The Single School Plan for Student Achievement

School:	Glorietta Elementary School
CDS Code:	07-61770-6004451
District:	Orinda Union Elementary School District
Principal:	Tracey Lewis
Revision Date:	October 3, 2022

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

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Glorietta Elementary School's Vision and Mission Statements
OUSD District Mission
A Learning Community that Inspired, Engages and Supports All Students

Glorietta School Mission
Glorietta is a community of inventors, creators, explorers, thinkers, problem solvers, peacemakers, and friends. We support each child's educational journey through collaboration, communication, critical thinking, and creativity to foster lifelong learners and engaged, productive citizens in our ever-changing diverse society.

School Profile

Glorietta Elementary School strives to ensure that every student feels welcome and engaged and inspired. Administration, teachers, and para-professionals aspire to make learning meaningful and challenging for all while fostering an environment that is nurturing, supportive, and inclusive. Credentialed teachers are experienced yet actively pursue professional development, support staff are cherished for their contributions, and parents are appreciated for their partnership in the educational process.

Glorietta Staff, Parents Club, Coordinating Council, and advisory teams work collaboratively to implement District goals, address targeted priorities, and offer engaging classroom experiences. Consistently high academic performance (as measured by the California Assessment for Student Progress and Performance) is maintained through differentiated instruction, data analysis, implementation of best practices, and strategic support from the instructional support team. We approach teaching as facilitators of learning and focus on continuous improvement in literacy, mathematics, history/social studies, and science. Teachers receive support and training from the OUSD Teachers On Special assignment. Additionally, teachers devote countless hours collaborating with colleagues and engage with each other in Professional Learning Communities to continue to grow in their teaching practices.

Regularly scheduled enrichment in art, music, and physical education instruction is made possible through the generous donations of our parent community. We also have a library technician who supports teachers and students during their weekly visits to the library. Parental support and financial commitment continue to enhance our learning community with access to identified resources, as well as the latest technology tools.

Beyond the standards-based curriculum, students are exposed to OUSD's character education framework, "Everyone Belongs Here" focusing on the values of respect, responsibility, caring and kindness, perseverance, positive attitude, empathy, integrity, and trust. Students participate in the OUSD Second Step program, a social emotional learning curriculum. Additionally, we cultivate positive character traits through building a caring school community that includes community circles, buddy class interactions, monthly community building assemblies, exemplary character recognition, school-wide reflective read aloud books, and more. Students are also encouraged to get involved in our Student Council, Green Team, Student Leader and Safety Patrol Team.

Glorietta is committed to deepening our inclusive practices to ensure equitable outcomes for all and building a school culture that celebrates our diversity, where everyone one feels they belong.

SARC
Glorietta's Accountability Report Card (SARC) can be accessed at the following link:

District Schools/SARCs

Comprehensive Needs Assessment

Data Analysis: Summary of Results, Including Surveys

2021   CAASPP
ELA Summative
- 86% of students in grades 3-5 met or exceeded English/Language Arts standards.
- By grade level ELA performance: 84% of 3rd graders met or exceeded standards, 87% of 4th graders met or exceeded standards, and 87% of the 5th-graders did the same.

Math Summative
- 81% of students in grades 3-5 met or exceeded Math standards on the 2022 Mathematic assessment.
- By grade level Math performance: 88% of 3rd graders met or exceeded standards, 81% of 4th graders met or exceeded standards, and 77% of the 5th-graders did the same.

English / Language Arts
- Alignment with OUSD literacy goals and framework for Readers and Writers Workshop
- Utilized Illuminate Assessment Reporting System to monitor student progress/support student learning
- Reviewed student progress and develop strategic plans to support student needs
- Used Fountas & Pinnell (F&P) assessments to monitor and guide reading instruction
- Students exposed to different genres, diversified classroom library, and provided sustained daily reading time
- Technology tools and devices in all classrooms are used to support and enrich student learning
- Google docs used by upper grades for writing, collaboration and feedback
- Continued to build and supplement leveled libraries in all classrooms to include informational text options for readers, plus genre study/book club activities in upper grades
- Provided literacy intervention to targeted students in grades K-5 by certificated intervention teacher and/or trained paraprofessional. The literacy intervention team utilized multiple intervention programs (Lexia, Learning Ally, Read Naturally Live, Orton-Gillingham, and Fountas and Pinnell Leveled Literacy Intervention) to provide targeted intervention based on the needs of identified students.
- All students in kindergarten and first grade were assessed using Acadience in 21-22

Reading Intervention Support: Kindergarten:14 kindergarteners received intervention support. Three met end of year benchmark. 6 nearly met end of year benchmark. First Grade:19 first graders received intervention support. Average F and P growth for the first grade students: 6.2 levels Second Grade:6 second graders received intervention support. Average F and P growth for thes econd grade students: 5 levels Third Grade:5 third graders received intervention support. Average F and P growth for the third grade students: 3 levels Fourth Grade:5 fourth-graders received reading intervention support. Average F and P growth for the fourth grade students: 4 levels Fifth Grade: 2 fifth-graders received intervention support.Average F and P growth for the fifth grade students: 4.5 levels
- Writing Intervention was also provided to students

Mathematics
- Implementation of Math Expression curriculum
- Online resources used to provide differentiation, as well as to reinforce and extend instruction: Freckle (gr 1-5) Math Seeds (K-1) Redbird (gr 5), and Think Central resources
- Ongoing work with Math Coach to provide support and modeling of best practices including differentiation including targeted remedial and extension lessons
- Promoted mathematical reasoning and application through a variety of experiences and opportunities based on SVMI training.

Science
- Science taught through FOSS Curriculum/units of study (K-5)
- Students participated in varied events and activities that reinforced science and engineering standards (e.g., Lawrence Hall of Science Workshops,, STEAM Lab projects, Family Science Night)
- Science exploration family event featured student-generated inquiry-based projects, local organizations, and enthusiasts.
- Exploration of ways to increase the connection of science curriculum and garden including classrooms visits to the Glorietta Garden for increased exposure to outdoor/environmental education
- STEAM Lab IA further developed a STEAM Lab use and implementation plan through collaboration with teachers

Digital Media
- K-3 have 10+ iPads in every class, and all 4-5 students are 1:1 with laptop
- Instruction and exposure to keyboarding (grades 3-5)
- Resources available for tech related projects: (e.g. Adobe Spark, Coding, PD Playground)

School Safety (Physical)
- 71% of parents always check into the office before entering campus during school hours, 23% sometimes do and 6% never check-in.

- All staff members participated in Keenan training
- Carpool procedures updated and communicated
- School Psychologist reviewed social/emotional plans and provided conflict resolution tips to supervision staff
- Emergency Response Plan reviewed monthly; Gopher Club evacuation plan developed;
- Updated student safety and discipline guidelines

School Safety and Caring School Climate
- 78% of parent indicated they feel welcome when they walk on campus
- 87% of parents indicate that they are kept informed on school events and activities
- 91% of parents indicated that their child feels safe at school
- 91% of parents agreed that the school has adults who really care about students.
- 84% of parents are aware of the DEI efforts in the classroom and on campus.
- 76% of parents agreed that Glorietta's character and community building efforts have made a positive impact on our school environment.
- 82% of parents surveyed are aware of our SEL and Character Trait work
- Playground supervisors provided with training in conflict resolution and positive discipline
- Student Leaders Program continues to be valued on the primary playground during recess times
- Upstanding students recognized during our monthly school-wide assemblies and Gopher Gold award winners
- Student Council planned spirit days and facilitated a variety of philanthropic events

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

The California Assessment of Student Performance and Progress (CAASPP) was administered to students in Grades 3-8 in English Language Arts and Mathematics.

- Grades 3-5 CAASPP assessment for English/Language Arts and Mathematics
- Grade 5 CAASPP Science assessment
- K-5 Grade district trimester writing assessments
- K-5 Grade district trimester/unit math assessments
- K-5 local assessments may include: Fountas and Pinnell Reading Inventory, & Phonemic Awareness Screening

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use data from various assessments including chapter/unit assessments, trimester math assessments, F&P reading assessments, on demand writing assessments conferences, and projects to inform and modify instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Glorietta staff are highly qualified and receive ongoing professional development.

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

All staff are appropriately credentialed and have access to professional development in the district adopted programs.

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

All staff development is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), student performance and professional needs.

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

   Instructional assistance support is provided to students in all classrooms. Teachers are supported by District Literacy Coach, Math Coach, and Literacy and EL specialists

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

   Teachers meet weekly for Common Planning Time, (CPT) Training and implementation of PLC is ongoing with two meetings a month dedicated to student learning inquiry. Some staff meetings are used for cross grade level collaboration and whole staff training. This fall, release time was provided for grade levels to collaborate with the TOSAs and Intervention staff. Two committees focused on DEI and PBIS will have a school-wide focus with representation K-5 and SPED staff. District wide committees advise and support curricular initiatives.

Teaching and Learning

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

   The California Standards are implemented in all classrooms. Teachers have been engaged in aligning curriculum and instructional materials to the standards for the past four years. Math Expressions was adopted in 2015-16 and is currently used for math instruction by all grades.
   - Curriculum and assessment calendars ensure progress monitoring, and curriculum pacing
   - OUSD trimester Writing and Mathematics assessments
   - Fountas & Pinnell benchmark assessments.

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

   Instructional minutes meet the minimum requirements for Transitional Kindergarten and Kindergarten, and exceed state minimum requirements for Grades 1-5. Kindergarten students are attending an extended kindergarten day schedule. Reviewed by school site administration, District Business Dept. and School Site Council (SSC) provides necessary review and approval.

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

    Glorietta teachers follow the pacing and assessment schedule of the district with opportunities for re-teaching and flexible grouping of students, using classroom assistants for intervention

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

    Students at Glorietta have sufficiency of instructional materials that are appropriate to each student group (per Williams Settlement for Sufficiency of Textbooks and Instructional Materials).

12. **Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)**

    Glorietta uses standards aligned materials for all core content areas. Teachers are provided with the new CCSS for ELA and Mathematics from CA Dept of Education (CDE).
    Supplemental materials are used to support students to meet or exceed standards

Opportunity and Equal Educational Access

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

Students are supported by classroom instructional assistants as well as specialized support (for both remediation and extension) in the areas of literacy and mathematics.
- Early/Late Bird program (K-3)
- Online Lexia Reading Program is available for struggling readers
- Flexible grouping strategies are implemented to best use instructional time with students
- EL Specialist works with a targeted group of identified students
- Resource specialist support is provided through a push-in/pull-out model
- Orton Gillingham
- Reflex Math
- Lexia
- Read Naturally

Targeted subgroups (per LCAP) are monitored and provided intervention support.
- Focus group instruction (e.g. Early/Late schedule)
- Personalized learning and differentiated instruction
- Student Study Team meetings are conducted to review student progress and identify accommodations/appropriate intervention
- Small group reading intervention (grades 1-3)
- Tier II intervention provided by trained staff members
- Online ELA/Math programs used for intervention and instructional remediation (funded by GPC)
- Instructional Support Providers (ISP) implement Individual Education Plans (IEP) for identified students with disabilities.

14. Research-based educational practices to raise student achievement

Teachers have been trained to implement: the research-based practices for Reading and Writing from the Teachers' College Reading and Writing Project, the Standards for Mathematical Practices, Common Core State Standards for Mathematics, and the Next Generation Science Standards and Scientific and Engineering Practices.

Parental Involvement

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

School staff and representatives meet regularly with the principal to analyze student data and provide input on the goals included in the plan
A Student Study Team (SST) meeting is scheduled once research-based Tier 1 interventions have been tried and documented for 6-8 weeks.
- Credentialed Literacy Specialist to provide literacy support to remediate, extend, and support reading instruction to targeted student groups.
- Classroom teacher to provide differentiated instruction for small group intervention for math.
- Trained Instructional Assistant available to provide small-group Fountas & Pinnell Leveled Literacy Intervention
- . Common planning time used to develop and share instructional practices to support learners
- School staff and representatives meet regularly with the principal to analyze student data and provide input on the goals included in the plan.

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

Parents, teachers and other school personnel on the Glorietta's School Site Coordinating Council review and provide input on the development, implementation and evaluation of the School Site Plan which includes programs from the Consolidated Application.

Funding

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

District English Language (EL) teacher provides support for students for whom English is a second language.

18. Fiscal support (EPC)

Allocation of site discretionary funds and contributions from Parent's Club donations are determined by School Site Council (Glorietta Coordinating Council - GCC).

Areas for Targeted Improvement

This year's strategic priorities were established with input from District leadership, site administration, teachers, support staff, and selected parent representatives. OUSD's Local Control Accountability Plan, CAASPP assessments results, parent climate survey data, grade level priorities, and current school site initiatives provided the catalyst for the 2019-20 areas of targeted improvement.

Develop Professional Learning Community Norms and support the implementation of the inquiry process school-wide as well as develop and support distributed leadership opportunities.

Language Arts
- K-5 teachers to meet to analyze student performance data and identify targeted instruction and curriculum needs
- Units of Study alignment with OUSD literacy instruction and assessment calendars
- CAASPP areas of targeted improvement include Listening, Writing particularly for Research and Inquiry and Communicating Reasoning.
- Shared Reading and Writing Expectations are reflected in all classrooms
- Writing journals used for Reading, Math, and Science
- Teachers will utilize Illuminate data and assessment system to monitor student progress and inform instruction.
- Increased opportunities for instruction aligned with OUSD Common Technology Experiences (e.g. digital citizenship, keyboarding, research, collaboration, communication, publishing/presentation)
- Technology used as a tool to reinforce and support and literacy instruction, research, data collection, exploration, collaboration and communication
- A credentialed teacher and Fountas & Pinnell trained instructional assistant to provide targeted literacy support
- Integrate literacy across disciplines (eg. history, social science, science, technical studies, and the arts.)
- Classroom libraries to include leveled informational text options to support Units of Study
- Integrated, cross-disciplined learning opportunities offered at each grade level.
- Use digital resources to accelerate/remediate literacy skills including convention and grammar support (e.g. Lexia, Raz Kids, Reading Eggs, Freckle)
- TCRWP Professional Development and resources
- Lit Coach to provide new teacher and classroom support
- Summer Institute training for eligible teachers

Mathematics
- Implement Math Expressions curriculum. Release time provided upon request for unit planning, analyzing performance data, and developing targeted strategy groups
- Integrate Number Talk, word wall, and math journals into weekly instruction.
- Release time provided to teachers for curriculum planning, analyzing performance data, and developing targeted instruction for students
- Opportunities provided to problem solve and apply mathematical reasoning with a focus on real-world application
- Teachers will utilize Illuminate data, STAR Math and other assessment systems to analyze state and local data for the purpose of informing math instruction and create groupings for differentiated instruction.
- Provide added practice in the following performance areas: Problem Solving and Communicating Reasoning
- Additional math training and support from Math Coach offered to Instructional Assistants as well as teachers
- Increased differentiated instruction to meet the instructional needs of various levels of student performance.
- Online resources used to remediate, extend and reinforce math instruction at home and at school
- STEAM Lab's Engineering Design instructional model used to reinforce Math Standards

- Vertical team articulation sessions offered for added instructional awareness and curriculum alignment
- Cross-discipline integrated learning opportunities offered at each grade level.
- Offer Family Math Night for added exposure to Common Core mathematical practices

Science
- Integrate new Next Generation Science Standards units of study/FOSS Kits.
- Classified staff to support organization, set up, and replenishment of instructional materials in both Science and STEAM Lab. Purchase supplemental Science related resources, supplies and materials. Science lab to include hands-on exploration for upper-grade students
- Utilize informational text to reinforce scientific concepts and literacy skills
- Incorporate Science notebook and journaling as part of the learning
- Integrate scientific concepts and vocabulary into STEAM-related challenges
- Technology devices will be used for scientific research, data collection, communication, and presentations
- Incorporate STEAM challenges that provide creativity, critical thinking, collaboration, and communication. Projects will be documented and shared during LRP planning time.
- Regular visits to the STEAM Lab offer challenges and exploration opportunities through the use of the engineering design process used to reinforce Science Standards
- Utilize the school garden as a cross-discipline, hands-on learning lab. Garden Instructional Support with suggested activities is offered to teachers monthly.
- Offer student-centered environment where the role of teacher shifts from expert to facilitator of inquiry-based learning
- Family Science Night transitioning to a STEAM Expo model.

School Safety (Physical Environment)
- Participate in the development of the OUSD Master Facilities Plan
- Review School Safety practices and procedures including Instructional Assistants and Gopher Club staff
- Monitor redesigned carpool routines. Reinforce drop off & pick up procedures for greater safety and efficiency.
- Frequent safety drills and procedure reviews intended to improve emergency preparedness and practices.
- Health training provided to all staff including Gopher Club by District Nurse
- Offer Instructional Assistants, Student Leaders, and parent volunteers playground supervision training including Positive Behavior Support training

Social-Emotional Learning Supports (Climate)
- Continue development of Wellness Center and supports provided by Wellness Counselor
- Further develop and refine tier 1 and tier 2 supports for SEL and PBIS through school committee work.
- Varied recess activities and attractions offered to students (e.g. Book Clubs in the Library, Quiet Recess Cart)
- Promote equity, diversity awareness, acceptance, and inclusion efforts within classrooms and school-wide
- Awareness events may include: International Food Festival, themed books/lessons, Diverse Abilities Week and special assemblies
- Organize events to cultivate ethical and respectful citizens school-wide events cultivate diversity awareness, acceptance, understanding, and pride through Diverse Abilities Awareness Week, etc
- Continued professional development with DEI, organize Equity Committee and incorporate a variety of strategies such as Book of the Month for addressing differences and inclusion.
- Second Step Curriculum implementation
- Maintain low absence rate (98.6%), and reduce the tardy count
- Promote student health and wellness, and adhere to the OUSD Wellness Policy (BP 3550) with fidelity
- Cybersafety and digital citizenship lessons to be offered to all studentsSecond Step Curriculum implementation
- Green Team to continue maintaining environmentally friendly practices.
- Continue to refine and improve character and community building initiatives. Energize Character Ed efforts by implementing OUSD selected themes and resources
- Continue conflict resolution and anti-bullying initiatives to strive to reduce conflicts at school
- Increase student voice and involvement through service learning opportunities and events including Student Council and special interest service-learning opportunities
- Nurture emotional and social well being
- Infuse Mindfulness awareness through model lessons and suggested activities
- Offer orientation and training related to Zones of Regulation
- Provide differentiated classroom environment tools to improve student focus and success

Site Council Calendar

Glorietta Coordinating Council Meetings are held the last Wednesday of the month in the Glorietta Science Lab from 3:15-4:15pm.

2022-2023
Site Council Calendar
Glorietta Coordinating Council Meetings are held monthly via zoom from 3:15-4:15pm.

September 28, 2022 (Meeting #1)
Introductions/Bylaws review
Introduce LCAP & site-based goals.
Review Single Plan for Student Achievement (SPSA) template/components

October 26, 2022 (Meeting #2)
Discuss 2022-23 Single Plan & supporting expenditures.
GCC approval of 2022-23 SPSA

November 30, 2023 (Meeting #3)
Review district-wide CAASPP data
Review Parent Survey data

January 25, 2023 (Meeting #4)
Review of Comprehensive School Safety Plan.
Climate Surveys open for review/update

February 22, 2023 (Meeting #5)
Approval of Comprehensive School Safety Plan.
Review parent/staff/student climate survey

March 10, 2122(Meeting #6) Site Plan mid-year review.
Approve parent/staff/student climate survey

March 29, 2023 (Meeting #6)
Assess progress of SPSA aims and goals
Prioritize grade-level requests for 2023-24 (Recommendations forwarded to GPC Finance Committee)

April 26, 2023 (Meeting #7)
Survey analysis and identification of targets for improvement
Identify School Safety & Climate TFI's (Targets for Improvement)
Year in Review

May 24, 2023 (Meeting #8)
Year in Review continued if needed

School and Student Performance Data

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	57	87	73	56	0	73	56	0	73	98.2	0.0	100.0
Grade 4	89	77	78	89	0	78	89	0	78	100	0.0	100.0
Grade 5	83	61	78	82	0	77	82	0	77	98.8	0.0	98.7
All Grades	229	225	229	227	0	228	227	0	228	99.1	0.0	99.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	2514.		2508.	66.07		57.53	25.00		26.03	7.14		16.44	1.79		0.00
Grade 4	2553.		2557.	69.66		61.54	16.85		25.64	8.99		7.69	4.49		5.13
Grade 5	2604.		2593.	70.73		61.04	19.51		25.97	6.10		7.79	3.66		5.19
All Grades	N/A	N/A	N/A	69.16		60.09	19.82		25.88	7.49		10.53	3.52		3.51

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	66.07		47.95	30.36		47.95	3.57		4.11
Grade 4	53.93		46.15	42.70		50.00	3.37		3.85
Grade 5	63.41		46.75	32.93		51.95	3.66		1.30
All Grades	60.35		46.93	36.12		50.00	3.52		3.07

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.43		43.84	50.00		50.68	3.57		5.48
Grade 4	57.30		51.28	37.08		43.59	5.62		5.13
Grade 5	65.85		50.65	28.05		42.86	6.10		6.49
All Grades	57.71		48.68	37.00		45.61	5.29		5.70

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53.57		24.66	46.43		72.60	0.00		2.74
Grade 4	44.94		29.49	52.81		67.95	2.25		2.56
Grade 5	51.22		28.57	43.90		64.94	4.88		6.49
All Grades	49.34		27.63	48.02		68.42	2.64		3.95

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	60.71		42.47	30.36		52.05	8.93		5.48
Grade 4	56.18		33.33	41.57		61.54	2.25		5.13
Grade 5	68.29		42.86	28.05		54.55	3.66		2.60
All Grades	61.67		39.47	33.92		56.14	4.41		4.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 89% of students in grades 3-5 met or exceeded English/Language Arts standards.

2. Students in grades 3-5 demonstrated above standard performance at the following levels in the areas of Reading (60%) in Writing (58%), Listening (49%), and Research/Inquiry (62%)

3. By grade level ELA performance: 91% of 3rd graders met or exceeded standards, 87% of 4th graders met or exceeded standards, and 90% of the 5th-graders did the same.
   All grade levels showed a slight decline in writing and research/inquiry which will be an area of increased focus school-wide.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students**		
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Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly**			**% Standard Not Met**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	2512.		2516.	55.36		58.90	37.50		28.77	3.57		6.85	3.57		5.48
Grade 4	2549.		2551.	48.31		52.56	41.57		28.21	8.99		16.67	1.12		2.56
Grade 5	2604.		2590.	65.06		53.25	18.07		23.38	14.46		19.48	2.41		3.90
All Grades	N/A	N/A	N/A	56.14		54.82	32.02		26.75	9.65		14.47	2.19		3.95

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	66.07		67.12	30.36		28.77	3.57		4.11
Grade 4	66.29		55.13	32.58		35.90	1.12		8.97
Grade 5	68.67		55.84	24.10		41.56	7.23		2.60
All Grades	67.11		59.21	28.95		35.53	3.95		5.26

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	66.07		60.27	32.14		38.36	1.79		1.37
Grade 4	53.93		61.54	42.70		34.62	3.37		3.85
Grade 5	57.83		50.65	38.55		45.45	3.61		3.90
All Grades	58.33		57.46	38.60		39.47	3.07		3.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	69.64		57.53	28.57		38.36	1.79		4.11
Grade 4	52.81		48.72	43.82		47.44	3.37		3.85
Grade 5	56.63		41.56	34.94		54.55	8.43		3.90
All Grades	58.33		49.12	36.84		46.93	4.82		3.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 88% of students in grades 3-5 met or exceeded Math standards on the 2019 Mathematic assessment.

2. Student performance in the areas of Problem Solving & Modeling/Data remained consistent, with 10% decline in above standards performance for Communication Reasoning and 6% decline in Concepts and Procedures.

3. 3rd had a slight drop in performance across all claim areas with more students scoring near-standard than previous years except in the area of problem-solving and modeling/data where they improved 3%. 4th grade held steady across claims areas as well as 5th grade except for a decline of 10% in performance in communicating reasoning.

School and Student Performance Data

CAASP ELA & Math (Alternative)

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	NT	NT	NT	NT
Female	103	NT	NT	NT	NT
Male	122	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	47	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	NT	NT	NT	NT
White	142	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	NT	NT	NT	NT
Female	103	NT	NT	NT	NT
Male	122	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	47	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	NT	NT	NT	NT
White	142	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

School and Student Performance Data

California Standards Test (CST) Science

All Students

Grade Level	CAASPP Science Results for All Students											
	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
5	N/A			N/A			N/A			N/A		

Conclusions based on this data:
The CA Standards Test in Science was discontinued in 2017-18. Fifth graders took the new online California Science (CAST) training test in Spring 2017; no student performance feedback or results provided.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	4	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades										14	6	8

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	64.29	*	*	28.57	*	*	7.14	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	78.57	*	*	14.29	*	*	7.14	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*	*		*
All Grades	35.71	*	*	57.14	*	*	7.14	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	57.14	*	*	42.86	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	71.43	*	*	21.43	*	*	7.14	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	42.86	*	*	57.14	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
All Grades	42.86	*	*	57.14	*	*	0.00	*	*	14	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: Student-Centered Learning

DISTRICT GOAL:
Ensure universal student access to quality education, high academic standards, opportunities to learn, with appropriate supports to achieve high levels of academic success.

SCHOOL GOAL #1:
Deliver curriculum aligned to essential grade-level state standards utilizing differentiated instructional practices to meet all students' learning needs.

How the School will Evaluate the Progress of this Goal:
CAASPP Assessment results used as base-line data. District trimester assessment, formative assessment, and unit tests also provide progress evaluation
Analysis of available standardized assessment results, OUSD Benchmark Assessments, formative assessment data, miscellaneous student performance outcomes, and level of engagement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source	Amount
1) PLC time to analysis of student data, examine student work, discuss targeted instruction, and reflect upon practices to support students.	Sept-May	Admin/Teachers / Coaches			
2) Units of Study align with OUSD instruction and assessment calendars, and shared Reading and Writing Expectations are reflected in classrooms.	Sept-June	Admin/Teachers /Lit Coach			
3)Instructional materials to enhance the instruction for systematic and sequential phonics	Sept-May	Admin/ K/1 Teachers	Instructional Materials		
4) Literacy teacher and trained para-professional to provide reading support to targeted student groups (remediation and challenge) including Reading Bootcamp	Sept-May	Admin/Teacher/ Classroom resource teacher	0.3 intervention support		
5) Supplemental reading resources • leveled library books for leveled reading	Oct-Nov	Teachers/Principal	Leveled library books Gr TK ; 1st,		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s) Description	Type	Funding Source	Amount
instruction • support our literacy program with the science of reading by purchasing decodable books. • Heinemann Bookshelf collection - aligned to Units of Study • Book Club books to provide differentiated reading instruction • Supplemental Reading Resources for Social Studies instruction			Decodable Books Gr K; 1 Classroom Library Update /Mentor Text Gr 2 TC Biography Bookshelf Gr 4 Classroom Book Club Books Gr 5 Studies Weekly (History) Gr 5 High Noon Chapter Books for Orton Gillingham for SpEd Multi-sensory Tools			
6) Provide small learning groups for differentiation in reading and math including learning experiences for students that are advanced, on level, and below level. Providing intervention and challenge materials that students might need. Resources to accelerate/remediate literacy and math skills for students (e.g. Raz Kids, Reading Eggs, Learning Ally, Math Seeds, Breakout.edu) Utilize technology and online resources to support differentiation.	Sept-May	Admin/Teachers / Support Staff	Online resources: Reading Eggs K-1 Reading A-Z and RAZ kids renewal Reflex Math Freckle K-5 Math Seeds IXL Gr 4 Red Bird Gr 5 Learning Ally Breakout Edu Math extensions, games and manipulatives K;1		District Funded District Funded	
7)OUSD Common Technology Experiences are integrated on a regular basis (to include: keyboarding / publishing, utilizing digital resources, collaboration, research and digital citizenship) . • Technology used as a tool to reinforce and support and literacy instruction,	Sept-May	Admin/Teachers / Math TOSA			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
research, data collection, exploration, collaboration and communication						
8) Mathematical practices integrated into weekly instruction (e.g. Number Talk, word wall, math journals for formative assessment), Pacing timelines and assessment calendar align with Units of Study.	Sept-May	Admin/Teachers / Math and Literacy TOSA				
9) Provide students with targeted convention and grammar support. Utilize OUSD Spelling and Grammar Google doc as a resource.	Ongoing	Admin/teachers	Eggy Words 250 app Gr K Spelling, Writing and Phonics Supports Gr 2 Spelling Connections Gr 4;5			
10) Families are offered a variety of opportunities to engage in Common Core Math through challenge problems, online resources, and Family Math Night.	Sept/May	Admin/Teachers	Family Math Night program supplies			
11) Utilize the school garden as a cross-discipline, hands-on learning lab.	Sept-May	Teachers/ Garden IA				
12) Implement Next Generation Science Standards units of study/ FOSS Kits. • Instructional strategies to include: tiered lessons, collaborative investigations, inquiry-based projects with real-world applications. • Science notebook and journaling used as part of the learning cycle • Common grade-level instruction and assessment to be aligned with NGSS • identification and purchase of additional Science/Kits to enhance science instruction.	Sept-May	Admin/Teachers	Supplemental Science Supplies and Science Kits Gr 3; 4 Science Notebooks			
13) Trained support staff to assist teachers with lab set up and investigations.	Sept-May	Admin/Teachers /Science IA	Science Lab IA support			
14) Promote the sciences and engineering through community events: • Student investigations and Family STEAM Expo Night (March)	Spring		STEAM EXPO			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
15) Weekly visits to the STEAM Lab offers students a variety of project challenges and exploration opportunities through the use of the engineering design process with IA support.	Sept-May		STEAM project supplies (K-5) OTHER PARENT CLUB STEAM IA Mystery Science			
16) Enrichment Assemblies/ On site field trips aligned to school initiatives including science	Sept-May		Geology Rocks Gr 2 Vivarium Gr 2 Insect Discovery Lab Gr 2 Walk Through the American Revolution Gr 5 OTHER PARENT CLUB Ancient Artifacts Gr 5 OTHER PARENT CLUB			
17) Field Trips aligned to grade level curriculum and school initiatives	varies					
18)Implementation TK/K Arts Program	Sept-May		Art Supplies			

Planned Improvements in Student Performance

School Goal #2

SUBJECT: School Climate and Social Emotional Support
DISTRICT GOAL:
Provide for the social, emotional and physical health needs of students and foster inclusive and safe learning environments that promote engagement, connectedness and overall well-being of the school community.
SCHOOL GOAL #2:
Develop and implement initiatives and strategies to build a safe and supportive learning community that fosters a sense of belonging and connectedness for all learners.
How the School will Evaluate the Progress of this Goal:
Monitoring and evidence of increase in student facility with identifying their emotions, problem solving strategies, conflict resolution and reduction in negative behaviors and office referrals, especially physical contact, data from Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	**Type**	**Funding Source**	**Amount**
1)School-wide events to cultivate diversity awareness, inclusion, acceptance, understanding, and pride through service learning projects, Diverse Abilities Awareness Week, and DEI Appreciation Activities and Assemblies. Continue to build a culture of acceptance, and embed DEI awareness through books and other resources, and Character Trait activities and special events.	Sept-May	Admin/ Teachers/	School-wide Character Read aloud: K-5 DEI related Assemblies Let's Find Out Gr K Scholastic News Gr 2			
2)Refresh of classroom libraries to reflect social emotional, DEI and high engagement choices for students	Sept-May	Admin/Teachers	Classroom Library Books			
3)Display of integrated grade level curriculum projects to celebrate student knowledge, creative expression, community building and DEI awareness for others to see	Sept-May	Art Specialist	Art Mounting			
4)Implementation of Social Emotional Learning Curriculum, resources and strategies.		Admin/Teachers	Second Step Zones of Regulation training Community Circle resources			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5)Further development Wellness Center model and offerings		Admin/Wellness Counselor/ SPED team	Sensory Tool Library/Fidgets Other Wellness Center supplies			
6)Parent Education Nights related to SEL and DEI		Admin/Teachers				
7)Development and refinement of MTSS including PBIS tiers 1 and tiers 2		Admin/Teachers /SPED Team				
8)Foster cross-age relationships and positive school culture through Buddy classroom activities		Admin/Teachers				
9)Leadership Opportunities for students: Utilize Green Team (gr 3-5 students) to maintain environmentally friendly practices and leadership opportunities. Grade level teams to adopt an area to keep clean Student Council: Increase student voice and community involvement and contributions through service opportunities and student body events. Student Council retreat scheduled for team building, training, and generating project ideas. Student Leaders: Playground support from 5th graders Carpool Safety Patrol - support for safe drop-offs in the morning		Admin/Teachers	Student Council Retreat T-Shirts			
10)Classroom infrastructure needs (furniture, rugs, bookshelves) for improved classroom learning environment $500/classroom		Admin/Teachers				
11)Annual review and update of discipline procedures/practices and Comprehensive Safety Plan conducted by Glorietta Coordinating Council	Annually	Admin/Teachers /GCC				
12)Frequent safety drills and procedure reviews intended improve emergency preparedness and practices. Areas of focus include: bicycle and pedestrian assembly, intruder & lockdown procedure practice, basic first aid and medical alert training, BASC and After School Enrichment program emergency protocols.		Admin/Teachers				
13)Ongoing cyber safety and digital citizenship awareness training provided to students		Admin/Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
14)Promote student health and wellness and adhere to the OUSD Wellness Policy. Offer varied recess activities and attractions.		Admin/Teachers	Recess Equipment Classroom PE Equipment Quiet Cart Supplies			
15)Partner with all OUSD school sites to approach appropriate City of Orinda resources around traffic planning in and around school locations. This will include LT planning around expected growth of school populations, increased traffic, school layouts to facilitate heavy traffic during pick up & drop off windows, and/or increase bus routes to/from school sites.		Admin/Teachers				

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Highly Qualified Staff
DISTRICT GOAL:
Recruit, develop, and retain highly skilled certificated, classified, and administrative staff.
SCHOOL GOAL #3:
Engage all staff members in ongoing collaboration and professional development through a culture of collective responsibility for student learning.
How the School will Evaluate the Progress of this Goal:
Monitoring of implementation through classroom visits, PLC work, debriefs with TOSAs, and documentation of projects

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1)Collaboration with Math Coach to provide teacher and support staff training so students needs can be better served. • Professional Development Training for Math Provide differentiated ongoing training for varying levels of staff experience and specific targeted needs across curricular areas		Admin/TOSA/ IA's	SVMI Training Expressions Training TOSA Coaching			
2)Collaboration with Literacy Coach to provide new/emerging teacher training, and instruction support focused upon architecture of mini-lesson and conferring strategies TCRWP Professional Development and resources Summer Institute training offered to eligible teachers Provide differentiated ongoing training for varying levels of staff experience and specific targeted needs across curricular areas			TCRWP Summer Institute ($2500/teacher) OTHER PARENT CLUB TOSA Coaching			
3)Committee Work for cross school collaboration to further develop programs and build distributed leadership skills for: • Diversity, Equity and Inclusion Initiative		Teachers/ SPED Staff/ Admin	Wednesday Staff Collaboration			

The Single Plan for Student Achievement

10/28/22

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• MTSS/ PBIS development						
4)Development of standards-based curriculum for TK		TK Team/ Director of Curriculum/ Lit TOSA	TK Collaboration Time			
5)Professional Development Training for SPED and Support Staff. Additional professional learning opportunities for Social Emotional Learning and Equity		SPED teacher; School Psychologist; Wellness Counselor; Teachers	Orton Gillingham Multi-Sensory Reading Training Practicum

Zones of Regulation training

SEL Training School Psychologist

Equity Training

Understanding Neuro-Divergent Learners Training for Teachers | | | |
| 6)Training to enhance the instruction for systematic and sequential phonics | | Teachers K/1, TOSA, Director of Curriculum | Professional Development | | | |
| 7)Intervention Coach to provide teacher and support staff training so students needs can be better served for intervention and differentiation in the classroom. | | PD on small group intervention supports | Professional Development | | | |
| 8)Additional Release time provided to teachers for curriculum planning, analyzing performance data, and developing targeted instruction for students
   • sub coverage to be released to observe other teachers | | Release Time | Substitutes | | | |
| 9)Recruitment and retention of highly qualified staff | Admin/Parent Club | provide a supportive and appreciative working environment for | Highlight professional growth classes for units | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		staff	explore providing staff amenities to enhance working conditions to retain staff			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance: Implementation of the 2021-2024 LCAP

SCHOOL GOAL #1:

Implement the goals for 2021-2024 as outlined in the Orinda USD Local Control Accountability Plan (LCAP)

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
English Language Development Teacher	August - May	Continue to provide one FTE ELD teacher to deliver services to English learners and professional development to staff. Continue to support and improve services for English proficiency assessment, reclassification processes and materials. The ELD teacher also serves as the liaison between the classroom teacher, families and other support providers.	LCFF-EL	157,000
Teacher Long Range Planning	August - May	Continue Long Range Planning by grade level to analyze local and state assessments, develop curriculum and instructional practices based on the student data and develop Tier I interventions. Substitutes are provided twice a year for a 1/2 day planning.	General Fund	10,000

The Single Plan for Student Achievement

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
Literacy Intervention Program	August - May	Continue with the expanded literacy intervention program. The program was increased from one to two certificated FTE.	Foundation	250,000
Literacy Resources	August - May	Assess and utilize school intervention models, Fountas and Pinnell and other literacy resources including Reading Plus, Orton Gillingham, Reading Ally, Heggerty Curriculum for providing targeted instruction to identified students. Monitor and evaluate the continuation of Lexia reading program annually.	None Specified	35,000
Math Instructional Coach	August - May	Continue with 1.0 FTE math instructional coach to support consistent implementation of aligned district math program, and develop teacher capacity for effective differentiation.	General Fund	125,000
Tools for Math Intervention and Support	August - May	Provide Tier II intervention service and support for identified students in mathematics, including Freckle math program and resources from Silicon Valley Math Initiative.	General Fund	10,000

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
Curriculum-aligned Instructional Materials	August - May	Adopt or locally develop, and further broaden implementation to curriculum aligned instructional materials. Provide professional development for newly adopted instructional materials.	None Specified	55,000
Increase Counseling Support	August - May	Increase direct counseling support for students at K-5 and 6-8 which targets students with social emotional needs and behavioral skills development. This includes increase of psych interns, augmenting district psychologist position from .8 FTE to 1.0 FTE, and adding a 1.0 counselor at grades 6-8. Evaluate annually.	General Fund	150,000
Assessment of Student Engagement and Health	August - May	Continue to utilize a wide range of assessment tools to assess student and family social-emotional health, including the CA Healthy Kids Survey, local school climate surveys, and tools like thought exchange and google surveys. Share data with stakeholders including parents.	None Specified	3,000
K-8 Character Education Program	August - May	Implementation of districtwide Character Educational program.	General Fund	30,000

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Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
Elementary School Wellness Counseling	August - May	Addition of Elementary School Wellness Counselors at all five school sites to provide social emotional and mental health supports.	General Fund	500,000
Staff Professional Development	August - May	Professional development, training and coaching for certificated, classified and administrative staff in the area of equity, culturally relevant teaching, inclusive curriculum and instructional practices.	None Specified	15,000
New Teacher Induction and Support	August - May	Continue to support new teachers joining Orinda to complete state teacher induction requirements for maintaining their teaching credential. This includes the Teacher Induction Program and mentor teachers	General Fund	65,000
Provide professional development in Orinda USD literacy signature practices	August	Provide staff development for both administrators and teachers in reading and writing through Teachers College Reading and Writing Project and other literacy based trainings.	None Specified	40,000

The Single Plan for Student Achievement

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
Provide support from Teachers on Special Assignment (TOSAs)	August-May	Teachers on Special Assignment (TOSA) in Literacy, and Math provide instructional coaching, demo lessons, planning support, professional development, curriculum resources and other means to support all Orinda teachers.	General Fund	250,000

The Single Plan for Student Achievement

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tracey Lewis	X				
Taylor Rosa - Kindergarten		X			
Charles Shannon - 1st Grade		X			
Stefanie Birnbaum - 2nd Grade		X			
Erica Damianakes - 3rd Grade		X			
Lauren Dunlap - 4th Grade		X			
Julia Robinson - 5th Grade		X			
Katrina Pandya- Secretary			X	X	
David Lin - GPC Treasurer				X	
Cady Behles - Parent				X	
Neda Meshkin - Parent				X	
Sharon Koh - ONE Representative				X	
Arron Schultz - Parent				X	
Sherry Be - Parent				X	
Natalie Byrum/Blair Morse - Co-Presidents				X	
Numbers of members of each category:	**1**	**6**	**1**	**8**	

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

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

      X   School Site Council

                                                                   Signature

      Other committees established by the school or district (list):

                                                                  Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on October 26, 2022.

Attested:

Tracey Lewis		10·31·22
Typed Name of School Principal	Signature of School Principal	Date
Natalie Byrum		10/31/2022
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date