

School Year: **2024-25**



# 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	April 22, 2024	June 25, 2024

## Purpose and Description

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

Schoolwide Program  
The purpose of the plan is to guide the school on 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.

Per the CA Dashboard student groups, SED, Hispanic, and White are in the red in math and English. Our EL student group also scored far below standard but is not identified as a subgroup because of our low numbers in grade 11. We will address how to support better these student groups and any inequities we find. Orland Unified School District has applied a transformational leadership approach to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team to 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 to meet all students' needs. 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The results/highlights of the 23-24 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 reclassification 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
6. 12th grade CAST

OHS has adopted and implemented district math and English (both reading and writing) assessments to measure student learning by standard, before taking state assessments. The results of these assessments are used to identify the standards that students struggle with in efforts to intervene before 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 through 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 student groups are identified for additional support to meet graduation requirements. Support for all students, including SED, EL, Hispanic, and white, 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 guide the regular education teachers in differentiating instruction for those students who need it.

We have bilingual services, aides, teachers, and materials to support identified underperforming students. Students receive support through support classes that are taken instead 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 in the classroom and after school hours in the TMC (Tutor Me Center). Supported Studies classes are provided instead of an elective for students needing extra support. Supplemental reading, language arts, and mathematics materials have been provided to support underperforming students. To better support our EL students we are hiring additional bilingual staff through Title III

State and Federal funds also support the continuing professional development of teachers in content areas, for example, teachers from every department have attended PLC training and are trained in CCSS. Extra funds are available for staff to meet outside of the banked PLC time during the school day. Teachers are encouraged to continue their professional learning in research-based staff development. Funds specifically meant to provide services to English Learners and 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 the CA Dashboard in red (SED, White, Hispanic). 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 offer 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 evaluate 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.

Per the CA Dashboard, we have SED, Hispanic, and White students in red. Through our needs assessment, site, and districtwide data, we have found that all student groups declined in ELA and math which is why we are in the red.

In ELA we had a decline of 21.5 points in our SED group. Our Hispanic student group declined 40.3 points and is currently in orange. Our white student group is 56.4 points below standard but increased by 3.3 points. In math, all of our student groups are in red and all declined. Hispanic student group is 142.6 points below standard and declined 28.8 points, SED student group is 143.6 points below standard and declined 22.3 points. Our white student group is 143.4 points below standard and declined 20 points. Our ELs also show they are far below standard in ELA and need additional support. In math, we had a decline of 28.8 points in our Hispanic group. This was our largest decline.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.75%	1.29%	0.99%	6	10	8
African American	0.50%	0.26%	0.25%	4	2	2
Asian	1.50%	1.29%	0.87%	12	10	7
Filipino	%	0.13%	0.12%	0	1	1
Hispanic/Latino	59.00%	59.07%	60.42%	472	459	487
Pacific Islander	%	0.13%	0.25%	0	1	2
White	37.38%	36.94%	36.23%	299	287	292
Multiple/No Response	0.75%	0.77%	0.74%	6	6	6
<b>Total Enrollment</b>				800	777	806

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	193	211	220
Grade 10	249	180	217
Grade 11	190	224	163
Grade 12	168	162	206
<b>Total Enrollment</b>	800	777	806

### Conclusions based on this data:

- Grade 9 Enrollment Trend: There's been a fluctuation in enrollment numbers for Grade 9 over the three years, with a significant increase from 20-21 to 21-22 (246 to 249 students) followed by a slight decrease in 22-23 (211 students)
- Stability in Grades 10-12: Grades 10, 11, and 12 show relatively stable enrollment trends over the three years, with some minor fluctuations. While Grade 10 saw a decrease in enrollment from 21-22 to 22-23, Grade 11 and Grade 12 experienced increases during the same period
- Overall Enrollment Trends: Despite fluctuations in individual grade levels, the total enrollment remained relatively consistent over the three years, with a slight decrease from 800 students in 21-22 to 777 students in 22-23.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	66	74	81	6.7%	8.3%	10.0%
Fluent English Proficient (FEP)	321	286	277	42.5%	40.1%	34.4%
Reclassified Fluent English Proficient (RFEP)	308	277		2.0%	38.5%	

### Conclusions based on this data:

1. **Increasing EL Enrollment:** Over the three-year period, there has been a notable increase in the number and proportion of English Learners (EL) enrolled in the school. The data shows a steady rise in EL enrollment from 51 students (6.7%) in 20-21 to 74 students (9.5%) in 22-23. This trend suggests a growing need for targeted language support and resources to accommodate the linguistic diversity within the student population.
2. **Shifts in Proficiency Status:** The data also highlights shifts in the proficiency status of students, particularly among the Fluent English Proficient (FEP) and Reclassified Fluent English Proficient (RFEP) groups. While the number of FEP students remained relatively stable over the three years, there was a significant decrease in RFEP students from 308 in 21-22 to 277 in 22-23.
3. **Equity and Inclusion:** The data underscores the importance of fostering an inclusive learning environment that supports the diverse needs of all students, including English Learners. As EL enrollment continues to grow, we must prioritize equity and inclusion initiatives to address language barriers and promote linguistic diversity.

# 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 Scores			% of Enrolled Students Tested		
	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	212	137	131	167	137	131	167	85.1	84.5	78.8
All Grades	161	155	212	137	131	167	137	131	167	85.1	84.5	78.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2587.	13.87	19.08	20.36	30.66	30.53	25.75	27.01	37.40	38.92	28.47	12.98	14.97
All Grades	N/A	N/A	N/A	13.87	19.08	20.36	30.66	30.53	25.75	27.01	37.40	38.92	28.47	12.98	14.97

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	19.16	66.42	66.41	67.66	16.79	13.74	13.17
All Grades	16.79	19.85	19.16	66.42	66.41	67.66	16.79	13.74	13.17

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	20.96	48.91	55.73	58.08	33.58	18.32	20.96
All Grades	17.52	25.95	20.96	48.91	55.73	58.08	33.58	18.32	20.96

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	8.98	82.48	70.99	80.84	10.22	13.74	10.18
All Grades	7.30	15.27	8.98	82.48	70.99	80.84	10.22	13.74	10.18



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	14.97	68.61	62.60	71.26	14.60	14.50	13.77
All Grades	16.79	22.90	14.97	68.61	62.60	71.26	14.60	14.50	13.77

**Conclusions based on this data:**

1. Grade 11 ELA Performance Shifts: Examining Grade 11 CAASPP results, there's a notable increase in mean scale scores from 2563.7 in 20-21 to 2587.2 in 22-23. However, while the percentage of students exceeding standards has increased over the years (from 13.87% in 20-21 to 20.36% in 22-23), there's a concerning trend in the percentage of students not meeting standards, which rose from 28.47% in 20-21 to 37.40% in 22-23.
2. ELA Domain Proficiency Comparison: Analyzing ELA proficiency levels across reading, writing, listening, and research/inquiry skills for Grade 11 students, there are disparities in performance. While 19.16% of Grade 11 students demonstrated proficiency in reading in 22-23, only 13.17% met proficiency in listening skills during the same period.
3. Implications for Instructional Planning: The data underscores the importance of using assessment data to inform instructional planning and intervention efforts. For instance, while Grade 11 students have shown improvements in certain ELA domains, there's a need for targeted support to address areas where proficiency levels remain low. Collaborative data analysis sessions involving teachers, instructional coaches, and administrators can facilitate discussions around identifying specific learning gaps, designing evidence-based interventions, and monitoring progress over time. By leveraging data-driven approaches to instructional planning, schools can foster a culture of continuous improvement and enhance student outcomes in ELA and beyond.

# 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 Scores			% of Enrolled Students Tested		
	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	212	138	134	166	138	134	166	85.7	86.5	78.3
All Grades	161	155	212	138	134	166	138	134	166	85.7	86.5	78.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2521.	3.62	5.22	4.82	13.04	9.70	9.04	22.46	30.60	26.51	60.87	54.48	59.64
All Grades	N/A	N/A	N/A	3.62	5.22	4.82	13.04	9.70	9.04	22.46	30.60	26.51	60.87	54.48	59.64

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	4.82	39.13	43.28	37.35	56.52	51.49	57.83
All Grades	4.35	5.22	4.82	39.13	43.28	37.35	56.52	51.49	57.83

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	5.42	56.52	60.45	68.07	35.51	30.60	26.51
All Grades	7.97	8.96	5.42	56.52	60.45	68.07	35.51	30.60	26.51

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	7.23	63.77	67.91	66.87	31.16	26.12	25.90
All Grades	5.07	5.97	7.23	63.77	67.91	66.87	31.16	26.12	25.90

### Conclusions based on this data:

- Over the three-year period, there's a consistent improvement in mean scale scores for Grade 11 Mathematics, with scores rising from 2513.5 in 20-21 to 2521.6 in 22-23. This upward trend indicates an overall enhancement in

students' mathematical proficiency levels over time. However, while there's improvement in mean scores, it's crucial to delve deeper into domain-specific performance to identify areas of strength and weakness within the Mathematics curriculum.

2. Analyzing proficiency levels across different mathematical domains, there are variations in student performance. For instance, in Problem Solving & Modeling/Data Analysis, the percentage of Grade 11 students above standard decreased from 7.97% in 20-21 to 5.42% in 22-23, indicating potential challenges in applying appropriate tools and strategies to solve real-world and mathematical problems. Understanding the factors contributing to this decline and implementing targeted interventions can help address learning gaps and improve problem-solving skills among Grade 11 students.
3. The data shows fluctuations in the percentage of Grade 11 students demonstrating proficiency in communicating mathematical reasoning. While the percentage of students above standard increased slightly from 5.07% in 20-21 to 7.23% in 22-23, there's a decrease in the percentage of students at or near standard and an increase in the percentage below standard over the same period. This suggests a need for instructional support focused on enhancing students' ability to articulate and justify mathematical conclusions effectively. Implementing strategies such as discourse-based instruction, mathematical argumentation, and peer collaboration can facilitate the development of students' communication skills in mathematics.

# 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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1566.9	1533.2	1576.1	1568.6	1508.0	1574.0	1564.6	1558.0	1577.8	19	24	29
10	1611.1	1555.5	1562.0	1612.7	1544.0	1550.0	1608.6	1566.3	1573.4	11	17	22
11	1537.3	*	1576.4	1506.5	*	1558.1	1567.8	*	1594.3	12	10	16
12	*	1562.8	*	*	1533.9	*	*	1591.5	*	*	11	10
All Grades										45	62	77

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	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
9	21.05	8.33	17.24	31.58	41.67	62.07	47.37	33.33	17.24	0.00	16.67	3.45	19	24	29
10	36.36	5.88	27.27	63.64	64.71	36.36	0.00	11.76	13.64	0.00	17.65	22.73	11	17	22
11	16.67	*	20.00	25.00	*	40.00	25.00	*	20.00	33.33	*	20.00	12	*	15
12	*	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*	11	*
All Grades	24.44	9.68	24.00	37.78	48.39	44.00	26.67	24.19	16.00	11.11	17.74	16.00	45	62	75

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	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
9	26.32	12.50	48.28	73.68	41.67	41.38	0.00	29.17	6.90	0.00	16.67	3.45	19	24	29
10	72.73	23.53	36.36	27.27	58.82	31.82	0.00	0.00	13.64	0.00	17.65	18.18	11	17	22
11	25.00	*	26.67	33.33	*	40.00	8.33	*	13.33	33.33	*	20.00	12	*	15
12	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11	*
All Grades	37.78	17.74	41.33	48.89	48.39	33.33	2.22	16.13	10.67	11.11	17.74	14.67	45	62	75

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	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
9	5.26	4.17	10.34	36.84	37.50	44.83	31.58	37.50	34.48	26.32	20.83	10.34	19	24	29
10	18.18	5.88	13.64	63.64	35.29	36.36	18.18	35.29	27.27	0.00	23.53	22.73	11	17	22
11	16.67	*	6.67	25.00	*	26.67	33.33	*	53.33	25.00	*	13.33	12	*	15
12	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*
All Grades	11.11	6.45	9.33	42.22	35.48	38.67	26.67	37.10	36.00	20.00	20.97	16.00	45	62	75

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	8.33	34.48	84.21	66.67	58.62	15.79	25.00	6.90	19	24	29
10	18.18	5.88	22.73	81.82	76.47	68.18	0.00	17.65	9.09	11	17	22
11	0.00	*	13.33	50.00	*	86.67	50.00	*	0.00	12	*	15
12	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
All Grades	4.44	6.45	24.00	73.33	72.58	65.33	22.22	20.97	10.67	45	62	75

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	100.00	33.33	75.86	0.00	50.00	20.69	0.00	16.67	3.45	19	24	29
10	100.00	64.71	63.64	0.00	17.65	22.73	0.00	17.65	13.64	11	17	22
11	58.33	*	71.43	8.33	*	7.14	33.33	*	21.43	12	*	14
12	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
All Grades	86.67	48.39	70.27	2.22	32.26	16.22	11.11	19.35	13.51	45	62	74

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.53	12.50	20.69	52.63	62.50	58.62	36.84	25.00	20.69	19	24	29
10	54.55	11.76	22.73	45.45	58.82	50.00	0.00	29.41	27.27	11	17	22
11	8.33	*	6.67	66.67	*	60.00	25.00	*	33.33	12	*	15
12	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
All Grades	22.22	12.90	16.00	53.33	58.06	57.33	24.44	29.03	26.67	45	62	75

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	8.33	3.45	94.74	79.17	93.10	5.26	12.50	3.45	19	24	29
<b>10</b>	0.00	0.00	4.55	100.00	82.35	90.91	0.00	17.65	4.55	10	17	22
<b>11</b>	8.33	*	13.33	66.67	*	66.67	25.00	*	20.00	12	*	15
<b>12</b>	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
<b>All Grades</b>	2.27	8.06	8.00	86.36	75.81	81.33	11.36	16.13	10.67	44	62	75

**Conclusions based on this data:**

- Overall Improvement in English Language Proficiency: Across all grade levels, there's a consistent trend of improvement in overall English language proficiency as measured by mean scale scores. For instance, in the Oral Language domain, mean scale scores have increased from 1566.9 in 20-21 to 1576.1 in 22-23. Similarly, in the Written Language domain, mean scale scores have shown improvement over the years. This suggests that instructional efforts aimed at developing oral and written language skills among students have been effective, resulting in enhanced English language proficiency.
- Varied Proficiency Levels Across Language Domains: While there's an overall improvement in English language proficiency, there are variations in proficiency levels across different language domains. For example, in the Speaking Domain, the percentage of students classified as "Well Developed" ranges from 33.33% to 100.00% across different grade levels, indicating disparities in speaking proficiency among students. Similarly, in the Writing Domain, there are variations in proficiency levels among students. Addressing these disparities requires targeted instructional interventions tailored to the specific language needs of students in each domain.
- ELPAC results indicate an overall improvement in English language proficiency among students, but there are variations in proficiency levels across language domains and specific language skills. Tailored instructional strategies aimed at addressing these variations can help ensure that all students develop proficiency in all aspects of the English language.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
777	76.6	9.5	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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	9.5
Foster Youth	5	0.6
Homeless	26	3.3
Socioeconomically Disadvantaged	595	76.6
Students with Disabilities	96	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.3
American Indian	10	1.3
Asian	10	1.3
Filipino	1	0.1
Hispanic	459	59.1
Two or More Races	6	0.8
Pacific Islander	1	0.1
White	287	36.9

### Conclusions based on this data:

1. High Socioeconomic Disadvantage: The data shows a significant portion of the student population at Orland High School comes from socioeconomically disadvantaged backgrounds, with 76.6% of students eligible for free or

reduced-price meals or having parents/guardians who did not receive a high school diploma. This indicates a potential need for targeted support and resources to address the academic and non-academic challenges faced by students from low-income families.

2. **Diverse English Learner Population:** Orland High School serves a diverse English learner population, comprising 9.5% of the total enrollment. This indicates the presence of students from various linguistic and cultural backgrounds who require specialized support in developing English language proficiency while engaging in academic coursework. Meeting the needs of this diverse group of students may involve implementing culturally responsive teaching strategies and providing English language development programs tailored to individual proficiency levels.
3. **Enrollment Disparity:** Students with disabilities represent 12.4% of the total enrollment, indicating a notable portion of the student body requiring specialized educational support. Understanding the specific needs and accommodations of these students is crucial for creating an inclusive learning environment where all students can succeed.



# School and Student Performance Data

## Overall Performance








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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Green		
<b>College/Career</b>  Medium		

**Conclusions based on this data:**

1. Academic Performance Challenges: Both English Language Arts and Mathematics are categorized as "Red," indicating the lowest performance level. This suggests that there are significant areas of concern regarding academic achievement in these subjects. The school may need to assess its curriculum, teaching methods, and support structures to address these challenges effectively.
2. Positive English Learner Progress: Despite the academic performance challenges in English Language Arts and Mathematics, the progress of English learners is categorized as "Green," representing a higher performance level. This indicates that the school has been successful in supporting the progress of English learners on the ELPAC Assessment, which is a positive aspect of its overall performance.
3. Medium College/Career Readiness: The College/Career readiness category is rated as "Medium." While this is not the highest rating, it suggests that there is room for improvement but also indicates that the school is making some progress in preparing students for post-secondary education or the workforce. This area may require further attention to ensure that students are adequately equipped for success beyond high school.

# School and Student Performance Data

## Academic Performance English Language Arts

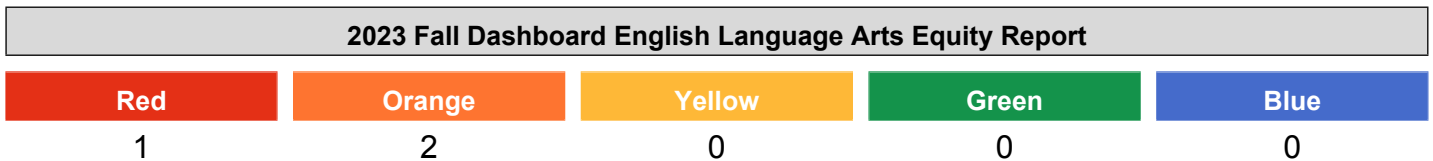
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>50.3 points below standard Decreased Significantly -28.1 points</p> <p>200 Students</p>	<p><b>English Learners</b></p> <p>94.3 points below standard Decreased Significantly -38.2 points</p> <p>22 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>46.7 points below standard Decreased Significantly -21.5 points</p> <p>150 Students</p>	<p><b>Students with Disabilities</b></p> <p>165.2 points below standard Decreased Significantly -136.6 points</p> <p>25 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43 points below standard Decreased Significantly - 40.3 points 117 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 56.4 points below standard Increased +3.3 points 81 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.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150.1 points below standard 12 Students	55.2 points below standard 11 Students	55.6 points below standard Decreased -5.7 points 113 Students

#### Conclusions based on this data:

1. Across all student groups, there's a consistent trend of decreased performance in ELA, as indicated by the majority being categorized as "Red." This classification signifies a significant deviation from the expected standard. The decline, evident in both the total student population and specific subgroups like English learners and socioeconomically disadvantaged students, suggests challenges that require urgent attention.
2. Certain student groups, notably English learners and students with disabilities, demonstrate particularly concerning performance levels, with significant points below the standard. For instance, English learners are 94.3 points below the standard, and students with disabilities are 165.2 points below. These disparities underscore the importance of interventions and additional support mechanisms to address the unique needs of these populations.
3. The data highlight widespread challenges in ELA performance, emphasizing the importance of both universal interventions to address overall declines and targeted support for student groups. Additionally, improving data collection practices to capture performance trends across all demographic groups is essential for promoting educational equity and guiding effective decision-making at both the school and district levels.

# School and Student Performance Data

## Academic Performance Mathematics

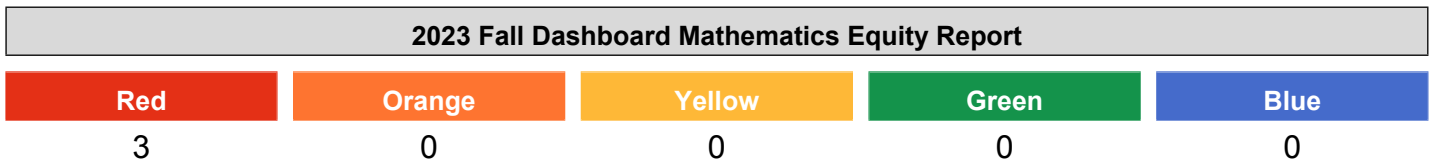
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Red 144.2 points below standard Decreased Significantly -29 points 200 Students	<b>English Learners</b> 159.1 points below standard Decreased -8.4 points 22 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 3 Students	<b>Socioeconomically Disadvantaged</b>  Red 143.6 points below standard Decreased Significantly -22.3 points 150 Students	<b>Students with Disabilities</b> 237.3 points below standard Decreased Significantly -118 points 25 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 142.6 points below standard Decreased Significantly - 28.8 points 117 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 143.4 points below standard Decreased Significantly -20 points 81 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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
226.2 points below standard 12 Students	103.1 points below standard 11 Students	146 points below standard Decreased Significantly -30.5 points 113 Students

#### Conclusions based on this data:

- Similar to the trends observed in English Language Arts, there is a widespread decline in Mathematics performance across various student groups, as indicated by the majority being categorized as "Red" or significantly below the expected standard. This decline is evident among English learners, socioeconomically disadvantaged students, and those with disabilities, with substantial points below the standard. The consistent classification of "Red" underscores the urgent need for targeted interventions and support strategies to address this decline in Mathematics proficiency.
- Vulnerable student populations, such as English learners and students with disabilities, exhibit notably low-performance levels in Mathematics, with English learners being 159.1 points below the standard and students with disabilities being 237.3 points below. These disparities underscore the importance of addressing the unique learning needs of these groups through interventions and specialized support services. Implementing differentiated instructional strategies and providing additional resources can help mitigate the impact of these disparities and improve outcomes for vulnerable student populations in Mathematics.
- There is a critical need for innovative instructional approaches, culturally responsive teaching practices, and targeted interventions tailored to the specific needs of each student demographic to narrow these persistent performance gaps and ensure equitable access to high-quality Mathematics education for all students.

# School and Student Performance Data

## Academic Performance English Learner Progress

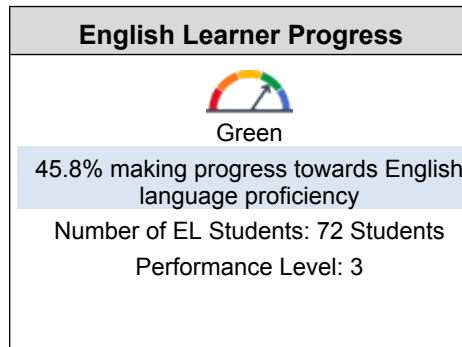
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	22	5	28

#### Conclusions based on this data:

1. **Positive English Learner Progress:** The data indicates that the English Learner Progress Indicator for the 2023 fall dashboard shows a positive trend on the ELPAC, with English learners making significant progress towards English language proficiency. The indicator is represented by the color green, signifying that these students are 45.8 points above the standard, indicating substantial advancement in language acquisition.
2. **Effective Language Instruction:** The distribution of English learner progress shows that a considerable proportion of students (28 out of 72) have progressed at least one English Language Proficiency Indicator (ELPI) level on the ELPAC. Additionally, a smaller but notable number of students have maintained ELPI Level 4, indicating sustained proficiency, which suggests that the language instruction provided by the school is effective in supporting language development and proficiency among English learners.
3. **Challenges in Language Acquisition:** Despite the overall positive progress, a portion of English learners (17 out of 72) have experienced a decrease of one ELPI level, and another segment has maintained lower ELPI levels (22 out of 72). While these numbers are relatively lower compared to those who progressed, they highlight the challenges

some English learners may face in language acquisition, emphasizing the need for targeted interventions and support to address individual learning needs and ensure continued progress towards language proficiency.



# School and Student Performance Data

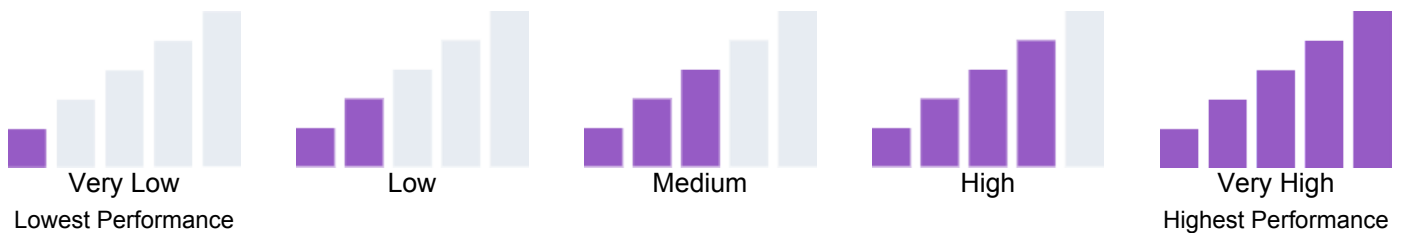
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

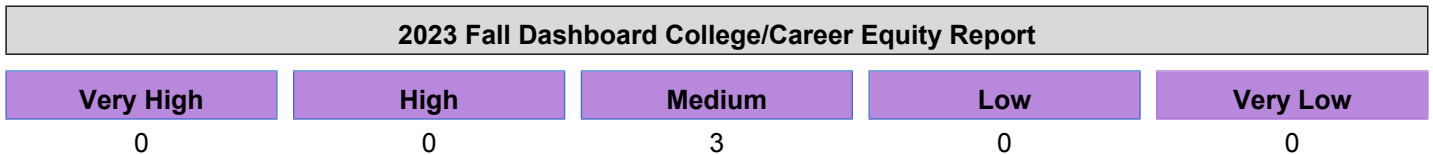
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

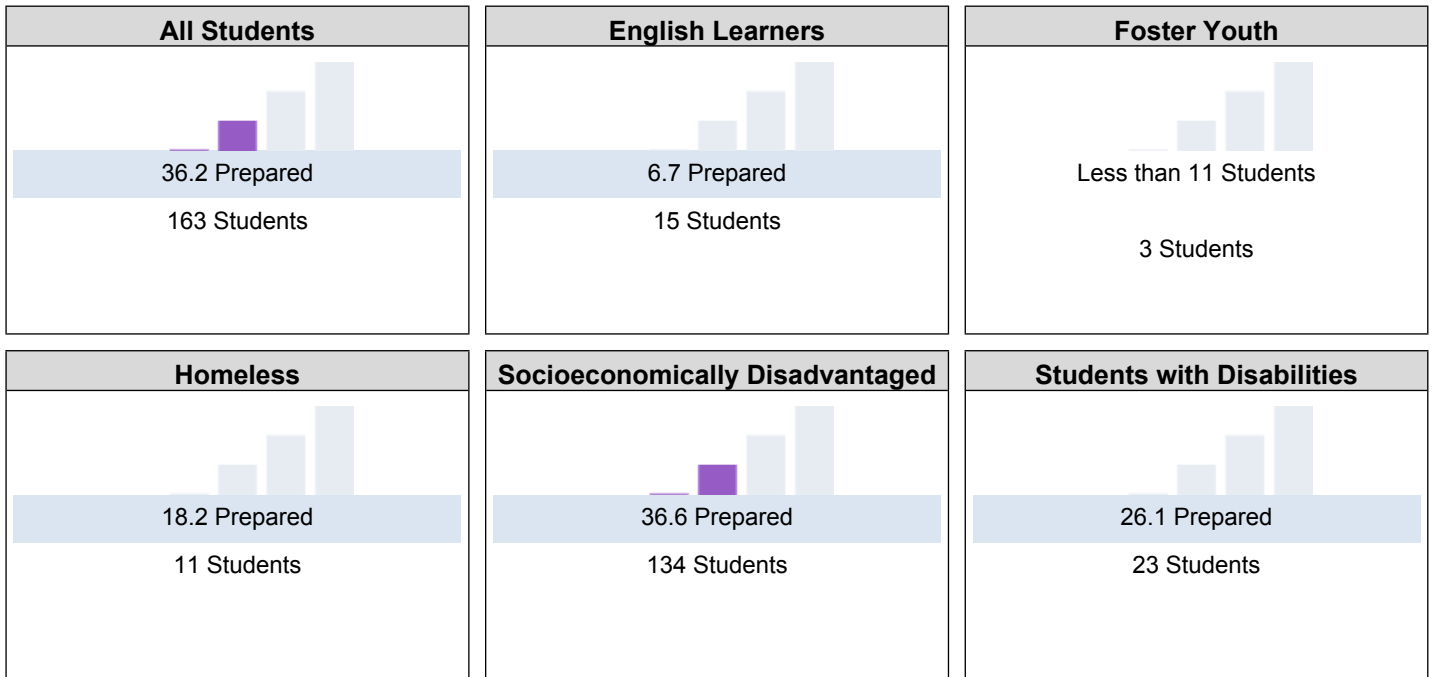


This section provides number of student groups in each level.

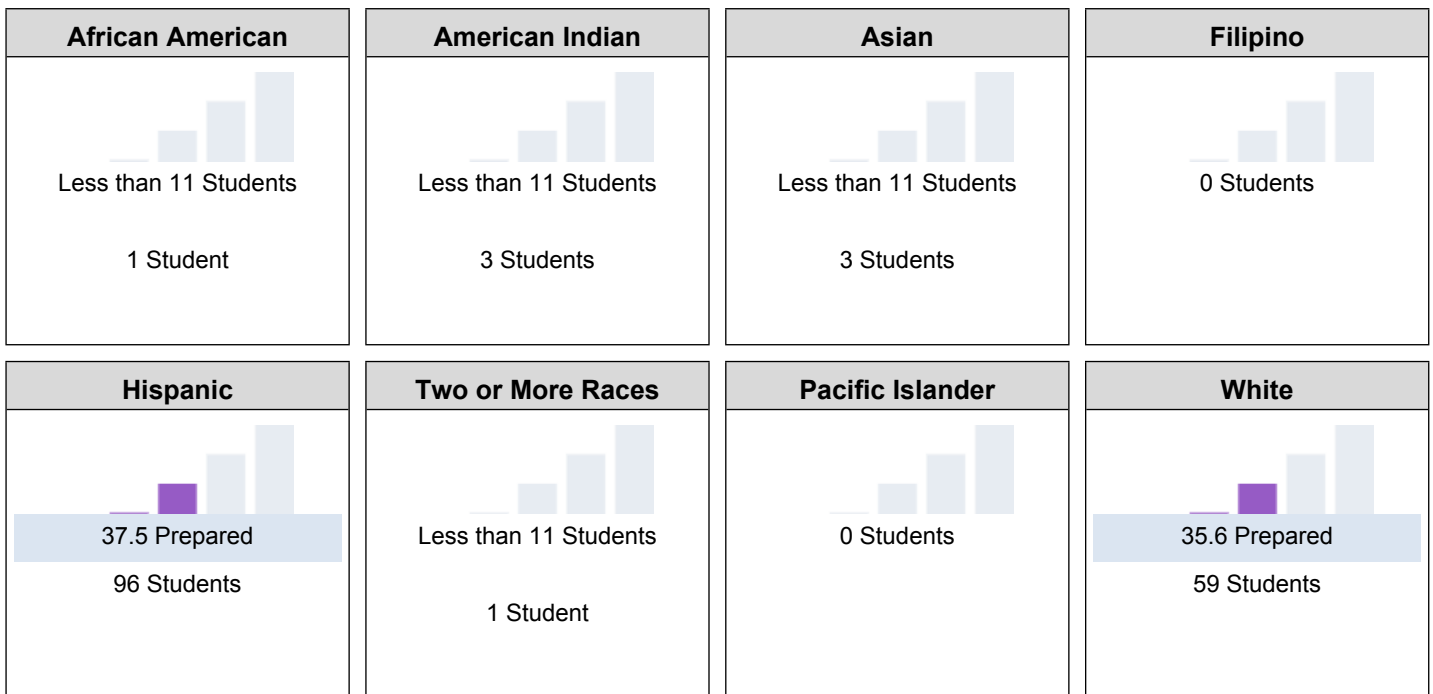


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. The majority of students, as represented by the "Medium" category, are prepared for college and career, with 36.2% of all students meeting this standard. This indicates that the educational programs and support provided by the school are effectively equipping students with the necessary skills and knowledge for their future endeavors.
2. The data suggests a level of equity in college and career readiness across different student groups. For instance, among socioeconomically disadvantaged students, 36.6% are prepared, which is comparable to the overall student population. Similarly, the preparedness levels for English learners, foster youth, and students with disabilities, while varying slightly, indicate a degree of inclusivity in the school's efforts to ensure all students are adequately equipped for post-secondary opportunities.

3. Although the majority of students are prepared, identifying and addressing the needs of those not yet meeting the standard can further enhance overall readiness and ensure equitable opportunities for all students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

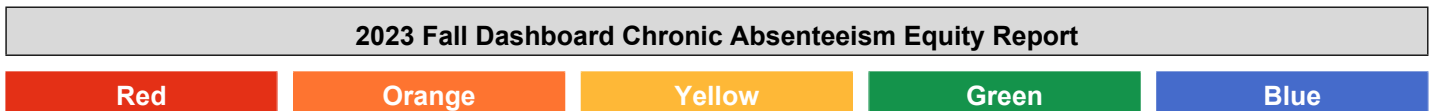
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. This data doesn't pertain to OHS.

# School and Student Performance Data

## Academic Engagement Graduation Rate

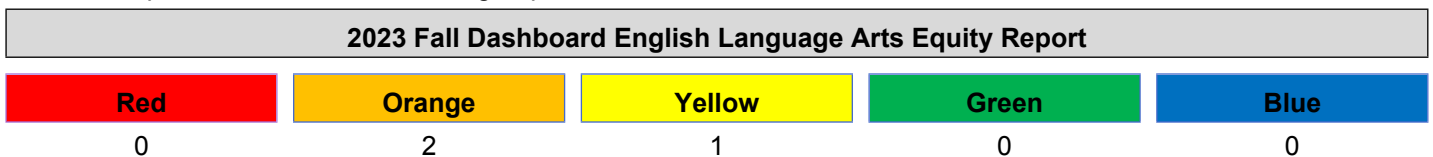
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>89.6% graduated</p> <p>Decreased Significantly -6.7</p> <p>163 Students</p>	<p><b>English Learners</b></p> <p>80% graduated</p> <p>Decreased Significantly -20</p> <p>15 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>100% graduated</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>89.6% graduated</p> <p>Decreased Significantly -5.9</p> <p>134 Students</p>	<p><b>Students with Disabilities</b></p> <p>52.2% graduated</p> <p>Decreased Significantly -21.5</p> <p>23 Students</p>

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  3 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 91.7% graduated Decreased Significantly -6.4  96 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students	 Orange 88.1% graduated Decreased Significantly -7.9  59 Students

**Conclusions based on this data:**

- 1. Overall Graduation Rate Decline:** The overall graduation rate for all students decreased significantly, dropping from 96.3% to 89.6%. This decline of 6.7 percentage points indicates a notable shift in graduation outcomes compared to the previous reporting period. Understanding the factors contributing to this decrease is crucial for implementing targeted interventions to improve graduation rates across all student groups.
- 2. Disparities Across Student Groups:** Significant disparities exist in graduation rates among different student groups. While some groups, such as homeless students, achieved a 100% graduation rate, others experienced substantial declines. For instance, English learners and students with disabilities faced notable decreases in graduation rates, falling by 20 percentage points and 21.5 percentage points, respectively. These disparities underscore the importance of addressing the unique challenges and needs of each student subgroup to ensure equitable educational outcomes.
- 3. Need for Targeted Interventions:** The data highlights the urgent need for targeted interventions to support student groups facing declining graduation rates, such as English learners and students with disabilities. These interventions may include providing additional academic support, enhancing access to resources and services, and fostering a supportive and inclusive learning environment tailored to the unique needs of each student subgroup.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

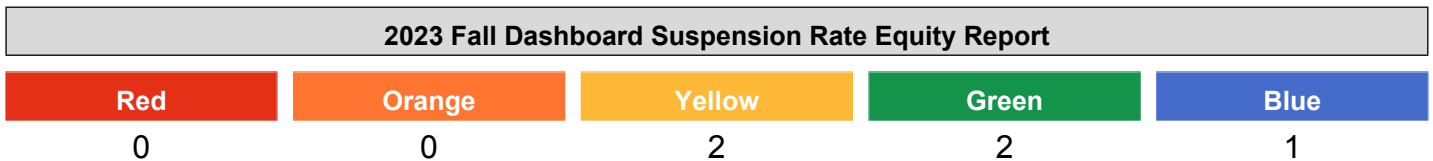
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.





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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.7% suspended at least one day</p> <p>Declined Significantly -3 819 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>8.5% suspended at least one day</p> <p>Declined -3.5 82 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 6 Students</p>
<p><b>Homeless</b></p> <p>7.1% suspended at least one day</p> <p>Declined -3.4 28 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.4% suspended at least one day</p> <p>Declined Significantly -2.6 633 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>6.7% suspended at least one day</p> <p>Declined -3 104 Students</p>



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 2 Students	9.1% suspended at least one day 11 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 5.2% suspended at least one day Declined Significantly -2.8 484 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students	 Blue 1.3% suspended at least one day Declined Significantly -3.8 302 Students

**Conclusions based on this data:**

1. Overall Decline in Suspension Rates: The overall suspension rate for all students declined significantly from 6.7% to 3.7%. This decrease of 3 percentage points indicates a positive trend towards reducing disciplinary actions within the student population. Understanding the factors contributing to this decline is crucial for maintaining a positive school environment and promoting student success
2. Disparities Across Student Groups: Despite the overall decline, significant disparities in suspension rates persist among different student groups. For example, English learners, foster youth, and students with disabilities experienced relatively higher suspension rates compared to other groups. Addressing the underlying reasons for these disparities, such as behavioral challenges or lack of support services, is essential for fostering an inclusive and supportive school climate for all students.
3. The data suggests that targeted interventions may have been effective in reducing suspension rates, particularly for certain student groups. For example, socioeconomically disadvantaged students and Hispanic students experienced significant declines in suspension rates, indicating the potential effectiveness of interventions aimed at addressing behavioral issues and providing support services to at-risk students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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 3-5 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 5

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students grades 9-12

### Strategy/Activity

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

In conjunction with the principal...

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

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0	<p>District Funded</p> <p>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.</p>
0	<p>District Funded</p> <p>The district will provide professional development opportunities for instructional staff.</p>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students grades 9-12

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

The district will provide professional development opportunities for instructional staff 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

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)

## Annual Review

### SPSA Year Reviewed: 2023-24

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 22-23 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 72 to 85.

### 2022-2023 Completers

160-Fashion - 6  
132-Education - 10  
161-Interior Design - 2  
221-Systems, Diagnostics, Services & Repair (Auto) - 16  
101-Ag Mechanics -- 24 Total  
19 for Wood  
5 for Welding  
102-Agriscience - 27

### 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

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 22-23 SPSA were successful and we would like to continue with these actions in addition to enhancing the promotion of our CTE program and pathways. After the 22-23 school year we had two wonderful CTE teachers retire. We hired a replacement for our Child Development but were unable to replace our Interior Design teacher. Interior Design and Fashion were replaced with Farm to Fork and Horticulture. We will continue to expand these two new pathways to include the concentrator course and the capstone.

# 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 across all 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

According to the CA School Dashboard, all students are in red in both ELA and Math. In ELA, the SED student group is in red while Hispanic and White student groups are in orange. Our Hispanic group saw a significant decline of 40.3 points while our white subgroup increased by 3.3 points. Math CAASSP scores show that we declined across the board with Hispanic, SED, and white student groups in red. We will look to use data to drive interventions to close the gap between student groups in both ELA and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	<p>Our 2023 ELA CAASPP data shows (CA Dashboard) :</p> <p>All Students: Red 50.3 points below standard Declined 28.1 Points Number of Students: 200</p> <p>White: Orange 56.4 points below standard Increased 3.3 Points Number of Students: 81</p> <p>Hispanic: Orange 43 points below standard Declined 40.3 Points Number of Students: 117</p>	All students to improve by at least 2% towards meeting standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged: Red 46.7 points below standard Declined 21.5 Points Number of Students: 150</p>	
<p>State Priority 4: Pupil Achievement CAASPP</p>	<p>The 2023 Math CAASPP data shows: All students: Red 144.2 points below standard Declined 29 Points Number of Students: 200</p> <p>Hispanic:Red 142.6 points below standard Declined 28.8 Points Number of Students: 117</p> <p>Socioeconomically Disadvantaged: Red 143.6 points below standard Declined 22.3 Points Number of Students: 150</p> <p>White: Red 143.4 points below standard Declined 20 Points Number of Students: 81</p>	<p>All students to improve by at least 2% towards meeting standard</p>
<p>State Priority 4: Pupil Achievement in CAASPP</p>	<p>Our 2023 ELA and Math CAASPP data shows inequity in our EO and EL student groups who meet or exceed achievement standards</p> <p>ELA</p> <p>Current English Learners 150.1 points below standard Number of Students: 12</p> <p>Recently Reclassified English Learners 55.2 points below standard Number of Students: 11</p> <p>English Only 55.6 points below standard</p>	<p>We will reduce the significant gap between ELs and EOs on the ELA assessment (150 points below standard vs 55 points below standard)</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Declined 5.7 Points Number of Students: 113	
State Priority 4: Pupil Achievement in CAASPP	<p>Our 2023 ELA and Math CAASPP data shows inequity in our EO and EL student groups who meet or exceed achievement standards</p> <p>Math</p> <p>Current English Learners 226.2 points below standard Number of Students: 12</p> <p>Recently Reclassified English Learners 103.1 points below standard Number of Students: 11</p> <p>English Only 146 points below standard Declined 30.5 Points Number of Students: 113</p>	We will reduce the significant gap between EL and EO student groups on the math assessment (226.2 below standard vs 146 points below standard)

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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. In math, teachers are working to rework pacing guides to focus on key concepts more in depth.

#### 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.

4775

District Funded  
Arts and Materials Grant - Teacher Project Time

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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. There will also be Supported Studies classes built into the schedule with an instructor available to help in ELA , along with other subjects.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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)

[Empty box for Amount(s)]

Title III  
Students will receive extra support from certificated staff.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Evidence based Intervention: small group instructional intervention to students struggling in areas of literacy and English Language Development - Students will continue to have access to a full time supported studies teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

9th grade students

Strategy/Activity

All Freshmen will have a Freshman Seminar class added to their schedule. The instructor for this course will closely monitor student grades/needs to help guide students 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)

[Empty box for Amount(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 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. Professional development will address best instructional practices, SEL and behavior, equitable grading practices, and how to better use data to inform instructional practices.

### 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)

34000

Other

Various grants such as the A-G grant and district funds will help support this.

Other

1000-1999: Certificated Personnel Salaries Departments will be given time to revise lessons implementing strategies they have learned

## 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

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: 2023-24

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

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).

ELA

- EO - 54% meet or exceed achievement standard
- EL - 14% meet or exceed achievement standard

A gap of 40% between the student groups

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).

Math

- EO - 25% Met or Exceeded achievement standard
- EL - 0% Met or Exceeded achievement standard

A gap of 25% between student groups

2022 OHS DWA

Mastered 32.4%

Not Mastered 67.6%

2022-2023

The 2023 ELA CAASPP data shows:

46% of students Met or Exceeded Standards (20.2% Standard Exceed, 25.6% Standard Met.)  
54% Nearly Met or Did not Meet Standards (38.7% Standard Nearly Met, 15.5% Standard Not Met)

- EO - 53% Met or Exceeded (25.8% Standard Exceeded, 27.0% Standard Met)
- EL - 17% Met Exceed Achievement Standard (8.3% Standard Exceed, 8.3% Standard Met)

A gap of 36% between student groups

2023 Math CAASPP data shows

14% of students Met or Exceeded Standards (4.8% Standard Exceeded, 8.9% Standard Met)  
86% of students Nearly Met or Did Not Meet Standards (26.2% Standard Nearly Met, 60% Standard Not Met)

- EO - 17% Standard Met or Exceeded ( 5.6% Standard Exceed, 11.2% Standard Nearly Met)
- EL - 8% Standard Met or Exceeded (0.0% Standard Exceeded, 8.3% Standard Met)

A gap of 9% between student groups.

2023 OHS DWA

Mastered 19.6%

Not Mastered 80.4%

Data shows that we have regressed in every category.

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

N/A

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

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. 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. Through, GCOE, our county office of education, we have had an IELD PD series to support our ELs. We will focus on our EL student data to better address the needs of our EL student group. 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 CAASPP 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 prepared for College and Career Readiness upon graduation.

Goal (b) Obtain a pass rate of 35% of students obtaining a 3 or better on their AP exam

Goal (c) (from WASC Action Plan): incorporate 3 to 5 specific and measurable listening and speaking opportunities for students across all content areas

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	<p>2023 All Students 36.2% prepared Number of Students: 163</p> <p>2019 All students 42.5% prepared Number of Students: 160</p>	<p>We expect to achieve the levels from 2019 data (pre-COVID)</p> <p>2019 All students 42.5% prepared Number of Students: 160</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement AP Score results	<p>2023 AP Score Summary</p> <p>The overall percentage of students who passed the AP exam with a score of 3 or higher was 28% out of 182 total tests.</p> <p>Calculus AB: 3 total exams. 1 received a 3 or better (33%).</p> <p>English Language and Composition: 21 total exams: 8 exams with a 3 or better (38%)</p> <p>English Literature and Composition: 13 total exams. 9 exams with a 3 or better (69%)</p> <p>European History: 32 total exams. 4 exams with a 3 or better (13%)</p> <p>Spanish Language and Culture: 25 total exams. 23 with a 3 or better (92%)</p> <p>Statistics: 19 total exams. 3 exams with a 3 or better (16%)</p> <p>United States Government and Politics: 37 total exams. 0 with a 3 or better (0%)</p> <p>United States History: 37 total exams. 4 exams with a 3 or better. (11%)</p>	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

#### 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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

**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

**Strategy/Activity**

Continue to send teachers to AP conferences when their subject is revamped by College Board.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000.00

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

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

7000.00

Source(s)

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

The district will provide professional development opportunities for instructional staff 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)

0

Source(s)

District Funded

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### 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)

Other  
A-G Grant

## Annual Review

**SPSA Year Reviewed: 2023-24**

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% out of 157 total tests.

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%)

### 2023 AP Score Summary

The overall percentage of students who passed the AP exam with a score of 3 or higher was 28% out of 182 total tests.

Calculus AB: 3 total exams. 1 received a 3 or better (33%).

English Language and Composition: 21 total exams: 8 exams with a 3 or better (38%)

English Literature and Composition: 13 total exams. 9 exams with a 3 or better (69%)

European History: 32 total exams. 4 exams with a 3 or better (13%)

Spanish Language and Culture: 25 total exams. 23 with a 3 or better (92%)

Statistics: 19 total exams. 3 exams with a 3 or better (16%)

United States Government and Politics: 37 total exams. 0 with a 3 or better (0%)

United States History: 37 total exams. 4 exams with a 3 or better. (11%)

We had an increase in the number of students taking an AP test. We went from 157 to 182 total tests taken. We also increased our overall percentage of students who passed the AP exam to 28%. This was a 4% increase. Our English AP scores increased in AP Language and Composition and in English Lit and Composition. AP Lang had a significant increase of 24% of students with a 3 or better and also more tests taken. The only AP class that saw a drop was Spanish Language and Culture which went from 96% to 92%.

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 were 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 who 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 the College Board. College tours will continue to be organized and OHS will target 10-11th grade students. Using the A-G grant, staff can also attend more PD for AP courses.

# 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 booster clubs, OHS alumni, Sober Grad, advisory committees, as well as School Site Council.

Goal (c) Increase student participation in extracurricular 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).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	2023 Healthy Kids Parent Survey Attended a school event -- 75% Yes, 25% No Attended a general school meeting -- 73% Yes, 27% No Served on a school committee -- 7% Yes, 75% 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).
Priority 5: Pupil Engagement Attendance Rate	For 2022-2023 our overall student attendance was 94.15%	Increase overall attendance rate above 95%.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5: Pupil Engagement	<p>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.)</p> <p>55.8% (558 responses) of students responded Agree or Strongly Agree to the question: I feel involved in school.</p>	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)

1200.00

#### Source(s)

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

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 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

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 called "Trojan Kick-Off"

**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

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

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

# Annual Review

## SPSA Year Reviewed: 2023-24

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.

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: Continue to 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 indicated a Very Low designation on English Learner Progress last year. Despite being in the green this year, we would like to continue making progress.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement - English Learner Progress Indicator (Dashboard)	53.3% of EL Students making progress towards English language proficiency Number of EL Students: 45 Performance Level Medium	Continue to increase the percentage of EL students making progress
State Priority 4: Student Achievement - CASSPP	Math  Current English Learners 226.2 points below standard Number of Students: 12  Recently Reclassified English Learners 103.1 points below standard Number of Students: 11  English Only 146 points below standard Declined 30.5 Points  Number of Students: 113	We will reduce the significant gap between EL and EO student groups on the math assessment (226.2 below standard vs 146 points below standard)



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement - CASSPP	<p>ELA</p> <p>Current English Learners 150.1 points below standard Number of Students: 12</p> <p>Recently Reclassified English Learners 55.2 points below standard Number of Students: 11</p> <p>English Only 55.6 points below standard Declined 5.7 Points Number of Students: 113</p>	We will reduce the significant gap between ELs and EOs on the ELA assessment (150 points below standard vs 55 points below standard)
State Priority 4: Student Achievement	<p>2022-2023 ELPAC DATA</p> <p>Overall 21 Students (25 %) -- Level 4 Oral 35 Students (42%) -- Level 4 Written 12 Students (14%) -- Level 4</p>	Continue to increase percentage of students achieving a level 4 on the ELPAC

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)

3850

Title III  
2000-2999: Classified Personnel Salaries

1600	Title III Immigrant Education Program 2000-2999: Classified Personnel Salaries
1000	Title III Immigrant Education Program 5000-5999: Services And Other Operating Expenditures Purchase Rosetta Stone and other 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.
450	Title III 5000-5999: Services And Other Operating Expenditures Purchase Quizziz for 3 Designated ELD Teachers

**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**

Work with GCOE to 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)

GCOE 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)

500.00

Source(s)

Other

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

EL Students

Strategy/Activity

Working with GCOE and doing trainer of trainers with some of our staff around supporting our ELs

**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

Teacher project time can be used for this also, same as in goal 2

**Annual Review**

**SPSA Year Reviewed: 2023-24**

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 (33%)

## 2021-2022 ELPAC Data

68 Students Tested (Summative)

Overall

11 students (16%) -- Level 4

Oral

19 students (28%) -- Level 4

Written

7 students (10%) -- Level 4

## 2022-2023 ELPAC DATA

Overall

21 Students (25 %) -- Level 4

Oral

35 Students (42%) -- Level 4

Written

12 Students (14%) -- Level 4

## 2022-2023 CAASPP

### Mathematics Data

12 EL Students Tested

0 Students at Standard Exceeded (0%)

1 Student at Standard Met ( 8%)

2 Students at Standard Nearly Met (17%)

9 Students at Standard Not met (75%)

### English Language Arts

12 EL Students Tested

1 Students at Standard Exceeded (8%)

1 Student at Standard Met (8%)

6 Students at Standard Nearly Met (50%)

4 Students at Standard Not Met (33%)

We increased the number of students who met or exceeded the standard in ELA by 16% (2 students). The percentage of students who did not meet the standard stayed the same at 83%. In

math, we saw an increase of 1 student meeting the standard, an increase from having no students the prior year. This puts us at 8% of 12 EL students meeting the standard in math. We did see an increase from 89% to 92% of students not meeting standard in math. We will continue to address these goals to meet the needs of our EL students.

24.5% of students increased at least one ELPI level, however, the CA Dashboard shows that we have a low designation on our English Learner Progress. We also increased the percentage of students achieved a level 4 in each category. We will continue to implement research-based strategies to help our ELs in designated ELD and Integrated ELD class.

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

NA

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.

Our hope is to continue to hire more core teachers who also speak Spanish and are able to provide more support to our increasing number of newcomers. Last year we started the Tutor Me Center with Bilingual Services Instructional aides and we are now looking at providing more bilingual staff to provide additional support for our EL Students. We are working with the Glenn County Office of Education to provide a series of professional development of Integrated ELD strategies so we can ensure all classes are doing what they can to support our EL students.

# 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	\$58,935.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title III	\$4,300.00
Title III Immigrant Education Program	\$2,600.00

Subtotal of additional federal funds included for this school: \$6,900.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$4,775.00
Other	\$47,260.00

Subtotal of state or local funds included for this school: \$52,035.00

Total of federal, state, and/or local funds for this school: \$58,935.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	4,775.00
Other	47,260.00
Title III	4,300.00
Title III Immigrant Education Program	2,600.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	34,000.00
2000-2999: Classified Personnel Salaries	5,450.00
4000-4999: Books And Supplies	3,760.00
5000-5999: Services And Other Operating Expenditures	10,450.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	4,775.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
	Other	500.00



1000-1999: Certificated Personnel Salaries	Other	34,000.00
4000-4999: Books And Supplies	Other	3,760.00
5000-5999: Services And Other Operating Expenditures	Other	9,000.00
2000-2999: Classified Personnel Salaries	Title III	3,850.00
5000-5999: Services And Other Operating Expenditures	Title III	450.00
2000-2999: Classified Personnel Salaries	Title III Immigrant Education Program	1,600.00
5000-5999: Services And Other Operating Expenditures	Title III Immigrant Education Program	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00
Goal 2	38,775.00
Goal 3	9,000.00
Goal 4	3,260.00
Goal 5	7,400.00

# School Site Council Membership

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

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

Name of Members	Role
Alex Mercado	Principal
Sandra Hogg	Other School Staff
Betsy Karle	Parent or Community Member
Candice Pierce	Classroom Teacher Parent or Community Member
Tracy Stanridge	Parent or Community Member
Darlyn Enriquez	Secondary Student
Mariah Ferrasci	Secondary Student
Amy Fish	Classroom Teacher
Patrick Guillen	Classroom Teacher
Kathryn McDaniel	Classroom Teacher
Sean Rodgers	Classroom Teacher

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 04/22/24.

Attested:

Principal, Alex Mercado on

SSC Chairperson, Candice Pierce on

# 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](mailto: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](mailto: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](mailto: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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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](mailto: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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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