



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Old Orchard Elementary	19 64832 6066773	April 24, 2025	May 13, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Old Orchard Elementary for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Plan Description

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

The Old Orchard School Plan for Student Achievement was developed through a collaborative process involving our School Site Council, English Learner Advisory Committee (ELAC), Instructional Leadership Team, and input from teachers and staff. Throughout the year, we have continuously assessed our school's needs by analyzing student performance data, evaluating the effectiveness of instructional strategies and resources, and reviewing both the California School Dashboard and local data sources to identify areas for growth. This plan includes clear metrics to monitor our progress and outlines the expected outcomes for the 2025–2026 school year. The plan is guided by four primary goals: Goal 1 is focused on ensuring that all students achieve academic success, fostering a positive and inclusive learning environment; Goal 2 is focused on enhancing student engagement and fostering a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their education; Goal 3 is focused on expanding our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success; and Goal 4 ensures that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards. These goals are in alignment with the District's Local Control Accountability Plan (LCAP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Old Orchard's Instructional Leadership Team (ILT), Dual Language Immersion (DLI) team, and Positive Behavioral Interventions and Supports (PBIS) team all play a critical role in the ongoing analysis of our SPSA goals. Academic data, including CAASPP scores, attendance and behavioral data, as well as English Learner progress are regularly reviewed to evaluate the effectiveness of our programs. These teams engage in monthly collaborative meetings to ensure current practices align with our school's goals and priorities, monitor progress toward goals, and identify both areas of strength and opportunities for improvement.

The School Site Council (SSC) is an advisory committee composed of parents, teachers, school staff, and the principal. The council maintains equal representation between parents and staff, holding monthly meetings to review and evaluate school goals and programs. Old Orchard's SSC oversees the development and implementation of the School Plan for Student Achievement (SPSA). On February 27, 2025, our School Site Council engaged in a Learning Walk to conduct classroom walkthroughs and identify common trends in instructional practices, identified evidence of specific strategies aligned to our school-wide goals, and developed actions to consider to support the attainment of our school-wide goals. The School Site Council reviewed goals and approved the plan on April 24, 2025. The final draft of the SPSA will be brought to the Governing Board on May 13, 2025.

Our English Learner Advisory Council (ELAC) plays an essential role in fostering meaningful engagement with our English Learner (EL) families. To support the development and evaluation of our 2024–2025 Single Plan for Student Achievement (SPSA), ELAC members reviewed a variety of data sources, including state assessment results, ELPAC data, and school-level performance indicators. Their insights were instrumental in identifying key needs and shaping goals and actions aimed at improving outcomes for English Learners.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Our English Learner group continues to be a key focus area, as they remain in the Orange performance level for both ELA and Mathematics. Despite achieving a 7% increase in the English Learner Progress indicator and earning an overall Green rating in that category, performance in core academic areas declined by 30.4 points in ELA and 19.1 points in Math. In response, we will maintain a schoolwide Designated ELD block for all English Learners and allocate funding for continued professional development in GLAD and Ellevation strategies. These trainings are designed to equip teachers with effective tools to better meet the academic and linguistic needs of our English Learner population. Additionally, we will continue to expand on our curriculum alignment work that emphasizes exposure to rigorous tasks and academic vocabulary.

Two additional student groups: Students with Disabilities and Socioeconomically Disadvantaged students performed in the Orange category for ELA, falling two performance levels below the “All Students” group. To address these gaps, we will continue implementing Data Reflection Sessions following each instructional cycle to monitor student progress. Additionally, we will utilize our Guided Planning Tool, which supports instructional teams in documenting targeted strategies for students not meeting proficiency. This includes the intentional use of academic vocabulary, the use of question stems aligned to item specifications, and a focus on ensuring access to the same level of rigor that students will encounter on the CAASPP.

Other Needs

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

Old Orchard uses multiple metrics to assess student outcomes and identify specific needs to address gaps in academic performance, student engagement, and school climate. In the area of Mathematics, end-of-unit assessment data indicates a continued need for targeted support among specific student groups, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. To address this, teachers will be provided with grade-level release time to focus on priority standards and establish clear definitions of proficiency to guide instruction. Grade level teams will also implement “WIN” (What I Need) Math Cycles, ensuring structured time for both reteaching and skill extension.

The Wise Wheel was developed by our PBIS Team after analyzing Office Data Referrals (ODRs) from the 23-24 school year, which revealed the most frequent misbehaviors. The top two were “physical contact / aggression” (48.7%) and “inappropriate language” (18.2%), which often resulted from students lacking conflict-resolution skills. Old Orchard focused on strengthening students' problem-solving and conflict resolution skills through the introduction of the “Wise Wheel.” This visual tool outlines nine strategies students can use to make “Wise Choices” when faced with a problem, such as “walk away,” “apologize,” or “set clear boundaries.” A simplified version with four strategies was created for our youngest learners to support ease of understanding and application. Every classroom received a dedicated lesson from our school counselor introducing the Wise Wheel, and it has been shared with staff and families and posted throughout common areas on campus. As we move into the 2025–2026 school year, we will continue to reference and reinforce the Wise Wheel as a common language across campus, reminding students that “Wise Owls make Wise Choices” and assessing the impact of this initiative on our school climate.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
515	50.7%	20.6%	0.4%
Total Number of Students enrolled in Old Orchard Elementary.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	20.6%
Foster Youth	2	0.4%
Homeless	4	0.8%
Socioeconomically Disadvantaged	261	50.7%
Students with Disabilities	64	12.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	9	1.7%
Hispanic	307	59.6%
Two or More Races	35	6.8%
Pacific Islander	0	0.0%
White	150	29.1%

School and Student Performance Data

Overall Performance

The 2024 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Mathematics



Green

English Learner Progress



Green

School and Student Performance Data

Academic Performance English Language Arts

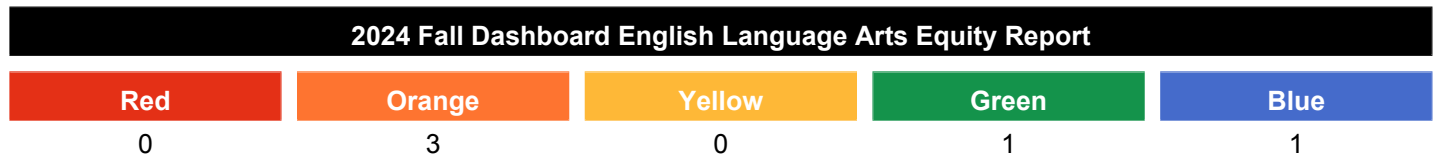
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>25.5 points above standard</div> <div>Increased 6.2 points</div> <div>275 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>61.9 points below standard</div> <div>Declined 30.4 points</div> <div>46 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>12.8 points below standard</div> <div>Declined 3.2 points</div> <div>133 Students</div>

Students with Disabilities  Orange 44.5 points below standard Maintained 1.8 points 31 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Green 0.3 points above standard Increased 4.6 points 150 Students
Two or More Races  No Performance Color 60.4 points above standard Increased 10.4 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 56.1 points above standard Increased 9.2 points 99 Students

School and Student Performance Data

Academic Performance Mathematics

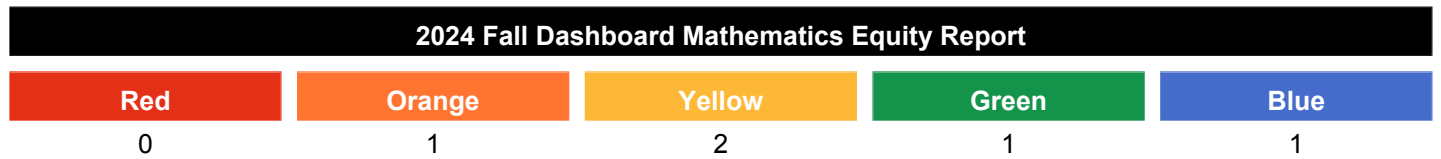
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>14.8 points above standard</div> <div>Increased 6.3 points</div> <div>276 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>50.1 points below standard</div> <div>Declined 19.1 points</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>13.7 points below standard</div> <div>Maintained 0.6 points</div> <div>134 Students</div>

Students with Disabilities  Yellow 37.0 points below standard Increased 14.9 points 31 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Green 8.1 points below standard Increased 7.8 points 150 Students
Two or More Races  No Performance Color 62.8 points above standard Maintained 2.3 points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 38.1 points above standard Increased 3.9 points 99 Students

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Green</div> <div>50.7% making progress.</div> <div>Number Students: 67 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 1 Student</div>

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.

2024 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
26.9%	22.4%	10.4%	40.3%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

8.8% Chronically Absent

Declined 3.9

537 Students

English Learners



Yellow

12.5% Chronically Absent

Declined 0.6

112 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Socioeconomically Disadvantaged












Yellow

11.1% Chronically Absent

Declined 5.4

280 Students

Students with Disabilities  Yellow 10.5% Chronically Absent Declined 7 76 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0% Chronically Absent 0 11 Students	Hispanic  Green 8.1% Chronically Absent Declined 3.7 322 Students
Two or More Races  Yellow 17.4% Chronically Absent Declined 4.8 46 Students	Pacific Islander  No Performance Color 0 Students	White  Green 7.8% Chronically Absent Declined 1.8 154 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

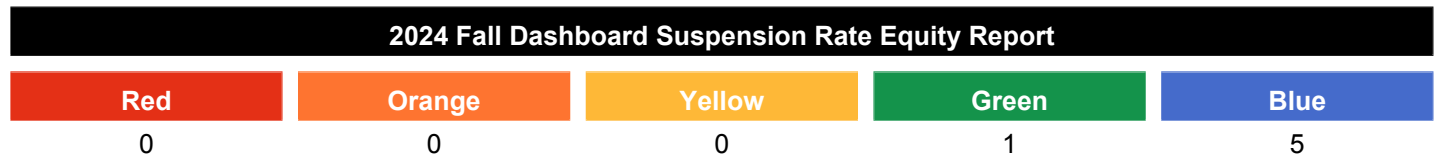
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.2% suspended at least one day</div> <div>Declined 0.8%</div> <div>541 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 0.9%</div> <div>115 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0.4% suspended at least one day</div> <div>Declined 1.2%</div> <div>283 Students</div>

Students with Disabilities  Green 1.3% suspended at least one day Declined 3.5% 77 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 325 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 47 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.6% suspended at least one day Declined 1.1% 154 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 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

Identified Need

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

Spring 2024 CAASPP data for English Language Arts (ELA) indicates that 64% of students in grades 3–6 met or exceeded grade-level standards, an increase of 6.2% from the previous year. While our overall performance for All Students maintained a Green rating, a closer examination reveals persistent achievement gaps. Specifically, English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities performed in the Orange performance band, signaling significant disparities. Notably, our Hispanic student group demonstrated improvement, moving from Yellow to Green. One area to note is our ELA "Growth Score", which indicates that students in the All Students group generally scored 12 points above the typical growth of students with similar test scores in the previous grade level.

In Mathematics, 56% of students in grades 3–6 met or exceeded standards. While our overall performance for All Students remained in the Green rating, with a slight increase in average scores and student performance was 14.8 points above standard, the overall percentage of students meeting or exceeding standards in Math remained the same. Additionally, performance among English Learners declined, dropping from Yellow to Orange. In contrast, Hispanic students improved from Yellow to Green, while both Socioeconomically Disadvantaged Students and Students with Disabilities remained in the Yellow band.

To address these trends, all teachers participated in Curriculum Alignment Data Reflection Sessions, aligned with the five cycles of instruction in ELA, to analyze student performance and progress toward end-of-year grade-level mastery. As part of these Data Reflection Sessions, grade level teams tracked student movement across four quadrants of performance: Challenge, Benchmark, Strategic, and Intensive. Students who did not perform "above the line" were identified and teams determined supports to best meet the needs of students requiring additional support.

In Math, teachers implemented several targeted strategies, including implementation of small group instruction in Math, integration of academic language development strategies within math instruction, and the use of formative assessment tools to identify learning gaps and adjust instruction in real time. Moving into the 2025-2026 school year, we will provide grade-level teams with structured release time to conduct targeted data reflection sessions, modeled after those implemented for ELA. These sessions will inform the development of "WIN" (What I Need) Math Cycles, designed to provide focused reteaching of essential prerequisite skills necessary for mastering more rigorous content. Additionally, we will increase our use of the Math Interim Assessment Blocks (IABs) and Focused IABs (F-IABs) as instructional tools, familiarizing students with the complexity and academic language they will encounter on summative assessments. Finally, we will initiate vertical articulation meetings at the end of the school year to ensure continuity and alignment of instructional strategies and critical prerequisite skills across grade levels.

We are particularly proud of the progress made by our English Learner student group, which improved two performance levels, from Orange to Green, representing a 7-percentage-point increase from the previous year. Further analysis shows that 50% of English Learners are making adequate progress in their English Language Development, with 40% advancing at least one proficiency level. To sustain and build on this growth, we will continue to implement a dedicated, school-wide English Language Development (ELD) block. This block will target specific language needs and include intentional integration of academic vocabulary and question stems aligned with item specifications on the CAASPP. We

will also continue allocating funds for ongoing professional development in Guided Language Acquisition Design (GLAD) to support the effective use of GLAD strategies in core instruction.

Results from the 2024 California Science Test indicate that 49% of students met or exceeded the standards, 48.7% nearly met, and 2.6% did not meet the standards. As we plan for the 2025–26 school year, our primary focus will be to integrate several high-leverage strategies modeled after our ELA data cycles. These include providing students with consistent exposure to science-specific question stems, intentional and embedded use of academic vocabulary aligned with science content, and structured opportunities for students to engage in writing and discourse using content-specific language. These instructional shifts will ensure that students are better prepared to demonstrate their understanding of science concepts at the level of rigor expected on the CAST.

During the 2023–24 school year, our Dual Language Immersion (DLI) program piloted the LAS Links assessment, which measures student progress in Spanish Language Development across Speaking, Listening, Reading, and Writing. The pilot yielded valuable data and actionable insights. As a result, in 2024 we expanded the administration of LAS Links to all DLI students in grades 1–6, with assessments conducted in both the fall and spring to measure growth throughout the academic year. The LAS Links assessment also offers longitudinal data to monitor individual student progress over multiple years. Additionally, we will be administering the California Spanish Assessment in grades 4 and 6 to assess students' Spanish language arts/literacy skills in reading, writing, and listening. Looking ahead to the 2025–26 school year, we are eager to analyze emerging trends from these Spanish assessments and use these insights to inform and refine our instructional practices within the DLI program.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts: ELA CAASPP	Overall color ranking: GREEN Points from standard: 25.5 points above standard Change from previous year: increased 6.2 points Student groups that performed below the overall school rating: English Learners: ORANGE Socio-economically disadvantaged: ORANGE Students with Disabilities: ORANGE	The school will increase at least one color rating to BLUE All students not reaching the overall school rating will increase by at least one color rating: English Learners increase to YELLOW Socio-economically Disadvantaged increase to YELLOW Students with Disabilities to increase to YELLOW
California Dashboard Indicator for Mathematics: Math CAASPP	Overall color ranking: GREEN Points from standard: 14.8 points above standard Change from previous year: increased 6.3 points Student groups that performed below the overall school rating: English Learners: ORANGE Socioeconomically disadvantaged: YELLOW Students with Disabilities: YELLOW	The school will increase at least one color rating to BLUE All students not reaching the overall school rating will increase by at least one color rating: English Learners to YELLOW Socioeconomically disadvantaged to GREEN Students with Disabilities to GREEN
California Dashboard Indicator for English Language Proficiency: ELPAC	Overall color ranking: GREEN Percent of students who maintained a level 4 or increased one ELPI level: 50.7	The school will increase at least one color rating to BLUE All English Learners will increase one ELPI level, or maintain a level 4.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	<p>Percent Proficient by Cycle</p> <p>Kindergarten: Cycle 1: 75% Cycle 2: 86% Cycle 3: 88% Cycle 4: 86% Cycle 5:</p> <p>First Grade:: Cycle 1: 83% Cycle 2: 85% Cycle 3: 83% Cycle 4: 84% Cycle 5:</p> <p>Second Grade: Cycle 1: 73% Cycle 2: 47% Cycle 3: 75% Cycle 4: 67% Cycle 5:</p>	Each grade level to increase percentage of students meeting or exceeding standards by 5 percentage points.
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	<p>Percent Proficient by Unit</p> <p>Kindergarten Unit 1: N/A Unit 2: 75% Unit 3: 89% Unit 4: 81% Unit 5: 93% Unit 6:</p> <p>First Grade Unit 1: 79% Unit 2: 83% Unit 3: 86% Unit 4: 72% Unit 5: 76% Unit 6:</p> <p>2nd Grade Unit 1: 75% Unit 2: 60% Unit 3: 54% Unit 4: 51% Unit 5: 74% Unit 6:</p>	Each grade level to increase percentage of students meeting or exceeding standards by 5 percentage points.
California Science Assessment (CAST)	49% of 5th graders were proficient on the 2024 CAST	80% or more of 5th grade students will meet or exceed proficiency on the CAST
California Spanish Assessment (CSA)	2023 Baseline Data: Range 1 (Can consistently): 8% Range 2 (Can usually): 20% Range 3 (May be able to): 72%	Cohort Goal (2025): ALL students will have an overall rating in Range 1 or 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LAS Links Espanol	Fall 2024 (% Proficient) Grade 1: 9.4% Grade 2: 6.3% Grade 3: 24.4% Grade 4: 25.5% Grade 5: 48.7% Grade 6: 43.6%	Each grade level to increase by 10 percentage points or more in the proficient or above range

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All students will be assessed using the District English Language Arts Cycle Assessments in Kindergarten - 6th grade. Teachers will use this data to plan tiered cycles of targeted instruction with ongoing assessment. These ongoing assessments will also allow teachers to develop intervention groups for students in need of additional support and/or enrichment.	All Students	5,000 Title I Teacher hourly, team release for grade level planning & data analysis 5,000 Supplemental Teacher hourly, team release for grade level planning & data analysis
1.2	Learning Support Teacher (LST) and bilingual WIN Teacher will support Tier 3 intervention in grades K-2 to ensure that students demonstrating gaps in foundational skills are getting intensive support in both English and Spanish. Additionally, the WIN teacher will support the administration of 1:1 foundational skills assessments as baseline data to form targeted groups.	All Students	0 District-funded
1.3	PLC meetings will be critical to the success of all students. Collaborative teams will meet to analyze grade-level data to identify strengths and needs to form flexible, targeted groups. PLC meetings will also be critical to the development of unit plans to align with the newly developed cycles of instruction. Vertical articulation meetings and staff meetings will provide an opportunity for teams to share strategies to be used school-wide and ensure there is consistency and calibration in best practices. Teacher release time will be offered to allow teams to engage in strategic planning.	All Students	3,000 Title I Teacher release for Learning Walks
1.5	Grade level teams will develop targeted small group instruction based on students' reading needs. Small group instruction is designed to provide differentiated, targeted instruction based on assessment outcomes. A Learning Support Teacher will assist teams in establishing clear criteria to form targeted, flexible groups. With the support of Curriculum Specialists, group size will be minimized for students who need more intensive support and instruction will be tailored to enrich and remediate instruction based on each group's needs. Teams will focus on a targeted skill during small group instruction (Tier 2) aligned to grade level essential standards, while our LST and WIN Team focus on	All Students	60,000 Supplemental Curriculum Specialists 60,000 Title I Curriculum Specialists (Split cost)

	intensive Tier 3 supports for students exhibiting gaps in foundational skills.		
1.6	<p>Each trimester, Parent Workshops will be offered to provide parents with strategies that support learning at home. Literacy Workshops will offer families with strategies to support foundational reading skills, resources and guidance on how to support their child's overall reading development.</p> <p>Math Family Nights will be offered to engage parents in opportunities to learn strategies to support students in math through engaging games.</p> <p>Dual Language Parent Workshops will be offered to DLI families to continue to build their awareness on how they can support the attainment of our core DLI goals of developing their child's overall biliteracy and bilingualism at home</p> <p>These events will offer translation services for families.</p> <p>Resources needed: General education teachers, Learning Support Teacher, Community Outreach, Parent Resources</p>	All Students (Parents)	3,000 Title I (Teacher hourly, Parent Engagement Night resources and materials, translation for families
1.7	Literacy Leaders will be offered to primary students (K-2) to support their mastery of grade level sight words. Under the direction of a teacher, upper grade leaders (5th/6th) will be partnered with primary students to offer daily practice using strategies to promote mastery of grade level sight words.	All students	1,000 Supplemental Extra hourly for teacher, additional materials 0
1.8	Student Success Team Meetings are planned throughout the school year to identify and support students who are struggling academically, socially or behaviorally. These meetings bring the teachers, parents, support staff and administrators together to review student progress, analyze data, and develop an action plan through a solutions-oriented approach.	All Students	2,000 Supplemental Teacher Release/Sub Costs
1.10	Math Intervention: All Students will be provided with small group support in math Tier 2 instruction. Grade-level teams will develop "WIN" (What I Need) Math Cycles to ensure there is time built in for reteach and extension of skills with the support of Curriculum Specialists. Curriculum specialists will be invited to attend grade level PLC meetings to engage in the development of Math WIN cycles. Teachers will use the District adopted Bridges intervention resources (K-5) and will work with District Coach to build their capacity on the use of Bridges Intervention resources to ensure alignment with math core program. District Coach will continue to provide training to Curriculum Specialists on the use of Bridges intervention resources.	All Students	3,000 Supplemental Teacher Release
1.12	Ongoing expansion of classroom libraries to ensure access to diverse book titles in both English and Spanish, as well as content specific books to support social studies and science instruction	All Students	6,000 Supplemental classroom libraries, additional titles to school library

1.13	We will continue to implement Curriculum Alignment, focusing on data analysis, instructional strategies, and targeted interventions. Data Reflection Sessions will be used to track student performance, identify trends in outcomes, develop common agreements, and plan for the next cycle of instruction. Teacher release time will be needed to ensure teams have the opportunity to meet after the assessments have been administered.	English Learners, Socioeconomically Disadvantaged Students	10,000 Supplemental Substitute costs for release time
1.14	A critical component of our DLI program is to build the socio-cultural competency of our dual language students. Providing our students with opportunities to learn about different cultural backgrounds and engage in experiences where they learn to value and understand their identities and those of others will require the collaboration of teachers and parents, as we all contribute to the development of this critical third pillar. This year we piloted a folklorico dance residency for students in 1st grade and we want to expand this to additional grade levels during the 25-26 school year.	All Students, Dual Language Learners	3,000 Supplemental Ballet Folklorico Dance program and materials

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, our school focused on aligning our instructional practices and assessments to meet our school-wide goals of improving student achievement through targeted, rigorous instruction. A unified approach to English Language Arts (ELA) assessments was implemented across all dschools, centered around the same essential standards. This ensured consistency and equity in learning expectations for all students, not just within our site, but across the District. The assessments, administered five times throughout the year, were designed to reflect end-of-year mastery, allowing us to monitor progress toward final learning outcomes at each cycle. The assessments were developed to mirror the rigor in CAASPP to provide opportunities for students to engage with complex texts and respond to questions that align with the SBAC item specifications.

A key component this year were our Data Reflection Sessions, which provided grade level teams to analyse student outcomes and identify students that were "above the line" and demonstrated proficiency, and those that fell "below the line" and were in need of targeted intervention. These sessions fostered a culture of shared ownership for student success and provided the opportunity for teams to come up with common agreements to ensure alignment in instructional strategies to meet the needs of students. As part of these cycles, we tracked and monitored how each of our student groups (English Learners, Students with Disabilities) performed on these assessments so we could come up with targeted supports.

In addition to aligning instruction and delivering targeted interventions, we enhanced our assessment strategy by incorporating a student-centered approach focused on self-reflection and personal growth. This year, students were given the opportunity to reflect on their performance after each cycle assessment using data trackers specifically aligned to the assessed standards. These visual tools help students monitor their progress on individual learning targets, shifting the focus from a single overall percentage to a clearer understanding of their strengths and areas for improvement. By encouraging students to actively engage in their learning journey, we are fostering a mindset of continuous growth and accountability.

Furthermore, we maintained our commitment to supporting English Learners through the continued implementation of our school-wide Designated English Language Development (ELD) block. This dedicated time ensures that English Learners receive focused instruction to strengthen their language skills and build the academic vocabulary necessary to

meet grade-level standards. To further support student learning beyond the classroom, we also provided Home Connect devices, allowing students access to district-supported online programs such as DreamBox and Imagine Learning. These platforms offer meaningful opportunities for extended learning at home, reinforcing skills and promoting academic success outside of the school day.

The observed impact of these initiatives has been increased alignment between instruction, assessment, and grade level standards, resulting in more rigorous and targeted teaching practices. Collaborative data analysis and regular progress monitoring have enabled timely interventions, particularly benefiting English Learners and students who are not currently meeting grade level expectations.

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

During the 23-24 school year, we set aside funding to support Professional Development for teachers, including GLAD and DLI PD. Due to a state grant, DLI teachers were able to attend a Biliteracy PD that was fully funded. The only funds that were needed were for sub coverage and mileage, which allowed us to free up money. Additionally, the district sponsored GLAD PD and refreshers for teachers. The funds that were allocated for PD were reallocated to bring on an additional part-time Bilingual WIN teacher on board to provide targeted intervention in both English and Spanish.

Another area that we did not implement was the Academic Language Development block. The goal was to ensure that we are targeting the needs of our students who do not receive English Language Development, but are in need of additional support. Instead, a new need emerged and we implemented our Literacy Leaders program to coincide with our Designated ELD block. This was lead by our Learning Support Teacher. Students in primary grades who had not mastered their sight words were partnered with an upper grade buddy, or "literacy leader" to help the identified students master their sight words.

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 goals established in the previous year will continue to be assessed and refined to ensure their effectiveness in the coming year. As we transition into the 2025–2026 school year, grade-level teams will be provided with dedicated release time to implement WIN (What I Need) cycles and deliver targeted Tier 2 math instruction. These structured intervention cycles are designed to address prerequisite and foundational math skills, supporting students in their progression toward mastery of end-of-year grade-level standards. Students who have already demonstrated proficiency will be offered enrichment opportunities to deepen and extend their learning. These efforts are outlined further in Goal 9.

Building on this year's work around curriculum alignment, teachers will also participate in Learning Walks as a professional development strategy. These classroom observations will allow educators to identify and share effective instructional practices, with a focus on supporting student groups who are not yet meeting proficiency. This initiative aims to foster a collaborative learning environment and inform responsive teaching that meets the diverse needs of our 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 2

Title and Description of School Goal

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

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

Identified Need

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

Consistent school attendance is a key factor in student success, and we are proud of the significant progress we've made in reducing chronic absenteeism. According to our 2024 Dashboard data, Old Orchard's overall Chronic Absenteeism rate has improved to 8.8%, a notable decline of 3.9% from the previous year. This positive shift has earned us an overall color rating of GREEN, reflecting the hard work of our staff, students, and families to prioritize consistent attendance. While we celebrate this growth, we also recognize that some student groups continue to need targeted support. The student group composed of two or more races, as well as our English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, each received a YELLOW performance rating.

Our success in reducing chronic absenteeism is a direct result of our ongoing efforts to monitor attendance through the Attention 2 Attendance system, document interventions and family meetings, and provide targeted support for students at risk. This year, we built on those efforts by expanding attendance awards at both the individual and class-wide levels, increasing student motivation and recognition for strong attendance. Additionally, we strengthened communication with families by incorporating weekly newsletter updates that highlight the importance of attendance and celebrate improvements. Moving forward, we will continue these efforts to ensure all students have the support they need to attend school consistently and thrive.

One of our goals embedded in our Comprehensive School Safety Plan is the ongoing training and enhancement of our PBIS training and practices so that all educational partners continue to build their capacity around school-wide expectations to promote a safe and positive school climate. Over the past year, we have established our Tier 2 behavioral supports, providing targeted interventions for students who need additional guidance. However, through our work, we have identified the need to improve and expand these systems to ensure they are more effective and accessible for all students. Additionally, we recognize that our Tier 3 systems must be strengthened and refined to provide more proactive and comprehensive support for our highest-need students. As we move into the 2025-2026 school year, our PBIS team will focus on these critical areas to ensure that every student receives the behavioral and emotional support necessary to succeed.

Annual Measurable Outcomes

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

Metric/Indicator			Baseline/Actual Outcome	Expected Outcome
California Indicator	Dashboard	Suspension	Overall color rating: BLUE Percent suspended at least one day: 0/2% Increase/decrease of: Declined 0.8%	Old Orchard will maintain a color rating of BLUE

		Student groups that earned a color rating below the overall school color: Students with Disabilities: GREEN	All students not reaching the overall school rating will increase by at least one color rating. Students with Disabilities will increase to BLUE Students with Disabilities will increase to blue
California Dashboard Absenteeism Indicator	Chronic	Overall color rating: GREEN Percent chronically absent: 8.8% Increase/decrease of: Declined 3.9% Student groups that earned a color rating below the overall school color: Two or more races: YELLOW English Learners: YELLOW Socioeconomically Disadvantaged: YELLOW Students with Disabilities: YELLOW	Old Orchard will increase by at least one color rating to BLUE All students not reaching the overall school rating will increase by at least one color rating. Two or more races will increase to GREEN English Learners will increase to GREEN Socioeconomically Disadvantaged will increase to GREEN Students with Disabilities will increase to green.
California Healthy Kids Survey		Percentage of students engaged based on key indicators: School connectedness: 94% Academic motivation: 95% Social-emotional learning and supports: 86% Feel safe at school: 96%	Old Orchard will achieve/maintain 90% or higher in each indicator.
PBIS Award		Earned the Gold Recognition award	Old Orchard will earn the recognition award aligned with our current tier in the PBIS program. For the 2025-26 school year, that would mean maintaining the Gold award.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Parent Education Training on the importance of school attendance. We will continue to inform parents through weekly parent newsletters about the importance of school attendance, and the impact chronic absences have on attendance. We will start the year by identifying students with historically challenging attendance, and proactively plan around ensuring the coming year results in improved school attendance. Furthermore, we will have Coffee with the Principal agendas focused on sharing attendance data and asking for feedback on how to improve school attendance.	All students	1,000 Base Grant Resources
2.2	This year we continued our weekly attendance incentives for students who had perfect attendance for the week, where they were entered into a raffle	All Students	2,500 Supplemental

	for a restaurant gift card. Furthermore, this past year we also rewarded classrooms with the best combined attendance for the week with extra recess. We'd rotate monthly between celebrating classes with best attendance and least amount of tardies. We will continue this practice based upon the improved attendance we've had this year.		Awards, medals, attendance incentives 2,000 Supplemental Safety Supervisor Extra Hourly for extra recess
2.3	The attendance team will collaborate to monitor attendance data weekly, to quickly identify and follow-up with families who are at risk of being chronically absent. We will scheduled attendance conferences and/or home visits in order to understand the needs and best support the families in getting their children to school. As needed, we will convene SART, DART, and SARB meetings for students who continue to struggle with attendance.	All Students, Chronically Absent students	0 LCFF/District Funded Attention 2 Attendance Monitoring System
2.4	Our PBIS Team will continue to meet monthly to review data and respond accordingly. We will expand our rewards and incentives offered in the PBIS Store by including students and parents in the process of selecting items and experiences students can purchase for earning "Owl Bucks" for their positive behavior.	All Students	3,000 Base Grant PBIS incentives
2.5	Social emotional resources and behavioral supports: At Tier 1, all students receive classroom SEL Lessons from our counselor and daily SEL Blocks from their teacher. At Tier 2, students can be referred to counseling groups or a "Check-in / Check-out" plan based on parent or teacher referral. Tier 3 students have BCBA, BSS, and ERICS support as appropriate.	All Students	2,000 Supplemental Training, resources/curriculum SEL
2.6	We plan to continue our structured YMCA Play program during recess, to provide additional supervision and staff to help teach and reinforce expected behaviors. We will revisit our "Old Orchard Ground Rules" with our safety supervisors and Student Council Playground Ambassadors to make any adjustments as well as plan the best way to teach expectations to students. We will communicate these rules to all families at the start of the school year, as well as update the displays near each field on campus to remind students of the rules while playing.	All Students	0 LCFF/District Funded YMCA Play Program
2.7	We will update our PBIS Signage across campus to ensure they match our current expectations for all locations including noise levels and game rules. We will also post our "Wise Choices Wheel" in strategic locations to remind students to use the strategies they learned to solve conflicts peacefully.	All Students	6,000 Base Grant Printer, Ink, Signage
2.8	Streightening Reins offers Equine Assisted Therapy Programs by bringing horses, goats, and other animals on to campus to provide emotional support and education.	All Students, Tier 3 students	6,000 Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024–2025 school year, Old Orchard focused on building student skills for problem-solving and conflict resolution through the creation of our “Wise Wheel.” This visual tool outlines nine ways students can make Wise Choices when they encounter a problem, including options such as “walk away,” “apologize,” or “set clear boundaries.” For our youngest students, we developed a simplified version with four strategies that are easier to remember and apply. The Wise Wheel was developed by our PBIS Team after reviewing behavioral data from last year, which showed that the most common behaviors—physical aggression and inappropriate language—often stemmed from students not knowing how to resolve conflicts. Each classroom received a dedicated lesson from our school counselor explaining the Wise Wheel, and it was also shared with staff, families, and posted in common areas across campus. We are continuing to reference and reinforce the Wise Wheel as a common language so our students can remember that “Wise Owls make Wise Choices.”

Attendance was another major focus for Old Orchard during this past year. In addition to the monthly certificates and weekly raffle prizes that continued from last year, we began celebrating the class with the best weekly attendance in our Parent Square newsletter. That class earned an extra recess as a reward. To keep it fresh, every other month we shifted the focus to highlight the class with the fewest tardies instead. Furthermore, we were proactive with our students with repeated absences, intervening with calls, letters, and meetings to understand their specific challenges and make a plan to come to school consistently. These simple but consistent incentives made a big impact. Our Average Daily Attendance (ADA) rose from 95.2% to 95.9%, and our percentage of chronically absent students decreased from 12.6% to just 8.8%.

We also strengthened our Tier 1 behavior systems by kicking off the year with aligned “Expectation Stations.” This year, all classrooms used a common slideshow to teach the behavior expectations of various areas across campus. The presentation included photos, clear explanations, and discussion scenarios, which were followed by physical walkthroughs at each location (playground, cafeteria, bathrooms, etc.). This alignment ensured all students received the same high-quality introduction to what it means to be an Old Orchard Owl and helped build a shared understanding across all grades.

A new and exciting addition to our PBIS work this year was the launch of student behavior videos created in collaboration with Saugus High School’s film class. Old Orchard students starred in the videos, which modeled how to play safely and respectfully on campus. High school students handled the filming and editing, giving both groups meaningful roles and responsibilities. These videos were shared with all classrooms and with families, and they are now part of our permanent toolkit for teaching expected behaviors in a fun and engaging way.

We also continued our tradition of holding the “OWLympics” in January, our school wide behavior re-teaching event. This idea was originally developed after noticing a spike in Office Discipline Referrals (ODRs) each February. During the OWLYmpics, classrooms compete in games and challenges that reinforce each of our OWLS expectations while building classroom culture and school spirit. Since starting this annual event three years ago, February ODRs have dropped significantly, from 79, to 31, and this year, just 28. We believe this proactive, community-building event plays a big role in that positive trend.

Our Tier 2 PBIS systems continued to grow stronger this year. We expanded our “Check-in Check-out” program, which provides daily support to students who need additional behavior coaching. Each participating student is assigned a mentor who checks in with them at the start and end of each day. Students focus on specific goals, such as using kind words or keeping hands to self—and receive feedback on a daily tracker that’s shared with families. We’ve seen growth in all students who’ve participated. Looking ahead, our goal is to expand the program by graduating students who’ve met their goals, allowing us to serve even more students in need of Tier 2 support.

All of these efforts combined have led to continued reductions in Office Discipline Referrals across the board. In the 2022–2023 school year, we averaged 2.37 ODRs per day. By the 136th day of this school year, our average had dropped to just 1.4 ODRs per day. That’s a 41% decrease over three years. This progress is a direct result of the commitment, consistency, and collaboration of our entire school community—students, staff, and families. We know it has taken a lot of work to get here, but we are not done. While there are less ODRs, that still means dozens of incidents of students being disrespectful or unsafe. We will continue to address the concerns at the Tier 1, Tier 2, and Tier 3 level.

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

The addition of Straightening Reins strategy 2.8 for this goal is new for the 25-26 school year. It was previously funded by a grant. The positive response from students and staff indicates that it is a positive component to enhance our social-emotional learning supports.

A challenge continues to be ensuring adequate time to train all staff on our School Culture initiatives while not taking away from our Academic action plan. While we have several staff members who are strong in our Tier 2 Check-in Check-out system, we are not fully aligned and that leads to confusion and limited growth for some students. We have learned each step of the way, but will need to continue meeting with and training all staff.

Similarly, there is more work to be done around our Wise Choices wheel. We were hoping to be further along towards full implementation by this point in the year, but we are again finding pockets of use as opposed to consistent teaching and reinforcement.

As we plan our staff meetings and trainings for the next school year, we will need to be more intentional and proactive in ensuring we meet the needs of not only our students, but our staff as well. The more people who are trained and feel comfortable using these tools, the more it will become a permanent part of the culture of Old Orchard.

Also, despite all the initiatives at the Tier 1 and Tier 2 level, we saw an increase in suspensions this year. This tells us we need to improve our Tier 3 systems in order to better prevent Tier 3 behaviors, and support our students with the highest needs.

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.

For the 2025-2026 school year, we intend to improve our "Wise Wheel" implementation. While students and staff have been exposed to the strategies, it has not yet become a part of Old Orchard culture. We plan on increasing the amount of training for students, teachers, and parents in order to help our student solve problems and ultimately decrease the amount of maladaptive behaviors.

Furthermore, we would receive additional training in our Tier 2 systems in order to serve more students more effectively and efficiently. We plan on implementing this training and aligning our staff on best practices in order to support our students with greater needs, and hopefully reduce negative behaviors and students who find themselves in trouble often.

Laslty, we will continue to expand on our Restorative Practices to expand beyond our Administrators, CEC staff, and Counseling and Support Staff to include our teachers and classified staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

Identified Need

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

School climate is greatly enhanced when there is increased parent involvement and strong home-school partnerships. Old Orchard's success is a direct result of our collaboration with our parent community. We are fortunate to have a dedicated and active Parent Teacher Organization (PTO) that sponsors a variety of programs and events, including family engagement nights, school-wide assemblies, field trips, classroom volunteer programs, successful fundraising efforts, yearbook, teacher and staff appreciation week, enrichment programs, counseling supports, emergency preparedness, technology and school site needs, and so much more. This year, we are especially grateful for the parents who volunteer in our PBIS Student Store, which helps provide fun and meaningful incentives for students who are consistently showing positive behavior.

During the 2024–2025 school year, we continued our commitment to strengthening our home-school connection through consistent communication and intentional collaboration with our parent groups. We continue to use a variety of communication tools, including Parent Square, our school website, Instagram, weekly parent newsletters, and Coffee with the Principals to keep families informed and connected. One of our areas of growth has been increasing engagement from our English Learner families. We are proud to share that this year, we elected our first ever President of our English Learner Advisory Committee (ELAC), a dedicated parent volunteer. This is a big step toward fostering greater ownership and engagement among our English Learner families, though we recognize this remains an important area of focus. Our Community Outreach staff continue to serve as a vital resource in supporting our Spanish-speaking families, both in-person and over the phone, and have helped encourage more participation in our parent education meetings and school events. The office staff is especially helpful in ensuring all families attend parent conferences. We've unveiled new methods of scheduling to allow parents to choose their own time slots, which we believe will remove a barrier to parent-teacher communication.

We are proud to share that the School Effectiveness Survey at the end of the 23-24 school year yielded positive results. Specifically regarding parent engagement, the survey showed 100% of parents responded "Yes" to the statement "My child's school encourages me to participate in school activities," up from 96% last year. Similarly, "My child's school has clear and consistent rules for student behavior" increased significantly from 88% to 98%, which we believe is a direct result of our weekly parent updates and strong alignment on behavior expectations. Overall satisfaction also increased, with 93% of parents now saying they are satisfied with their child's school, up from 90% last year.

One goal we set this year was to increase parent awareness and involvement in their child's academic progress. We are encouraged by the growth in responses to the statement, "My child's teacher regularly informs me of my child's progress and areas in need of improvement," which increased from 81% to 88%. While this shows progress, we recognize this is still an area of growth. This year we continued those efforts by sharing students' Data Reflection sheets after each ELA Cycle, to keep families informed on how students are progressing academically. We believe that when parents are consistently informed about their child's academic strengths and areas of need, they are better equipped to support learning at home. This partnership is critical to ensuring our students continue to grow and thrive.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	<p>Percentage of parents who indicate that they are encouraged to participate in school activities: 100% (Updated data to be collected in May 2025)</p> <p>Percentage of parents in agreement that the school communicates with parents: 94% (Updated data to be collected in May 2025)</p>	<p>To maintain parent agreement that they are encouraged to participate in school activities at 100%.</p> <p>To increase the parent agreement that the school communicates with parents to 95% or higher.</p>
School activities that provide opportunities to participate	<p>Average number of families that attend social events: 300</p> <p>Average number of families that attend learning / enrichment events: 50</p> <p>Average number of parents that attend learning / support events: 10</p>	<p>To increase the average number of families that attend social events to more than 300 or more.</p> <p>To increase the average number of families that attend learning / enrichment events to 60 or more.</p> <p>To increase the average number of parents that attend learning / support events to 20 or more.</p>
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 96% (increase of 3% from previous year)	To increase parent attendance to 100%.
Parent Committees	<p>English Language Advisory Council (ELAC): Number of meetings: 3</p> <p>Average number of EL family participation: 5</p> <p>(Total Number of EL Families: 83)</p> <p>School Site Council: Number of meetings 6</p> <p>Average number of elected members who attend: 9</p> <p>Parent Teacher Organization Number of Meetings: 9</p> <p>Average number who attend: 20</p>	<p>To increase representation at the ELAC meetings to 20% of English Learner families (16)</p> <p>To maintain elected member attendance at SSC meetings to 90% (9 members) or higher</p> <p>To increase parent participation at PTO meetings by 25 percentage points (At least 25 parents) and increase English Learner Participation by 15%, 3 families)</p>
Dual Language Immersion Parent Nights	<p>Average number of families that attend: 200</p> <p>(Total Number of DLI Families: 228)</p>	To maintain the average number of families that attend to 200

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	To boost parent participation in school events such as PTO and ELAC meetings, we plan to incorporate student performances or interactive activities that	All Students	0

	encourage family involvement and enhance attendance. Additionally, we aim to strengthen our partnership with Room Parents to help bridge communication and engagement between various parent groups, fostering a more inclusive and connected school community.		
3.2	To increase parent participation at school events, provide the option for in-person and online meetings via Zoom, provide translation, and offer childcare to increase attendance	All Students	2,000 Supplemental Childcare, Translations (Extra hourly)
3.3	To ensure we are reaching ALL families when communicating school events, meetings, and conferences, offer multiple methods of communication, Parent Square, flyers, marquee, school signage, and phone calls home. We have found that phone calls made by our Community Outreach has increased participation at meetings and conferences.	All Students	2,000 Base Grant Poster maker, flyers, and other communication resources
3.4	To ensure ongoing opportunities for parent input, continue to provide the option for questions, comments, and input in our weekly newsletter survey link.	All Students	0 LCFF/District Funded Parent Square
3.5	As part of our Coffee with the Principal meetings, we offer specific parent education topics, including PBIS and Academic supports, Digital Citizenship, Social-emotional learning, Multi-tiered systems of supports, Coping with anxiety, etc. to support the home school connection.	All Students, English Learners, Socioeconomically Disadvantaged students	1,000 Base Grant
3.6	Parent Engagement Nights offered by the District, including Literacy Workshops, Science Nights, GATE events, DELAC, etc.		LCFF/District Funded
3.7	Offer incentives for students when parents attend school events and/or meetings to increase participation		500 Supplemental Raffle prizes
3.8	Provide parent volunteer trainings at the beginning of the school year to set expectations and training volunteers on the use of school work room and classroom needs.		0
3.9	<p>Parent Workshops - Each trimester, Parent Workshops will be offered to provide parents with strategies that support learning at home. This goal was described in goal 1.6, as it connects to our ELA, Math, and DLI goals.</p> <p>Math Family Nights will be offered to engage parents in opportunities to learn strategies to support students in math through engaging games.</p> <p>Dual Language Parent Workshops will be offered to DLI families to continue to build their awareness on how they can support the attainment of our core DLI goals of developing their child's overall biliteracy and bilingualism at home</p> <p>These events will offer translation services for families.</p>		0 Addressed in Goal 1.6

Resources needed: General education teachers, Learning Support Teacher, Community Outreach, Parent Resources		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our weekly communications play a key role in keeping families informed and actively encouraging participation in school events. This consistent outreach has contributed to strong parent engagement, as reflected in our School Effectiveness Survey, where 100% of respondents agreed with the statement, "My child's school encourages me to participate in school activities." Parent participation is particularly high during school-wide events and parent conferences, which are frequently and effectively communicated by both the school and classroom teachers. However, attendance at parent meetings and activities tailored to specific student groups, such as ELAC, tends to be lower, particularly when these sessions are scheduled during morning hours. To increase accessibility, these meetings have been offered both in person and via Zoom

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

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

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

We will be offering volunteer training opportunities to increase parent volunteers at school. We will also survey families on topics to support Strategy 3.5, which aims to offer specific parent education topics at our Coffee with the Principal monthly meetings, including PBIS and Academic supports, Digital Citizenship, social-emotional learning, Multi-tiered systems of supports, Coping with anxiety, etc. to support the home school connection.

To strengthen connections among all parent groups and foster a more inclusive school community, we are expanding our partnership with Room Parent liaisons. Together, we will work to increase family participation in both PTO and ELAC meetings by incorporating student performances and interactive activities that promote engagement and belonging. A key focus is improving outreach and communication with our English Learner families, with the goal of increasing their participation in PTO meetings by 15% (equivalent to three additional families) during the 2025–2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

Identified Need

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

During the 2024–2025 school year, Old Orchard Elementary prioritized the Instructional Growth goal of building staff capacity around the use of Success Criteria, as outlined in the 5D+ rubric. This focus aligned with the district's broader curriculum initiative aimed at aligning instructional practices across classrooms using a five-cycle instruction pacing guide and assessment plan to meet the various needs of our students. By collaboratively defining what success looks like for students, grade-level teams began developing instructional resources to clearly communicate learning expectations. We also utilized staff meetings to provide professional development, grade-level meetings to analyze instruction and student performance, and release time to prepare and plan for upcoming assessments and units. This goal will continue into the 2025–2026 school year, with a renewed emphasis on providing tiered and targeted intervention, particularly for student groups that did not perform at the same proficiency level as "All Students".

In Goal 1, our English Language Arts (ELA) data revealed a persistent achievement gap. English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities all performed in the Orange performance band—two levels below the Green rating achieved by the "All Students" group. In Mathematics, overall performance remained consistent with the prior year, with 56% of students in grades 3–6 meeting or exceeding standards. However, English Learners experienced a decline, dropping from Yellow to Orange. In response, we are implementing targeted math intervention cycles, informed by end-of-unit assessment data, to support students in mastering essential skills through differentiated, small-group instruction.

Our Dual Language Immersion (DLI) program continues to support students in developing bilingualism and biliteracy as they advance through the grade levels. This year, we introduced a new assessment tool, LAS Links, to monitor Spanish language development in listening, speaking, reading, and writing. In May, we will have comparative data for students in grades 1–6, which will help us evaluate their language growth over time. In addition, our 6th-grade DLI cohort will participate in the California Spanish Assessment (CSA), and their results will be compared to baseline data from 2023. These data points will provide valuable insights into the effectiveness of our DLI program and the academic progress of our dual language learners.

To address the needs of our students, we will continue to provide targeted intervention for Grades K-2 with the support of our LST and curriculum specialists. Curriculum specialists will also help support small group instruction in grades 3-6.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Development / Professional Development (School-wide)	<p>Staff participated in Curriculum Alignment professional development to build capacity on the use of claims, targets and standards, along with the SBAC item specifications to ensure consistency in rigor and quality questioning. All teams also engaged in Data Reflection Sessions for 5 ELA cycles of instruction to analyze student outcomes, determine best practices and strategies for continued student growth and progress. Grades 3- 6 were also introduced to the Guided Planning tool to unpack cycle standards, identify targeted vocabulary and questions stems, as well as supports for students that did not demonstrate proficiency. This work carried over during PLC meetings and grade level planning meetings, as teams continued to monitor student achievement data, developed cycles of targeted Tier I instruction, reviewed effective strategies, and in primary grades, partnered with the site Learning Support teacher and WIN teacher to respond to the PLC four critical questions.</p>	<p>To support all students in accessing academic standards at a high level of rigor, we will strengthen instructional practices during our school-wide English Language Development (ELD) block. Our goal is for all English Learners to demonstrate measurable progress by advancing at least one level in their overall ELPAC performance. Additionally, we aim to increase English Learners' performance on the CAASPP, with a targeted growth from Orange to Yellow on the California School Dashboard. Instructional strategies during the ELD block will emphasize scaffolded access to grade-level content, academic language development, and differentiated support tailored to student proficiency levels.</p> <p>In alignment with our goal of ensuring high-quality instruction for all students, our site will deepen its Professional Learning Community (PLC) work by shifting from early-stage planning (Stages 1–3) to a focus on Stages 4 and 5, which emphasize intervention and enrichment. Specifically, we will center our efforts around PLC Question 3: How will we respond when students do not learn? Collaborating with our Instructional Leadership Team, we will refine our master schedule to ensure a protected block of uninterrupted core instructional time. This will allow us to maximize the impact of intervention specialists while safeguarding student access to grade-level instruction. Teachers will also plan rigorous, standards-aligned tasks for small group and independent work that include meaningful differentiation to meet the diverse academic needs of all learners.</p>
Instructional Leadership Team Data Analysis and Outcomes	<p>In our continued efforts to ensure that all students are taught academic standards at a high level of rigor, our Instructional Leadership Team (ILT) has played a pivotal role in aligning instructional practices across grade levels. Through ILT meetings, we engaged in data analysis to define our school's achievement profile and identify priority areas for growth. A key takeaway from this process was the critical importance of strengthening Tier I instruction while simultaneously</p>	<p>Next year we will commit to the consistent use of school-wide WIN documentation for Math Intervention Cycles. Learning Walks will also be used as a strategy to align our instructional practices to gather evidence of effective practices connected to our school-wide goals. Additionally, ILT will be analyzing the independent tasks that students are working on during small group instruction to ensure that those independent tasks align with the rigor,</p>

	<p>building our collective capacity to implement effective Tier II interventions. To support this work, vertical articulation was identified as an area of need. We recognize the importance of aligning both the expectations and rigor of instruction not only within grade levels (horizontal alignment) but also across grade spans (vertical alignment). These efforts will support a shared understanding of what success looks like for students at each grade level and ensure a coherent, standards-aligned instructional experience for all learners.</p>	<p>grade level standards, and end of unit goals. This work is expected to lead to accelerated growth for student groups whose performance currently falls below that of the "All Students" category, helping to close achievement gaps and ensure equitable access to rigorous, standards-based instruction.</p>
Positive Behavioral Interventions and Supports Professional Development	<p>Our PBIS team will continue to focus on the development of our Tier 2 behavioral supports. Staff will need additional training and experience with our Check-in Check-out system before fully implementing school-wide. In our effort to bring alignment, we want to bridge the gap between counselor-led SEL lessons and the work that teachers do in their classrooms to support social-emotional learning. We know that the lessons cannot end when the counselor leaves the room, but teachers could help reinforce those lessons. We would like to build up our teacher's expertise in the use of Second Steps curriculum through additional PD and training.</p>	<p>Our school will maintain our color rating on our Suspension Indicator and our Chronic Absenteeism Indicator.</p> <p>We will score 90% or higher in each indicator on the California Healthy Kids Survey.</p> <p>Our school will earn the recognition award aligned with our current tier in the PBIS program.</p>
Dual Language Immersion Professional Development	<p>Dual Language Immersion monthly collaborative meetings provide the opportunity for ongoing program analysis. Using the Guiding Principles of Dual Language Instruction, the team meets to evaluate the continual improvement of our program, including our Structure, Curriculum, Instruction, Assessment and Accountability, Professional Development, and Family & Community Resources.</p> <p>Designated summer work will include the development of assessments, unit planning, expected dual language outcomes at each grade level, and analysis of our current assessment tools.</p>	<p>Data from the California Spanish Assessment will yield at least 50% of students who perform overall rating in Range 1 or 2.</p> <p>Data from the LAS Links Espanol assessment will increase by 10 percentage points or more in the intermediate and proficient levels for each grade level.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional learning around the ELA blueprints and targets and item specifications to support our goal of increasing student performance by at least one color rating. Teams will continue to engage in Data Reflection Sessions and Guided Planning to analyze trends, identify target students, and create agreements on instructional practices that support student achievement. District PD, grade level meetings, PLC, and staff meetings will incorporate opportunities for teachers to engage in ongoing curriculum alignment work.	All Students	2,000 Supplemental Resources, Teacher Hourly, Teacher Release
4.2	Be GLAD Training to support our English Learners and socioeconomically disadvantaged student groups in their development of language, vocabulary and literacy skills. Trainings will be held during staff meetings, as well as during Winter and/or Spring break for a more comprehensive training for staff.	All students, English Learners, Socioeconomically disadvantaged students	0 LCFF/District Funded Winter/Spring PD 1,000 Supplemental Staff PD/Refreshers/Teacher Hourly
4.3	Designated summer work will include the development of assessments, unit planning, expected dual language outcomes at each grade level, and analysis of our current assessment tools.	All Students	5,000 Supplemental Teacher Hourly
4.4	Instructional Leadership Team and site administrators will provide PD on Tier 2 targeted intervention, including the analysis of small group tasks and student independent tasks to ensure that those tasks align with the rigor, grade level standards, and end of unit goals.	All Students, English Learners, Dual Language Learners	0 LCFF/District Funded Team Leader Stipend/ILT Stipend
4.5	Dual Language Immersion teachers will engage in Professional Development to continue to build teacher expertise around effective evidence-based practices that support intended student outcomes for our dual language learners. To support the implementation of Designated and Integrated English Language Development, as well as Spanish Language Development, opportunities for Professional Development to support language instruction will be offered, including BeGLAD trainings, and Spanish language acquisition PD will be offered throughout the year to support teachers in their implementation of strategies to support language acquisition and literacy in both English and Spanish.	Multilingual Learners	0 LCFF/District Funded District will support expense of the Conference 8,000 Supplemental Site will cover expenses for transportation, lodging, and meals
4.6	Behavior Training facilitated by PBIS team and Student Support Services team to build expertise on Tier 2 supports, including Restorative Practices.	All students	0
4.7	Dual Language Immersion monthly collaborative meetings provide the opportunity for ongoing program analysis. Using the Guiding Principles of Dual Language Instruction, the team meets to evaluate the continual improvement of our program, including our Structure, Curriculum, Instruction, Assessment and Accountability, Professional Development, and Family & Community Resources.	Dual Language Learners	15,000 Supplemental Teacher Release

	Designated summer work will include the development of assessments, unit planning, expected dual language outcomes at each grade level, and analysis of our current assessment tools.		
4.8	Dual Language Immersion: Spanish vertical articulation - teachers require planning time and opportunities for classroom observations to ensure alignment of instructional strategies, curriculum implementation, and a clear progression of student outcomes across all of our Spanish classrooms.	Dual Language Learners	5,000 Supplemental Teacher Release, Substitute Costs
4.9	Maintain essential school operations and support professional learning and student learning by funding the lease and maintenance of copy machines, purchasing materials used in classrooms, staff development and collaboration activities.	All students	37,000 Base Grant

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The strategies outlined in our Single Plan for Student Achievement have been largely implemented, with several components still in progress. Our ongoing efforts around curriculum alignment, including deepening our understanding of the ELA blueprints, refining tiered intervention systems, and ensuring consistent academic rigor across grade levels, will continue to be a central focus. These actions are critical to strengthening the overall implementation and effectiveness of our strategies and activities, and ensuring they are aligned with our goal of improving our school-wide outcomes.

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 in budget expenditures as this was a new goal and each strategy is still in progress.

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.

Old Orchard made notable progress across multiple areas during the 2024–25 school year. Our collective efforts were reflected in the California School Dashboard, where several indicators showed improvement, some increasing by more than one performance level. This growth resulted in our school being recognized as a 2025 California Distinguished school, which is a testament to the school-wide commitment to rigorous, standards-aligned instruction, data-driven decision-making and our relentless effort to close the achievement gap.

We recognize that academic performance remains inconsistent for specific student groups, particularly English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. These disparities underscore the need for sustained and focused efforts. By building upon the strong foundation established over the past few years, particularly our continued work on curriculum alignment, instructional coherence, and tiered supports, we are confident that we will accelerate progress for these targeted groups. Our goal is to ensure equitable growth and improve overall student achievement, thereby driving continued positive movement on the California Dashboard.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$262,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$71,000.00

Subtotal of additional federal funds included for this school: \$71,000.00

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
Base Grant	\$50,000.00
LCFF/District Funded	\$0.00
Supplemental	\$141,000.00

Subtotal of state or local funds included for this school: \$191,000.00

Total of federal, state, and/or local funds for this school: \$262,000.00