School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orland High School	11754811135656	05/01/2023	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)

Additional Targeted Support and Improvement

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.

Orland High School is in ATSI for English Learners. We will address how to better support ELs and any inequities we find. 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. This will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains toward implementing ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, and California Schools Dashboard, 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 have the tools 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, and

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

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Surveys 5
Classroom Observations....5
Analysis of Current Instructional Program....6
Educational Partner Involvement 12
Resource Inequities 13
School and Student Performance Data 14
Student Enrollment....14
CAASPP Results....16
ELPAC Results 20
Student Population....23
Overall Performance 25
Academic Performance....27
Academic Engagement 33
Conditions & Climate....36
Goals, Strategies, & Proposed Expenditures....38
Goal 1....38
Goal 2....43
Goal 3....51
Goal 4....59
Goal 5....68
Budget Summary 75
Budget Summary 75
Other Federal, State, and Local Funds 75
Budgeted Funds and Expenditures in this Plan 76
Funds Budgeted to the School by Funding Source....76
Expenditures by Funding Source 76
Expenditures by Budget Reference 76
Expenditures by Budget Reference and Funding Source 76
Expenditures by Goal 77
School Site Council Membership 78
Recommendations and Assurances 79

Instructions....80
Instructions: Linked Table of Contents....80
Purpose and Description....81
Educational Partner Involvement....81
Resource Inequities....81
Goals, Strategies, Expenditures, & Annual Review....82
Annual Review....83
Budget Summary....84
Appendix A: Plan Requirements....86
Appendix B:....89
Appendix C: Select State and Federal Programs....91

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 22-23 surveys that were conducted at OHS this year are 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.
Parents would like to have more tech training

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 there 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 the 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
The 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 district math and English (both reading and writing) assessments 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 district assessments 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.

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. During staff meetings and Banking Days, ELPAC data is also reviewed to better assess our student needs in iELD.

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 with content standards and professional needs.

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 helps new teachers meet the demand of their first years in the classroom.
Administrators meet with teachers for instructional conversations to provide communication between teachers and the administration.
Subject-level leaders provide support to their colleagues as well. Additionally, OHS teachers have access to the Ed Tech Coach to support education and technology implementation. A math coach is available in the district as well to support staff.

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 PLCs on modified Wednesdays 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, and ELPAC 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 Wednesdays in their PLCs 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 meeting 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 with state standards and the SLOs formally the ESLRs. 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 SLOs, 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 an 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 are 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 intensive training for teachers.

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

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 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 additional help. Professional development in the use of new materials is determined as needed by the 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, underperforming students are identified for additional support with the goal of meeting graduation requirements. Support for all students, including our ELs, to meet graduation requirements is provided through an extensive counseling program, advisory classes, 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 IEPs and provide support to the regular education teachers in differentiating instruction for those students who need it. Several staff members, those that teach Designated English Language Development, EL Reading, English, and Math Lab, support English Learners and those staff members credentialed to teach ELs in the core curriculum.

We have bilingual services, aides, teachers, and materials to support identified underperforming students. Students receive support through support classes 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 Scouts, the local campus of Butte College, and many resources from 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, a 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, and 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 are 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 services and materials to assist underperforming 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 students needing extra support. Supplemental reading, language arts, and mathematics materials have been provided to support underperforming 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.

Educational Partner 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

Orland High School involves School Site Council, ELAC/DELAC, DSLT, and EL Task Force in the planning processing for our SPSA and Annual Review/ Update to address the student outcomes for the student groups identified through ATSI: ELs. Except for ELAC/DELAC who meet four times a year, the other groups/committees meet monthly. School Site Council includes parents, teachers, and other staff. SSC addresses each SPSA goal and offers input for revision. In ELAC/DELAC, the EL Coordinator, Bilingual Services Specialist, and principal work closely with parents and students to review the SPSA goals, administer surveys, speak to the ELPAC and reclassification process, and take input on how to better serve their students. DSLT (District Site Leadership Team) comprises two teachers and administration who offers input and strategies to address site goals that align with our SPSA and LCAP. EL Taskforce includes one ELD/English and one English teacher, and the principal. This group provides resources, materials, and professional development for our teachers.

This group adopted a rubric that evaluates the effectiveness of our ELD program. Each department will fill out the rubric and evaluates the implementation in addressing EL students' needs.

Resource Inequities

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

Orland High School has been identified as a school in ATSI based on the state guidelines for this through the Every Student Succeeds Act (ESSA). Local education agencies with schools that meet that criterion for ATSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Orland High School meets these criteria with the student group: ELs. Through our needs assessment, site, and districtwide data we have found these resource inequities:

One resource inequity we have identified for our ELs student group is the Conditions and Climate metric: suspension rate. According to the CA Dashboard, our English learner student group had 12% suspended at least one day out of 75 total students.

Another resource inequity we identified is in our English Learner Progress. According to the CA Schools Dashboard, only 28.3% of 53 students are making progress toward English language proficiency.

Another identified resource inequity is in our CAASPP scores. Out of 10 EL students, 100% of students scored in the Did Not Meet Achievement Standard compared to 25% in our EO group for the Grade 11 Math Summative. Out of 7 students tested in ELA, 14% of students (1 student) scored in the Met Achievement Standard compared to 25% (15 students) of EO students.

We will implement a targeted support and improvement plan for the school to improve student outcomes for our EL student group.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.75%	1.29%	4	6	10
African American	0.5%	0.50%	0.26%	4	4	2
Asian	2.4%	1.50%	1.29%	18	12	10
Filipino	0.4%	%	0.13%	3		1
Hispanic/Latino	59.8%	59.00%	59.07%	457	472	459
Pacific Islander	%	%	0.13%			1
White	35.6%	37.38%	36.94%	272	299	287
Multiple/No Response	0.7%	0.75%	0.77%	5	6	6
			Total Enrollment	764	800	777

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	246	193	211
Grade 10	190	249	180
Grade 11	171	190	224
Grade 12	157	168	162
Total Enrollment	764	800	777

Conclusions based on this data:

1. Our student population has been fluctuating slightly
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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	51	66	74	6.70%	8.3%	9.5%
Fluent English Proficient (FEP)	325	321	286	42.50%	40.1%	36.8%
Reclassified Fluent English Proficient (RFEP)	1			2.0%		

Conclusions based on this data:

1. English Learners by enrollment has increased by 8 students.
2. FEP has decreased by 35 students.
3. Need information on reclassified 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	161	155		137	131		137	131		85.1	84.5	
All Grades	161	155		137	131		137	131		85.1	84.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2563.	2592.		13.87	19.08		30.66	30.53		27.01	37.40		28.47	12.98	
All Grades	N/A	N/A	N/A	13.87	19.08		30.66	30.53		27.01	37.40		28.47	12.98	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.79	19.85		66.42	66.41		16.79	13.74	
All Grades	16.79	19.85		66.42	66.41		16.79	13.74	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.52	25.95		48.91	55.73		33.58	18.32	
All Grades	17.52	25.95		48.91	55.73		33.58	18.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.30	15.27		82.48	70.99		10.22	13.74	
All Grades	7.30	15.27		82.48	70.99		10.22	13.74	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.79	22.90		68.61	62.60		14.60	14.50	
All Grades	16.79	22.90		68.61	62.60		14.60	14.50	

Conclusions based on this data:

1. Comparing the data, from 21-22 to the 20-21 data, we are seeing a slight increase in the number of students that are above standard 19.08% to 13.08%
2. Comparing the data, from 21-22 to the 20-21 data, we are seeing an increase in the number of students that are at or near standard in producing clear and purposeful writing 48.91% to 55.73%
3. Comparing the data, from 21-22 to the 20-21 data, we had an decrease in testing participation by 6 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	161	155		138	134		138	134		85.7	86.5	
All Grades	161	155		138	134		138	134		85.7	86.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2513.	2525.		3.62	5.22		13.04	9.70		22.46	30.60		60.87	54.48	
All Grades	N/A	N/A	N/A	3.62	5.22		13.04	9.70		22.46	30.60		60.87	54.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4.35	5.22		39.13	43.28		56.52	51.49	
All Grades	4.35	5.22		39.13	43.28		56.52	51.49	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.97	8.96		56.52	60.45		35.51	30.60	
All Grades	7.97	8.96		56.52	60.45		35.51	30.60	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.07	5.97		63.77	67.91		31.16	26.12	
All Grades	5.07	5.97		63.77	67.91		31.16	26.12	

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 51.49% of students scoring below standard.

3. We had an decrease in student participation

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 9	1566.9	1533.2	1568.6	1508.0	1564.6	1558.0	19	24
Grade 10	1611.1	1555.5	1612.7	1544.0	1608.6	1566.3	11	17
Grade 11	1537.3	*	1506.5	*	1567.8	*	12	10
Grade 12	*	1562.8	*	1533.9	*	1591.5	*	11
All Grades							45	62

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	21.05	8.33	31.58	41.67	47.37	33.33	0.00	16.67	19	24
10	36.36	5.88	63.64	64.71	0.00	11.76	0.00	17.65	11	17
11	16.67	*	25.00	*	25.00	*	33.33	*	12	*
12	*	27.27	*	27.27	*	36.36	*	9.09	*	11
All Grades	24.44	9.68	37.78	48.39	26.67	24.19	11.11	17.74	45	62

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	26.32	12.50	73.68	41.67	0.00	29.17	0.00	16.67	19	24
10	72.73	23.53	27.27	58.82	0.00	0.00	0.00	17.65	11	17
11	25.00	*	33.33	*	8.33	*	33.33	*	12	*
12	*	27.27	*	36.36	*	27.27	*	9.09	*	11
All Grades	37.78	17.74	48.89	48.39	2.22	16.13	11.11	17.74	45	62

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

9	5.26	4.17	36.84	37.50	31.58	37.50	26.32	20.83	19	24
10	18.18	5.88	63.64	35.29	18.18	35.29	0.00	23.53	11	17
11	16.67	*	25.00	*	33.33	*	25.00	*	12	*
12	*	18.18	*	27.27	*	45.45	*	9.09	*	11
All Grades	11.11	6.45	42.22	35.48	26.67	37.10	20.00	20.97	45	62

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	0.00	8.33	84.21	66.67	15.79	25.00	19	24
10	18.18	5.88	81.82	76.47	0.00	17.65	11	17
11	0.00	*	50.00	*	50.00	*	12	*
12	*	9.09	*	81.82	*	9.09	*	11
All Grades	4.44	6.45	73.33	72.58	22.22	20.97	45	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	100.00	33.33	0.00	50.00	0.00	16.67	19	24
10	100.00	64.71	0.00	17.65	0.00	17.65	11	17
11	58.33	*	8.33	*	33.33	*	12	*
12	*	45.45	*	36.36	*	18.18	*	11
All Grades	86.67	48.39	2.22	32.26	11.11	19.35	45	62

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
9	10.53	12.50	52.63	62.50	36.84	25.00	19	24
10	54.55	11.76	45.45	58.82	0.00	29.41	11	17
11	8.33	*	66.67	*	25.00	*	12	*
12	*	27.27	*	45.45	*	27.27	*	11
All Grades	22.22	12.90	53.33	58.06	24.44	29.03	45	62

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	0.00	8.33	94.74	79.17	5.26	12.50	19	24
10	0.00	0.00	100.00	82.35	0.00	17.65	10	17
11	8.33	*	66.67	*	25.00	*	12	*
12	*	9.09	*	81.82	*	9.09	*	11
All Grades	2.27	8.06	86.36	75.81	11.36	16.13	44	62

Conclusions based on this data:

1. Overall Language: We have 9.68% of our students scoring in level 4.
2. Overall Language: Number and Percentage of Students at Each Performance Level for All Students: Level 4 (9.68%), Level 3 (48.39%), Level 2 (24.19%), Level 1 (17.74%)
3. Number of students tested increased from 45 to 62

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
800	**77.8**	**8.3**	**0.6**
Total Number of Students enrolled in Orland High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	66	8.3
Foster Youth	5	0.6
Homeless	9	1.1
Socioeconomically Disadvantaged	622	77.8
Students with Disabilities	106	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.5
American Indian	6	0.8
Asian	12	1.5
Filipino		
Hispanic	472	59.0
Two or More Races	6	0.8
Pacific Islander		
White	299	37.4

Conclusions based on this data:

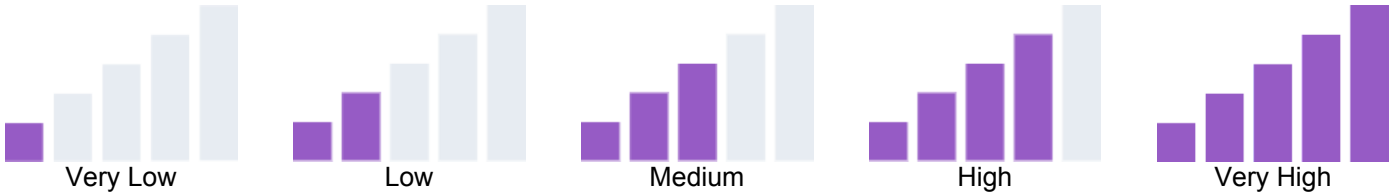
1. We have a large population of socioeconomically disadvantaged students.
2. Hispanic makes up over half of our population.
3. 13.3 % of our population are students with disabilities.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** Very High	**Suspension Rate** High
Mathematics Low		
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Orland High School's graduation rate is very high
2. English Learner Progress is our lowest academic indicator
3. Our suspension rate is high

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

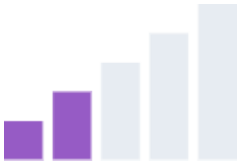
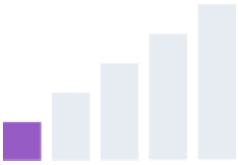
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
17.4 points below standard	56.1 points below standard	1 Student
150 Students	13 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	21.7 points below standard	26.1 points below standard
	115 Students	22 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 3 Students	 No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 2.7 points below standard 89 Students	 No Performance Level 1 Student		 Very Low 46.9 points below standard 57 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7 Students	6 Students	39.7 points below standard 77 Students

Conclusions based on this data:

1. 17.4 points below standard
2. English Learners are 56.1 points below standard
3. Socioeconomically Disadvantaged students are 21.7 points below standard

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

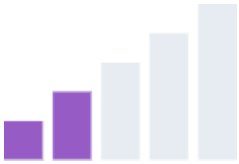
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	No Performance Level	No Performance Level
106.2 points below standard	150.7 points below standard	1 Student
149 Students	13 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
2 Students	114.2 points below standard	110.0 points below standard
	115 Students	22 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Level 3 Students	No Performance Level 2 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 113.7 points below standard 88 Students	No Performance Level 1 Student		Low 100.1 points below standard 57 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7 Students	6 Students	96.9 points below standard 77 Students

Conclusions based on this data:

1. All students 106.2 points below standard
2. White and Hispanic students scored low
3. We need to continue to improve overall in all areas of math.

School and Student Performance Data

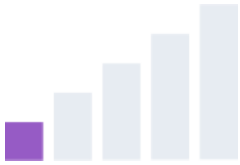
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



VeryLow

28.3 making progress towards English language proficiency

Number of EL Students: 53 Students

Performance Level: 1

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.

2022 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
30.2%	41.5%	3.8%	24.5%

Conclusions based on this data:

1. English Learner progress is low
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. 24.5% EL students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not reported in 2022

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. This data doesn't pertain to OHS.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	3

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	No Performance Level
96.3% graduated	100% graduated	Less than 11 Students
161 Students	15 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	95.5% graduated	73.7% graduated
8 Students	132 Students	19 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
1 Student	1 Student	6 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level		Very High
98% graduated	Less than 11 Students		96% graduated
102 Students	1 Student		50 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	3	1	0	0

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.

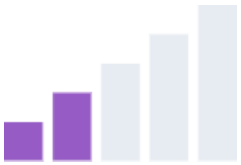
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
6.7% suspended at least one day	12% suspended at least one day	Less than 11 Students
837 Students	75 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
10.5% suspended at least one day	7% suspended at least one day	9.7% suspended at least one day
19 Students	655 Students	113 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	7.7% suspended at least one day	
3 Students	7 Students	13 Students	

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		Medium
7.9% suspended at least one day	Less than 11 Students		5.1% suspended at least one day
492 Students	8 Students		314 Students

Conclusions based on this data:

1. All students is High with 6.7% suspended at least one day
2. English Learners is Very High with 12% suspended at least one day

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: Continue to 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 be successful 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	The number of students currently enrolled 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 increase by at least 10

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 with concentration on our EL student group

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 with an emphasis on ELs

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 with an emphasis on ELs

Strategy/Activity

The district will provide professional development opportunities for instructional staff on best instructional strategies with an emphasis on listening and speaking

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

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

All students with an emphasis on ELs

Strategy/Activity

Host a counseling presentation during Back to School Night that explains CTE Pathways, A-G requirements, and graduation requirements. Bilingual staff will be available to answer questions and give the presentation in Spanish. (Will use parent engagement funds).

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

Amount(s)	Source(s)
500	Other

	4000-4999: Books And Supplies Snacks, beverages, materials needed for the event (Parent Engagement Fund)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with an emphasis on ELs

Strategy/Activity

Counselors will be attending Hatching Results PD.

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)
27000	Other 5800: Professional/Consulting Services And Operating Expenditures A-G Improvement Grant

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

Addition of a school counselor

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: 2022-23

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 for the previous year was successful. The CTE coordination 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. The number of students who completed a CTE Pathway increased from 56 to 72.

2021-22 Completers
160 - Fashion - 3 students
132 - Education - 12 students
161 - Interior Design - 1 student
221 - Systems, Diagnostics, Services & Repair (Auto) - 13 students
101 - Ag Mechanics (Welding/Wood) - 13 students
102 - Agriscience - 30 students

2020-21 Completers
160 - Fashion - 3 students
132 - Education - 11 students
161 - Interior Design - 1 student
221 - Systems, Diagnostics, Services & Repair (Auto) - 9 students
101 - Ag Mechanics (Welding/Wood) - 17 students
102 - Agriscience - 15 students

Freshman Seminar classes continue to develop their ten-year plan to help guide their career pathway. We met our goal and would like to continue to increase the overall numbers of the program/ pathway.

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 21-22 SPSA were successful and we would like to continue with these actions in addition to enhance the promoting of our CTE program and pathways. In addition to our previous offerings, we have also hired two new Ag teachers. We replaced one teacher who retired and added one. Students who take the AgScience pathway will now have the opportunity to receive A-G credit.

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%
Goal (c): Decrease the gap between our EL student group and our EO student group
Goal (d) (from WASC Action Plan): incorporate 3 to 5 specific and measurable listening and speaking opportunities for students in their content areas each quarter.
Goal (e) (from WASC Action Plan): Review data of effectiveness to drive interventions within the classroom setting as well as program/ course offerings:

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. Due to ATSI for ELs we have found an inequity in the student group's achievement. We will focus on closing the gap. 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 2022 ELA CAASPP data shows (CA Dashboard) : All Students: Low - 17.4 points below standard (150 students) White: Very Low - 46.9 points below standard (57 students) Hispanic: Low 2.7 points below standard (89 students) Socioeconomically Disadvantaged: Low - 21.7 points below standard (115 students)	All students to improve by at least 2% towards meeting standard
State Priority 4: Pupil Achievement CAASPP	The 2022 Math CAASPP data shows: All students: Low - 106.2 points below standard (149 students) Hispanic: Low - 113.7 points below standard (88 students) Socioeconomically Disadvantaged: Low - 114.2 points below standard (115 students) White: Low - 100.1 points below standard (57 students)	All students to improve by at least 2% towards meeting standard
State Priority 4: Pupil Achievement in CAASPP	Our 2022 ELA and Math CAASPP data shows inequity in our EO and EL student groups who meet or exceed achievement standards (data from Illuminate). ELA • EO - 54% meet or exceed achievement standard • EL - 14% meet or exceed achievement standard A gap of 40% between the student groups Math • EO - 25% meet or exceed achievement standard	The gap between our EL Student group and EO student group will be no more than 35% in ELA and 20% in math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• EL - 0% meet or exceed achievement standard A gap of 25% between student groups	
State Priority 4: Pupil Achievement	The 2023 OHS District Writing Assessment Data shows: 22.6 % Mastered 77.4 % Not Mastered 22.6% -- Thorough Understanding 32.9% -- Adequate Understanding 15.3% -- Partial Understanding 29.2% -- Minimal Understanding	All students will increase a minimum of 2% towards mastery

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 with an emphasis on ELs

Strategy/Activity

Use the evidence-based strategy of using data as part of an ongoing improvement cycle through designated PLC time. In PLCs, teachers will collect and prepare a variety of data about student learning, interpret data, and develop hypotheses about how to improve student learning. They will modify instruction to test hypotheses and increase student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 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 with an emphasis on ELs

Strategy/Activity

Evidence based Intervention: small group instructional intervention -- Math support classes will be built in to the schedule of students who have been determined by their teacher to be struggling. Students can also request a math support class. A bilingual instructional aide will push in to math support classes.

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 with an emphasis on ELs

Strategy/Activity

Evidence-based Intervention: small group instructional intervention: 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 using the evidence based practice of structuring out of school time to improve academic achievement.

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 with an emphasis on ELs

Strategy/Activity

Evidence based Intervention: small group instructional intervention to students struggling in areas of literacy and English Language Development -- A full time supported studies teacher will be added to provide extra time and assistance for students who are struggling in math and other 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)

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 with an emphasis on ELs

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 toward successfully passing the CAASP, CAST, and ELPAC tests. This course also introduces the program Get Focused, Stay Focused. The Get Focused, Stay Focused National Resource Center (GFSF) mission is to empower every high school student to graduate with an updated ten-year career and life plan that will take them through post-secondary training or education and into the workforce.

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, CAST and ELPAC.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with an emphasis on ELs

Strategy/Activity

Increase professional development engagement for new and veteran staff to engage in implementation of updated curriculum with fidelity (CPM, ERWC, CTE Pathways, Dual Enrollment, and AP) and to meet to meet the needs of our diverse student population and to create consistency of ongoing formative assessments to drive instructional practices and effective interventions within the lesson.

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.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on ELs

Strategy/Activity

Math and English departments will use common assessments of students to inform instruction and feedback by implementing a common assessment plan created by HS representatives in each committee. This will be part of the evidence-based PLC process, collecting and preparing a variety of data about student learning, interpreting and developing hypotheses about how to improve student learning, modifying instruction to test hypotheses, and increasing student learning. ELD Coordinator will use this data to help with the reclassification process as well.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

2020-2021

2021 ELA CAASPP data shows:
41% of students Met or Exceeded Standards. (13.2% of students Standard Exceeded, 27.8 % Standard Met.)
59% Nearly Met or did not Meet Standards (28.5% Standard Nearly Met, 30.6% Standard Not Met).

The 2021 Math CAASPP data shows:
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.

2021-2022

The 2022 ELA CAASPP data shows:
50% of students Met or Exceeded Standards. (19.0% of students Standard Exceeded, 31.0% Standard Met.)
50% Nearly Met or Did Not Meet Standards (37.3% Standard Nearly Met, 30.6% Standard Not Met).

2022 Math CAASPP data shows
15% of students Met or Exceeded Standards. (5.4% of students Standard Exceeded, 9.3 Standard Met.)
85% Nearly Met or Did Not Meet Standards (21.1% Standard Nearly Met, 62.7% Standard Not Met).

The 2021-2022 DWA Data shows:
24.9 mastered and 75.1 did not master.

While our ELA CAASPP scores increased our math scores decreased slightly. We still continue to see the ramifications of distance learning and the loss of learning.

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, social studies, and science teachers to incorporate literacy into their curriculum. We were able to bring back the Tutor Me Center to have tutoring available two days a week. All freshmen students continue to have 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. There has also been a continued 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, specifically increasing student test scores in ELA and math. OHS plans to meet this goal by spending more time providing professional development to teachers in the content areas of math and ELA, tracking and monitoring student data, and implementing Illuminate to track student data better. We feel that if we enhance our student data collection and monitoring, we will be able to identify the student needs to increase all levels of student achievement. There will also be a continued focus on SEL to address the trauma associated with the pandemic shutdown. Through their PLC process, the math department has established Benchmark tests using practice CAASSPP tests. This increased exposure to the tests should familiarize students with the tests they will take their junior year as well as help teachers address more specific deficiencies.

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): Return to (from 2019 data) the number of students who are prepared for College and Career Readiness upon graduation.
Goal (b) Return (from 2019 data) the number of students who pass the AP exam (Look at each exam individually) with a 3 or higher.
Goal (c) (from WASC Action Plan): incorporate 3 to 5 specific and measurable listening and speaking opportunities for students in their content areas each quarter.
Goal (d) (from WASC Action Plan): Review data of effectiveness to drive interventions within the classroom setting as well as program/ course offerings:

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 would like to return to pre-COVID achievement levels in AP tests and College and Career Readiness. In order to increase the number of students that are prepared for College and Careers we would like to increase A-G access, AP course options/test results, CTE pathway completion, and increase our state test scores. To increase engagement and College and Career Readiness, students need to be effective listeners and speakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement California Dashboard	There is no 2022 data on the Dashboard. 2019 Data Not Prepared (40.6%) Approaching Prepared (16.9%) Prepared (42.5%) - Increased by 6.6% from the previous year	We expect to achieve the levels from 2019 data (pre-COVID)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement AP Score results	Total AP students at OHS: 106 Total number of exams: 157 Percentage of total exams 1 (81 exams, 52%), 2 (39 exams, 25%), 3 (20 exams, 13%), 4 (8 exams, 5%), 5 (9 exams, 6%) 37 exams out of 157 earned a 3 or better (24%) Calculus AB --- 6 total exams, (0% 3 or better) English Language and Composition --- 14 total exams, (4% 3 or better) English Literature and Composition -- 9 total exams, (56% 3 or better) European History --- 8 total exams, (8% 3 or better) Spanish Language and Culture --- 25 total exams, (96% 3 or better) Statistics --- 19 total exams, (11% 3 or better) United States Government and Politics --- 23 total exams, (5% 3 or better) United States History -- 37 total exams, (3% 3 or better)	Increase the percentage of students that Pass their AP exam (Look at each exam individually) with a 3 or higher 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 with an emphasis on ELs

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)	Source(s)

0	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 with an emphasis on ELs

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)	Source(s)
0	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 with an emphasis on ELs

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 evidence based 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 with an emphasis on ELs

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. EL Coordinator will offer an English support class for EL and RFEP students using BE GLAD and other evidence based strategies.

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

Amount(s)	Source(s)
	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 with an emphasis on ELs

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 with an emphasis on ELs

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 with an emphasis on ELs

Strategy/Activity

The district will provide professional development opportunities for instructional staff with an emphasis on evidence based listening and speaking strategies and Integrated ELD scaffolds.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on ELs

Strategy/Activity

Teachers will incorporate 2-3 listening and speaking strategies into their weekly lessons using evidence based practices to provide opportunities for extended discussion of text meaning and interpretation through Socratic Seminars, debates, and intentional questioning strategies to drive student reflection

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students with an emphasis on ELs

Strategy/Activity

Increase professional development engagement for new and veteran staff to engage in the implementation of updated curriculum with fidelity (CPM, ERWC, CTE Pathways, Dual Enrollment, and AP) and to meet the needs of our diverse student population and to create consistency of ongoing formative assessments to drive instructional practices and effective interventions within the lesson.

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: 2022-23

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.

2022 AP Score Summary
The overall percentage of students who passed the AP exam with a score of 3 or higher was 24%
Calculus AB: 6 total exams. 0 received a 3 or better. All students received a 1
English Language and Composition: 14 total exams: 2 exams with a 3 or better (14%)
English Literature and Composition: 9 total exams. 5 exams with a 3 or better (56%)
European History: 24 total exams. 2 exams with a 3 or better (8.3%)
Spanish Language and Culture: 25 total exams. 24 with a 3 or better (96%)
Statistics: 19 total exams. 2 exams with a 3 or better (11%)
United States Government and Politics: 23 total exams. (4.3%)
United States History: 37 total exams. 1 exam with a 3 or better. (2.7%)

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 (6%)
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 (9%)
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: In 12 total exams, 1 received a 3 (8%)

2020 Data: The overall percentage of students that passed the AP exam with a 3 or higher was 24%.
English Language and Composition: In 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: In 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%)

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. AP classes were plagued with the same issues affecting most of the country. Due to illnesses or quarantine, there were inconsistencies with staffing, and many classes had to have substitute teachers. English Language and Composition had a long-term sub for most of the second semester and finished the course through the Edgenuity platform.

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 illnesses and quarantine, many AP teachers were out for various parts of the school year. The district continues to cover the expenses for all AP tests.

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

Students did not have as much time in class to prepare for the test and had many barriers to taking the test that was out of their control. Students and staff suffered from missed time in the classroom due to illnesses and quarantine. 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 test 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, lunchtime 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

Through WASC and Healthy Kids parent surveys, we concluded 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). According to the CA Dashboard, Orland High School has a 'High' suspension rate. Through ATSI, there is a resource inequity in our EL group which has a 'Very High' designation on the Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	22-23 Healthy Kids Parent Survey Attended a school event -- 70% Yes, 30% No Attended a general school meeting -- 70% Yes, 30% No Served on a school committee -- 15% Yes, 85% No	We will have a 10% increase in participation in surveys and in school activities.
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 "GOOD."	Maintain "GOOD" or better on Facilities Inspection Tool (FIT).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	For 2022 our overall student attendance was 93.16%	Increase overall attendance rate above 95%.
Priority 6: School Climate Suspension Rate	CA Dashboard indicates a 'High' suspension rate with 6.7% suspended at least one day for all students. There is the "Very High" designation for EL students with 12% suspended at least one day.	Reduce the suspension rate for all students by 3% and close the gap between all students and our EL group.
Priority 5: Pupil Engagement	76.2% (558 responses) of students responded Agree or Strongly Agree to the question: There are an adequate number of extracurricular activities (i.e. clubs, sports, etc.) 55.8% (558 responses) of students responded Agree or Strongly Agree to the question: I feel involved in school.	We will see an increase in the student participation

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)	Source(s)
1200.00	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)

EL 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 (DELAC/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)	Source(s)
0	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 the bulletin by email, view it at the school office, or check it on the school web page. We will continue to maintain and update the school website and social media pages 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)	Source(s)
60.00	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 by parents. Teachers and admin will use the features in Aeries communication and the auto dialer to regularly inform parents regarding student progress, attendance and discipline. Parents will be trained in the week before school starts during the data confirmation process and at our Back to School night.

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)
	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 with an emphasis on EL students

Strategy/Activity

Hire an additional school counselor to further address students' academic and social-emotional needs. Spanish speaking preferred.

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 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 with an emphasis on EL students

Strategy/Activity

Increase the number of students participating in extra curricular activities to increase engagement and reduce suspensions.

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 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 with an emphasis on EL students

Strategy/Activity

The district will provide professional development opportunities for instructional staff with an emphasis on evidence based restorative practices, MTSS, PBIS, and equity in the classroom

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 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

Strategy/Activity 10

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

All Students with an emphasis on ELs

Strategy/Activity

Create a parent FAFSA Night.

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)
200	Other 4000-4999: Books And Supplies

	Snacks and drinks (Parent Engagement Funds)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students with an Emphasis on ELs

Strategy/Activity

Work with Leadership/ASB students to create one to two family engagement activities in the 23/24 school 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)
1800	Other 4000-4999: Books And Supplies Snacks, beverages, materials needed for the activities (Parent Engagement Funds)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Goal (a): Help students increase their connection to school through motivational speakers, peer groups, lunchtime 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 extracurricular activities.
Purchase student planners for all 9th graders to assist with tracking homework assignments and home/school communication.
Work with the 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)
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.
One of the counselors will focus on social-emotional services for students.
Increase the number of students participating in extracurricular activities.

Continue to reward perfect attendance for each semester and student of the month.
The district will provide professional development opportunities for instructional staff.
Hold a summer 8th-grade to 9th-grade transition to high school "boot camp" for at-risk incoming 9th graders.

During the school year, various clubs have held activities at lunch. This is always a welcome activity to increase engagement in students. There was even a group of students who are in a Regional Mexican band comprised of students who put on a show during Cinco de Mayo. The Chicanx Culture Club hosted a series of activities during the week of Day of the Dead, and the SEL group held many activities during lunch and the nutritional break to increase mental health awareness and to pass on to promote a positive culture. The Leadership class began what they called a Good Vibes Cart. This shopping cart had a speaker that played happy tunes and students also had it packed full of snacks and positive notes. This brought a smile to many students during lunch and during the nutritional break. There has been an increase in clubs on campus and we continue to be receptive to new ideas.

We continue to reward perfect attendance. We collected input from our Leadership class to determine what prizes to order.

In DELAC and ELAC meetings, the principal and the bilingual specialist explain the CAASPP/ELPAC testing process, targets, student achievement goals, and student support strategies in Spanish. Both can translate for the ELD coordinator and communicate directly with Spanish-speaking parents.

The District continues to provide 3 days of PD for staff over the summer before the school year begins in addition to time during the school year as "Banking Days". There are 3 site "Banking Days" in which the site decides the professional development topic and there are 4 "Banking Days" in which the district decides the topic. The 3 UP Days are a combination of staff putting on professional development for their colleagues and what the district has brought on. Participation is high on the UP Days and mandatory during Banking Days. This continues to provide training for our staff.

Our counselors and social worker put on a summer 8th-grade to 9th-grade transition camp for our incoming freshmen. They concluded that calling a summer camp "boot camp" had a negative connotation and decided to instead call it Trojan Kick-Off. They invited 37 students and had 8 attend. This was a week-long camp from 8 in the morning to noon. Students who attended described this as a positive experience. We will continue to push for increased attendance in the upcoming summers.

We continue to have 100% of our parents signed up for Parent Portal.

Currently, we have a High designation according to the CA Dashboard for suspensions. 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.

We changed the name of our summer program for 'at risk" freshman from Trojan Bootcamp to Trojan Kick-Off to remove any negative connotations associated with Bootcamp.

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.

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 EL student group

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

CA Dashboard indicates a Very Low designation on English Learner Progress

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement - English Learner Progress Indicator (Dashboard)	Our current data from the Dashboard shows 28.3% making annual progress on the ELPAC.	Increase the percentage of students making annual progress to 35%.
State Priority 4: Student Achievement - CASSPP	Results on the California Dashboard indicate the following English: All Students: Low 17.4 points below standard 150 students tested White: Very Low, 46.9 points below standard, 57 students tested Hispanic: Low, 2.7 points below standard, 89 students tested SED: Low, 21.7 points below standard, 115 students tested	Increase the overall points for all EL students (current, re-classified, and English Only) by 5 points. in ELA.
State Priority 4: Student Achievement	Results on the California Dashboard Indicate the following:	Increase the overall points for all EL students (current, re-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Mathematics: All Students: Low 106.2 points below standard 149 students tested Hispanic, SED, White: Low Hispanic: 113.7 Points below standard SED: 114.2 points below standard White 100.1 points below standard EO: 96.9 points below standard	classified, and English Only) by 5 points. in math.
State Priority 4: Student Achievement	Current Dashboard data shows English Learner Progress: Very Low, 28.3% making progress towards English language proficiency, 53 EL students 24.5% of students increased by at least one level	Increase student ELPI level increases by 2%
State Priority 4: Pupil Achievement	Our 2022 ELA and Math CAASPP data shows inequity in our EO and EL student groups who meet or exceed achievement standards (data from Illuminate). ELA • EO - 54% meet or exceed achievement standard • EL - 14% meet or exceed achievement standard A gap of 40% between the student groups Math • EO - 25% meet or exceed achievement standard • EL - 0% meet or exceed achievement standard	The gap between our EL Student group and EO student group will be no more than 35% in ELA and 20% in math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A gap of 25% between student groups	

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)

EL 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)
	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)

EL students and families

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)
	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)

EL 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)

EL Students

Strategy/Activity

Provide PD for staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction and other district language strategies. We will also look at evidence-based strategies found in BE GLAD such as: Teaching a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities (the CDC- Cognitive Content Dictionary chart.) Sentence Unpacking (such as the BE GLAD patterning chart), Integrating oral and written English language instruction into content-area teaching, and Interventions that focused on educational practices, such as pre-teaching vocabulary words or cooperative learning strategies. (BE GLAD cooperative writing and expect groups)

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.

Strategy/Activity 5

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

EL Students

Strategy/Activity

EL Progress Celebration -- We will celebrate students who meet the reclassification process and EL students moving up a level in ELPAC. We will also celebrate any students who have improved. The pizza party will include all EL 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)
500.00	Other

Annual Review

SPSA Year Reviewed: 2022-23

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.

2021-2022 CAASPP

Mathematics Data
9 EL Students Tested
1 Student at Standard Nearly Met (11.1%)
8 Students at Standard Not Met (88.9%)

English Language Arts
6 EL Students Tested
1 Student at Standard Met (16.7%)

3 Students at Standard Nearly Met (50%)
2 Students at Standard Not Met

2021-2022 ELPAC Data
68 Students Tested (Summative)

Overall
11 students (16%) -- Level 4
34 students (50%) -- Level 3
14 students (21%) -- Level 2
9 students (13%) -- Level 1

Oral
19 students (28%) -- Level 4
31 students (46%) -- Level 3
9 students (13%) -- Level 2
9 students (13%) -- Level 1

Written
7 students (10%) -- Level 4
23 students (34%) -- Level 3
27 students (40%) -- Level 2
11 students (16%) -- Level 1

The 2019 Results on the California Dashboard Indicate the following:
English Language Arts Data Comparisons: English Learners
Current English Learners- 75.5 points below standards
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

The 2019 Results on the California Dashboard Indicate the following:

Mathematics Data Comparisons: English Learners
Current English Learners- 162.2 points below standard- Increased by 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

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.

We will continue with the strategies listed. In addition to this, our Bilingual Aide is offering additional tutoring during our Modified Wednesdays.

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.

NA

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	$40,260.00

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	$40,260.00

Subtotal of state or local funds included for this school: $40,260.00

Total of federal, state, and/or local funds for this school: $40,260.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Other	40,260.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	0.00
4000-4999: Books And Supplies	3,760.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	27,000.00

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
	Other	500.00
4000-4999: Books And Supplies	Other	3,760.00
5000-5999: Services And Other Operating Expenditures	Other	9,000.00

5800: Professional/Consulting Services And Operating Expenditures	Other	27,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,500.00
Goal 2	0.00
Goal 3	9,000.00
Goal 4	3,260.00
Goal 5	500.00

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
Candace Pierce	Parent or Community Member
Betsy Karle	Parent or Community Member
Nikol Baker	Parent or Community Member
Valentino Trujillo	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 05/01/23.

Attested:

Principal, Alex Mercado on 05/01/23

SSC Chairperson, Celeste Miller on 05/01/23

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.

Educational Partner 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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019