards the successful passing of the CAASPP and CAST

test. There has also been a focus on SEL to assist with trauma suffered during the pandemic shutdown.

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.

Orland High School will continue to focus on increasing student achievement in all areas with a specific focus on increasing student test scores in ELA and Math. OHS plans to meet this goal but spending more time providing professional development to teachers in the content areas of math and ELA, tracking/monitoring student data and implementing illuminate which is a student data tracking warehouse. We feel that if we enhance our data collection and student monitoring we will be able to identify the student needs so that we can increase all levels of student achievement. There will also continue to be a focus on SEL to address the trauma associated with the pandemic shutdown.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increased Student Achievement on AP exams and College and Career Readiness

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

Goal 3

Goal (a): Maintain (from 2019 data) the number of students who are prepared for College and Career Readiness upon graduation.

Goal (b) Maintain (from 2019 data) the number of students who pass the AP exam (Look at each exam individually) with a 3 or higher.

Identified Need

OHS would like to see all students prepared for college/career readiness. OHS takes pride in the number of CTE classes/pathways that we offer for being such a small school. We feel that we provide many opportunities and would like to continue to increase access/opportunities so that all students will be more prepared for college/career. We realized that though we value college/career readiness our data shows that 40.6% of our students are not prepared. In order to increase the number of students that are prepared we would like to increase A-G access, AP course options/test results, CTE pathway completion, and increase our state test scores

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement California Dashboard	There is no 2021 Data due to COVID 2020 Data: The percent of students per year that qualify as Not Prepared (40.6%), Approaching Prepared (16.9%), and Prepared (42.5%).	Due to Covid and loss of consistent in person instruction, we anticipate a regression in testing scores. Increase students that are qualified for College Readiness upon graduation by 2%.
State Priority 4: Student Achievement AP Score results	2021 Data: The overall percentage of students that passed the AP exam with a 3 or higher was 2.4%. English Language and Composition: 11 total exams 9 received a 3 or 4 (81.8%)	Increase the percentage of students that Pass the AP exam (Look at each exam individually) with a 3 or higher by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Literature and Composition: 8 total exams 5 received a 3 or 4 (62.5%) European History: 24 total exams 2 received a 3 or 4 (8.3%) United States Government and Politics: 18 total exams 6 received a 3 or 4 (33.3%) United States History: 38 total exams 10 received a 3 or 4 (26.3%) Calculus AB: 1 total exam 1 received a 3 or 4 (100%) Compactor Science Principals: No one took the test Spanish Language and Culture: 18 total exams 18 received a 3 or 4 (94.7%) Statistics: 6 total exams 1 received a 3 or 4 (16.7%)	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Promote CTE Pathways and AP class offerings. Update website, and marketing materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Teachers will explain and promote the CTE and AP Courses offered.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will collaborate and evaluate pacing and examine assessment data to effectively guide instruction. Pacing guides will be reviewed and revised as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Time will be set aside on modified Wednesdays during PLC time, so teachers can collaborate and evaluate pacing and examine assessment data to effectively guide instruction.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support structures will be developed to help struggling students. Students receiving support will be monitored and re-evaluated at regular intervals through the PLC process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Provide guided collaboration time on modified Wednesdays, during PLC'S, for curriculum implementation and Data Analytics.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Evaluate Master Scheduling with course selection to further students in A-G pathway completion; including submitting all CTE Courses for A-G approval. There will be the addition of an AG teacher.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Continue to evaluate class offerings when creating the master schedule.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to send teachers to AP conferences when their subject is revamped by college board.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Other
5000-5999: Services And Other Operating Expenditures
Typically there is one teacher a year that goes to an AP training

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Four college tours will be organized and OHS will target 10-11th grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7000.00

Other

5000-5999: Services And Other Operating Expenditures

Visit four different locations during the school year for college tours. We will target both JC's and UC/CSU's.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Summer School for credit recovery and acceleration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Summer school will be provided for credit recovery and acceleration.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The district will provide professional development opportunities for instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID 19 and shelter in place, we do not have true data for the AP testing. Students did not have as much time in class to prepare for the test and had many barriers to prepare for the test that were out of their control. OHS did pay for all students to have the opportunity to take the test.

2021 Data: The overall percentage of students that passed the AP exam with a 3 or higher was 23%

English Language and Composition: 14 total exams, 4 received a 3 or better (28%)

English Literature and Composition: 19 total exams, 6 received a 3 or better (32%)

European History: 33 total exams, 2 received a 3 or better (.06%)

United States Government and Politics: 39 total exams, 8 received a 3 or better (21%)

United States History: 22 total exams, 2 received a 3 or 4 (.09%)

Calculus AB: 10 total exams, 0 received a 3 or 4

Compactor Science Principals: No one took the test

Spanish Language and Culture: 25 total exams, 20 received a 3 or better (80%)

Statistics: 12 total exams, 1 received a 3 (.08%)

2020 Data: The over all percentage of students that passed the AP exam with a 3 or higher was 24%.

English Language and Composition: 11 total exams 9 received a 3 or 4 (81.8%)

English Literature and Composition: 8 total exams 5 received a 3 or 4 (62.5%)

European History: 24 total exams 2 received a 3 or 4 (8.3%)

United States Government and Politics: 18 total exams 6 received a 3 or 4 (33.3%)

United States History: 38 total exams 10 received a 3 or 4 (26.3%)

Calculus AB: 1 total exams 1 received a 3 or 4 (100%)

Compactor Science Principals: No one took the test

Spanish Language and Culture: 18 total exams 18 received a 3 or 4 (94.7%)

Statistics: 6 total exams 1 received a 3 or 4 (16.7%)

There were more students taking the test with the school district covering the fees, but the percentage of students who received a 3 or better stayed about the same.

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

Due to COVID, we were unable to take in person college tours. The PLC process was also paused due to COVID. There were students who did not receive any in-person instruction or help prior to taking the AP test.

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.

Due to COVID 19 and shelter in place, we do not have true data for the AP testing. Students did not have as much time in class to prepare for the test and had many barriers to taking the test that were out of their control. Many students did not attend class in person and thus had little in-class preparation. The rest only attended school in-person for a short time out of the school year. Orland high school will continue to promote CTE Pathways and AP class offerings on campus as well as during back-to-school nights and open-house. We will continue to pay for tests fees this school year as well. Teachers will continue to collaborate and evaluate AP course pacing, reflect on teaching practices, and examine assessment data to effectively guide instruction including developing structures to help struggling students. Students that are in need of additional support will be monitored and re-evaluated at regular intervals through the PLC process. Master Scheduling will continue to be evaluated to maximize course selection to further students in A-G pathway completion; including submitting all CTE Courses for A-G approval. Professional development will continue to be offered to CTE and AP teachers then their subject is revamped by College Board. College tours will continue to be organized and OHS will target 10-11th grade students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Student engagement, safe school, school climate.

LEA/LCAP Goal

LCAP Goal 2: Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

LCAP Goal 3: Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

Goal 4

Goal (a): Help students increase their connection to school through motivational speakers, peer groups, lunch time activities, clubs and staff connections.

Goal (b): Help parents increase their connection to school through school communication, involving themselves in PTA sports and booster clubs, OHS alumni, Sober Grad, advisory committees, as well as School Site Council.

Goal (c) Increase student participation in extra curricular activities.

Identified Need

Orland High School conducted a needs assessment during Winter 2020 with the OHS faculty and staff. Through the needs assessment we found that there is a need to increase parent engagement and parent activities. Additionally, through student conversations with ASB, students, parents, and staff all stakeholders would like to see an increased number of student participation and involvement at all levels (sports, clubs, academics, CTE, dances, etc).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	In the Covid climate we have asked parents to be involved through multiple surveys pushed out through Aeries.	Due to Covid and loss of consistent in person instruction, we anticipate a regression. Increase or maintain opportunities for parent involvement and stakeholder engagement.
Priority 3: Parental Involvement	We currently have 100% of our parents that are signed up for our parent portal.	Continue to have 100% of our parents signed up for parent portal.
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "fair."	Maintain "fair" or better on Facilities Inspection Tool (FIT).
Priority 5: Pupil Engagement Attendance Rate	For 2019 our overall student attendance was 95.2%	Maintain attendance rate above 96%.
Priority 6: School Climate Suspension Rate	DataQuest indicates a 1.1% suspension rate in 2020. In	Maintain a suspension rate that is less than 4.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019 we are 5.4% for student suspensions.	
Priority 5: Pupil Engagement	The current participation rate in extra curricular is 60%	Maintain a participation rate of 60%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

9th grade

Strategy/Activity

Purchase student planners for all 9th graders to assist with tracking homework assignments and home/school communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200.00

Source(s)

Other
4000-4999: Books And Supplies
Provides a system for staff to monitor homework completion and communicate with parents if there are any concerns.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all Students

Strategy/Activity

Work with ELD site coordinator and ELD staff to plan and facilitate parent and student meetings to explain CAASPP/ELPAC testing process, targets, student achievement goals and student support strategies (DLAC/ELAC and Parent Meetings)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Work with ELD site coordinator and ELD staff to plan and facilitate parent and student meetings to explain CAASPP testing process, targets, student achievement goals and student support strategies (DLAC/ELAC and Parent Meetings)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Publish a home parent bulletin daily. Each edition would feature calendars, important dates and student support strategies. Parents can subscribe to bulletin by email, view at school office, or check it on the school web page. We will continue to maintain and update the school website/Facebook and work with the local press to highlight positive school events. A portion of the yearbook course will have dedicated students that will work as community liaisons to inform all stakeholders including producing a school video on clubs, sports, class offerings and school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60.00

Source(s)

Other
4000-4999: Books And Supplies
Purchase Wee Video license to help produce the promotional video of OHS.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the use of the Parent Portal feature of AERIES and the auto dialer to regularly inform parents regarding student progress, attendance and discipline. Parents will be trained at our back to school night. Provide online registration for all students to increase parent communication and access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Increase the use of the Parent Portal feature of AERIES and the auto dialer to regularly inform parents regarding student progress, attendance and discipline.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

One of the counselors will focus on social emotional services to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
One of the counselors will focus on providing extra support to students with check-ins, small group discussions and helping with the NAMI club on campus.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the number of students participating in extra curricular activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Continue to promote extra curricular clubs, sports and groups on campus as well as look at expanding.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to reward perfect attendance for each semester and student of the month.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Through local donation, continue to provide student incentives for perfect attendance and student of the month.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The district will provide professional development opportunities for instructional staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

SEL, Restorative Practices, PBIS

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Selected incoming 9th grade students

Strategy/Activity

Hold a summer 8th grade to 9th grade transition to high school "boot camp" for at-risk incoming 9th graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The following goals listed in the 19-20 SPSA were met and or maintained:

Continue to have 100% of our parents signed up for Aeries Parent Portal.

Maintain "fair" or better on the Facilities Inspection Tool (FIT). We improved to "Good" on the Fit inspection.

Maintain a participation rate of 60%

Maintain attendance rate above 96%. We had a 97.20% attendance rate when COVID 19 and Shelter in Place was ordered.

There has been a pause in rewarding Perfect Attendance as there have been many extenuating circumstances that would affect attendance this school year like quarantine for close contact

2021 Data has not been posted yet.

Maintain a suspension rate that is less than 4.5%:

We had 9 suspensions in 2020-2021. In order to address this issue, we would like to continue maintaining our current goals and implement strategies to decrease student suspensions such as restorative practices/SEL training (for staff and admin), increasing student incentives, and parent engagement.

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

The only changes we made was to gather input from students on prizes for perfect attendance

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

The only changes that will be made to this goal is to add funding for PD related to SEL, PBIS, and Restorative Practices to decrease student suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Achievement for unduplicated subgroups

LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations

Goal 5

Goal 1: Increase the percentage of ELD students who Met or Exceed Standards on CAASPP.
Goal 2: Increase students achieving level 4 on ELPAC.

Identified Need

Based on the California Dashboard results we noticed that we have done a decent job increasing levels and or maintaining ELPI levels of students. However, we would like to see an increase from each level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement	There is no 2020 Data due to Covid. 2019 Data indicates 53.3% making progress towards English language proficiency (Number of EL Students: 45)	Due to Covid and loss of consistent in person instruction, we anticipate a regression in testing scores. Increase the percentage of students who are making progress towards English Language Proficiency by 2%
State Priority 4: Student Achievement	<p>The 2019 Results on the California Dashboard Indicate the following: English Language Arts Data Comparisons: English Learners Current English Learners- 75.5 points below standard- Increased 25.3 points Number of Students: 17</p> <p>Reclassified English Learners- 87.3 points below standard- No data Number of Students: 14</p> <p>English Only-45.1 points above standard- Maintained-1.8</p>	Increase the overall points for all EL students (current, re-classified, and English Only) by 5 points. in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Number of Students: 88	
State Priority 4: Student Achievement	<p>There is no current data</p> <p>The 2019 Results on the California Dashboard Indicate the following:</p> <p>Mathematics Data Comparisons: English Learners Current English Learners- 162.2 points below standard- Increased by 13.8 Points Number of Students: 17</p> <p>Reclassified English Learners- 160 points below standard - no data Number of Students: 14</p> <p>English Only 52 points below standard- Declined 16 points Number of Students: 88</p>	Increase the overall points for all EL students (current, re-classified, and English Only) by 5 points. in math.
State Priority 4: Student Achievement	<p>The 2019 Data indicates 53.3% making progress towards English language proficiency (Number of EL Students: 45) 51% EL's progressed at least one ELPI level 2.2% ELs maintained ELPI level 4 24% EL's maintained ELPI levels 1, 2L, 2H, 3L, 3H 22.2% EL's decreased at least one ELPI level.</p>	Increase student ELPI level increases by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Utilize trained instructional aides to conduct leveled groups and assist with individual student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Instructional aides will conduct leveled groups and assist with individual student success in classrooms.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to provide a Bilingual Services Aide to maximize effective communication with Spanish speaking families and serve as a parent liaison. Continue to have Bilingual Services aide pull ELD students in for ongoing one on one help in all subject matter. Bilingual Services Aide added to TMC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Maximize our Bilingual Services aide to help ELD students in all subject matter.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer ELD intervention tutoring and materials (ex. Rosetta Stone) to specific students based on their ELPAC levels. Purchase adopted ELD intervention materials to support instruction, focusing on ELD strategies specific to reading, writing, listening and speaking skills, and development of the academic vocabulary necessary to master grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Purchase of intervention materials to support instruction, focusing on ELD strategies specific to reading, writing, listening and speaking skills, and development of the academic vocabulary necessary to master grade level standards.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide training and support to all teachers in the areas of: academic vocabulary development, ELD approaches, ELD writing strategies and literacy development. Coordinate and provide for all staff regular training on ELD integrated strategies that support their specific content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District continues to provide professional development for High Quality instruction for ELD students as well all students.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

CA Dashboard has not been updated for 2020-2021

The 2019 Results on the California Dashboard Indicate the following:
English Language Arts Data Comparisons: English Learners
Current English Learners- 75.5 points below standard- Increased 25.3 points
Number of Students: 17

Reclassified English Learners- 87.3 points below standard- No data
Number of Students: 14

English Only-45.1 points above standard- Maintained-1.8
Number of Students: 88

Mathematics Data Comparisons: English Learners
Current English Learners- 162.2 points below standard- Increased 13.8 Points
Number of Students: 17

Reclassified English Learners- 160 points below standard - no data
Number of Students: 14

English Only
52 points below standard- Declined 16 points
Number of Students: 88

The results above indicate Orland High Schools' overall academic performance for EL students for ELA and Math for the year 2019-2020 based on the CA CAASPP test.

The 2019 Data indicates 53.3% making progress towards English language proficiency (Number of EL Students: 45)

51% EL's progressed at least one ELPI level

2.2% ELs maintained ELPI level 4

24% EL's maintained ELPI levels 1, 2L, 2H, 3L, 3H

22.2% EL's decreased at least one ELPI level.

Due to COVID 19 in 2020, we did not have state testing results, therefore we are not able to measure this goal.

Moving forward we would like to continue addressing these goals and have updated the outcomes and baselines to ensure we meet the needs of our EL students.

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

N/A

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.

There were no differences except when COVID hit, it caused the process to be halted.



Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$10,260.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
Other	\$10,260.00

Subtotal of state or local funds included for this school: \$10,260.00

Total of federal, state, and/or local funds for this school: \$10,260.00

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
	0.00
District Funded	0.00
Other	10,260.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	0.00
4000-4999: Books And Supplies	1,260.00
5000-5999: Services And Other Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	Other	1,260.00
5000-5999: Services And Other Operating Expenditures	Other	9,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	9,000.00
Goal 4	1,260.00

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:

- 2 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Alex Mercado	Principal
Sheila Mathrole	Principal
Ryan Bateman	Classroom Teacher
Celeste Miller	Classroom Teacher
Rae Johnsen	Parent or Community Member
Miranda Coughlin	Other School Staff
Sandra Hogg	Other School Staff
Emily Nissen	Classroom Teacher
Karen Fleming	Parent or Community Member
Francine Hamlin	Parent or Community Member
Nikol Baker	Parent or Community Member
Hania Fuentes	Secondary Student

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

Other: Recommendations from Orland High School English and Math Department Chairs in consultation with department members.

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 5/09/22.

Attested:

Principal, Alex Mercado on 5/09/2022

SSC Chairperson, Celeste Miller on 05/09/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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