School Plan for Student Achievement

ORAZE ELEMENTARY

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7/1/23-6/30/24

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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
Roger S. Oraze Elementary School	10-62117-0123869	May 9, 2023	June 14, 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)

> 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.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math, and our MTSS system. It is our ultimate goal to ultimate this plan and continue to increase our academic achievement. Our plan includes goals around our ATSI areas chronic absenteeism and suspension rates for our two or more races subgroups and SWD as well as around academic needs of SWD.

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Comprehensive Needs Assessment Components

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

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

The following surveys are administered annually:

*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP survey

The data collected assist to address our quality indicators of an effective School Program as outlined in our SPSA that school staff reviews and reflects upon. These indicators include but are not limited to; participation rate, expenditures, staff development opportunities, parent participation and education, student achievement and recommendations for continued improvement. Oraze works to ensure meaningful involvement indecision-making by students, teachers, parents, and community members. The surveys and evaluations are shared with staff, community members, and district department and our Area Superintendent as well as the district Superintendent and presented and reviewed with staff members as well as the School Site Council (SSC) and other parent committees. Oraze Elementary is a ATSI school and closely looking to improve attendance, suspensions and ELA/Math SBAC for the subgroup students with disabilities.

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*DRA

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here: https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Academic Showcase

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.
The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements which occur in the May SSC meeting. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:
- Focus on raising state and local assessments schoolwide in both ELA and Math
- Focus on SEL needs of all students on campus

Resource Inequities

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

Based on a review of the ATSI quantitative data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences, suspensions, and students with disabilities subgroup in ELA/math SBAC scores. Our analysis illustrated for us that our parents, specifically from our Students with disabilities, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequality through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.49%	0.71%	2	4	6
African American	2.0%	1.46%	1.67%	17	12	14
Asian	29.2%	29.39%	30.48%	249	241	256
Filipino	4.5%	4.27%	4.05%	38	35	34
Hispanic/Latino	32.9%	32.07%	32.26%	280	263	271
Pacific Islander	0.4%	0.37%	0.24%	3	3	2
White	27.7%	28.54%	26.31%	236	234	221
Multiple/No Response	3.2%	3.41%	4.05%	27	28	34
Total Enrollment				852	820	840

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	126	118	119
Grade 1	118	110	111
Grade 2	113	120	111
Grade3	120	113	125
Grade 4	125	118	116
Grade 5	130	111	131
Grade 6	120	130	127
Total Enrollment	852	820	840

Conclusions based on this data:

1. The overall enrollment of Oraze has decreased over the past several years due to the boundary changes.

2. We have also seen a decrease in kindergarten enrollment over the past three years.

3. Hispanic, Asian, and White subgroups have remained our largest student groups over the years.

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	79	72	68	9.3%	8.8%	8.1%
Fluent English Proficient (FEP)	67	63	75	7.9%	7.7%	8.9%
Reclassified Fluent English Proficient (RFEP)	2	27		2.5%	4%%	

Conclusions based on this data:

1. Our English Learner population has remained around the 10% mark of our overall student enrollment.

2. Due to COVID-19 and the lack of Summative ELPAC testing, we saw a dip in reclassifications in the 20-21 school year, but were able to see numbers come back up in 21-22.

3. The number of FEP students has decreased slightly over the past three years.

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	126	116		0	115		0	115		0.0	99.1	
Grade 4	123	118		0	118		0	118		0.0	100.0	
Grade 5	133	117		0	116		0	116		0.0	99.1	
Grade 6	123	131		0	131		0	131		0.0	100.0	
All Grades	505	482		0	480		0	480		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		2441.			38.26			17.39			23.48			20.87	
Grade 4		2480.			31.36			26.27			16.95			25.42	
Grade 5		2499.			15.52			36.21			26.72			21.55	
Grade 6		2548.			19.08			41.98			24.43			14.50	
All Grades	N/A	N/A	N/A		25.83			30.83			22.92			20.42	

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		26.09			54.78			19.13	
Grade 4		27.12			54.24			18.64	
Grade 5		13.79			66.38			19.83	
Grade 6		33.59			55.73			10.69	
All Grades		25.42			57.71			16.88	

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		26.96			53.91			19.13	
Grade 4		22.03			59.32			18.64	
Grade 5		13.79			64.66			21.55	
Grade 6		13.74			59.54			26.72	
All Grades		18.96			59.38			21.67	

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		18.26			68.70			13.04	
Grade 4		22.88			61.02			16.10	
Grade 5		12.07			78.45			9.48	
Grade 6		22.14			66.41			11.45	
All Grades		18.96			68.54			12.50	

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		23.48			53.91			22.61	
Grade 4		19.49			63.56			16.95	
Grade 5		16.38			75.00			8.62	
Grade 6		22.14			68.70			9.16	
All Grades		20.42			65.42			14.17	

Conclusions based on this data:

1. Our 5th grade student group had the largest drop in overall scores from 18-19 to 21-22 with a 9% decrease.

2. Our 6th grade group had less students in the not met category for overall scores, illustrating that while they had a drop in met/exceeded, they were still able to move kids out of not met.

3. Our overall lowest domain is research/inquiry with 14% in the below standard range.

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	126	116		0	115		0	115		0.0	99.1	
Grade 4	123	118		0	118		0	118		0.0	100.0	
Grade 5	133	117		0	116		0	116		0.0	99.1	
Grade 6	124	131		0	131		0	131		0.0	100.0	
All Grades	506	482		0	480		0	480		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		2448.			26.09			30.43			26.96			16.52	
Grade 4		2462.			14.41			26.27			31.36			27.97	
Grade 5		2486.			12.93			20.69			35.34			31.03	
Grade 6		2536.			16.79			29.77			29.01			24.43	
All Grades	N/A	N/A	N/A		17.50			26.88			30.63			25.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.04			48.70			18.26	
Grade 4		23.73			43.22			33.05	
Grade 5		14.66			56.90			28.45	
Grade 6		21.37			53.44			25.19	
All Grades		23.13			50.63			26.25	

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		26.09			59.13			14.78	
Grade 4		15.25			50.85			33.90	
Grade 5		11.21			56.90			31.90	
Grade 6		14.50			62.60			22.90	
All Grades		16.67			57.50			25.83	

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		28.70			59.13			12.17	
Grade 4		16.95			64.41			18.64	
Grade 5		9.48			64.66			25.86	
Grade 6		12.98			68.70			18.32	
All Grades		16.88			64.38			18.75	

Conclusions based on this data:

1. There is a significant decease of students on or above grade level in Math after the pandemic.

2. 3rd grade is the grade level with the highest percentage of students of "standard exceeded"

3. 5th grade has the largest decrease of scores for students on "standard exceeded".

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**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
Grade K	1456.0	1434.1	1454.6	1446.3	1459.0	1405.5	13	11
Grade 1	1459.1	*	1467.2	*	1450.5	*	13	8
Grade 2	*	*	*	*	*	*	10	8
Grade 3	1515.5	1522.1	1516.5	1542.8	1514.0	1501.1	15	11
Grade 4	*	*	*	*	*	*	9	8
Grade 5	1572.4	*	1572.8	*	1571.6	*	11	6
Grade 6	*	*	*	*	*	*	10	7
All Grades							81	59

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**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**
K	23.08	9.09	46.15	27.27	30.77	63.64	0.00	0.00	13	11
1	23.08	*	30.77	*	23.08	*	23.08	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	33.33	27.27	26.67	54.55	40.00	18.18	0.00	0.00	15	11
4	*	*	*	*	*	*	*	*	*	*
5	45.45	*	36.36	*	18.18	*	0.00	*	11	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	28.40	35.59	35.80	40.68	30.86	23.73	4.94	0.00	81	59

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	15.38	27.27	53.85	36.36	30.77	36.36	0.00	0.00	13	11
1	38.46	*	23.08	*	23.08	*	15.38	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	53.33	54.55	40.00	45.45	6.67	0.00	0.00	0.00	15	11
4	*	*	*	*	*	*	*	*	*	*
5	81.82	*	18.18	*	0.00	*	0.00	*	11	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	41.98	59.32	38.27	30.51	17.28	10.17	2.47	0.00	81	59

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	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	30.77	9.09	38.46	18.18	30.77	63.64	0.00	9.09	13	11
1	15.38	*	38.46	*	23.08	*	23.08	*	13	*
2	*	*	*	*	*	*	*	*	*	*
3	20.00	18.18	40.00	18.18	20.00	45.45	20.00	18.18	15	11
4	*	*	*	*	*	*	*	*	*	*
5	18.18	*	63.64	*	9.09	*	9.09	*	11	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	14.81	15.25	45.68	27.12	22.22	45.76	17.28	11.86	81	59

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	20-21	21-22	20-21	21-22	20-21	21-22
K	30.77	9.09	69.23	90.91	0.00	0.00	13	11
1	46.15	*	46.15	*	7.69	*	13	*
2	*	*	*	*	*	*	*	*
3	40.00	36.36	46.67	63.64	13.33	0.00	15	11
4	*	*	*	*	*	*	*	*
5	63.64	*	36.36	*	0.00	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	35.80	35.59	59.26	62.71	4.94	1.69	81	59

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	20-21	21-22	20-21	21-22	20-21	21-22
K	15.38	63.64	69.23	36.36	15.38	0.00	13	11
1	7.69	*	84.62	*	7.69	*	13	*
2	*	*	*	*	*	*	*	*
3	60.00	81.82	40.00	18.18	0.00	0.00	15	11
4	*	*	*	*	*	*	*	*
5	90.91	*	9.09	*	0.00	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	44.44	83.05	51.85	16.95	3.70	0.00	81	59

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	20-21	21-22	20-21	21-22	20-21	21-22
K	15.38	9.09	84.62	81.82	0.00	9.09	13	11
1	23.08	*	46.15	*	30.77	*	13	*
2	*	*	*	*	*	*	*	*
3	20.00	0.00	53.33	63.64	26.67	36.36	15	11
4	*	*	*	*	*	*	*	*
5	27.27	*	63.64	*	9.09	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	22.22	13.56	56.79	69.49	20.99	16.95	81	59

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	53.85	9.09	38.46	63.64	7.69	27.27	13	11
1	23.08	*	46.15	*	30.77	*	13	*
2	*	*	*	*	*	*	*	*
3	40.00	18.18	46.67	81.82	13.33	0.00	15	11
4	*	*	*	*	*	*	*	*
5	27.27	*	72.73	*	0.00	*	11	*
6	*	*	*	*	*	*	*	*
All Grades	25.93	18.64	61.73	72.88	12.35	8.47	81	59

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Oraze was able to reclassify 27 students 21-22 school year.

2. Oraze English Learner population has seen a slight decrease from previous years.

3. We had an increase in students who scored an overall level 4 and are anticipating being able to reclassify even more students this year.

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**
820	**50.2**	**8.8**	**0.7**
Total Number of Students enrolled in Roger S. Oraze 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	72	8.8
Foster Youth	6	0.7
Homeless	2	0.2
Socioeconomically Disadvantaged	412	50.2
Students with Disabilities	78	9.5

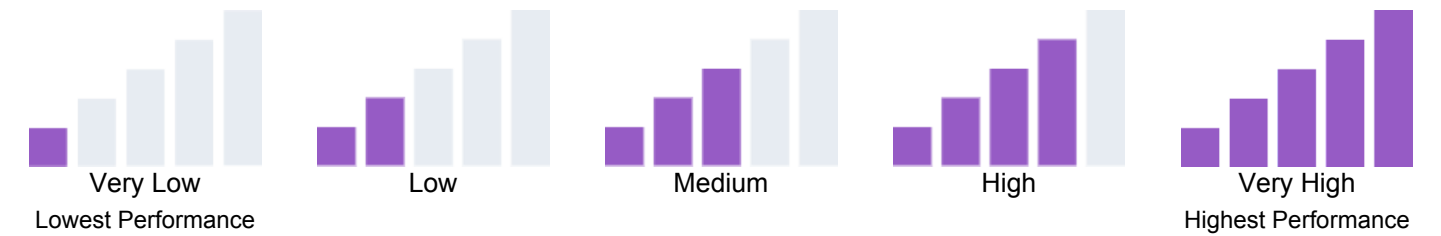| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.5
American Indian	4	0.5
Asian	241	29.4
Filipino	35	4.3
Hispanic	263	32.1
Two or More Races	28	3.4
Pacific Islander	3	0.4
White	234	28.5

Conclusions based on this data:

1. Oraze's major subgroups are Hispanic, Asian, and White.

2. Our SED population had dropped a few years ago, but has increased over the past few years

3. Our SWD subgroup has remained around 9%
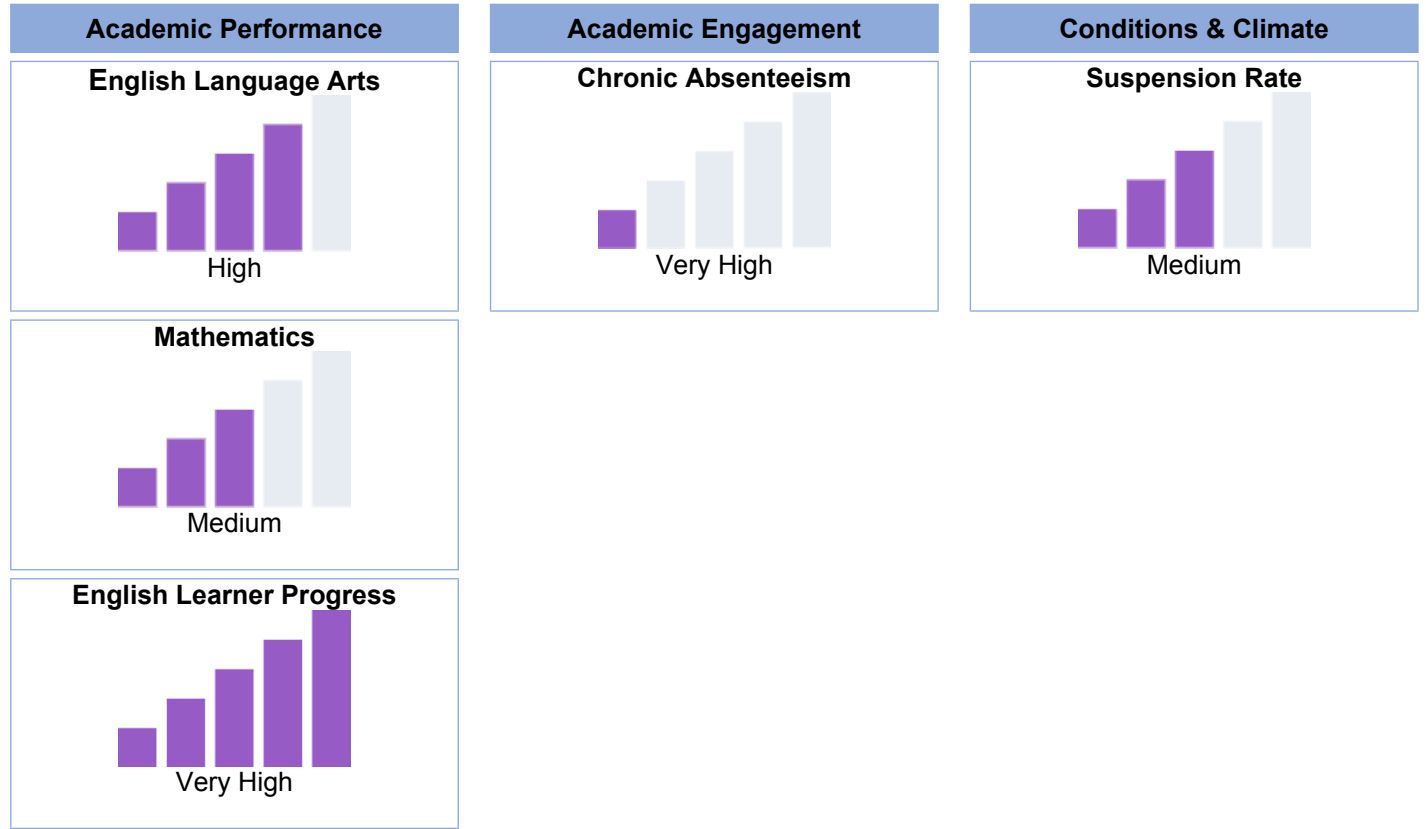
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** Medium
Mathematics Medium		
English Learner Progress Very High		

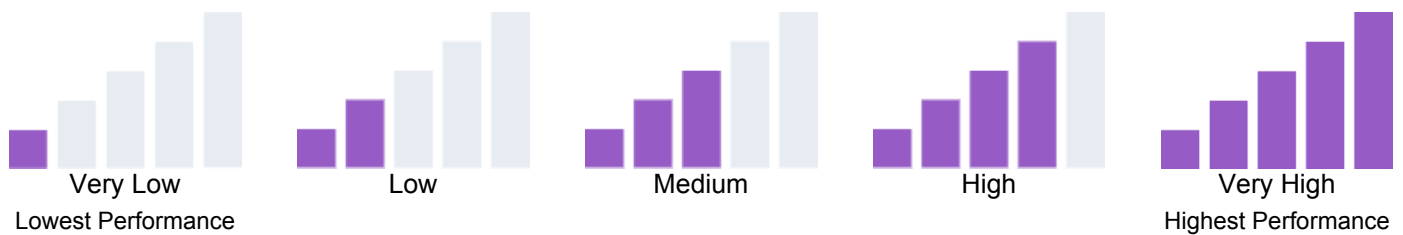**Conclusions based on this data:**

1. Oraze's chronic absenteeism was very high and an area of growth for this year.

2. English Language Arts performance was higher than Mathematics.

3. Oraze's suspension rate was very high and interventions are in place this year.
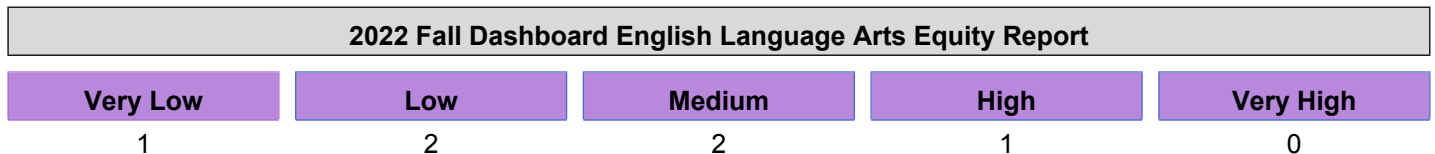
School and Student Performance Data

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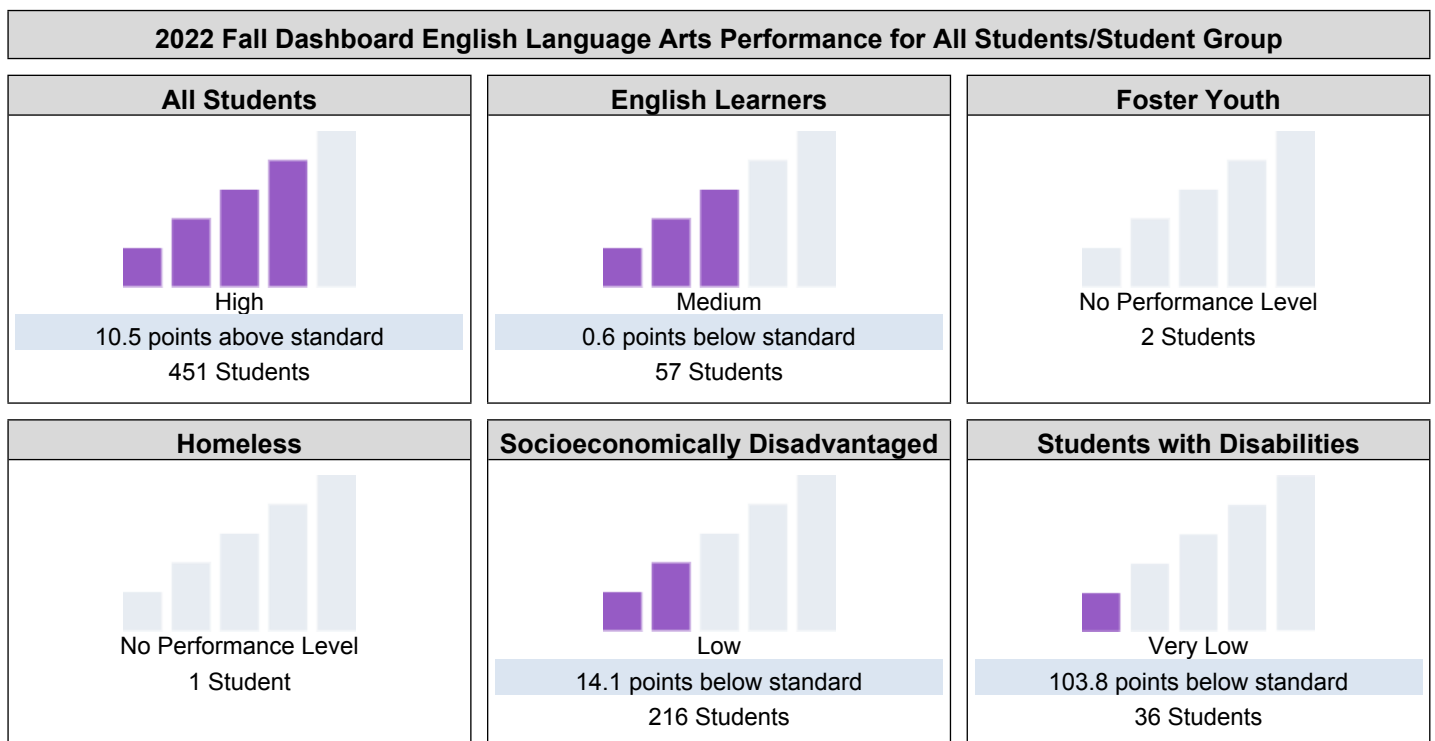
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
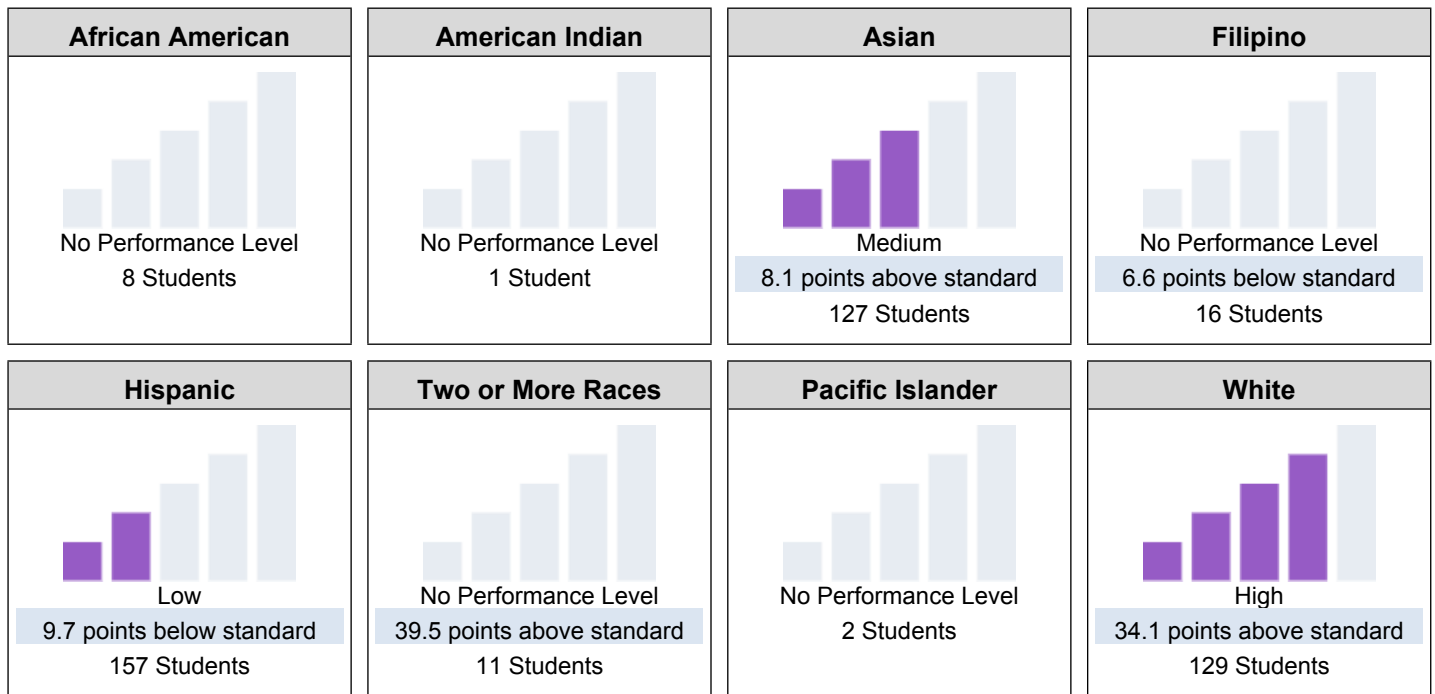
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	2	1	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**
High	Medium	No Performance Level
10.5 points above standard	0.6 points below standard	2 Students
451 Students	57 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
1 Student	14.1 points below standard	103.8 points below standard
	216 Students	36 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	No Performance Level
		8.1 points above standard	6.6 points below standard
8 Students	1 Student	127 Students	16 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	High
9.7 points below standard	39.5 points above standard		34.1 points above standard
157 Students	11 Students	2 Students	129 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

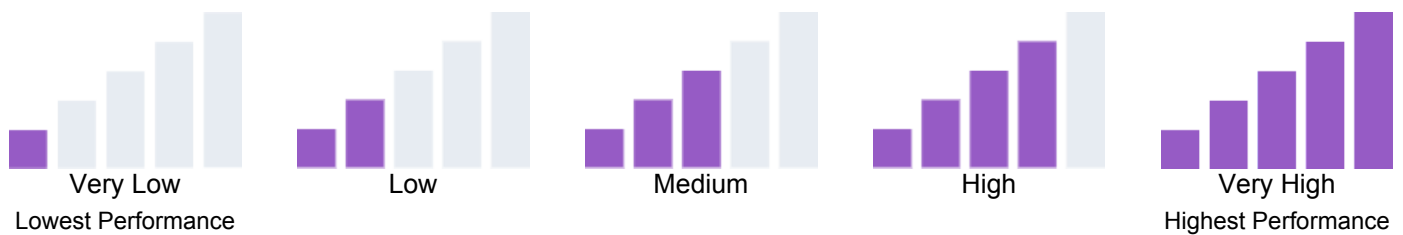| Current English Learner	Reclassified English Learners	English Only
75.8 points below standard	46.7 points above standard	8.6 points above standard
22 Students	35 Students	367 Students

Conclusions based on this data:

1. Overall, our ELA scores fell into the high status range

2. Our lowest-performing subgroup was our SWD

3. Our highest performing subgroup was our White subgroup
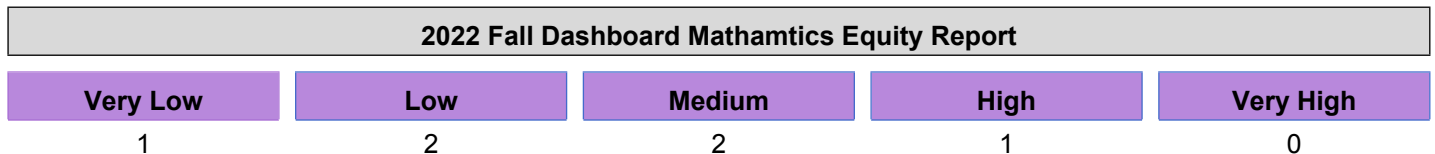
School and Student Performance Data

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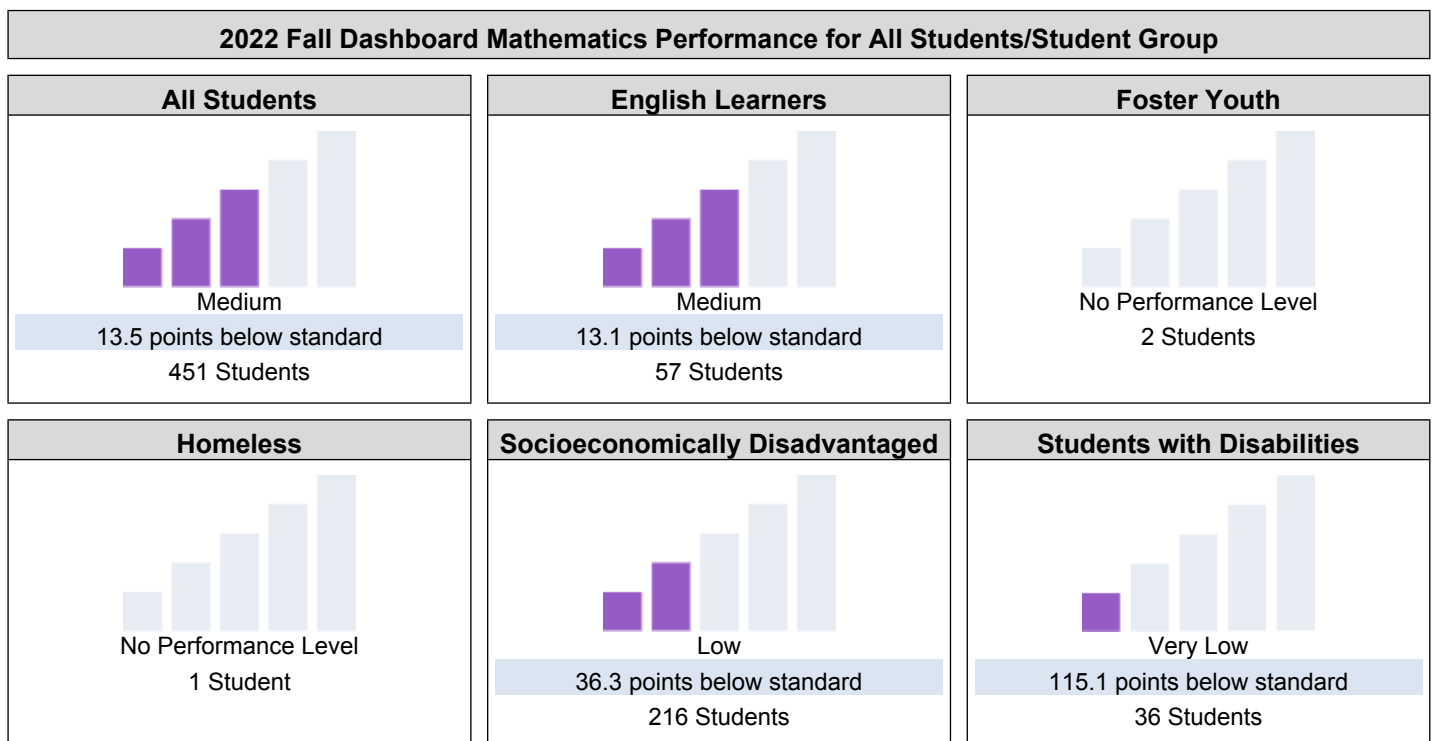
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
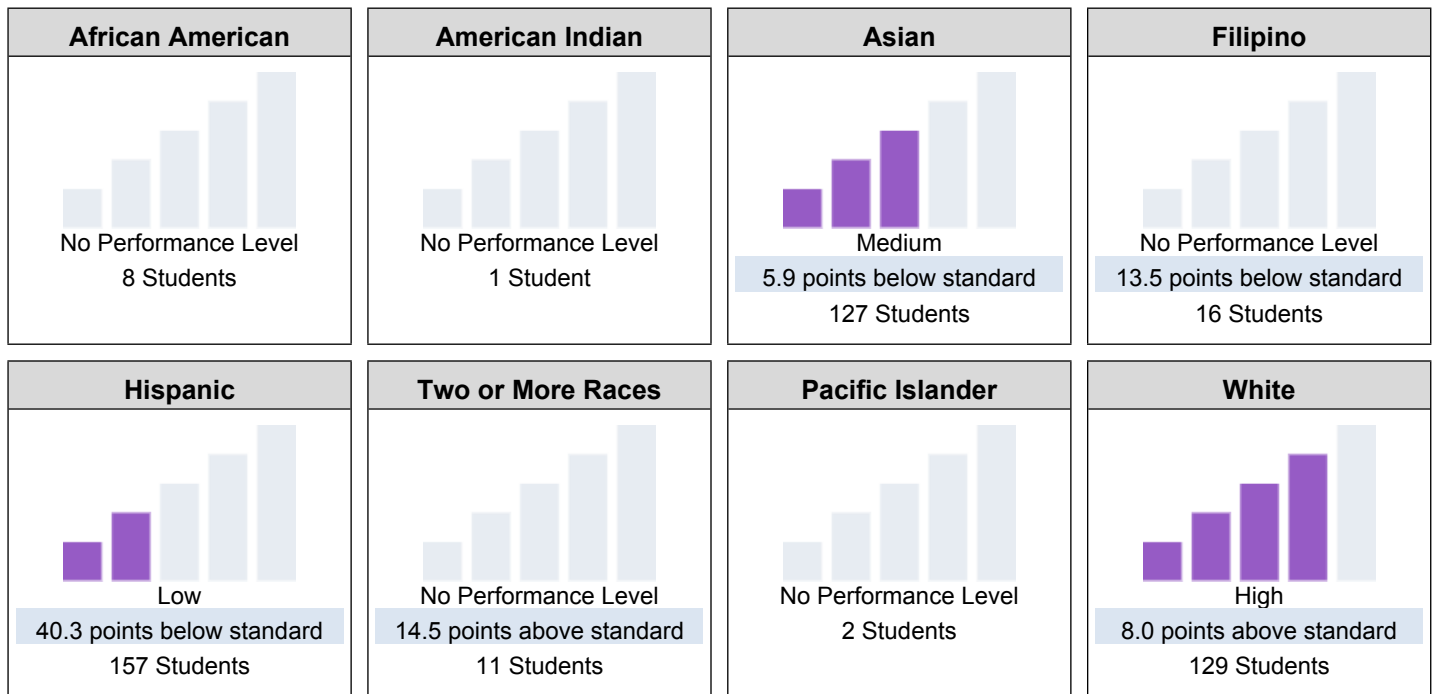
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	2	1	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**
Medium	Medium	No Performance Level
13.5 points below standard	13.1 points below standard	2 Students
451 Students	57 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
1 Student	36.3 points below standard	115.1 points below standard
	216 Students	36 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
8 Students

American Indian

No Performance Level
1 Student

Asian

Medium
5.9 points below standard
127 Students

Filipino

No Performance Level
13.5 points below standard
16 Students

Hispanic

Low
40.3 points below standard
157 Students

Two or More Races

No Performance Level
14.5 points above standard
11 Students

Pacific Islander

No Performance Level
2 Students

White

High
8.0 points above standard
129 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

66.7 points below standard
22 Students

Reclassified English Learners

20.5 points above standard
35 Students

English Only

17.5 points below standard
367 Students

Conclusions based on this data:

1. Our overall math scores fell into the medium status range

2. Our highest performing subgroup was our White subgroup

3. Our lowest performing subgroup was our SWD

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

Very High

84.1 making progress towards English language proficiency

Number of EL Students: 44 Students

Performance Level: 5
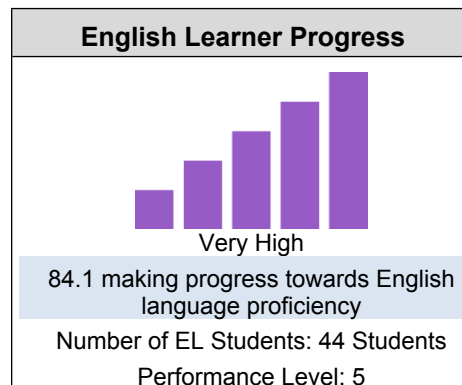
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

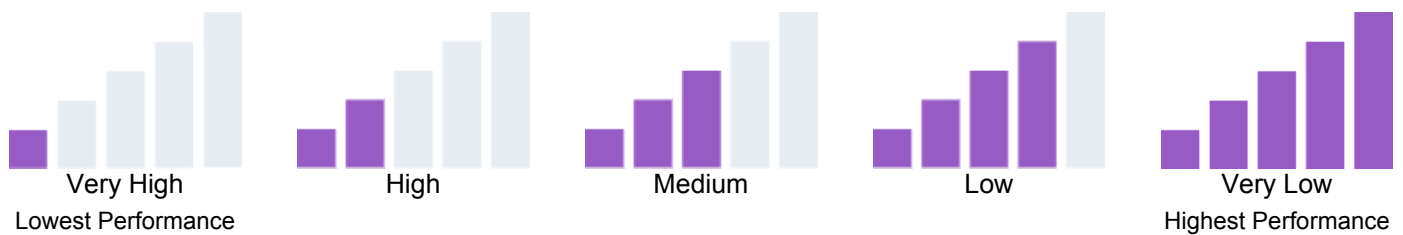| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
4.5%	11.4%	4.5%	79.5%

Conclusions based on this data:

1. Our English Learner Progress indicator was in the very high range

2. 84% of our EL students are making progress towards English Proficiency

3. 35% of students progressed at least one level
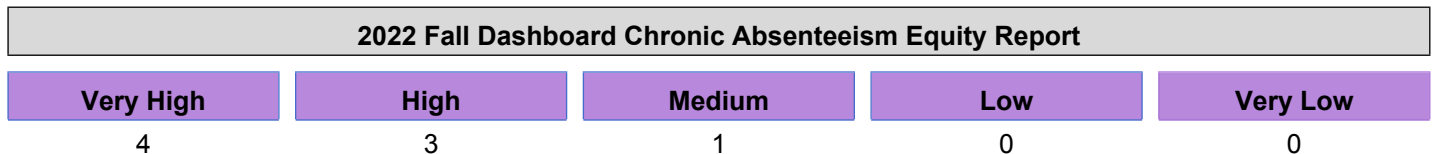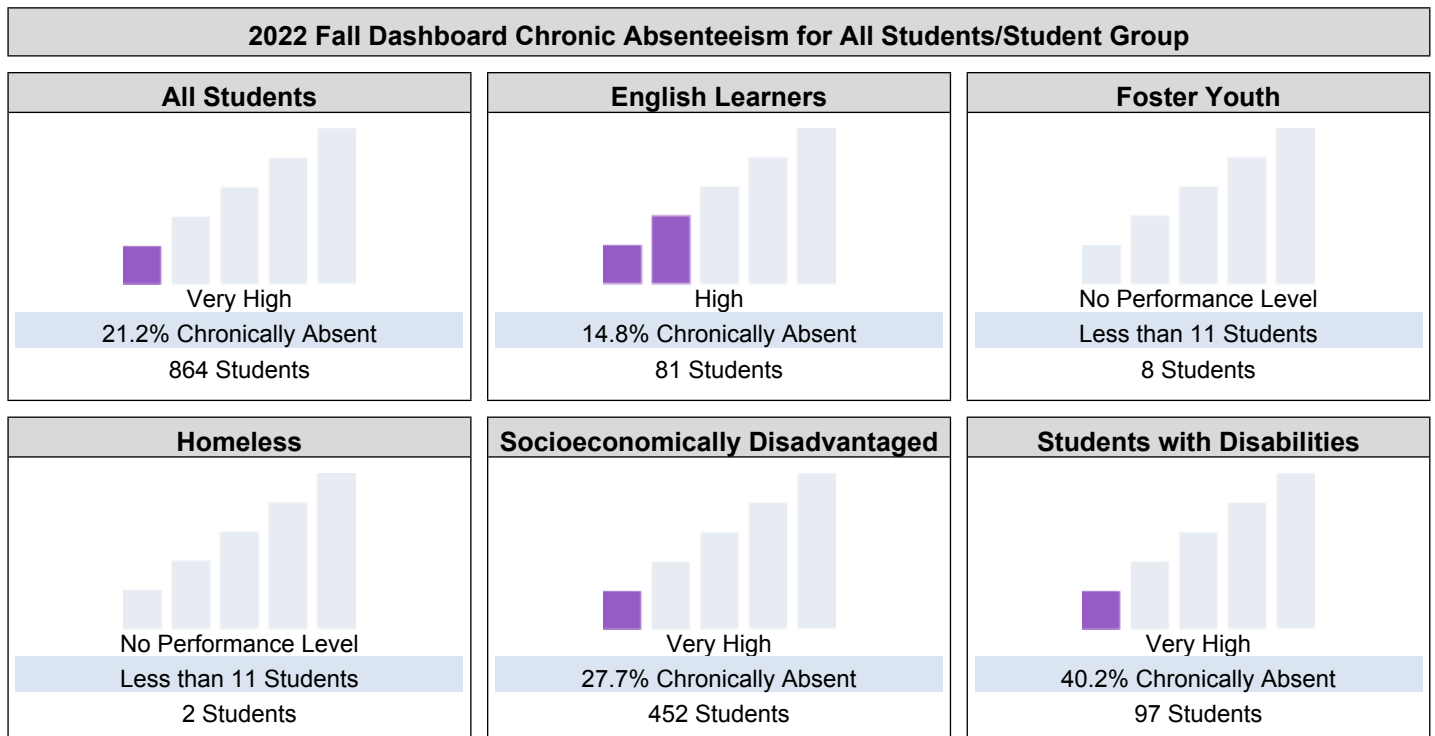
School and Student Performance Data

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).
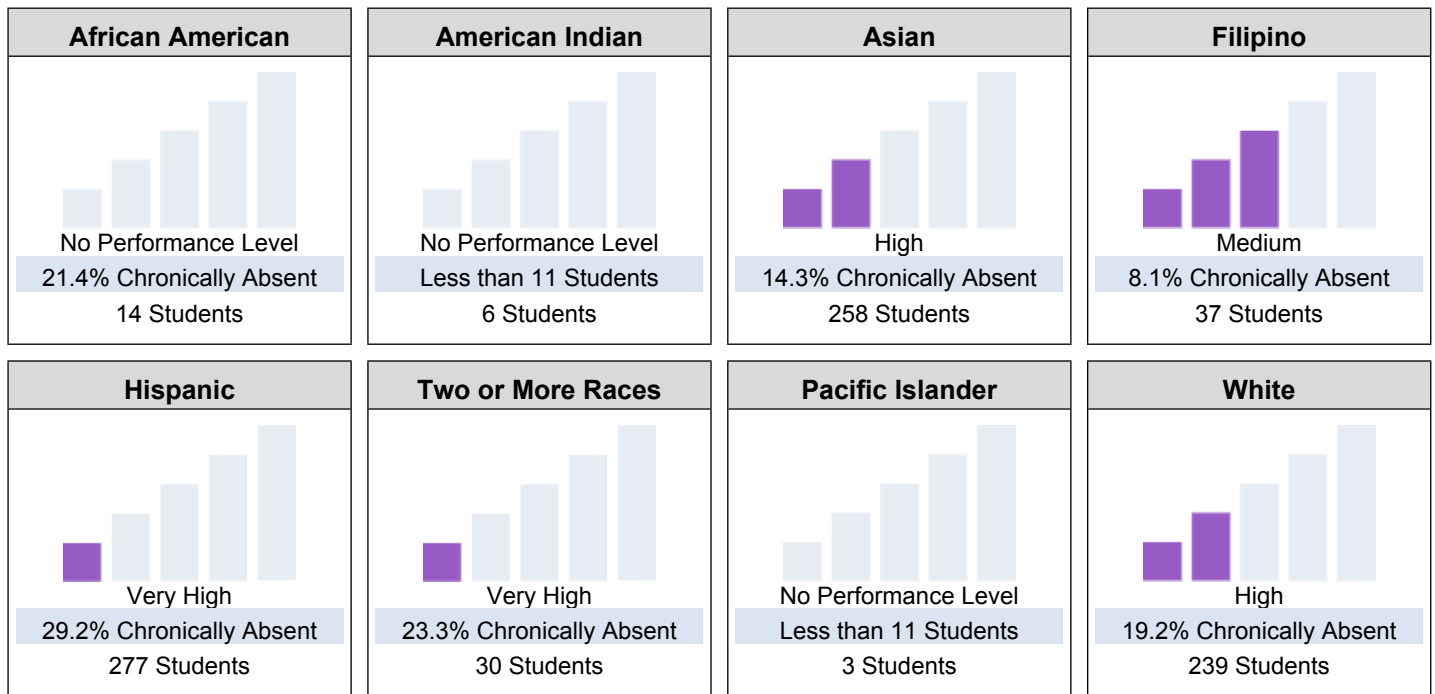

Very High	High	Medium	Low	Very High

Lowest Performance   Highest Performance

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	3	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
21.2% Chronically Absent	14.8% Chronically Absent	Less than 11 Students
864 Students	81 Students	8 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	27.7% Chronically Absent	40.2% Chronically Absent
2 Students	452 Students	97 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	High	Medium
21.4% Chronically Absent	Less than 11 Students	14.3% Chronically Absent	8.1% Chronically Absent
14 Students	6 Students	258 Students	37 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	High
29.2% Chronically Absent	23.3% Chronically Absent	Less than 11 Students	19.2% Chronically Absent
277 Students	30 Students	3 Students	239 Students

Conclusions based on this data:

1. Our overall status indicator for chronic absenteeism was in the very high range

2. Hispanic students, students who are socioeconomically disadvantaged and Students with Disabilities subgroups have the largest rates of absenteeism

3. Our Filipino subgroup had the least percent of chronically absent students

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).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	4	1	0	2

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	High	No Performance Level
2.7% suspended at least one day	3.6% suspended at least one day	Less than 11 Students
875 Students	83 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Very High
Less than 11 Students	3.3% suspended at least one day	8.2% suspended at least one day
2 Students	454 Students	98 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Medium	Very Low
0% suspended at least one day	Less than 11 Students	1.5% suspended at least one day	0% suspended at least one day
14 Students	6 Students	260 Students	38 Students

Hispanic	Two or More Races	Pacific Islander	White
High	Very Low	No Performance Level	High
3.2% suspended at least one day	0% suspended at least one day	Less than 11 Students	4.2% suspended at least one day
281 Students	33 Students	3 Students	240 Students

Conclusions based on this data:

1. The suspension rate increased from the previous year and we fell into the medium indicator range

2. Students with disabilities, Hispanic and white sub groups are all high

3. Our Two or more races and Filipino subgroups both had 0 suspensions

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

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

Increase ELA achievement by 5%, including students with disabilities subgroups.

Identified Need

Students in grades K-6 are performing under grade level in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data (K-2) and SBAC scores (3-6)	K: 64% 1:56% 2: 50% 3: 55.65% 4: 57.63% 5: 51.73% 6: 61.06%	Show 5% growth on end of year assessments in each grade level

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 K-6

Strategy/Activity

Strategy: Professional Development

Activities:
*Provide teachers with a variety of PD opportunities that support first-time best instruction, intervention, MTSS, use of PLCs, etc.

*Send teachers to conferences that focus on research-based strategies to support our goals of increased student achievement
*Utilize funding to provide subs for teachers to attend PD and conferences, to be a part of learning rounds, for calibration days, etc.
*Purchase materials that support our PD efforts and/or that are needed for teachers to successfully implement the strategies that they learn
*Increase Proficiency of English Language Learner Students: BIA and translator

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)
14,000	LCAP Supplemental PD, subs, etc.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students K-6

Strategy/Activity

Strategy: Intervention

Activities:
*Hire Instructional Aides to provide intervention support
*Hire a BIA to support our EL students and to provide differentiated support and intervention
*Provide stipends for teachers to provide intervention through Bearcat Bootcamp
*Purchase supplemental instructional materials that will support our intervention efforts for all students, including students with disabilities
*Purchase supplemental instructional materials for our EL students and BIA to use to support Language Acquisition

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)
7684.34	Title III English Learner Support for EL students
11,593.73	LCAP Intervention

	Hiring Intervention teachers and IA's
21,360.00	LCAP Supplemental

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students in K-6

Strategy/Activity

Strategy: Technology

Activities:
*Purchase technology to work towards our goal of 1-1 for all students
*Purchase and utilize online research-based curriculums that support student learning and our intervention efforts

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)
5,000	LCAP Supplemental

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.

Oraze Elementary has been implementing the district-adopted Benchmark Advance curriculum in grades K-5 and collections in grade 6. Overall, all grade levels dropped in proficiency percentage since the pandemic. The fidelity to which the ELA core and supplemental curriculum are being utilized is an area of focus for this goal moving forward. Grade levels K-2 are also utilizing newly purchased research-based intervention curriculum this school year, to support intervention in reading. 3rd-6th have intervention teachers pushing into the classrooms and working in small groups to assist with the individual needs of the students.

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

There were no major differences between the intended implementation and budgeted expenditures in implementing these strategies.

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.

Oraze's previous goal combined reading and math into one goal with nearly identical strategies and expenditures. In order to clarify each goal and provide a clear direction for needs and resources, reading and math have been separated into two separate academic achievement goals.

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

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Increase Math achievement by 5%

Identified Need

Students in grades K-6 are performing under grade level in Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data (K-2) and SBAC scores (3-6)	K: 79% 1: 64% 2: 51% 3: 56.52% 4: 40.68% 5: 33.62% 6: 46.56%	Show 5% growth on end of year assessments in each grade level

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

Strategy: Professional Development

Activities:
*Provide teachers with a variety of PD opportunities that support first-time best instruction, intervention, MTSS, use of PLCs, etc.

*Send teachers to conferences that focus on research-based strategies to support our goals of increased student achievement
*Utilize funding to provide subs for teachers to attend PD and conferences, to be a part of learning rounds, for calibration days, etc.
*Purchase materials that support our PD efforts and/or that are needed for teachers to successfully implement the strategies that they learn

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)
5,000	LCAP Supplemental PD, subs, etc.

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

Strategy: Intervention *Provide math intervention for students through an intervention IA *Purchase supplemental materials

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

Amount(s)	Source(s)

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.

Oraze Elementary has been implementing the district adopted iReady curriculum in grades K-5 and Illustrative Math in grade 6. Overall, all grade levels dropped in proficiency percentage since the

pandemic. The fidelity to which the mathematics core instruction and supplemental curriculum are being utilized is an area of focus or this goal moving forward. Grade levels having been focusing their PLC's on mathematics and tier 2 support.

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

There were no major differences between the intended implementation and budgeted expenditures in implementing these strategies.

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.

Oraze's previous goal combined reading and math into one goal with nearly identical strategies and expenditures. In order to clarify each goal and provide a clear direction for needs and resources, reading and math have been separated into two separate academic achievement goals.

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

Health and Wellness

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

School will focus on fostering a positive school climate and environment, where students feel welcome as part of the school community.

Identified Need

There was an increase in absenteeism, behavior referrals, and social-emotional wellness of students which affects student achievement outcomes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absentee Rates	5.67%	5.0%
Suspension Rates	2.66%	2.0%

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 and specifically our SWD and two or more races subgroups

Strategy/Activity

Strategy: Absenteeism Support & Intervention

Activities:
*Utilize research-based attendance strategies to increase attendance at school
*Engage parents in the attendance process prior to SARB's
*Utilize district SARB officer
*Utilize Attendance incentives
*Continue PBIS
*Provide PD for staff around behavior interventions

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)
100.00	LCAP Supplemental Parent engagement
100.00	LCAP Supplemental attendance incentives
0	District 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

Strategy: Behavior Interventions and Support

Activities:
*Continue PBIS
*Provide PD for staff around behavior interventions
*Purchase prizes to support PBIS

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

Amount(s)	Source(s)
1800	LCAP Supplemental

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.

This is a new goal that will be implemented in the 2023-2024 school year

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

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

Decrease absenteeism and suspensions while increasing student achievement and engagement

LEA/LCAP Goal

Maximize Achievement and engagement for All Students

Goal 4

Decrease the number of students who are chronically absent as well as decreasing the number of students suspended across our campus, including in our students with disabilities and students of 2 or more races subgroups.

Identified Need

Due to COVID 19 and the mandated quarantines that were put into place by the state, a large number of students fell into the chronic absentee rates across the district and state. At our site, our students with disabilities and students with 2 or more races subgroups had a high percentage of students who were considered chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard Chronic Absentee Rates	In 21-22, 21.2% of our students were considered chronically absent	In 22-23, we expect there to be a decline of the overall number of students who are chronically absent by 5%
California Data Dashboard Chronic Absentee Rates	In 21-22, 41% of our Students with disabilities subgroup were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of students in our Students with disabilities subgroup who are chronically absent by 5%
California Data Dashboard Chronic Absentee Rates	In 21-22, 24% of our Students with 2 or more races subgroup were considered chronically absent.	In 22-23, we expect there to be a decline of the overall number of students in our Students with 2 or more races subgroup who are chronically absent by 5%
California Data Dashboard Chronic Absentee Rates	In 21-22, 8.2% of our Students with disabilities subgroup were suspended.	In 22-23, we expect there to be a decline of students in our students with disabilities subgroup who are suspended for one or more days by 3%

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)

1. All students including students with disabilities subgroup
2. All students including Students with 2 or more races subgroup

Strategy/Activity

1. Site admin. will be provided with PD around foundational research based practices to prevent absenteeism for all students.
2. Appropriate staff will be trained on pulling and analyzing absentee data.

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)
1,000	LCAP Supplemental

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.

Oraze Elementary has been implementing Positivity Project and PBIS school wide to impact all student. With the return from the pandemic, students were absent for long periods of time due to mandated CA laws. In addition, students were back in the school setting for the first time in two years, behavior was a concern and suspension rates were up. All teachers are implementing Positivity Project which focuses on character strengths, self-awareness/self-confidence; which links all together with positive relationships. Secondly, Oraze is recognized as a Platinum school for the PBIS implementation. PBIS focuses on positive reinforcement, social emotional learning, while improving student behavior, engagement and attendance school wide.

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

There were no major differences between the intended implementation and budgeted expenditures in implementing these strategies.

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.

This is a new goal to focus on the need to improve chronic absenteeism and the increase of suspensions.

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	$7,684.34
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$67,638.07

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
District Funded	$0.00
LCAP Intervention	$11,593.73
LCAP Supplemental	$48,360.00
Title III English Learner	$7,684.34

Subtotal of state or local funds included for this school: $67,638.07

Total of federal, state, and/or local funds for this school: $67,638.07

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
LCAP Supplemental	$48,360.00	0.00
LCAP Intervention	$11,593.73	0.00
Title III English Learner	$7,684.34	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	48,360.00
Title III English Learner	7,684.34

Expenditures by Budget Reference

Budget Reference	Amount
	12,884.34

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	43,160.00
	LCAP Supplemental	5,200.00
	Title III English Learner	7,684.34

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,638.07
Goal 2	5,000.00
Goal 3	2,000.00
Goal 4	1,000.00

School Site Council Membership

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

1 School Principal

5 Classroom Teachers

1 Other School Staff

7 Parent or Community Members

Name of Members	Role
Sara McAvoy	Principal
Jaclyn Russell	Other School Staff
Debbie Vang	Classroom Teacher
Gina Casey	Classroom Teacher
Melissa Farrell	Classroom Teacher
Nou Thao	Classroom Teacher
Dao Vang	Classroom Teacher
Tim Snyder	Parent or Community Member
Maria Miguel	Parent or Community Member
Zujey Marquez	Parent or Community Member
Amor Edith de Zamora	Parent or Community Member
Megan Burdick	Parent or Community Member
Ranjit Chauhan	Parent or Community Member
Kimberly Hendrix	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:
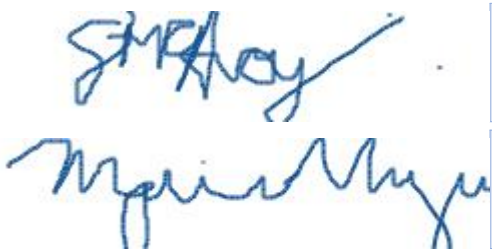
Signature	Committee or Advisory Group Name

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 5/9/23.

Attested:

	Principal, Sara McAvoy on 5/9/23
	SSC Chairperson, Maria Miguel on 5/9/23