

# The School Plan for Student Achievement

**School:** Orangethorpe Elementary School  
**CDS Code:** 30-66506-6028112  
**District:** Fullerton School District  
**Principal:** Mrs. Deborah Bennett  
**Revision Date:** October 26, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on January 16 2023.**

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## School Vision and Mission

### Orangethorpe Elementary School's Vision and Mission Statements

Mission: Orangethorpe Elementary is a creative community that nurtures and challenges our diverse next-generation innovators. We engage our students as civic leaders through Project Curiosity to make a powerful impact on our Earth. ORCA's think Outside the box while being Respectful and responsible through Collaborative opportunities to promote Academic success.

Vision: At Orangethorpe, we believe that every student can achieve personal success through multiple creative outlets that foster students' talents while meeting the needs of the whole child. We promote family partnerships that provide a strong foundation to help develop well-rounded students who are ready to pursue their passions. Project Curiosity blends art and science to give students the ability to become stewards of the environment by exploring, collaborating, innovating, and creating.

At Orangethorpe Elementary, these are our Core Values:

- We value skilled teachers who engage students at all levels, are trained to adapt instruction to multiple learning styles, and have a passion for empowering the whole child.
- We value each child's uniqueness and believe that when given the opportunity to meet the individual learning needs and interests of students, learning increases.
- We value instructional practices that develop intrinsically motivated learners through intentional personalized interventions.

We provide opportunities for real life experiences, conservationism, and art and science lessons that will be used to express content knowledge, make meaningful pedagogical connections and create applications for student learning.

## School Profile

### SCHOOL PROFILE

#### School Demographic Characteristics

Orangethorpe Elementary School was established in 1949 and is located on the main street in the southwestern section of the city of Fullerton. It is bordered by a public park to the south with residential homes to the East and businesses to the North. We currently have 576 students enrolled in the school serving grades PK-6 as a Title I school. Our school community is comprised of 78% Hispanic/Latino, 8% White, 8% Asian, 1% African American, 0.5% Native Hawaiian/Pacific Islander, 4% two or more races and 0.5% American Indian or Alaska Native and 84% participating in free and reduced lunch. 35% of our students are English Learners and 22% are Reclassified as Fluent-English Proficient.

Our motto of "Aim for Success", drives our committed staff who holds themselves responsible and accountable for all the students in our school. Parents are offered learning opportunities as they participate in our school-wide events alongside leadership opportunities such as ELAC, SSC, and PTA. We offer many workshops for parents to learn how to work with their children and make learning an enjoyable experience and we offer before and after-school program for working parents. During school hours, we offer a Multi-Tiered System of Support (MTSS) with the Response to Intervention (RtI) program to support our students academically and Positive Behavior Interventions and Supports (PBIS) to promote positive school-wide behavior. Our students know that Orangethorpe is a safe place that will prepare them to move ahead in the world and be successful.

Our school community is comprised of the Orangethorpe Staff, Parents, and Community which has revised this Single Plan of Student Achievement to represent the innovative approach for assisting our students in achieving their academic and social goals through meeting the Common Core State Standards. Without committed parents and community, our goals could not be met. The Orangethorpe staff is also committed to improving student learning by analyzing data in order to plan for the current and future

needs of our students. Looking at demographics, perceptions, school processes, and student learning will enable us to make continuous school improvement.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

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

### **Surveys**

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

Based on our January 2023 Brightbyte survey and other needs assessments conducted at the beginning of the 2023-2024 school year, 100% of our parents reported that attending school was important. 97% of parents felt that the school is overall a friendly place and their child feels safe at school. Parents also felt like the staff cares (97%), parents are welcome (97%), discipline is fair (94%) and the school helps with social emotional needs (90%). Amongst the student population 89% of 3rd & 4th grade students felt safe in their classrooms and thought their teachers were happy. For 5th and 6th grade students, 92% felt their teachers care about them with 85% reporting that all students are treated the same and the school rules are equal to all students. 100% of teachers stated they were informed about policies and procedures with 91% of staff reporting they have informal opportunities to influence what happens at school. 96% of teachers felt they were respected as a person and that staff work together to ensure an orderly environment. Overall, instructional staff rank the school high in most areas. Among non-instructional staff, 100% felt that the school effectively handles student discipline and 92% think that staff recognize students for positive behavior. All the groups collectively, felt the school is a safe learning environment where teachers have high expectations for all students and everyone (teachers, staff and parents) work together. Also through the Brightbyte surveys, we identified some areas where we could make improvements. 68% of parents felt the students have enough healthy food choices at school and 76% felt that there are enough programs to develop students' social emotional skills. Areas where students reported lower percentages included teachers asking students to talk about what they are learning (69%) and 39% of 3rd & 4th grade students and 34% of 5th and 6th grade students think that the bathrooms are clean. With regard to instructional staff, 70% felt they can manage almost any student behavior. A needs assessment conducted with ELAC, SSC and coffee with the principal revealed parents would like to be educated in how to help their students in math and reading. Additionally, they would like support in understanding I-ready reports, computer training, English classes and social/emotional supports. Our SRSS data has been reviewed to identify students who need additional supports with social/emotional concerns.

### **Classroom Observations**

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

Informal observation of classroom instruction is conducted bi-weekly by the administration. Formal observations are conducted as needed to meet contractual obligations.

- Teachers post learning goals/objectives and self-monitoring learning scales in visible areas where students can access them when needed.
- Students are engaged in their lessons via the use of technology to enhance learning using mobile devices and teachers interacting with their students.
- Teachers are adhering to the expectations and procedures to establish routines to enhance classroom management and instruction.
- Teachers are working to enhance learning opportunities through Orangethorpe's Project Curiosity: The Art & Science of Nature program: through the strategic lesson design, planning, and implementation process as developed by each grade level.

Sherwood Forest, our outdoor learning space, offers voice, choice and agency for students to express their content knowledge and make meaningful pedagogical connections with learning.

### **District Benchmark Testing (K-2)**

3. Describe how your school site supports Kindergarten through Second grade teachers for District Benchmark Testing: Teachers are supported twice weekly by getting the opportunity to work collaboratively in PLC groups. Alongside administration one time weekly, the teachers spend time reviewing data and creating Common Grade Level Assessments for additional student practice/support and determine guaranteed and viable standards. PLC time is also used for unpacking the standards to establish the core skills students need to be successful. Additionally, teachers are provided with resources and supplemental materials to provide support for the differentiation of all learners. During benchmark assessments, teachers have additional testing time provided through release time by arranging substitutes.

(Intervention IA, sub days, K IA's)

### **Transition from Preschool to Kindergarten (Title I Schools K-6)**

4. Current strategies for assisting preschool children in the transition from early childhood programs to Kindergarten: Orangethorpe Elementary has an on-site preschool facility. The preschool students and parents have the opportunity to tour the Kindergarten Rooms prior to the end of the year to assist with the transition. There is a meeting for parents to attend to become acclimated with the rigor of Kindergarten. A Kindergarten preparedness kit is given to all parents in attendance offering assistance to prepare them for Kindergarten over the summer. As new students register, they are given the kindergarten preparedness kit to work on before the start of the new school year.

(collaboration between kinder and pre-school teachers)

## **Description of Barriers and Related School Goals**

Barrier #1: We need to continue progress monitoring by using CFAs, iReady, data chats, roundtables and curriculum assessments, ensuring that students are learning the essential standards that will prepare them for higher, complex skills required and taught as they advance in their academic careers. There is a need to provide multiple opportunities for our EL students and students with special needs to interact with literary and informative text, which will allow them the ability to understand main ideas and details thus, fully comprehending their reading to show growth and improvement in proficiency levels, this will also aide in math were vocabulary and reading are essential to understanding the question. Additionally there is a need for continued professional learning opportunities in powerful and engaging instructional strategies for reading, math, art, social studies, science.

Barrier #2: There continues to be a need for additional teacher training with educational technology. We will continue with the use of 1:1 iPads in the classrooms. There is a perceived and possible lack of equity to the internet at home and the ability for students in Grades 3rd - 6th to continue using their iPads as a learning tool when they arrive home. Additionally, support will be provided by District Tech TOSAs.

Barrier #3: Attendance continues to be a concern for our students. We need to have our students present in order for them to obtain the skills they need to progress academically. Communicating to parents the importance of attending school is vital to our goal of creating a climate of aiming for success.

### **Goal #1**

As a school, our teacher training focus is on deepening our practice and rigor in ELA and Math. We are also working to infuse art into lessons and student opportunities to demonstrate learning. Our RtI program continues to improve and assist more of our students, in both ELA and math this further allows for the good first teaching to be perfected. We need to continue to strategically implement writing strategies to support writing and foster growth in the essential standards. Our LTELs will receive separate interventions for supporting their academic needs through designated and integrated ELD to enhance vocabulary and to help with generalizing skills to the classroom. We need to continue using CGI strategies to provide students with continued opportunities for application and reasoning versus solely calculating results. Additionally, we need to systematically and strategically teach foundational skills required to solve high-level problems, utilize sentence frames, and additional scaffolding for language-based math problems.

#### Goal #2

Our goal in technology is to provide support to teachers on how to use/implement classroom resources and provide support to students on how to use technology resources in the classroom. Teaching parents what students are using in a class by providing parenting classes through ELAC, Parent Training Classes, ESL instruction is critical to gaining the support of the use of technology in the classroom. Fourth through sixth-grade teachers are involved in the use of Thrively coupled with PATHFinder will further enhance learning and enables our students to discover their strengths and passions.

#### Goal #3

We will provide a PBIS-safe school climate through training, school implementation, assemblies as well as provide behavior supports through the use of counselors and training to continue providing a safe environment for students and staff. Our staff participated in a full-day Restorative Practices training and utilize morning circles as a way for teachers and students to connect. This training provided resources to help teachers support students as they attempt to navigate the ever-evolving world of classroom discipline and student responsibility to the learning environment. Our teachers are utilizing Second Step within their classroom to help students with social interactions and manage their own emotions. Staff is continuing their involvement in Culturally Responsive Teaching and High Reliability through their daily interactions with students and professional development opportunities.

#### Goal #4

Our goal is to build partnerships and a positive school community with parents and families to provide more opportunities for involvement in their child's education. Parents attend meetings and events and we provide volunteer opportunities both inside and outside the classroom so all parents have the opportunity to be part of the school and learn about our mission, vision, goals, student achievement and the goal of increasing student attendance.

#### Additional Targeted Support and Improvement (ATSI) Inequities:

Through a comprehensive needs assessment the following resources were identified:

Students with disabilities are not meeting standards and are performing at a level 1 with regard to ELA and Math as evidenced by and analysis of SBAC data from Spring 2023, I-Ready Diagnostic 1 and common formative assessments. The needs assessment further indicated teachers need to support in differentiating instruction for students with disabilities to provide foundational skills which are necessary to meet the pace and rigor of grade level reading and math. When analyzing the data related to chronic absenteeism for students with disabilities, and all students, topics that emerged as being priorities included, social emotional learning, importance of school attendance and opportunities for more counseling support for students. Parents feel connected to the school but there is a perceived lack of understanding of how important attending school daily is to children and their educational success.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	71	77	0	71	77	0	71	77	0.0	100.0	100.0
Grade 4	93	76	66	0	75	66	0	75	66	0.0	98.7	100.0
Grade 5	98	89	69	0	87	69	0	87	69	0.0	97.8	100.0
Grade 6	86	90	79	0	89	79	0	89	79	0.0	98.9	100.0
All Grades	356	326	291	0	322	291	0	322	291	0.0	98.8	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.	2380.		12.68	10.39		14.08	20.78		29.58	24.68		43.66	44.16
Grade 4		2407.	2439.		10.67	15.15		18.67	25.76		10.67	18.18		60.00	40.91
Grade 5		2473.	2452.		12.64	8.70		25.29	23.19		20.69	24.64		41.38	43.48
Grade 6		2507.	2487.		13.48	5.06		29.21	21.52		26.97	36.71		30.34	36.71
All Grades	N/A	N/A	N/A		12.42	9.62		22.36	22.68		22.05	26.46		43.17	41.24

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.04	7.79		60.56	63.64		32.39	28.57
Grade 4		8.00	12.12		56.00	63.64		36.00	24.24
Grade 5		14.94	10.14		57.47	56.52		27.59	33.33
Grade 6		8.99	7.59		60.67	55.70		30.34	36.71
All Grades		9.94	9.28		58.70	59.79		31.37	30.93

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.63	10.39		52.11	48.05		42.25	41.56
<b>Grade 4</b>		5.33	7.58		52.00	69.70		42.67	22.73
<b>Grade 5</b>		12.64	14.49		54.02	49.28		33.33	36.23
<b>Grade 6</b>		8.99	5.06		64.04	59.49		26.97	35.44
<b>All Grades</b>		8.39	9.28		55.90	56.36		35.71	34.36

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.63	3.90		70.42	71.43		23.94	24.68
<b>Grade 4</b>		5.33	3.03		69.33	83.33		25.33	13.64
<b>Grade 5</b>		9.20	5.80		71.26	72.46		19.54	21.74
<b>Grade 6</b>		16.85	3.80		62.92	83.54		20.22	12.66
<b>All Grades</b>		9.63	4.12		68.32	77.66		22.05	18.21

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.86	3.90		60.56	64.94		29.58	31.17
<b>Grade 4</b>		6.67	12.12		69.33	62.12		24.00	25.76
<b>Grade 5</b>		11.49	7.25		67.82	63.77		20.69	28.99
<b>Grade 6</b>		17.98	8.86		59.55	70.89		22.47	20.25
<b>All Grades</b>		11.80	7.90		64.29	65.64		23.91	26.46



School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	72	76	0	72	76	0	72	76	0.0	100.0	100.0
Grade 4	93	76	66	0	75	66	0	74	66	0.0	98.7	100.0
Grade 5	98	89	69	0	87	69	0	87	69	0.0	97.8	100.0
Grade 6	86	90	79	0	89	79	0	89	79	0.0	98.9	100.0
All Grades	356	327	290	0	323	290	0	322	290	0.0	98.8	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2374.	2375.		6.94	9.21		11.11	10.53		29.17	30.26		52.78	50.00
Grade 4		2402.	2425.		4.05	6.06		13.51	16.67		29.73	45.45		52.70	31.82
Grade 5		2457.	2422.		9.20	2.90		9.20	10.14		35.63	23.19		45.98	63.77
Grade 6		2456.	2463.		3.37	2.53		15.73	15.19		29.21	29.11		51.69	53.16
All Grades	N/A	N/A	N/A		5.90	5.17		12.42	13.10		31.06	31.72		50.62	50.00

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.72	10.53		41.67	46.05		48.61	43.42
Grade 4		5.41	9.09		35.14	53.03		59.46	37.88
Grade 5		9.20	2.90		45.98	40.58		44.83	56.52
Grade 6		7.87	2.53		38.20	43.04		53.93	54.43
All Grades		8.07	6.21		40.37	45.52		51.55	48.28

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.33	10.53		36.11	43.42		55.56	46.05
<b>Grade 4</b>		4.05	4.55		40.54	54.55		55.41	40.91
<b>Grade 5</b>		9.20	2.90		43.68	42.03		47.13	55.07
<b>Grade 6</b>		3.37	0.00		48.31	50.63		48.31	49.37
<b>All Grades</b>		6.21	4.48		42.55	47.59		51.24	47.93

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.17	10.53		65.28	47.37		30.56	42.11
<b>Grade 4</b>		8.11	9.09		48.65	54.55		43.24	36.36
<b>Grade 5</b>		6.90	1.45		55.17	55.07		37.93	43.48
<b>Grade 6</b>		4.49	7.59		62.92	59.49		32.58	32.91
<b>All Grades</b>		5.90	7.24		58.07	54.14		36.02	38.62

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1373.0	1416.7	1407.8	1389.6	1428.8	1414.4	1333.9	1388.2	1392.3	21	35	43
1	1438.3	1436.1	1447.9	1443.0	1449.7	1459.6	1433.3	1421.9	1435.4	29	19	27
2	1481.8	1477.5	1461.5	1481.9	1487.9	1467.8	1481.1	1466.5	1454.7	30	30	12
3	1481.3	1490.9	1483.3	1481.8	1495.3	1478.7	1480.2	1486.1	1487.4	27	30	26
4	1509.0	1494.4	1516.7	1517.9	1499.7	1512.7	1499.4	1488.5	1520.2	27	31	29
5	1529.0	1549.4	1513.8	1525.3	1559.8	1515.0	1532.2	1538.7	1512.2	29	27	29
6	1533.8	1546.1	1533.9	1543.9	1553.7	1531.4	1523.3	1537.9	1536.3	28	25	15
All Grades										191	197	181

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	8.57	9.30	33.33	37.14	20.93	28.57	34.29	48.84	38.10	20.00	20.93	21	35	43
1	10.34	10.53	0.00	31.03	10.53	44.44	37.93	63.16	37.04	20.69	15.79	18.52	29	19	27
2	10.00	13.33	0.00	50.00	43.33	41.67	30.00	23.33	50.00	10.00	20.00	8.33	30	30	12
3	3.85	3.33	3.85	42.31	63.33	38.46	38.46	23.33	38.46	15.38	10.00	19.23	26	30	26
4	18.52	3.23	17.24	40.74	45.16	62.07	29.63	38.71	10.34	11.11	12.90	10.34	27	31	29
5	17.24	37.04	13.79	58.62	37.04	31.03	13.79	18.52	31.03	10.34	7.41	24.14	29	27	29
6	28.57	28.00	0.00	25.00	48.00	73.33	32.14	20.00	20.00	14.29	4.00	6.67	28	25	15
All Grades	13.16	14.21	7.73	40.53	42.13	40.88	30.00	30.46	34.25	16.32	13.20	17.13	190	197	181

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	14.29	11.63	47.62	40.00	18.60	23.81	28.57	53.49	28.57	17.14	16.28	21	35	43
1	17.24	15.79	7.41	31.03	36.84	55.56	34.48	36.84	33.33	17.24	10.53	3.70	29	19	27
2	16.67	26.67	16.67	56.67	43.33	58.33	23.33	26.67	16.67	3.33	3.33	8.33	30	30	12
3	26.92	23.33	23.08	50.00	63.33	42.31	15.38	10.00	23.08	7.69	3.33	11.54	26	30	26
4	40.74	29.03	44.83	44.44	51.61	41.38	11.11	12.90	6.90	3.70	6.45	6.90	27	31	29
5	44.83	48.15	27.59	48.28	44.44	48.28	3.45	3.70	10.34	3.45	3.70	13.79	29	27	29
6	42.86	52.00	40.00	35.71	44.00	53.33	17.86	0.00	6.67	3.57	4.00	0.00	28	25	15
All Grades	27.89	29.44	23.20	44.74	46.70	41.44	18.42	16.75	25.41	8.95	7.11	9.94	190	197	181

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	28.57	6.98	61.90	51.43	79.07	38.10	20.00	13.95	21	35	43
1	20.69	15.79	33.33	65.52	78.95	66.67	13.79	5.26	0.00	29	19	27
2	16.67	20.00	8.33	76.67	76.67	83.33	6.67	3.33	8.33	30	30	12
3	15.38	26.67	11.54	61.54	63.33	65.38	23.08	10.00	23.08	26	30	26
4	40.74	35.48	55.17	55.56	54.84	44.83	3.70	9.68	0.00	27	31	29
5	13.79	29.63	27.59	79.31	62.96	55.17	6.90	7.41	17.24	29	27	29
6	28.57	32.00	26.67	57.14	64.00	66.67	14.29	4.00	6.67	28	25	15
All Grades	20.00	27.41	24.31	65.79	63.45	65.19	14.21	9.14	10.50	190	197	181

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	8.57	13.95	52.38	74.29	60.47	28.57	17.14	25.58	21	35	43
1	17.24	31.58	14.81	62.07	47.37	70.37	20.69	21.05	14.81	29	19	27
2	30.00	30.00	25.00	63.33	63.33	58.33	6.67	6.67	16.67	30	30	12
3	38.46	46.67	30.77	53.85	50.00	53.85	7.69	3.33	15.38	26	30	26
4	44.44	35.48	39.29	51.85	58.06	53.57	3.70	6.45	7.14	27	31	28
5	68.97	77.78	58.62	27.59	18.52	31.03	3.45	3.70	10.34	29	27	29
6	71.43	80.00	66.67	25.00	16.00	33.33	3.57	4.00	0.00	28	25	15
All Grades	42.11	42.64	32.78	47.89	48.73	52.78	10.00	8.63	14.44	190	197	180

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.71	6.98	52.38	71.43	79.07	47.62	22.86	13.95	21	35	43
1	20.69	15.79	18.52	44.83	26.32	48.15	34.48	57.89	33.33	29	19	27
2	16.67	6.67	0.00	63.33	73.33	50.00	20.00	20.00	50.00	30	30	12
3	3.85	0.00	3.85	57.69	60.00	46.15	38.46	40.00	50.00	26	30	26
4	7.41	3.23	6.90	59.26	45.16	72.41	33.33	51.61	20.69	27	31	29
5	17.24	14.81	13.79	55.17	62.96	37.93	27.59	22.22	48.28	29	27	29
6	10.71	12.00	6.67	32.14	64.00	46.67	57.14	24.00	46.67	28	25	15
All Grades	11.58	7.61	8.84	52.11	59.39	57.46	36.32	32.99	33.70	190	197	181

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	25.71	30.23	38.10	45.71	32.56	61.90	28.57	37.21	21	35	43
1	3.45	0.00	0.00	72.41	84.21	77.78	24.14	15.79	22.22	29	19	27
2	10.00	13.33	8.33	76.67	63.33	75.00	13.33	23.33	16.67	30	30	12
3	3.85	0.00	7.69	57.69	83.33	76.92	38.46	16.67	15.38	26	30	26
4	3.70	6.45	39.29	77.78	64.52	46.43	18.52	29.03	14.29	27	31	28
5	13.79	25.93	13.79	72.41	62.96	62.07	13.79	11.11	24.14	29	27	29
6	10.71	24.00	46.67	82.14	68.00	53.33	7.14	8.00	0.00	28	25	15
All Grades	6.84	14.21	21.11	69.47	65.99	57.22	23.68	19.80	21.67	190	197	180

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>583</b>	<b>84.0</b>	<b>36.4</b>	<b>0.7</b>
Total Number of Students enrolled in Orangethorpe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	212	36.4
Foster Youth	4	0.7
Homeless		
Socioeconomically Disadvantaged	490	84.0
Students with Disabilities	109	18.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9
American Indian	2	0.3
Asian	30	5.1
Filipino	8	1.4
Hispanic	460	78.9
Two or More Races	17	2.9
Pacific Islander	4	0.7
White	57	9.8

**Conclusions based on this data:**

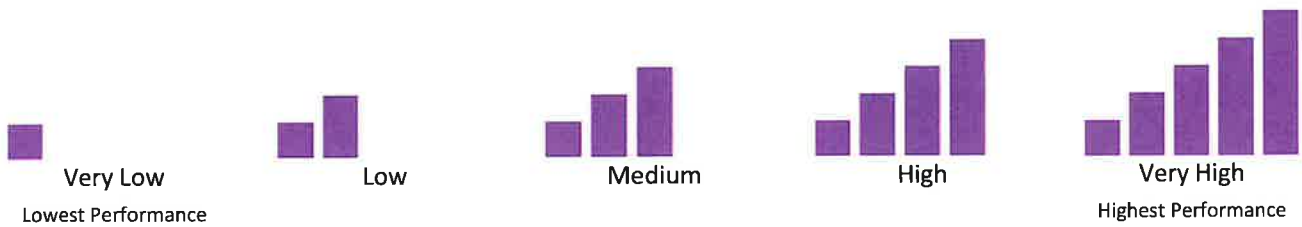
1.

# School and Student Performance Data

## Overall Performance

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

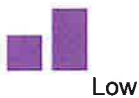
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



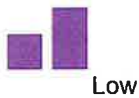
### 2022 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



##### Mathematics

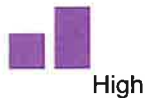


##### English Learner Progress



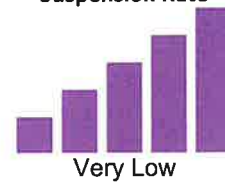
#### Academic Engagement

##### Chronic Absenteeism



#### Conditions & Climate

##### Suspension Rate



### Conclusions based on this data:

- 1.

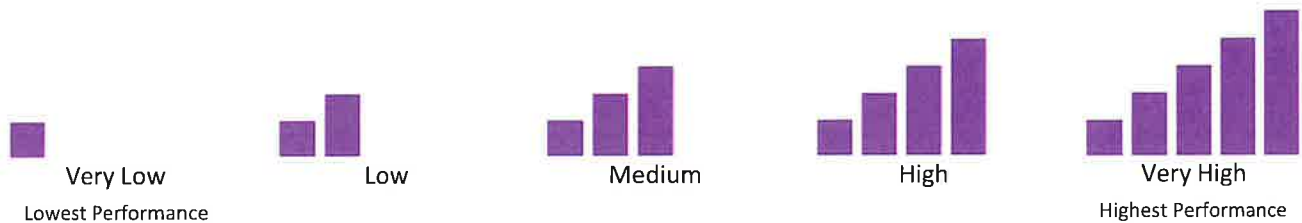


# School and Student Performance Data

## Academic Performance English Language Arts

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

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







This section provides number of student groups in each level.


2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

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

All Students	English Learners	Foster Youth
 <p align="center">Low 37.2 points below standard 310 Students</p>	 <p align="center">Low 51.3 points below standard 137 Students</p>	<p align="center">No Performance Level 0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 <p align="center">Low 41.7 points below standard 268 Students</p>	 <p align="center">Very Low 113.2 points below standard 61 Students</p>

**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">No Performance Level 2 Students</p>	<p align="center">No Performance Level 2 Students</p>	<p align="center">No Performance Level 22.1 points above standard 16 Students</p>	<p align="center">No Performance Level 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Low 44.0 points below standard 251 Students</p>	<p align="center">No Performance Level 11.0 points below standard 12 Students</p>	<p align="center">No Performance Level 3 Students</p>	<p align="center">No Performance Level 40.2 points below standard 23 Students</p>

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

<b>2022 Fall Dashboard English Language Arts Data Comparisons for English Learners</b>		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
77.2 points below standard 103 Students	27.2 points above standard 34 Students	29.1 points below standard 161 Students

**Conclusions based on this data:**

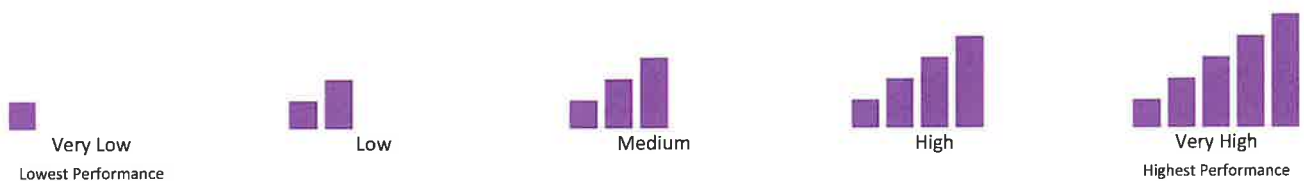
1. Teachers and students need to continue to deepen their practice and learning in the area of English Language Arts.
2. All areas of the dashboard are demonstrating an increase in overall student performance.
3. All sub-groups are showing an increase in performance of standards testing on the CAASSP in ELA.

## School and Student Performance Data

### Academic Performance Mathematics

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

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

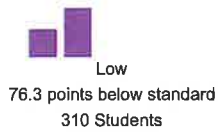
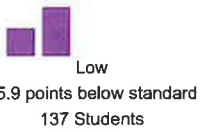
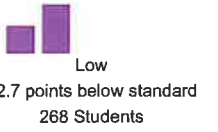
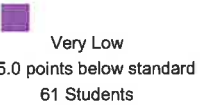



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**

<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 <p align="center">Low 76.3 points below standard 310 Students</p>	 <p align="center">Low 85.9 points below standard 137 Students</p>	<p align="center">No Performance Level 0 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
	 <p align="center">Low 82.7 points below standard 268 Students</p>	 <p align="center">Very Low 155.0 points below standard 61 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
No Performance Level 2 Students	No Performance Level 2 Students	No Performance Level 23.6 points below standard 16 Students	No Performance Level 3 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Low 85.7 points below standard 251 Students	No Performance Level 50.5 points below standard 12 Students	No Performance Level 3 Students	No Performance Level 43.5 points below standard 23 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
104.5 points below standard 103 Students	29.4 points below standard 34 Students	70.6 points below standard 161 Students

**Conclusions based on this data:**

- 1. Overall the students at Orangethorpe are showing progress in mathematics.

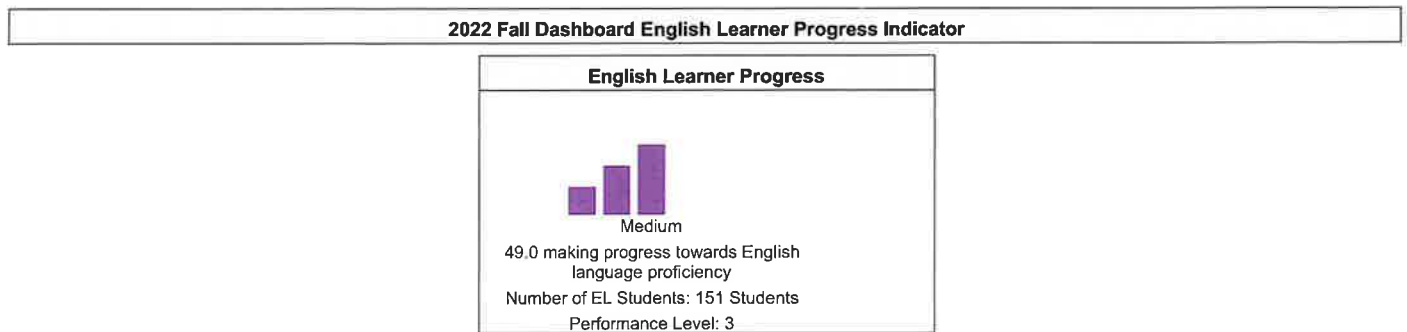
2. The sub-groups of English Learners and Asian students both showed a decline this past year in the area of Mathematics.
3. Both our Reclassified English Learners and our English Only students demonstrated an increase in the area of Mathematics.

## School and Student Performance Data

### Academic Performance English Learner Progress

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

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



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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.5%	32.5%	2.0%	47.0%



**Conclusions based on this data:**

1. Out of 260 English Language learners the academic performance of students at the highest level (4) was over 39%.
2. Out of 260 English Language learners the academic performance of students at the highest level (3) was over 35.8%.
3. Out of 260 English Language learners 25% performed in the Level 1 & 2 range.

## School and Student Performance Data

### Academic Performance College/Career Report

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

#### Conclusions based on this data:

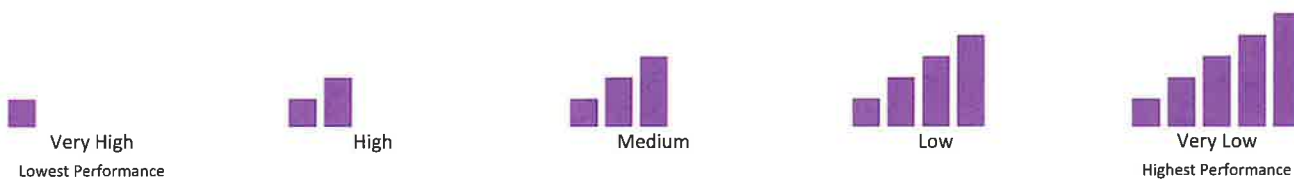
- 1.

## School and Student Performance Data

### Academic Engagement Chronic Absenteeism

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

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







This section provides number of student groups in each level.




2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	1	0	0

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

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

All Students	English Learners	Foster Youth
 <p align="center">High 15.7% Chronically Absent 605 Students</p>	 <p align="center">High 16.2% Chronically Absent 222 Students</p>	<p align="center">No Performance Level Less than 11 Students 7 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p align="center">No Performance Level Less than 11 Students 2 Students</p>	 <p align="center">High 16% Chronically Absent 507 Students</p>	 <p align="center">Very High 26.5% Chronically Absent 132 Students</p>

**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">No Performance Level Less than 11 Students 5 Students</p>	<p align="center">No Performance Level Less than 11 Students 2 Students</p>	 <p align="center">Medium 6.7% Chronically Absent 30 Students</p>	<p align="center">No Performance Level Less than 11 Students 8 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">High 16.8% Chronically Absent 476 Students</p>	<p align="center">No Performance Level 5.3% Chronically Absent 19 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>	 <p align="center">High 16.4% Chronically Absent 61 Students</p>

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### Academic Engagement Graduation Rate

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

#### Conclusions based on this data:

1.

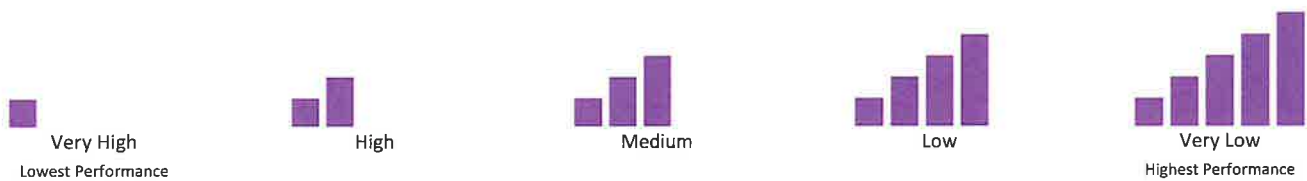


## School and Student Performance Data

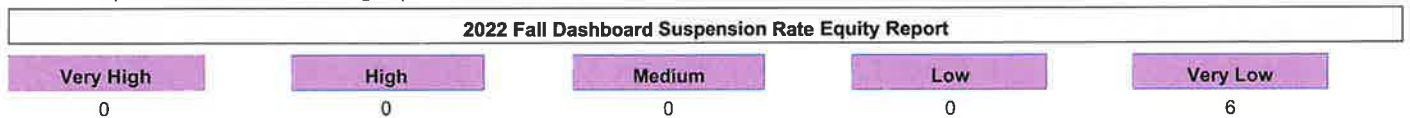
### Conditions & Climate Suspension Rate

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

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






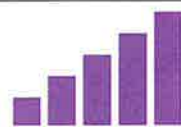
This section provides number of student groups in each level.






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



**2022 Fall Dashboard Suspension Rate for All Students/Student Group**

<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 <p align="center">Very Low 0.2% suspended at least one day 618 Students</p>	 <p align="center">Very Low 0% suspended at least one day 224 Students</p>	<p align="center">No Performance Level Less than 11 Students 7 Students</p>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
<p align="center">No Performance Level Less than 11 Students 2 Students</p>	 <p align="center">Very Low 0.2% suspended at least one day 514 Students</p>	 <p align="center">Very Low 0% suspended at least one day 135 Students</p>

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p align="center">No Performance Level Less than 11 Students 5 Students</p>	<p align="center">No Performance Level Less than 11 Students 2 Students</p>	 <p align="center">Very Low 0% suspended at least one day 30 Students</p>	<p align="center">No Performance Level 0% suspended at least one day 11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Very Low 0.2% suspended at least one day 484 Students</p>	<p align="center">No Performance Level 0% suspended at least one day 20 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>	 <p align="center">Very Low 0% suspended at least one day 62 Students</p>

**Conclusions based on this data:**

- 1.

**Planned Improvements in Student Performance**

**School Goal #1**

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Achievement</b>
<b>LEA/LCAP Goal 1:</b>
All students will demonstrate proficiency, or growth toward proficiency, in ELA and Math.
<b>SCHOOL GOAL #1:</b>
<p>ENGLISH LANGUAGE ARTS</p> <p>By Spring 2024, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the 2024 final district diagnostic assessments in ELA will decrease by at least 10% from the 2023 district diagnostic one results</p> <p>By Spring 2024, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -45 to -42</p> <p>By Spring 2024, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the 2022/2023 ELPAC.</p> <p>MATHEMATICS:</p> <p>By Spring 2024, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the 2024 final district diagnostic assessments in Math will decrease by at least 10% from the 2023 district diagnostic one results.</p> <p>By Spring 2024, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -78 to -75</p>
<b>Data Used to Form this Goal:</b>
<p>K-2: District Benchmark Assessments, teacher common formative assessments</p> <p>3-6: I-Ready Diagnostic/Smarter Balance Assessment (SBAC), I-Ready lessons, teacher common formative assessments</p> <p>ELLs: ELPAC data</p>

<b>Findings from the Analysis of this Data:</b>
Analysis of I-Ready data and SBAC reveals the need for strategic support in all areas of ELA and Mathematics for all students. Intervention support in reading and math strategies is needed.
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Formal assessments - iReady Diagnostic Assessments, CFAs with Quadrants/Analysis of data, Summative data, SBAC</p> <p>Informal assessments - teacher-created tests and anecdotal records, I-Ready lessons</p> <p>Administrator observations and walkthroughs</p> <p>Administrator data chats during weekly PLC's and 1-1 (ATSI)</p> <p>Dedicated administrator time to unpack the standards with all grade levels during PLC's (ATSI)</p> <p>Grade level SMART goals and G &amp; V standards developed during PLCs, data chats during PLC's (ATSI)</p> <p>Parent / Teacher conferences (Translators available to support parents)</p> <p>Round Table, MTSS process for Rtl, SIT process</p> <p>Rtl progress monitoring</p> <p>DIBELS progress monitoring</p> <p>Offer targeted intervention groups for ELA and Math, before, during and after school.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Personnel: A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) biweekly for 50 minutes. Substitute teachers will be paid to allow teachers to participate in professional development and	July 2023 - June 2024	Principal	PE Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50460
		Assistant Principal	Substitute Teachers PD	1000-1999: Certificated Personnel Salaries	Title I	3000
		PE Teacher	Teachers Hourly	1000-1999: Certificated Personnel Salaries	Title I	10000
		Teachers				
		RSP Teacher				
		Rtl Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>training in their areas of Language Arts, Math, ELD, and their professional growth goals. (ATSI)</p> <p>Teacher substitutes will be utilized to support the following programs: Conducting Student Assessments, Instructional Rounds, Student Study Team (SST)/Round Table/SIT Meetings, Teacher Evaluation Conferences, and Classroom Visitations.</p> <p>Teachers will be paid hourly to provide intervention for students after school, trained in intervention strategies, run student clubs, and compensated for the time beyond the work day for planning.</p>		SDC Teachers				
<p>Classified Personnel:</p> <p>Instructional aides will be hired to assist with the increased number of students in Kindergarten, 1st grade, 2nd grade, Rtl interventions and the after school Linda Mood Bell clinic</p> <p>Interpretation and translation for parent communication during meetings and parent conferences</p>	July 2023-June 2024	Principal Assistant Principal Instructional Aides (K/1/2) Rtl Teacher Kinder/1st/2nd Grade Teachers	<p>Translators</p> <p>Instructional Aide Interventions/kinder</p> <p>Instructional Aide Rtl/Kinder</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I</p> <p>LCFF - Supplemental</p>	<p>1500</p> <p>50039</p> <p>11445</p>
<p>Service Purchases:</p> <p>Duplo Machine Maintenance Contract and supplies will be purchased to maintain the Duplo machine and to assist in the</p>	July 2023-June 2024	Principal Assistant Principal Office Manager	Duplo Services	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>duplication of intervention materials.</p> <p>Funds for the reproduction of instructional materials and overages on copy machine will be available to assist with the implementation of the CCSS.</p> <p>Teachers will attend trainings/workshops such as NGSS training, Project Based Learning trainings, Writer's Workshop trainings, Thinking Maps, RtI, STEM/Design Lab Thinking, SEL, and technology to improve instruction. (ATSI)</p> <p>Consultants will be contracted to present Professional Development such as: Arts Infused Instruction, High Reliability, Culturally Responsive Teaching, Diversity, Equity and Inclusion and Social/Emotional Learning to all teachers.</p>		Teachers	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	1200
			Reproduction Materials	4000-4999: Books And Supplies	Title I	2000
			Teacher Conference Attendance & Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	22502
			Professional Development trainings	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7000
<p>Instructional Purchases:</p> <p>Support Special Day Class (SDC) teachers with instructional materials and strategies to better serve Students With Disabilities (SWD) (ATSI)</p> <p>Materials will be purchased for the RtI intervention program to use with targeted students such Phonics for Reading, SIPPS, etc.</p> <p>Additional supplemental materials</p>	July 2023-June 2024	Principal	Materials Support SDC	4000-4999: Books And Supplies	LCFF - Supplemental	5000
		Office Manager	Instructional Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	100016
		Special Day Class Teachers	Instructional Supplies	4000-4999: Books And Supplies	Title I	30017
		Teachers	RTI ELA Intervention	4000-4999: Books And Supplies	Title I	5000
			RTI Math Intervention	4000-4999: Books And Supplies	LCFF - Supplemental	6000
			ELD Supplemental Materials	4000-4999: Books And Supplies	LCFF - Supplemental	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will be purchased for Language Arts and Math instruction such as curriculum and apps. (ATSI)</p> <p>Materials will be purchased for EL students to supplement ELD instruction (realia, poetry, DVDs, books, Duolingo, Rosetta Stone etc.)</p> <p>Materials for Interventions/Clubs for after school such as ALEKS licenses, Robotics Club, iReady lessons, Learning A to Z, RAZ Kids, Tales of the Whale, DELTA Club, Speech &amp; Debate, Vocabulary.com, Reflex, Accelerated Reader</p> <p>Materials will be purchased to support alternative learning spaces for students: Design Lab, STEM Lab, Art Lab, and the Career &amp; College Ready Upper Grade Library</p>			<p>Technology Supplemental apps Interventions/Clubs</p>	<p>4000-4999: Books And Supplies 4000-4999: Books And Supplies</p>	<p>Title I LCFF - Supplemental</p>	<p>12000 7000</p>
<p>ATSI: Student with disabilities and actions:</p> <p>1 -1 Data chats with administration Supplemental materials and apps purchased</p> <ul style="list-style-type: none"> <li>• Zoo Phonics</li> <li>• Heggerty</li> </ul> <p>Interventions in math and ELA</p>	July 2023-June 2024					

**Planned Improvements in Student Performance**

**School Goal #2**

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology and Digital Literacy</b>
<b>LEA/LCAP Goal 2:</b>
Ensure access to high quality digital tools, resources, personalized learning technology and professional learning to ensure that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.
<b>SCHOOL GOAL #2:</b>
All Orangethorpe students and staff have access to and demonstrate progress toward mastery of technology and digital literacy, resources, and skills in support of relevant and rigorous learning experiences.
<b>Data Used to Form this Goal:</b>
Orangethorpe is a 1:1 iPad school and students across campus have access to technology throughout their day. Teachers have updated technology resources in their classrooms including teacher laptops and iPads, Smart TVs and Apple TVs. All classrooms have classroom amplification systems. In addition, students and staff have access to numerous supplemental resources via iPad Apps, and classroom programs. Teachers are encouraged to create meaningful homework opportunities for students using their school iPads which go home with students nightly in third through sixth grade. We use surveys from students, families, and staff regarding our site wide implementation and infusion of technology. Students also participate in digital citizenship lessons to understand how to stay safe while using the internet.
<b>Findings from the Analysis of this Data:</b>
There is a continued need to support teachers to ensure the best practices are currently in use regarding educational technology in all classrooms. Specifically, accessing Mosyle, our Mobile Device Manager (MDM) to push out new apps for students and continued professional development in how to use the apps, robots and technology integration during the school day, specifically for new members on our staff. There is also a need for students to use technology for educational purposes and to be informed and responsible digital citizens especially in the navigation of social media. There continues to be a need for supporting parents in utilizing technology to support their students educational practices with regard to accessing their students iPad and understanding the apps that students are using and to track academic performance. Additionally, we are training parents to take charge of the iPad by giving them an app that allows them to shut down student iPads after a certain time in the evening.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress towards meeting the goal of ensuring that all students and staff are maximizing the use of technology to support educational goals and practices.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Certificated Personnel:</p> <p>Substitutes will be provided to cover classes for grade level meetings, professional learning, and work with the Tech TOSA. Additional substitute time is allotted for teachers to attend STEM trainings and support coding opportunities for all students.</p>	July 2023-June 2024	Principal Assistant Principal Teachers Tech TOSA	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3000
<p>Classified Personnel:</p> <p>Additional hours for IAT will be funded to support iPad roll out prior to the start of the school year. This ensures that all students in 3rd - 6th grade have their technology ready to be used the first day of school.</p>	July 2023-June 2024	Principal IAT	Additional Hours IAT	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2000
<p>Instructional Purchases:</p> <p>Technology support/replacement for Student/Teacher needs iPads, Laptops, desktop computers, smart TVs, printers, apps, keyboards, earphones, cables, etc. will be purchased to provide students more opportunities to print, publish their final edited works, and support students' needs.</p> <p>Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, Principal, Office Staff to access and run district, instructional and intervention programs, etc. to run efficiently.</p> <p>Sound system to be utilized in the</p>	July 2023-June 2024	Principal Assistant Principal Rtl Coach Teachers Special Ed Teachers	<p>Technology Support</p> <p>SMART Technology Repair &amp; Replacement</p> <p>Project Curiosity Labs</p> <p>Technology suport</p> <p>Computer Technician 1</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>LCFF - Supplemental</p> <p>Title I</p>	<p>1000</p> <p>6000</p> <p>3000</p> <p>3000</p> <p>10352</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
outdoor learning space to provide opportunities for students to engage in theatre, poetry, speeches in the outdoor stage.						

**Planned Improvements in Student Performance**

**School Goal #3**

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Safe and Secure Environment</b>
<b>LEA/LCAP Goal 3:</b>
All District departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.
<b>SCHOOL GOAL #3:</b>
100% of students will receive lessons in character development through ORCA Expectations and PBIS Program as measured by teachers' records. The number of suspensions will decrease as measured by suspension data contained in SWIS from the beginning of the 2023/2024 school year (August) compared to end of year SWIS data.
100% of students will participate in the Second Step Program with classroom lessons conducted throughout the year as measured by Second Step progress reports. Additionally, our school wide focus on social emotional learning provide strategies and tools for staff to further help students (morning greeting, morning meeting, calm corner, mindfulness etc.)
100% of students will participate in a Wellness Program which includes: Healthy Celebrations, participation in routine "Brain Breaks" during instruction, After School Physical Activity clubs, restorative practices (ie: mindfulness and circles), monthly walk to school days, morning WAVE (Walk Around Very Early)
<b>Data Used to Form this Goal:</b>
A School Climate Survey is conducted twice annually as well as student and staff surveys, SRSS-IE screener, Social/Emotional student survey, Student SEL Fall assessment, Brightbyte Survey.
<b>Findings from the Analysis of this Data:</b>
Parent feedback from the Brightbytes survey 2023 indicates that there is still a need to ensure a safe climate. Students and staff enjoy being at Orangethorpe and participating in the after school clubs.
<b>How the School will Evaluate the Progress of this Goal:</b>
Surveys will be conducted to determine areas of need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><b>Certificated Personnel:</b></p> <p>An Assistant Principal will be funded 50% in order to assist with the implementation of academic and behavior programs.</p> <p>A PE Teacher will provide instruction for students in physical education and health biweekly for 50 minutes.</p> <p>Teachers will be paid outside of school hours to host clubs for students (Soccer, Basketball, Softball, Dance, STAGE, Robotics, E-Sports, Speech &amp; Debate, interventions)</p>	July 2023-June 2024	Principal Assistant Principal Teachers	PE Teachers Salary Assistant Principal Salary Additional Teacher Hours	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Base LCFF - Supplemental	67268 5000
<p><b>Classified Personnel:</b></p> <p>Additional hours for noon supervisors will be provided to assist with the supervision before school, during school, and during special school-wide events.</p>	July 2023-June 2024	Principal Assistant Principal Office Manager Noon Supervisors Social Services Assistant	Additional Noon Supervisor Hours	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18317
<p><b>Services Purchases:</b></p> <p>A counselor will be employed to support/service our teachers and students needs (ATSI)</p> <p>Full time Social Services assistant is available to parents to offer resources and help with chronic absenteeism (ATSI)</p>	July 2023-June 2024	Principal Assistant Principal Counselor MH Associate	Counseling Services		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials: Materials will be purchased to support our ORCA Assemblies and PBIS program.	July 2023-June 2024	Principal Assistant Principal	PBIS Materials	4000-4999: Books And Supplies	Title I	3000

**Planned Improvements in Student Performance**

**School Goal #4**

The school staff and School Site Council have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students falling below grade level standards. As a result, it has adopted the following school goals, related actions, and expenditures, aligned to district LCAP, to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Parent Engagement</b>
<b>LEA/LCAP Goal 4:</b>
Promote engagement of all parents by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.
<b>SCHOOL GOAL #4:</b>
Parent Engagement at Orangethorpe School will increase as measured by the percentage of parents attending school conferences, BTSN, Family Nights, Open House, and other meetings/events and participation in groups and committees such as ELAC, SCC and PTA.
<b>Data Used to Form this Goal:</b>
Previous year's sign in sheets and parent surveys. SSC/ELAC needs assessment and family events feedback and participation.
<b>Findings from the Analysis of this Data:</b>
Communication is increasing at Orangethorpe with the usage of social media, ConnectEd, weekly communication folders, principal's weekly message, SeeSaw, school website, marquee and the FSD App.
<b>How the School will Evaluate the Progress of this Goal:</b>
Records of ConnectEd messaging, surveying the parents, comparison of attendance at events from previous years with 2023/2024 (sign in sheets)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Personnel:  Parents of incoming Kindergarten students will be invited in May to meet the Kindergarten teachers and to obtain information to facilitate their child's transition from pre-school/home to Kindergarten.	July 2023-June 2024	Kindergarten Teachers	Teacher Hourly for Assessments	1000-1999: Certificated Personnel Salaries	Title I	5000
		Teachers	Teachers Hourly	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will be paid hourly to plan and attend meeting.</p> <p>Teacher committees will meet (Leadership, PBIS, High reliability, Project Curiosity) during summer to plan and prepare learning opportunities for parents to participate in on campus activities to help them understand school programs.</p>						
<p>Classified Personnel:</p> <p>The Social Service Assistant serves as a liaison between the inter-community agencies, monitor students with attendance problems, to sustain our PBIS program, provide parents with information and resources for their child(ren). (ATSI)</p> <p>Childcare will be provided for parents who participate in parent training sessions or informative meetings.</p>	July 2023-June 2024	SSA Principal Assistant Principal	<p>Social Service Assistant Salary</p> <p>Childcare for Parent Meetings</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>5975</p> <p>1000</p>
<p>Services Purchases:</p> <p>Parent Education classes and trainings will be offered and parent opportunities for involvement such as: coffee with the principal, PTA, ELAC, SSC, (ATSI)</p> <p>Room Parents will be provided to assist parents with information regarding the State standards and strategies to help their children at</p>	July 2023-June 2024	SSA Principal Assistant Principal PTA Teachers	Parent Training	5000-5999: Services And Other Operating Expenditures	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
home.						
<p>Instructional Materials:</p> <p>Establish procedures and fund effective home/school communication such as parent letters, meetings, progress reports, translators during parent/teacher conferences, home/school communication folders, planners, etc.</p> <p>Refreshments and prizes will be provided for parents who participate in parent training sessions or informative meetings.</p>	July 2023-June 2024	Principal Assistant Principal Office Manager SSA	<p>Parent Communication</p> <p>Refreshments for Parent Meetings</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>500</p> <p>500</p>



**Fullerton School Site Budgets and Programs Included in this Plan**

<b>PROGRAMS</b>	<b>Funding</b>	<b>Funding Allocations</b>
<b>Local Control Funding Formula (LCFF) – Supplemental Grant / Response to Intervention (302)</b> Purpose: To provide support for targeted subgroups including low income, English learners, foster youth and reclassified students.	X	\$226538
<b>Local Control Funding Formula (LCFF) – Base Grant / Site Discretionary (304)</b> Purpose: To provide flexibility in the use of state and local funds.	X	\$67268
<b>Instructional Materials (812)</b> Purpose: To provide funding for instructional materials to support the implementation of the Common Core State Standards.		
<b>Title I, Part A Schoolwide Program (212)</b> Purpose: To improve basic programs for all educationally disadvantaged students.	X	\$174085
<b>Other State or Federal Program Grants:</b>		

**Centralized Support for Planned Improvements in Student Performance**

Centralized Services in support of this plan are provided through categorical funds allocated in the Consolidated Application and other sources. The District Office provides a variety of centralized services to sites. These include leadership and support for instructional delivery, policy development and administration, budget development and adherence, distribution of funds, staff development school plan development, and student assessment and program evaluation.

PROGRAMS	Centralized Amount	Description of Specific Services
<b>Federal:</b>		
<b>Title I Part A Schoolwide Programs</b>	\$16,113	Services include personnel to support the administration of program requirements, academic supports, intervention support, paraprofessionals, substitute costs, parent education and professional development.
<b>Title II Part A Supporting Effective Instruction</b>	\$1759	Services include personnel, instructional materials, substitute costs, and consultant costs to support evidenced-based professional development in the areas of: Response to Intervention, data driven instruction, Induction activities, 21st Century learning, language arts, mathematics, and science and history/social science.
<b>Title III Part A Language Instruction for English Learners</b>	\$590	Services include personnel, instructional materials, substitute costs, and consultant costs to support EL programs in the areas of: student interventions, instructional aide support, parent education, instructional materials, and professional development activities designed to increase language proficiency for students.
<b>Title IV Part A Student Support and Academic Enrichment</b>	\$213	Services include activities related to supporting a well-rounded education, safe and healthy students, and activities related to supporting the effective use of technology.

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	LCFF - Base	67,268.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,460.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,262.00
4000-4999: Books And Supplies	LCFF - Supplemental	125,016.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,800.00
1000-1999: Certificated Personnel Salaries	Title I	18,000.00
2000-2999: Classified Personnel Salaries	Title I	67,366.00
4000-4999: Books And Supplies	Title I	63,017.00
5000-5999: Services And Other Operating Expenditures	Title I	25,702.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Funding Source**

Funding Source	Total Expenditures
LCFF - Base	67,268.00
LCFF - Supplemental	226,538.00
Title I	174,085.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	145,728.00
2000-2999: Classified Personnel Salaries	100,628.00
4000-4999: Books And Supplies	188,033.00
5000-5999: Services And Other Operating Expenditures	33,502.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	328,979.00
<b>Goal 2</b>	28,352.00
<b>Goal 3</b>	93,585.00
<b>Goal 4</b>	16,975.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Deborah Bennett	X				
Marisol Hernandez		X			
Nancy Karcher		X			
Katrina Piche		X			
Brianne Scott				X	
Olga Maldonado				X	
Jessica Schuck				X	
Sharon Lozano-Serdania				X	
Cass Koontz				X	
Leticia Alatorre			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 26, 2023.

Attested:

Mrs. Deborah Bennett

Typed Name of School Principal



Signature of School Principal

10-26-23

Date

Mrs. Brianne Scott

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/26/23

Date



ORANGETHORPE SCHOOL  
2023-2024  
TITLE I SCHOOL/PARENT/TEACHER COMPACT

*Our families, students, teachers and community members are working together to help students achieve high academic standards. Through a process at our Title I parent meeting it was agreed upon that the following responsibilities would be carried out by all of the Orangethorpe school partners to support student success.*

We understand the importance of the school experience for every Title I student and our roles as educators. Therefore, to improve student achievement we agree to carry out the following to the best of our ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide early and effective interventions to meet the needs of students who are having academic, social, emotional and/or physical difficulties, and especially for those who are not meeting state standards.
- Hold parent-teacher conferences to discuss the individual child's achievement.
- Provide frequent reports on their child's progress.
- Provide a warm, safe, and caring learning environment.
- Have high expectations and help every child to develop a love of learning.

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will see that my child attends school regularly and on time.
- I will make sure that my child completes homework.
- I will provide a quiet place for my child to study.
- I will make sure my child gets an adequate night's sleep and breakfast in the morning.
- I will communicate regularly with the teacher and the school, and participate when possible.
- I will spend quality time talking, reading, and writing with my child everyday.

I realize that my education is important because it helps me develop tools that I need to become a happy and productive person. I also understand my parents want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will strive to have a positive attitude.
- I will complete my homework and read daily.
- I will be responsible for my own behavior, and I will follow school and class rules.
- I will come to school on time daily, with my materials, ready to learn.
- I will interact with teachers and peers in a positive way.

ORANGETHORPE ESCUELA  
2023 - 2024  
ESCUELA DEL TITULO 1/CONVENIO ENTRE PADRES Y MAESTROS

*Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio del proceso en nuestras juntas del Título I para Padres que incluyeron nuestros maestros, familias, estudiantes y representantes de la comunidad, lo siguiente son responsabilidades que nosotros como socios realizaremos para apoyar el éxito de los estudiantes.*

Comprendemos la importancia de la experiencia de la escuela a cada estudiante del programa Título I y nuestras funciones como profesores. Entonces, para mejorar el logro académico, haremos lo siguiente:

- Proveer un plan de estudio e instrucción de alta calidad en un ambiente de apoyo y efectividad que facilite a los niños participantes a llegar a los estándares académicos del estado.
- Proveer intervenciones efectivas temprano para resolver las necesidades de los niños para los estudiantes quienes tienen dificultades académicas, sociales, emocionales, y/o físicas, y especialmente para los que no llegan a los estándares del estado.
- Ofrecer conferencias con los padres para hablar del logro del estudiante.
- Proveer informes frecuentes acerca del progreso académico del estudiante.
- Proveer un ambiente de aprendizaje afectuoso, seguro, y cariñoso.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.

Comprendo que los años escolares de mi niño/a son muy importantes, y comprendo que mi participación en la educación de mi hijo/a ayudará con sus logros y su actitud. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Aseguraré que mi hijo/a asista a la escuela diario y a tiempo.
- Aseguraré que mi hijo/a complete su tarea.
- Proveeré un sitio tranquilo para que mi hijo/a pueda estudiar.
- Aseguraré que mi hijo/a duerma lo suficiente cada noche y que coma un buen desayuno por la mañana.
- Comunicaré regularmente con el maestro/a y con la escuela, y participaré lo más posible.
- Pasaré tiempo de calidad con mi hijo/a diario, platicando, leyendo, y escribiendo.

Comprendo que mi educación es importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. También comprendo que mis padres quieren ayudarme a hacer mi mejor trabajo en la escuela. Comprendo que yo soy él que es responsable por mi propio éxito y que tengo que trabajar duro para alcanzarlo. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Esforzaré a tener una actitud positiva.
- Completaré mi tarea y leeré diario.
- Seré responsable por mi propio comportamiento y seguiré las reglas de la escuela y del salón.
- Vendré a la escuela a tiempo diario, mis materiales, y listo para aprender.
- Trabajaré con los maestros y con mis compañeros de una manera positiva.