School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Allan Orrenmaa Elementary School	33-66977-6031496	May 15, 2023	June 22, 2023

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

Allan Orrenmaa Elementary School utilizes a comprehensive and equitable framework designed to create a unique culture that develops the social, emotional, physical and academic rigor of the students, staff, families and community. Community members are included in making data driven decisions designed for differentiated instruction and learning. Orrenmaa Elementary has been identified for ATSI for Chronic Absenteeism of Students With Disabiities. Title I, LCFF-EL, LCFF-LI funds are used to support educational programs to address ATSI. Through this framework we have agreed that with collaboration, data driven instruction, and a focus on student needs we will empower students, staff and the community with a growth mindset for learning in a culture that nurtures the skills to achieve lifelong excellence.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Data was gathered using California Healthy Kids Survey administered in March, 2023, and by reviewing the type and frequency of questions asked by participants at community member meetings. Summary data indicates the majority (83% of students) report they are treated with respect and the adults at the school have high expectations for them (80%). 66% of student respondents report the adults at school care about them. However, 30% of students report a lack of connection to learning and feeling bored most of the time. Overall 74% of students feel safe at school. The majority of parents (84%) report that Orrenmaa provides a high quality of instruction and staff actively motivate students to learn. Parents surveyed agreed the facilities are clean and well maintained (83%) and only 17% of parents report bullying to be a large problem. The majority of staff members surveyed (85%) agree Orrenmaa is a supporting and inviting place for students to learn. However 43% of staff agree that disruptive student behavior has been a problem during the 22/23 school year. Overall, students, staff and parents feel Orrenmaa Elementary maintains a safe academic environment that promotes social, emotional and academic learning.

Classroom Observations

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

Classrooms are visited by administration and the instructional coach approximately two times per month for informal observations. The purpose of these visits is to recognize excellence, provide professional development feedback and identify areas for growth in accordance with The Orrenmaa Project's plan to develop a school environment that empowers a growth mindset. Teachers are observed modeling and directly teaching AVID's WICOR strategies. English Language Development is promoted through designated and integrated instruction. All grade levels are adhering to the District's Coherent Guide to Mathematics, utilizing benchmark data from iReady, providing feedback to students from Wonders assessments and implementing Silicone Valley Math Initiative (SVMI) formative assessment. Continuing support of Cognitively Guided Instruction (CGI) strategies, designated English Language Development lesson design, and reading fundamentals instruction is provided.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

K-5th grade teachers have been trained on iReady and are assessing students three times a year. The TK teacher has been trained in PELI and is assessing students three times a year. 1st-5th-grade teachers are also using DIBELS Next and Wonders weekly and unit assessments to monitor progress towards individual and grade level goals. Students in intervention are assessed every 6 weeks to determine progress in targeted areas using Wonders and DIBELS Next assessments. Beginning of the year assessments indicated 17% of students were at expected levels in ELA which is an increase of 2 percentage points from the previous year. 6% of students were at expected levels in Math which is also an increase of 2 percentage point. At the mid year assessment, 35% of students were at expected levels in ELA which is an increase of 4 percentage points when compared with data from the same period of the 21/22 school year. 23% of students were proficient in Math which is an increase of 6 percentage points when compared with data from the same period of the 21/22 school year. Due to school closures, CAASPP data from the 21/22 school year is compared with the 18/19 school year. For the 21/22 school year, 35.72% of 3rd, 4th, and 5thg graders met or exceeded standard for ELA. This is a 1 percentage point decline when compared with the 18/19 school year in which 36.65% of 3rd, 4th, and 5th graders met or exceeded standard for ELA. In math, 20.97% of 3rd, 4th, and 5th graders met or exceeded standard for math. This is a 1 percentage point increase when compared with the 18/19 school year in which 19.86% of 3rd, 4th, and 5th graders met or exceeded standard for math.

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

Grade level teachers meet two times a month to review data from their common assessments, benchmarks, and other assessments to determine intervention groups and cognitively plan core instruction. Instructional Leadership Team meets monthly to vertically align instructional scope and sequence.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at Orrenmaa are highly qualified meeting state and federal requirements under ESSA

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

All teachers are fully credentialed and receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and engagement strategies. Teachers are receiving professional development to address implementing the Common Core Standards and meeting the needs of students who are English Learners and to develop AVID for the At Risk students. Teacher professional development topics were derived from data driven student academic needs.

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

Staff development occurs at the site and specific to each grade level. Kindergarten and 1st grade focused on developing reading decoding/encoding techniques. 2nd and 4th grade learned writing intervention strategies. 3rd and 5th grade focused on reading comprehension. Staff development includes research-based instructional and engagement strategies. Staff has received professional development on Cognitive Guided Instruction (CGI), the newly adopted Wonders curriculum, ELD instruction, AVID, Ron Clark strategies and data analysis to drive instruction.

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

An instructional coach, grade level leads, and administration assists and supports teachers in improving their instructional program and techniques. The instructional coach works with all grade levels planning instruction and facilitating grade level professional development. Professional

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

All staff have been trained on the data team concept and utilize its methodology in their grade level meetings. The principal meets with grade level teams and is available for consult support for teachers. Teachers meet two times each month in grade level collaboration meetings to analyze data, design interventions, and cognitively plan lessons. In addition, grade level professional development and planning days are provided 7 times per year for each grade level.

Teaching and Learning

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

The site level Leadership Team in conjunction with the instructional coach used the ELA and Math standards to develop units of study utilizing the Coherent Guide to Mathematics and the Wonders materials. Silicone Valley Math Initiative assessments were uses to inform instruction. Teachers use research based instructional methods and student engagement strategies.

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

All staff adheres to recommended instructional minutes for reading/language arts, mathematics, intervention, and ELD.

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

Teachers use the units of study and the common pacing given by the District. Wonders curriculum was adopted and teachers follow the lesson pacing schedule. Orrenmaa teachers follow the units and pacing of the Coherent Guide to Mathematics assessing with SVMI tasks.

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

Every student has appropriate instructional materials, including intervention materials for reading/language arts and mathematics.

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

The curriculum, materials, and instruction are aligned with the Common Core State Standards. All staff adheres to the recommended instructional minutes for reading/language arts, mathematics, and ELD. The district has developed a lesson pacing schedule which is used by all teachers. Our site has developed an intervention block for all students not meeting performance standards utilizing research-based materials that meet the needs of the students. Every student has the appropriate instructional materials, including intervention materials for reading/language arts and mathematics. Teachers continue implementing the Wonders curriculum using print and digital components to promote technology literacy.

Opportunity and Equal Educational Access

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

All students have access to Chromebooks at home and in the classroom. Students in need are provided WiFi Hotspots to be able to access G-suite tools from home. All teachers abide by the mandatory instructional minutes for core program. All teachers have been provided staff development and coaching follow-up in strong, research-based instructional, differentiation, and engagement strategies to strengthen their first, best instruction. In addition, all teachers have 30 minute UA blocks to differentiate instruction for their students; as well as a school wide intervention block. In addition, we have after-school tutorials available to students. We also have computer based programs that can be logged into from home to support students. A Literacy Teacher and an Early Numeracy Teacher has been provided by the district to support students who are demonstrating a need for intervention based on their iReady assessment. Identified students receive small group specialized support.

Evidence-based educational practices to raise student achievement

An intervention program is in place, providing a system for all students to receive on-going support in meeting proficiency as measured by intervention logs, iReady assessments, SVMI formative assessments, common grade level assessments, and review of progress of identified students. All teachers meet individually with the principal 2 times a year to review data and develop individual targeted intervention plans. Using computerized intervention programs, students receive additional instruction in the content areas of need. Orrenmaa also offers afterschool clubs: Entrepreneurship, Reading, Homework. These programs are part of an effort to keep students interested and focused at school and provide motivation for continuing their education. After School Expanded Learning Programs is an after school program that offers intervention, enrichment, and recreation designed to stimulate learning and provide a safe place for students. Literacy and early numeracy teachers have been provided by the district to support students who are demonstrating a need for intervention based on iReady. Identified students receive small group specialized support.

Parental Engagement

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

Orrenmaa utilizes a variety of resources to assist families. Alvord Unified School District has elementary school counselors at every site. Orrenmaa has a counselor full time supporting students with individual and group counselling sessions as well as class character education lessons and parent outreach. The school uses various outside agencies in coordination with Special Education services to provide counseling, occupational therapy, and speech services. Parents have access to several parent classes through the City of Riverside and the Alvord Unified School District. The District also provides several different parenting classes throughout the year in English and Spanish as well as a variety of free parenting materials in both languages as well. Teachers also utilize daily homework logs, communication folders, student planner/agendas and a monthly parent calendar/newsletter online to facilitate communication with parents. We use Blackboard, Dojo, and ParentSquare to notify parents of important information as needed. The Alvord Unified School District also provides access to the Student Attendance Review Board, a daily health clinic, and access to eye examinations and free glasses. In addition, we have monthly meetings with the principal (Coffee with the Principal and ELAC). Parents have access to school events on the school website, Twitter, Facebook, Dojo, Remind and the information box located on site.

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

Parent groups, including School Site Council, Title I, ATP, and ELAC offer opportunities for parents to participate in planning, implementing, and evaluating these programs.

Funding

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

We provide Common Core based curriculum to all students . We include universal access differentiation time as well as an intervention block. We provide a MTSS tiered approach to intervention and monitor frequently for student progress. For students needing additional services, we provide in-school and after-school tutoring. Our teachers continue to receive professional development to increase their effectiveness in the classroom and support of one another using the PLC model.

Fiscal support

Our general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and the Single Plan for Student Achievement (SPSA). Our SPSA is aligned with the district's LCAP goals and activities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Community member involvement was solicited through needs assessments provided by ELAC, staff, leadership, and Principal coffee chats. Community members were provided training on understanding the role of the SPSA and given multiple opportunities to participate in reviewing data.

Resource Inequities

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

Resources available at Orrenmaa were evaluated using the resource inequities diagnostic provided in Alliance for Equity: Tool Kit. 10 dimensions were analyzed. Results indicate a lack of rigorous content is effecting academic achievement, attendance, and preparation for secondary education. A root cause analysis of this resource inequity was conducted indicating a need for adequate, timely, and meaningful training on curriculum delivery practices.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.19%	0%	1	1	0
African American	2.2%	3.28%	2.39%	12	17	12
Asian	5.4%	4.82%	5.57%	29	25	28
Filipino	0.8%	1.35%	1.39%	4	7	7
Hispanic/Latino	76.1%	77.84%	78.73%	407	404	396
Pacific Islander	1.7%	1.35%	1.59%	9	7	8
White	12.0%	10.21%	8.55%	64	53	43
Multiple/No Response	1.3%	0.96%	1.79%	7	5	9
			Total Enrollment	535	519	503

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	77	99	86
Grade 1	91	74	92
Grade 2	78	80	78
Grade3	86	80	76
Grade 4	98	88	81
Grade 5	105	98	90
Total Enrollment	535	519	503

Conclusions based on this data:

1. Enrollment continues to decline slightly
2. Kindergarten enrollment is down but retention of kindergartners to 1st grade appears to be leveling out
3. Enrollment of student groups has remained remained relatively stable.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	169	148	133	31.60%	28.5%	26.4%
Fluent English Proficient (FEP)	34	34	41	6.40%	6.6%	8.2%
Reclassified Fluent English Proficient (RFEP)	1			0.6%		

Conclusions based on this data:

1. The percentage of English Learner students continues to decline.
2. Fluent English Proficient enrollment has increased.
3. The number of student reclassified during the 22-23 school year is a more accurate representation of EL students and the progress they are making towards English Proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	79		0	78		0	78		0.0	98.7	
Grade 4	100	92		0	92		0	92		0.0	100.0	
Grade 5	102	96		0	96		0	96		0.0	100.0	
All Grades	287	267		0	266		0	266		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2375.			6.41			21.79			29.49			42.31	
Grade 4		2445.			14.13			25.00			26.09			34.78	
Grade 5		2471.			10.42			28.13			26.04			35.42	
All Grades	N/A	N/A	N/A		10.53			25.19			27.07			37.22	

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		8.97			60.26			30.77	
Grade 4		14.13			66.30			19.57	
Grade 5		12.50			61.46			26.04	
All Grades		12.03			62.78			25.19	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.28			55.13			43.59	
Grade 4		7.61			65.22			27.17	
Grade 5		8.33			61.46			30.21	
All Grades		6.02			60.90			33.08	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			74.36			17.95	
Grade 4		6.52			69.57			23.91	
Grade 5		7.29			83.33			9.38	
All Grades		7.14			75.94			16.92	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			65.38			26.92	
Grade 4		10.87			73.91			15.22	
Grade 5		12.50			64.58			22.92	
All Grades		10.53			68.05			21.43	

Conclusions based on this data:

1. 21-22 CAASPP ELA data indicates the percentage of students at or above expected levels has remained relatively the same compared to pre-COVID data.
2. When compared to pre-COVID data, the percentage of students below standard has decreased in all domains.
3. There is a significant (18%) increase in the percentage of students who are at or near standard in Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	80		0	79		0	79		0.0	98.8	
Grade 4	100	92		0	92		0	92		0.0	100.0	
Grade 5	102	96		0	96		0	96		0.0	100.0	
All Grades	287	268		0	267		0	267		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2390.			2.53			31.65			25.32			40.51	
Grade 4		2427.			4.35			18.48			40.22			36.96	
Grade 5		2433.			1.04			7.29			30.21			61.46	
All Grades	N/A	N/A	N/A		2.62			18.35			32.21			46.82	

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		8.86			53.16			37.97	
Grade 4		7.61			51.09			41.30	
Grade 5		1.04			43.75			55.21	
All Grades		5.62			49.06			45.32	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.13			50.63			39.24	
Grade 4		5.43			50.00			44.57	
Grade 5		2.08			45.83			52.08	
All Grades		5.62			48.69			45.69	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.33			68.35			25.32	
Grade 4		6.52			55.43			38.04	
Grade 5		4.17			61.46			34.38	
All Grades		5.62			61.42			32.96	

Conclusions based on this data:

1. More than half of 5th grade students are not meeting standards which is consistent with pre-COVID data.
2. 5th grade has made gains toward achieving at or above standards in all areas. The percentage of student below standard has decreased in all claims.
3. 3rd grade data indicates an overall growth in the percentage of students meeting or exceeding standards.

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	1433.7	1420.9		1459.9	1433.4		1372.6	1391.6		28	28	
1	1448.5	1436.2		1470.8	1473.1		1425.9	1398.7		32	20	
2	1478.2	1482.3		1476.4	1491.6		1479.4	1472.4		26	27	
3	1492.2	1498.6		1493.5	1513.7		1490.6	1483.0		30	24	
4	1514.7	1526.3		1521.8	1529.6		1507.1	1522.4		33	27	
5	1529.4	1537.6		1549.4	1557.5		1509.0	1517.4		27	22	
All Grades										176	148	

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	7.41	17.86		66.67	28.57		18.52	32.14		7.41	21.43		27	28	
1	6.25	5.00		43.75	20.00		15.63	50.00		34.38	25.00		32	20	
2	3.85	11.11		57.69	59.26		38.46	22.22		0.00	7.41		26	27	
3	13.33	20.83		40.00	25.00		33.33	45.83		13.33	8.33		30	24	
4	18.18	18.52		54.55	55.56		15.15	25.93		12.12	0.00		33	27	
5	18.52	22.73		29.63	54.55		44.44	18.18		7.41	4.55		27	22	
All Grades	11.43	16.22		48.57	41.22		26.86	31.76		13.14	10.81		175	148	

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	29.63	17.86		51.85	32.14		14.81	42.86		3.70	7.14		27	28	
1	40.63	45.00		18.75	20.00		31.25	30.00		9.38	5.00		32	20	
2	15.38	37.04		46.15	33.33		34.62	18.52		3.85	11.11		26	27	
3	40.00	37.50		30.00	50.00		20.00	8.33		10.00	4.17		30	24	
4	57.58	48.15		27.27	51.85		6.06	0.00		9.09	0.00		33	27	
5	48.15	59.09		44.44	31.82		3.70	4.55		3.70	4.55		27	22	
All Grades	39.43	39.86		35.43	37.16		18.29	17.57		6.86	5.41		175	148	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.70	7.14		18.52	17.86		51.85	39.29		25.93	35.71		27	28	
1	3.13	5.00		21.88	10.00		28.13	15.00		46.88	70.00		32	20	
2	11.54	3.70		34.62	40.74		38.46	29.63		15.38	25.93		26	27	
3	3.33	4.17		16.67	25.00		66.67	29.17		13.33	41.67		30	24	
4	3.03	7.41		24.24	33.33		51.52	48.15		21.21	11.11		33	27	
5	3.70	0.00		11.11	22.73		62.96	54.55		22.22	22.73		27	22	
All Grades	4.57	4.73		21.14	25.68		49.71	36.49		24.57	33.11		175	148	

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	18.52	17.86		77.78	64.29		3.70	17.86		27	28	
1	40.63	50.00		46.88	50.00		12.50	0.00		32	20	
2	19.23	22.22		73.08	70.37		7.69	7.41		26	27	
3	20.00	37.50		66.67	58.33		13.33	4.17		30	24	
4	36.36	55.56		51.52	44.44		12.12	0.00		33	27	
5	33.33	13.64		62.96	81.82		3.70	4.55		27	22	
All Grades	28.57	32.43		62.29	61.49		9.14	6.08		175	148	

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	42.31	17.86		50.00	67.86		7.69	14.29		26	28	
1	32.26	25.00		58.06	65.00		9.68	10.00		31	20	
2	20.00	48.15		80.00	40.74		0.00	11.11		25	27	
3	48.15	54.17		37.04	41.67		14.81	4.17		27	24	
4	77.78	48.15		11.11	51.85		11.11	0.00		27	27	
5	88.00	90.91		8.00	4.55		4.00	4.55		25	22	
All Grades	50.93	46.62		40.99	45.95		8.07	7.43		161	148	

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	7.14		85.19	75.00		14.81	17.86		27	28	
1	6.25	10.00		46.88	20.00		46.88	70.00		32	20	
2	15.38	3.70		61.54	70.37		23.08	25.93		26	27	
3	6.67	4.17		50.00	50.00		43.33	45.83		30	24	
4	3.03	11.11		75.76	62.96		21.21	25.93		33	27	
5	3.70	0.00		59.26	68.18		37.04	31.82		27	22	
All Grades	5.71	6.08		62.86	59.46		31.43	34.46		175	148	

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	22.22	17.86		33.33	42.86		44.44	39.29		27	28	
1	6.25	0.00		50.00	40.00		43.75	60.00		32	20	
2	15.38	14.81		65.38	70.37		19.23	14.81		26	27	
3	6.67	12.50		83.33	70.83		10.00	16.67		30	24	
4	3.03	18.52		84.85	77.78		12.12	3.70		33	27	
5	3.70	18.18		81.48	68.18		14.81	13.64		27	22	
All Grades	9.14	14.19		66.86	62.16		24.00	23.65		175	148	

Conclusions based on this data:

1. Compared with the 20/21 school year, the percentage of students with well developed English Language skills has increased from 12% to 16%.
2. Reading continues to be an area of concern for English Learners with 6% reading in the well developed range.
3. While writing continues to be an area of concern, the percentage of student in the well developed range jumped from 9% to 15% with only 24%of ELs in the beginning range.

School and Student Performance Data

Local Assessment Data
English Language Arts

iReady - 22/23 Spring Student Groups	**iReady - 22/23 Spring** Total Enrollment	**iReady - 22/23 Spring** Number Tested	**iReady - 22/23 Spring** Percent Tested	**iReady - 22/23 Spring** Percent Not Tested	**iReady - 22/23 Spring** Percent At or Above Grade Level
All Students	489	391	80	20	57
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Conclusions based on this data:

1. Between the Fall and Winter administration the percentage of students at or above grade level increased from 17% to 34%.
2. When comparing iReady data throughout the school year, students in kindergarten and 4th grade have made significant growth
3. Data was not available for subgroups.

School and Student Performance Data

Local Assessment Data
Mathematics

iReady - 22/23 Spring Student Groups	**iReady - 22/23 Spring** Total Enrollment	**iReady - 22/23 Spring** Number Tested	**iReady - 22/23 Spring** Percent Tested	**iReady - 22/23 Spring** Percent Not Tested	**iReady - 22/23 Spring** Percent At or Above Grade Level
All Students	489	391	80	20	51
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

Conclusions based on this data:

1. Between the Fall and Winter administration the percentage of students at or above grade level increased from 1% to 23%.
2. Spring administration of iReady was in process at the time this report was drafted
3. Data was not available for subgroups.

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**
519	**84.2**	**28.5**	**1.0**
Total Number of Students enrolled in Allan Orrenmaa 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	148	28.5
Foster Youth	5	1.0
Homeless	20	3.9
Socioeconomically Disadvantaged	437	84.2
Students with Disabilities	32	6.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.3
American Indian	1	0.2
Asian	25	4.8
Filipino	7	1.3
Hispanic	404	77.8
Two or More Races	5	1.0
Pacific Islander	7	1.3
White	53	10.2

Conclusions based on this data:

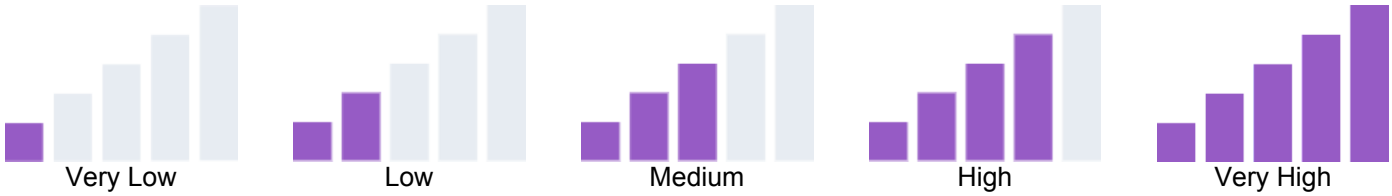
1. The population at Orrenmaa is predominantly Hispanic.
2. The majority of our students continue to fall in the socioeconomically disadvantaged category.
3. Orrenmaa has a fairly stable population.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** N/A	**Suspension Rate** Medium
Mathematics Low	**Chronic Absenteeism** Very High	
English Learner Progress Medium		
College/Career N/A		

Conclusions based on this data:

1. English Learner Progress is an area of relative strength.
2. Chronic absenteeism of all students is an area of concern
3. ELA and Math achievement are low and an area of concern.

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.

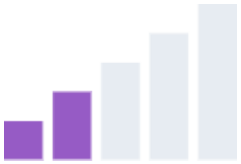
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	4	0	0	0

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

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

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
36.4 points below standard	51.7 points below standard	3 Students
255 Students	96 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
71.8 points below standard	41.4 points below standard	86.8 points below standard
13 Students	215 Students	26 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 1 Student	No Performance Level 5.5 points below standard 13 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 42.6 points below standard 191 Students	No Performance Level 1 Student	No Performance Level 4 Students	Low 13.6 points below standard 32 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.8 points below standard 69 Students	15.2 points above standard 27 Students	27.0 points below standard 153 Students

Conclusions based on this data:

1. The majority of students tested were in the low range.
2. English Learners scored about 50 points behind their English only peers.
3. Reclassified English Learners scored better than their English only peers.

School and Student Performance Data

Academic Performance
Mathematics

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

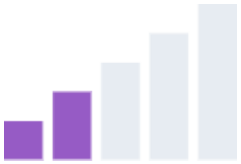
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
65.2 points below standard	74.4 points below standard	3 Students
256 Students	96 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
115.6 points below standard	69.3 points below standard	123.1 points below standard
13 Students	216 Students	26 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students	No Performance Level 1 Student	No Performance Level 21.9 points below standard 13 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 69.2 points below standard 192 Students	No Performance Level 1 Student	No Performance Level 4 Students	Low 63.8 points below standard 32 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.8 points below standard 69 Students	27.5 points below standard 27 Students	60.4 points below standard 154 Students

Conclusions based on this data:

1. The majority of students taking this assessment scored in the low range.
2. English Learners scored more than 50 points behind their English only peers
3. Reclassified English Learners scored almost 35 points better than their English only peers.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
54.7 making progress towards English language proficiency
Number of EL Students: 117 Students
Performance Level: 3

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
17.9%	27.4%	0.0%	54.7%

Conclusions based on this data:

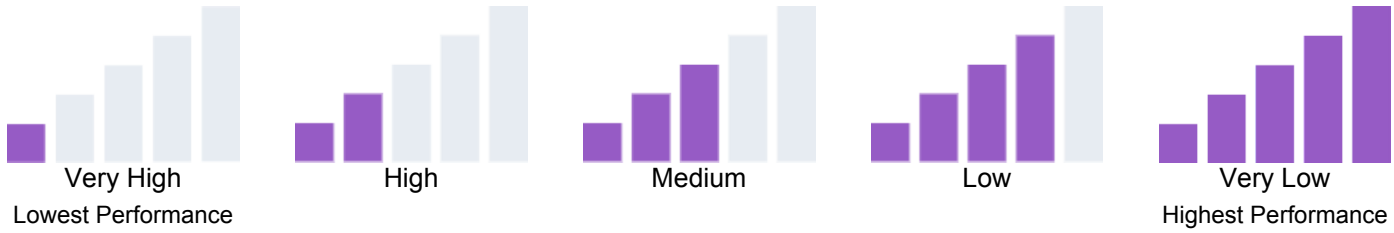
1. The majority of English learners are making progress towards proficiency with the English language by increasing 1 or more level.

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).

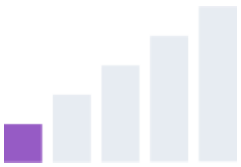
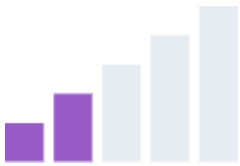


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	1	0	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**
Very High	Very High	No Performance Level
27.8% Chronically Absent	28.6% Chronically Absent	Less than 11 Students
543 Students	168 Students	9 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
34.8% Chronically Absent	30% Chronically Absent	41.7% Chronically Absent
23 Students	454 Students	48 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
36.8% Chronically Absent	Less than 11 Students	3.8% Chronically Absent	Less than 11 Students
19 Students	1 Student	26 Students	8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	High
30.3% Chronically Absent	Less than 11 Students	Less than 11 Students	16.7% Chronically Absent
423 Students	5 Students	7 Students	54 Students

Conclusions based on this data:

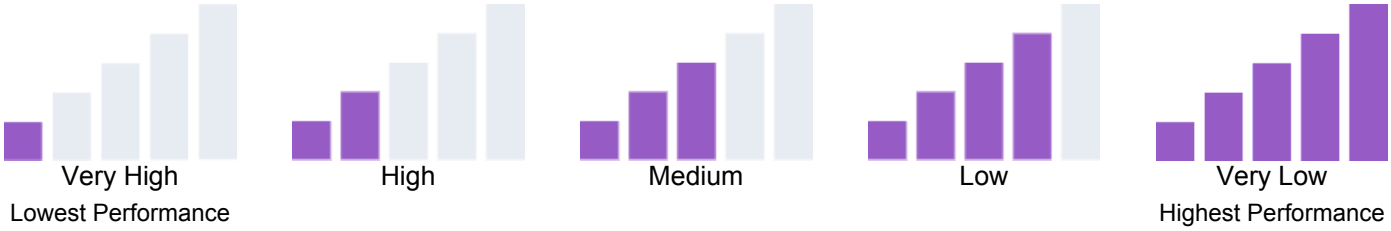
1. Chronic absenteeism is a significant problem.
2. Students with disabilities have the highest amount of chronic absenteeism.
3. A root cause analysis of chronic absenteeism indicates a need for meaningful professional development in the area of rigorous content.

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.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
2.3% suspended at least one day	1.2% suspended at least one day	9.1% suspended at least one day
554 Students	171 Students	11 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
8% suspended at least one day	2.6% suspended at least one day	2% suspended at least one day
25 Students	463 Students	50 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
15% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
20 Students	1 Student	27 Students	8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	No Performance Level	No Performance Level	Medium
2.1% suspended at least one day	Less than 11 Students	Less than 11 Students	1.9% suspended at least one day
432 Students	5 Students	7 Students	54 Students

Conclusions based on this data:

1. Overall suspension data indicates a medium concern.
2. Suspensions across student groups is similar to rates for the entire school
3. Suspension rates across race and ethnicity groups is similar to rates for the entire school

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2024, all students will increase academic proficiency level towards meeting grade level standards by 5 points.

Identified Need(s)

All students need to increase academic proficiency to be meeting expectations in English Language Arts, Math, Science, and English Language Development

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 iReady ELA; 3-5 CAASPP ELA Summative	41% of Kinder-2nd graders met or exceeded standards in English Language Arts/Literacy when given the Spring iReady. 3rd -5th graders were 36.4 points from standard on the CAASPP ELA	Percentage of students between grades K-2 meeting or exceeding standards in ELA will increase by 5 points. 3rd - 5th graders points from standard will decrease by 5 points.
K-2 iReady Math; 3-5 CAASPP Math Summative	32% of Kinder-2nd graders met or exceeded standards in Math when given the Spring iReady. 3rd -5th graders were 65.2 points from standard on the CAASPP Math	Percentage of students between grades K-2 meeting or exceeding standards in math will increase by 5 points. 3rd - 5th graders points from standard will decrease by 5 points.
ELPAC Summative	54.7% of English Learners are Moderately to Well developed in overall language development	Percentage of English Learners identified as Moderately to Well developed in English language proficiency will increase by 3 points.
CAST Summative	23% of 5th graders met or exceeded standard for science	28% of 5th graders will meet or exceed NGSS standards as measured by CAST and local assessments

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Early Literacy Teacher - Equalization

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Provide early literacy intervention for at-risk students; LCAP Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Afterschool Tutoring and Enrichment to support reading, math, writing, communication, critical thinking, problem solving, and inquiry through Expanded Learning Opportunities Programming

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Certificated staff Professional Development: Data based direct and small group instructional design for: ELA, Math, Science, ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4300.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to cover professional development release time for all teachers
1040.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
4300.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Substitutes to cover professional development release time for all teachers
1040.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
3200.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional hours to develop and draft school wide ELD program
774.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
1881.00	Title I 1000-1999: Certificated Personnel Salaries Additional hours to develop and draft school wide ELA, Math, and Science program
455.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
4300.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Substitutes to cover professional development release time for all teacher
1040.00	LCFF-LI 3000-3999: Employee Benefits Fixed Costs associated with Certificated salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Education Nights: Back to School, Math Night, Science Night, Reading Night, Multi-cultural Night

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

Amount(s)	Source(s)
250.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures Food and incentives for EL parents to attend ELAC and Coffee Chats
500.00	LCFF-LI 2000-2999: Classified Personnel Salaries Classified salaries to support parent engagement at family education nights
191.00	LCFF-LI 3000-3999: Employee Benefits Fixed costs associated with Classified salaries
550.00	LCFF-EL 3000-3999: Employee Benefits Classified salaries to support EL parent engagement
153.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with classified salaries
5200.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours for Certificated personnel to host family education nights
1258	LCFF-LI 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

Strategy/Activity 5

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

All Students

Strategy/Activity

Early Numeracy Specialist

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

Amount(s)	Source(s)

0.00	Provide early math intervention for at-risk students; LCAP Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials and computer programs to develop conceptual understanding

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
51.00	LCFF-LI 4000-4999: Books And Supplies materials used to supplement ELA, Math, and Science instruction
133.00	LCFF-EL 4000-4999: Books And Supplies Supplemental materials to support ELD

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Bilingual Instructional Assistants to support language acquisition through support of first best instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Language Facilitator to monitor EL program compliance.

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

Amount(s)	Source(s)
3616.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend
874.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

Strategy/Activity 9

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

English Learners

Strategy/Activity

Parent attendance at CABE

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

Amount(s)	Source(s)
600.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures CABE registration for 2 parents and EL Facilitator

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students were provided with rigorous instruction focusing on first best instruction while providing interventions for academic loss. Students were encouraged to take part in tutoring through afterschool homework club and were given opportunities for enrichment. English Learners receive instruction and support to develop their language skills.

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

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

The amount of Title I money allocated to Orrenmaa was adjusted to reflect equity. This resulted in a decrease of available funds for Orrenmaa. More accurate and current data became available. Therefore, the SSC reviewed the data and made adjustments to programs and services to meet the needs of students within the budget allocated by the District. Funds associated with Activity 1 were removed. All other activities were adjusted to reflect updated fixed costs and budget allocations. Funding allocated to send teachers to professional development conferences was removed.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By June 2020: All 5th grade students will be prepared to enter secondary education.

Identified Need(s)

Students need to be prepared for the increased academic rigor and social expectations of secondary education preparatory for college and/or career upon graduation from high school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counseling records	Students in all grades participate in anti-bully character lessons	All students will participate in 3 counseling session preparatory for entering 6th grade.
Teacher record	Students in grades 3-5 utilize AVID organization strategies	All students will develop organization strategies through AVID WICOR

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

5th grade students

Strategy/Activity

Meet with middle school counselor to prepare an appropriate schedule for 6th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

5th grade students

Strategy/Activity

2 social/emotional lesson provided by the school counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AVID organization materials: binders, folders, dividers, highlighters, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3835.00	AVID 4000-4999: Books And Supplies Materials to implement WICOR: agendas, Nikky folders, chart paper, binders, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AVID College Field Trip

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500.00	AVID 5000-5999: Services And Other Operating Expenditures

	Busses for transporting students

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

AVID professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14000.00	AVID 5800: Professional/Consulting Services And Operating Expenditures Up to 6 staff members attending Summer Institute AVID training
758.00	AVID 1000-1999: Certificated Personnel Salaries Additional hours for AVID lead teacher to conduct professional development and facilitate recertification
242.00	AVID 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students received academic counseling and social emotional lessons provided by teachers and our school counselor. Students were also given organizational supplies to be used during distance learning

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

Social/emotional curriculum used for counseling lessons had to be adjusted and adapted to meet the students' 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.

The goals and expected outcomes will remain the same.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2024 all students will be educated in a Safe and Drug-Free Environment Conducive to Learning

Identified Need(s)

Students and families need to be connected to the school in order to decrease absenteeism and discipline

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher feedback, discipline referrals, CA Dashboard	60 assertive discipline incidents	Assertive discipline referrals will decrease by 3%
Monthly AERIES attendance reports	2022-23 daily attendance averaged 93%	Average daily attendance will increase to 95%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Daily classroom meetings and lessons using Character Strong curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Character building anti-bullying lessons and presentations to support students in identifying bully type behaviors and appropriate responses.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Students

Strategy/Activity

Counselor provides counseling services for students needing additional intervention and support

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Clubs, organizations, and activities to engage students and parents: Student Council, Science Fair, Spelling Bee, 100 Mile club

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

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

Activities, events, committees and organizations to engage families and community members: PTA, ELAC, SSC, Red Ribbon Week, Principal's Coffee Chat, Parent Teacher Conference, Student of the Month Assemblies, Picnic with Parents,

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

Amount(s)	Source(s)

Strategy/Activity 6

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

All Students

Strategy/Activity

Awards and assemblies

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

Amount(s)	Source(s)
500.00	Attendance 4000-4999: Books And Supplies Attendance incentives
1000.00	Attendance 5000-5999: Services And Other Operating Expenditures Assemblies to promote attendance

Strategy/Activity 7

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

Students With Disabilities

Strategy/Activity

Attendance team home visits to students with disabilities who are chronically absent

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Students participated in character building lessons and enrichment opportunities. Parents had the opportunity to participate in ELAC, SSC, Coffee Chat, Student of the Month Assemblies, Science Night, Dr. Seuss Night, Spring Gala, and Enrichment clubs

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

Orrenmaa experienced an increase in behavioral incidents. This caused the staff to change directions with counseling lesson. Second Step curriculum was used, however lessons were adjusted to meet the students' 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.

Orrenmaa will be implementing Character Strong curriculum with daily SEL lessons.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

By June 2019, the number of EL students being reclassified will increase from the 2017-18 school year of 8 students to 12 students.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$57,541.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$7,676.00

Subtotal of additional federal funds included for this school: $7,676.00

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
Attendance	$1,500.00
AVID	$20,335.00
LCFF-EL	$15,490.00
LCFF-LI	$12,540.00

Subtotal of state or local funds included for this school: $49,865.00

Total of federal, state, and/or local funds for this school: $57,541.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	15490.00	0.00
LCFF-LI	12540.00	0.00
Title I	7676.00	0.00
AVID	20335.00	0.00
Attendance	1500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
AVID	20,335.00
LCFF-EL	15,490.00
LCFF-LI	12,540.00
Title I	7,676.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	27,555.00
2000-2999: Classified Personnel Salaries	500.00
3000-3999: Employee Benefits	7,617.00
4000-4999: Books And Supplies	4,519.00
5000-5999: Services And Other Operating Expenditures	3,350.00
5800: Professional/Consulting Services And Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Attendance	500.00
5000-5999: Services And Other Operating Expenditures	Attendance	1,000.00
1000-1999: Certificated Personnel Salaries	AVID	758.00
3000-3999: Employee Benefits	AVID	242.00
4000-4999: Books And Supplies	AVID	3,835.00
5000-5999: Services And Other Operating Expenditures	AVID	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	14,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	11,116.00
3000-3999: Employee Benefits	LCFF-EL	3,391.00
4000-4999: Books And Supplies	LCFF-EL	133.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	850.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	9,500.00
2000-2999: Classified Personnel Salaries	LCFF-LI	500.00
3000-3999: Employee Benefits	LCFF-LI	2,489.00
4000-4999: Books And Supplies	LCFF-LI	51.00
1000-1999: Certificated Personnel Salaries	Title I	6,181.00
3000-3999: Employee Benefits	Title I	1,495.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,706.00
Goal 2	20,335.00
Goal 3	1,500.00

School Site Council Membership

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

Diana Taylor School Principal

Valerie Beckstrom Classroom Teachers

DeAnna Dhouti Other School Staff

Sandi Salas Parent or Community Members

N/A Secondary Students

Name of Members	Role
Martin Bernard	Classroom Teacher
Jenny Herrera	Classroom Teacher
Alisha Harding	Parent or Community Member
Izabella Gurdon	Parent or Community Member
Stacia Larragoitiy	Parent or Community Member
Mayra Torres	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: See attachment for all signatures

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2022.

Attested:

Principal, Diana Taylor on see attached
SSC Chairperson, Valerie Beckstrom on see attached

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

a. engage parents and family members in their children's education
b. inform parents and family members that they can directly effect the success of their children's learning
c. build consistent and effective communication between home/school
d. train teachers and administrators to communicate effectively with parents and families
e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

SCHOOL BOARD

JULIE A. MORENO
GEORGINA RAMIREZ
ROBERT SCHWANDT
LIZETH VEGA
CAROLYN M. WILSON

ALVORD UNIFIED SCHOOL DISTRICT

Every Student. By Name.

SUPERINTENDENT

ALLAN J. MUCERINO

May 20, 2023

To: Diana Taylor, Principal, Allan Orrenmaa ES
From: Mark Sims, Ed.D, Director of School Leadership - Secondary
Re: Notification of Additional Targeted Support & Improvement (ATSI)

The purpose of this letter is to notify you that your school has been identified as an ATSI school for the 2023-24 school year.

In accordance with California's ESSA State Plan, schools that are not eligible for CSI, are eligible for Additional Targeted Support & Improvement (ATSI) if they have one or more student group(s) that meet the same criteria as applied in determining eligibility for the CSI–Lowest Performing Schools' category. ATSI determination of eligibility occurs annually. In addition, the exit criteria for CSI and ATSI are the same; however, ATSI exit criteria applies to student groups.

The CDE first determined school eligibility for ATSI in the 2018–19 school year using the 2017 and 2018 Dashboards. Additionally, school eligibility was determined in the 2019–20 school year using the 2018 and 2019 Dashboards to incorporate results of the English Learner Progress Indicator and to align with the Local Control and Accountability Plan cycle. School eligibility will again be determined in 2022–23 using only one year of Dashboard data from the 2022 Dashboard.

The following student groups have placed the school in ATSI:
Students with Disabilities (Chronic Absenteeism)

To address the achievement of your designated subgroup, the Single Plan for Student Achievement (SPSA) must contain specific strategies to improve student performance for the group(s) listed above. Special considerations should also be made to help improve parent participation for this student group. Please take the additional time to meet with your School Site Council (SSC) to address the performance of this student group.

Should you have any questions or concerns, please feel free to reach out to me via email or in my office.

Respectfully,

Mark Sims, Ed.D
Director of Secondary School Leadership
Alvord Unified School District

9 KPC Parkway
Corona, CA 92879

P: (951) 509-5070
F: (951) 358-1502

alvordschools.org
@AlvordUnified

Alvord Unified School District
ORRENMAA ELEMENTARY SCHOOL
*Orrenmaa Owls are Aiming for **Success***

3350 Fillmore Street · Riverside, CA · 92503 · (951) 358-1635
Diana Taylor, Principal

English Learner Advisory Committee

Agenda
May 3, 2023 10:00-11:00
https://us06web.zoom.us/j/88027072295

I. Introductory Procedures

A. Call to Order
B. Welcome/Sign-In

II. Action Items

A. None

We do not have officers elected for our ELAC and so do not have action items to vote on.

III. Discussion/Information

A. ATSI - Problem Statement

Mrs. Taylor presented Additional Targeted School Improvement as it applies to Orrenmaa. We have been identified for ATSI because of our amount of students that are chronically absent and identified as special education students.

B. School Plan for Student Achievement (SPSA) Review

Mrs. Taylor reviewed the purpose of the School Plan for Student Achievement. She also presented the SPSA for the 2022-2023 school year, as it was written and approved last year. Parents were asked for ideas to include in the plan. Parents did not have any.

C. 22/23 Budget Review

Mrs. Taylor reviewed the budget that was given to Orrenmaa for the 222-2023 school year. She also reviewed what was done with that funding throughout the last school year and how those events, activities, interventions, etc. benefitted students, and English Learners specifically.

D. 23/24 Projected Budget
1. Allocation Comparison
2. Proposed Budget

Mrs. Taylor presented the school budget for the 2023-2024 school year. She reviewed the budget allocations as well as the reasoning for those allocations. Parent participants did not have any questions or comments.

E. 23/24 School Plan for Student Achievement (SPSA)

Mrs. Taylor presented the proposed SPSA for the 2023-2024 school year. The budget that the school has been given determines what goes into the SPSA and how funding is earmarked for events, activities, interventions, etc.

F. Principal's Report
1. Spring Gala

The Spring Gala was a huge success!

2. End of Year Activities

Field Day is coming up and we will need parent volunteers for that event. Mrs. Taylor reviewed the other various end of the year events that are coming up quickly.

3. Volunteers

The district has changed its policies to better align with state policies and procedures regarding volunteers on the school campus. All volunteers on campus will need to be fingerprints and present a negative TB test before being able to volunteer.

4. Field Trips next year

G. 2023-24 School Year Meetings
H. Needs Assessment

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 385145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

A. Agenda building for next meeting: election of officers, training, review by-laws
B. Next Meeting: Sept 6, 2023 8:30am In Person

Comité Asesor de Estudiantes de Inglés
Agenda
5 de abril de 2023 10:00-11:00

I. Procedimientos introductorios

A. Llama para ordenar
B. Bienvenido / Hoja de asistencia

II. Elementos de acción

A. Ninguna

III. Discusión / Información

A. ATSI - Declaración del problema
B. Plan Escolar para el Rendimiento Estudiantil
C. Informe de la directora
    1. 22/23 revisión del presupuesto
    2. Actualización de progreso para el plan escolar integral
D. Reuniones para el año escolar 2023-24
E. Necesidades de tus alumnos

IV. Sesión de audiencia

Este tema se coloca en la agenda para que los miembros de la audiencia tengan la oportunidad de hablar sobre temas o preocupaciones que no aparecen en la agenda. El presidente se reserva el derecho de limitar el tiempo de uso de la palabra a tres minutos. La Sección 54954.2 del Código de Gobierno y la Sección 385145.5 del Código de Educación prohíben al Consejo discutir o actuar sobre asuntos que no están en la Agenda.

V. Aplazamiento

A. Elaboración de la agenda para la próxima reunión:Aprobación del plan escolar para el rendimiento estudiantil
B. Próxima reunión: 3 de mayo de 2023 10:00 reunión via zoom

Alvord Unified School District
ORRENMAA ELEMENTARY SCHOOL
Orrenmaa Owls are Aiming for ***Success***
3350 Fillmore Street · Riverside, CA · 92503 · (951) 358-1635
Diana Taylor, Principal
Christina Powers, Assistant Principal

Leadership Meeting Minutes
May 8, 2023

Vision Statement: Orrenmaa Owls find joy learning in a safe welcoming environment. We are preparing our students to be problem solvers capable of rising to life events.

Orrenmaa Brand: In a region that serves a unique community of Riverside, Orrenmaa disrupts the status quo providing empowerment, engagement, and visionary education building our "House" on a solid foundation of fundamentals, academics, and fun.

Topic	Details	Application
Welcome -- Sign In		
Leadership & Self-Deception ch. 21-24	How do you get out of the box? What steps are you going to take to get out of the box? So what - Why did we read this book this year? Now what? How will you use this next year?	pg 174-175 Knowing the material doesn't get you out of it. Living the material does
Master Scheduling	Intervention Flex Time Recess	Block scheduling, 30 minutes ELA, 30 minutes Math, Flex time will be library, counselor lessons, etc. recess if flexible
23/24 SPSA	Propose/Suggest activities	Title I budget will cover 1 PD day, most of funding and most of activities in SPSA address root cause analysis - meaningful PD Looking for creative ways to include afterschool enrichment
23/24 Title I Compact and Parent Involvement Policy	Propose changes for next year	will 5 hours of volunteer service be adjusted now that parents have to be fingerprinted - no
End of Year activities	Field Day, Yearbook signing, 5th grade career parade, final lap, awards	Activities for field day were discussed. All grade levels will participate. Activities will be appropriate for age
Upcoming Events	5/17 - SST marathon day	5/24 - Yearbook signing party
5/9 - Muffins with Moms	5/19 - 2nd grade awards	5/25 - 5th grade awards
5/9 - ** of the Year Recognition	5/22 - 1st grade awards	5/25 - TK/K awards
5/10 - Rail Safety Assembly	5/22 - 5th grade kickball game	5/25 - 5th grade career parade

5/10 - PM Coffee Chat	5/23 - Field Day	5/25 - early release
5/15 - Breaking Barriers	5/24 - 3rd grade awards	5/26 - staff breakfast
5/16 - 4th grade awards	5/24 - 5th grade luau	5/26 - teacher work day

Orrenmaa Elementary Leadership Sign-In Sheet 5/8/2023

	Signature		Signature
Chris Rios		Soha Sjostrom	
Lisa Hinecker		De'Anna Dhouti	
Alia Todd		Michelle Morales	
Andrea James			
Michelle Brazeal			
Anton Kritzer			

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:

Diana Taylor School Principal

Valerie Beckstrom Classroom Teachers

DeAnna Dhouti Other School Staff

Sandi Salas Parent or Community Members

N/A Secondary Students

Name of Members	Role
Martin Bernard	Classroom Teacher
Jenny Herrera	Classroom Teacher
Alisha Harding	Parent or Community Member
Izabella Gurdon	Parent or Community Member
Stacia Larragoitiy	Parent or Community Member
Mayra Torres	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
DocuSigned by: B022EA24484D42E...	English Learner Advisory Committee
	Special Education Advisory Committee
DocuSigned by: Deanna Dhouti 7072A7C4250442B...	Departmental Advisory Committee
	Other: See attachment for all signatures

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2022.

Attested:

DocuSigned by: Diana Taylor DocuSigned by: Valerie Beckstrom 3A5A0D05C91C406...	Principal, Diana Taylor on see attached 5/16/2023
	SSC Chairperson, Valerie Beckstrom on see attached 5/22/2023

Alvord Unified School District
ORRENMAA ELEMENTARY SCHOOL
Every Student. By Name

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Diana Taylor, Principal

School Site Council Agenda
May 15, 2023 3:15 PM
Meeting Location: https://us06web.zoom.us/j/4938400239

I. Introductory Procedure

1. Call to Order / Sign In
2. Establishment of Quorum

In attendance are Diana Taylor (principal), Christina Powers (assistant principal), Valerie Beckstrom (teacher), Jenny Herrera (teacher), Stacia Larragoitiy (parent), Martin Bernard (teacher), De'Anna Dhouti (teacher), Alisha Harding (parent), Izabella Gurdon (parent), Sandi Salas (parent).

3. Pledge of Allegiance
4. Welcome and Introductions

II. Discussion

1. 2022/2023 Budget Reports by Funding Source
2. 2022/2023 School Plan for Student Achievement (SPSA) Goal Review
3. **2023/2024** Allocated Funds by Funding Source
    a. Allocated Funds Comparison

Ms. Taylor presented a year by year comparison of the 2022-2023 school year budget to the 2023-2024 school year budget. Some notable differences: the additional money in the AVID budget, the lessened monies under Title 1, lessened monies under discretionary, etc.

4. **2023/2024** Proposed School Plan for Student Achievement

Ms. Taylor presented the School Plan for Student Achievement. She discussed the process that administration used to determine root cause analysis, relationship analysis, and problem statement. The majority of site budget funding falls under Goal 1: Certificated professional staff development. "People are our greatest resource" is a phrase that guided Diana in drafting the SPSA with a focus on input from parents, students, staff and committees and her budget allocations reflect that. Diana asked for comments and questions from the SPSA presentation. No participants had any questions or comments.

5. **2023/2024** Title I Parent Compact

There are no changes to the 2023-2024 parent compact. Ms. Taylor reviewed the compact and any highlights. She asked for input from SSC members. Mrs. Powers asked a clarifying question about parents volunteering five hours per semester. Ms. Taylor answered that volunteering could be cutting/gluing at home, tearing out workbook pages, work at a booth during an event, etc.

6. **2023/2024** Parent Involvement Policy

Ms. Taylor reviewed the Parent Involvement Policy and the small changes that were made from the previous year's policy.

7. Training Topics:
    a. 22/23 Year End Budget Summary

Ms. Taylor reviewed the budget and the end of the year actuals for the 2022-2023 school year.

b. SSC Committee Year End Evaluation

School Site Council completed the Year End Evaluation through

c. Plan Election Cycle for **23/24** School Year

School Site Council members that were elected this year will hold their position for one more year. Members that were elected last year will be up for re-election in the 2023-2024 school year.

III. Action Items

1. Approve meeting minutes from March

De'Anna Dhouti motions to approve the minutes. Izabella Gurdon seconds. Motion carried 9-0-0.

2. Approve School Plan for Student Achievement (SPSA)

Stacia Larragoitiy motions to approve the SPSa as it is written. Izabella Gurdon seconds. Motion carried 9-0-0.

3. Approve 23/24 Budget by Funding Source

Stacia Larragoitiy motions to approve the 2023-2024 school budget. Jenny Herrera seconds. Motion carried 9-0-0.

4. Approve Title I Parent Compact

Izabella Gurdon motions to approve. De'Anna Dhouti seconds. Motion carried 9-0-0.

5. Approve Parent Involvement Policy

Stacia Larragoitiy motions to approve. Izabella Gurdon seconds. Motion carries 9-0-0.

6. Approve Categorical Expenditures

Now that the School Plan for Student Achievement has been approved, Ms. Taylor is asking that the expenditures needed for the summer Program Framework Committee. 150 hours are needed for this development. Izabella Gurdon motioned to approve the Categorical Expenditures. Martin Bernard seconded. Motion carried 9-0-0.

IV. Information Items

1. Reports from Parent Committees
   a. English Learners Advisory Committee (ELAC)

Izabella Gurdon attended the CABE conference and brought back a lot of great insight for English Language Learners. Izabella will help train parents during ELAC meetings next school year.

b. Action Team for Partnership (ATP)

We are excited to continue to grow our parent partnerships next school year.

c. District Parent Advisory Committee (PAC)

Alisha Harding has nothing new to report.

2. Program Reports
    a. Professional Development Opportunities

Orrenmaa faculty has completed their third articulation day. Each grade level has created a continuum of expectations for below and above their grade levels.

    b. Parent and Family Involvement Opportunities

We are hosting a Volunteer Tea (Volunteer Luau) for our parent volunteers on Wednesday. We also need volunteers for our Field Day next Tuesday to help run stations and activities. There is a change coming to our Parent Volunteer Policy. Parents that are going to be alone with students (ie: field trip, escorting students on campus, etc.) will need to be fingerprinted.

    c. Interventions

All interventions are finished for the school year. After-school clubs have finalized and ELT and ENT interventions have been closed out.

3. Principal Report

School Site Council members need to sign the signature page for the School Plan for Student Achievement that will be sent through email via DocuSign.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Adjournment: Action Item

Martin Bernard motions to adjourn at 4:30pm. Izabella Gurdon seconds. Motion carries 9-0-0.

Orrenmaa Elementary School

School Site Council
Elementary Sign-In Sheet
May 15, 2023

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Diana Taylor	Diana Taylor	Principal	
Valerie Beckstrom	Valerie Beckstrom	Classroom Teacher	Pres
Martin Bernard	Martin Bernard	Classroom Teacher	
Jenny Herrera	Jenny Herrera	Classroom Teacher	
DeAnna Dhouti	DeAnna Dhouti	Other Staff	
Alisha Harding	Alisha Harding	Parent/Community Member	
Sandi Salas	sandi salas	Parent/Community Member	
Izabella Gurdon	Izabella Gurdon	Parent/Community Member	Secretary
Stacia Larragoitiy	Stacia Larragoitiy	Parent/Community Member	
Mayra Torres		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	**Signature**	**Title**
Christina Powers	Christina Powers	Orrenmaa Assistant Principal

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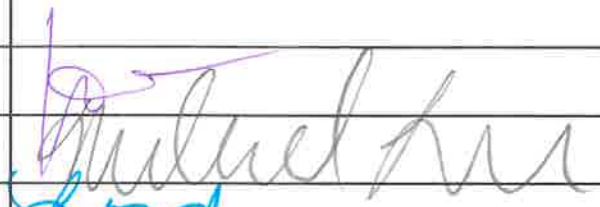
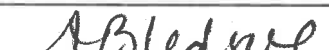
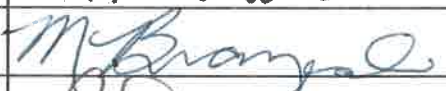
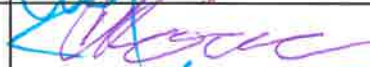
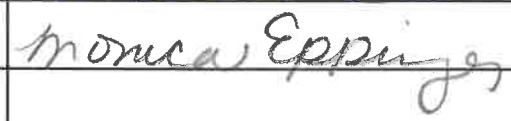
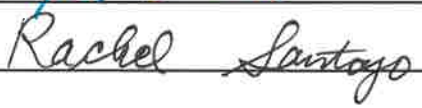
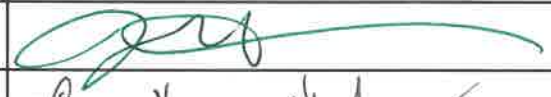
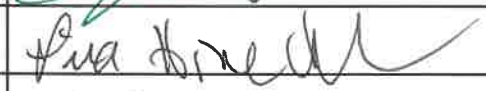
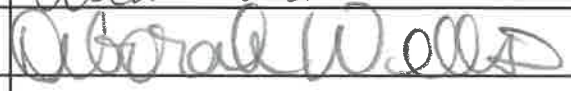
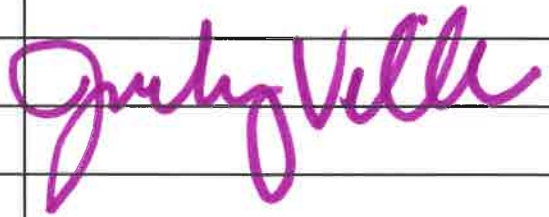
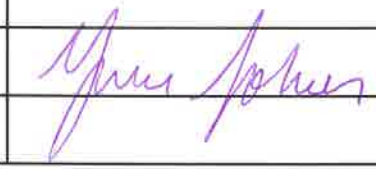
Diana Taylor, Principal
Christina Powers, Assistant Principal

Staff Meeting Agenda
May 2, 2023

Topic	Details	Application
Welcome -- Sign In		The meeting started at 2:05pm.
2022-2023 Year in Review		Reviewed the presentation. Added a few items to "What Worked Well".
California Healthy Kids Survey		The staff reviewed the results of the California Healthy Kids Survey. The point was made that this year we do not have playground buddies as an opportunity for the upper grades to "make a difference." The point was made that students may not feel safe at school because of the school shootings that have occurred this school year in other areas. The question was asked, "Is there a schoolwide rule program?" Teachers are commonly frustrated with the lack of interest students have in their learning. Students are commonly frustrated that their input into their learning is not considered.
2023-2024 Budget		The budget and breakdown was presented for next school year. Our budget for next year has been reduced by $17k. The question was asked, "what is the district doing with that money?" The CBO uses input from different stakeholders and the money is allocated according to that input. Root cause analysis done over the last few months included the input of staff, families, and administration. The root cause analysis process found that a lack of academic rigor contributes to chronic absenteeism. The leadership team performed a fishbone analysis and found that meaningful and timely professional development could address that root cause.
School Plan for Student Achievement		The budget for the 2023-2024 school year determines what can be included in the SPSA. The Schoolwide Program Summer Institute is being held with the hope that we can organize the amazing things that are already happening in the classrooms. There

		is room for one and a half more participants; please contact Diana if you are interested.
Pinks and Blues		The question was asked, "Do we know teaching assignments for the next school year?" The question was addressed. May 16th is scheduled to be a Staff PD, you can use that time to complete your pinks and blues.
EL/RFEP Monitoring		Please complete EL/RFEP monitoring on ELLevation.
AEA Time		
Upcoming Events		
5/8/2023 Leadership	5/17/2023 SST Marathon Day	5/23/2023 Field Day
5/9/2023 VIP Breakfast	5/17/2023 Volunteer Tea	5/24/2023 Hawaiian Day
5/10/2023 Rail Safety Presentation	5/17/2023 Gold Rush Day	5/24/2023 3rd Grade Awards
5/11/2023 Earthquake Drill	5/18/2023 BMX Exhibition	5/25/2023 **Last Day of School**
5/11/2023 Last day of clubs	5/19/2023 2nd Grade Awards	5/25/2023 5th Grade Awards + Career Parade
5/13/2023 Color Run + Spring Carnival	5/22/2023 1st Grade Awards	5/25/2023 TK/K Awards
5/16/2023 Staff PD	5/22/2023 Winning House Rally	5/26/2023 Teacher Work Day
5/16/2023 4th Grade Awards	5/22/2023 Kickball Game	5/26/2023 Staff Pancake Breakfast

Orrenmaa Elementary Sign-In Sheet
Staff Meeting, May 2, 2023

	Signature		Signature
Amy Baggao		Michael Kolonics IV	
Valerie Beckstrom		Anton Kritzer	
Martin Bernard		Melinda Lauriano	
Dotie Blase		Melanie Lord	
Anecia Bledsoe		Briana Monroe	
Michelle Brazeal		Michelle Morales	
Cathy Davis		Chris Rios	
Sarah Devlin		CJ Roach	
Deanna Dhouti		Anthony Salinas	
Monica Eppinger		Rachel Santoyo	
Paul Gray		Soha Sjostrom	
Jenny Herrera		Alia Todd	
Lisa Hinecker		Deborah Wells	
Andrea James		Sasha Vega	
Robert Johnson		Judy Villela	
Yvonne Johnson			

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Diana Taylor, Principal — Christina Powers, Assistant Principal

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement program is to empower parents to work cooperatively as full partners inworking toward the mission of ensuring that each student will master or exceed state academic standards, while developing academic and life skills.
Orrenmaa Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, aSchool Parental Involvement Policy that the school and parents of participating children agree on.

- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

- The school will make the School Parental Involvement Policy available to the local community.

- The school will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

  (A) that parents play an integral role in assisting their child's learning;
  (B) that parents are encouraged to be actively involved in their child's education at school;
  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Orrenmaa Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - Parents will provide input and recommendations to the policy at the English LanguageAdvisory Committee (ELAC), School Site Council (SSC), and regular "Principal Chat" meetings
   - The Leadership Team will meet to review parental input and provide recommendations
   - The School Site Council will review all input and approve the policy
   - The revised policy will be translated and distributed to parents
   - The policy will be shared and explained during the annual Title I meeting

2. Orrenmaa Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
   - Parents will receive a copy of the policy during registration
   - The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
   - Copies of the policy will be available in the main office
   - A copy of the policy will be posted on the Orrenmaa Elementary web page

3. Orrenmaa Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
   - The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
   - Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy

4. Orrenmaa Elementary School will convene an annual meeting to inform parents of the following:
   - That their child's school participates in Title I,
   - About the requirements of Title I,
   - Of their rights to be involved,
   - About their school's participation in Title I:
     - *Parents will be notified for two consecutive weeks prior to such meetings*
     - *Meetings will be held in conjunction with other school events to encourage meeting attendance*

5. Orrenmaa Elementary School will hold a flexible number of meetings at varying times, and provide child care, paid for with Title I funding, as long as these services relate to parental involvement:

- A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
- Meetings will be scheduled in the evenings and/or mornings

6. Orrenmaa Elementary School will provide information about Title I programs to parents of participating children in a timely manner:

- Parents will receive notice about family education nights for two consecutive weeks prior to the event
- Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
- The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
- Parents will be informed in a timely manner regarding parent-teacher conferences,Back-to-School Night, Open House, and other events
- Parents will be notified in a timely manner regarding annual state testing results

7. Orrenmaa Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will be notified of these descriptors and standards during the following meetings/events:

- Back to School Night/Kinder and First Grade Orientations
- Parent-Teacher Conferences
- Annual Title I Meeting
- Family Education Nights
- Parent Council Meetings (SSC, ELAC)
- Orrenmaa Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Parent Council Meetings (SSC, ELAC)
- Parent Teacher Association Meetings
- Orrenmaa Elementary School will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:
- All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Special Projects and Accountability office and to the Superintendent

- All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
- Orrenmaa Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:
- Translators will be provided as available at school-wide events including family education nights, parent conferences, and ELAC meetings

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Diana Taylor, Principal Christina Powers, Assistant Principal

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Orrenmaa Elementary School will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Family Education Nights such as:
  - Reading/Language Arts Nights
  - Math Nights
  - Science/Math Nights
- Family Fun Nights such as:
  - Movie Nights
  - Fall Festival
  - Spring Festival
- Parent Council Meeting Trainings (ELAC/SSC)
- Participation in the Parent-Teacher Organization (PTO)

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parents will provide input during revision of parent-school compact during council meetings(ELAC)
- The school Leadership Team will provide input in the revision of the compact
- The School Site Council will approve the revisions made to the compact
- The school-parent compact will be presented during the annual Title I Meeting
- The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
- The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
- The compact will be included in the school handbook with additional copies available in the front office

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph

- the California Common Core State Standards
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and

- ❖ how to work with educators, such as:
  - ➢ Back to School Night Presentations
  - ➢ Parent Conferences
  - ➢ Annual Title I Meeting
  - ➢ Family Education Nights
  - ➢ Parent Council Trainings

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
   - ➢ Common Core State Standards Training
   - ➢ Family Education Nights
   - ➢ Positive Behavior Intervention and Supports

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
   - ➢ Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
   - ➢ Positive Behavior Intervention and Supports

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program For Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
   - ➢ Transitional Kindergarten/Kindergarten Camp to be held in July for incoming transitional kindergarten and kindergarten students and their parents

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
   - ➢ All event notices will be sent home in English and Spanish
   - ➢ Major events will also be provided on the Message Broadcast in English and Spanish

- Announcements will be displayed on the school marquee
- School Site Council Agendas will be posted in the school office in English and Spanish
- Multiple notices will be provided for main events in English and Spanish
- Upcoming events will be announced verbally during morning announcements for students and parents
- Students will be encouraged to remind their parents of upcoming events
- Teachers will provide parent-teacher conference invitations in English and Spanish

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent council minutes.

This policy was adopted by the ORRENMAA ELEMENTARY on May 15, 2023 and will be in effect for the period of the 2023-2026 school years. The school will distribute this policy to all parents of participating Title I, PartA children on or before Sept 30, 2023. It will be made available to the local community on or before October 1, 2023. Orrenmaa's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2023-2024

PARENT RESPONSIBILITIES

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, dictionary, scissors, ruler, crayons, glue, thesaurus, etc.)
- Help your child as needed; look over homework assignments to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adults with respect.
- Comply with school dress code, attendance and discipline policies.
- Discuss with my child the importance of school attendance and learning standards; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Volunteer 5 hours per semester
- Be aware of the Common Core grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, Back to School Night, and Open House; Volunteer in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. 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:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.

STAFF RESPONSIBILITIES

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits;
- Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year; Discuss academic achievement and the Title 1 Compact.
- Provide opportunities for parents to observe in their child's classroom if requested.

_____ _____	_____ _____	_____ _____
Parent Signature Date	Student Signature Date	Teacher Signature Date

Alvord Unified School District
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RESPONSABILIDADES DE LOS PADRES

La educación de mi hijo/a es muy importante. Mi participación en la educacion de mi hijo/a afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un lugar tranquilo para estudiar y asignar una hora específica para hacer la tarea. El área de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lápices, plumas, papel, diccionario, tijeras, regia, colores, resistol, diccionario de referencias, etc.
- Asistir a su hijo(a) cuando sea necesario; Asegurarse que el niño(a) entendio y completó su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardián.
- Leer diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela; Tratare a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las pólizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estándares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que esté preparado para un dfa completo de aprendizaje
- Tendre conocimiento a los estándares básicos comunes del Estado de CA y las expectaciones de los niveles de grado; Mantendré la comunicación con los maestros o administradores escolares según sea necesario.
- Asistiré a las Conferencias para Padres, Noche de Regreso a la Escuela, y Noche de Exhibición Escolar; Prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTA, ELAC y ssc cuando sea posible.
- Haré arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo..

RESPONSABILIDADES DEL ESTUDIANTE

Mi educación es importante. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Entiendo que soy responsable por mi propio éxito y que debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Participar activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; o Llevar a casa todo lo necesario para completar las asignaciones.
- Estare seguro de entregar la informacion escolar a papa o mama y regresar a tiempo.
- Leer todas las noches.
- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros así como las diferencias culturales, raciales, étnicas y religiosas.
- Cumplir con el reglamento de vestuario.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salon y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días..
- Conicere los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.

RESPONSABILIDADES DE LOS MAESTROS

Entiendo que la experiencia escolar es muy importante para cada estudiante así como mi papel como maestro/a y modelo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un currículo e instrucción de alta calidad.
- Mantener altas expectativas y formar relaciones afectivas y genuinas con los estudiantes.
- Enseñaré todos los estándares básicos comunes del Estado de CA a nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares básicos comunes del Estado de CA de nivel de grado.
- Proveeré tarea que refleje y reinforce los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicaci6n regularmente con los padres y los estudiantes tocante al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Tratare de saber cuales son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveer un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (minimo una) en la que este contrato y el logro académico se repasará.
- . Proveer a los padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Padre/Guardián **Fecha**	**Firma del Estudiante** **Fecha**	**Firma del Maestro/a** **Fecha**