The Single School Plan for Student Achievement

School:	Orinda Intermediate School
CDS Code:	07-61770-6004477
District:	Orinda Union Elementary School District
Principal:	Stacy Wayne
Revision Date:	October 26, 2023

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 November 14, 2022.

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School Vision and Mission

Orinda Intermediate School's Vision and Mission Statements
District Mission Statement
A Learning Community that Inspires, Engages, and Supports ALL Students.

Orinda Intermediate School Mission Statement
The ongoing mission of Orinda Intermediate School is to foster academic curiosity, develop a growth mindset, and cultivate a sense of belonging to each and every student. Our shared vision is one in which every student feels motivated, challenged, and valued as a member of the school and wider community. We strive to inspire students to become critical thinkers and problem solvers.

School Profile

The history of Orinda is rooted in its schools. The first school was built in 1861, close to where Orinda Intermediate School is today. In 1882, a second school was built on the other side of town. Both schools had an average of 20 students per year. With the development of the area in the 1920s came a greater demand for a robust educational system. In 1924, Orinda Union School District was formed. Originally, a two-room school was built, but as more people moved into the area, it became clear that more space was needed. In a small valley within the rolling hills of Orinda, Inland Valley Elementary and Intermediate School was constructed to accommodate the influx of a growing population looking for a community with excellent schools. By 1969, Orinda had one high school, two intermediate schools, and six elementary schools. Then, in 1973, Orinda began a population decline and a number of schools in the city were closed. The two intermediate schools merged and became Orinda Intermediate School (OIS) in 1975.

OIS currently has 824 students. The majority of students come from the District's four elementary schools, and the remainder are interdistrict transfer students from surrounding cities.

The ongoing mission of Orinda Intermediate School is to foster academic curiosity, develop a growth mindset, and cultivate a sense of belonging to each and every student. Our shared vision is one in which every student feels motivated, challenged, and valued as a member of the school and wider community. We strive to inspire students to become critical thinkers and problem solvers.

OIS teachers have participated in professional development around the fundamentals of professional learning communities, collaborating to engage in collective inquiry and action research so that all students will achieve at the highest levels. Grade level and department teams meet regularly to share best practices and review student data. Teachers demonstrate the core values of growth mindset and lifelong learning as they engage in opportunities to reflect and hone their instruction.

The success of Orinda Intermediate School is due in large part to outstanding academic programs, involved parents, and an educational environment that supports the notion that ALL students can achieve at high levels. Our many character education initiatives continue to enhance our overall program by creating a culture of compassion and respect at the school. To improve learning, each of our core and co-curricular departments work continuously to enhance instructional strategies and to ensure the implementation of best practices. Our block schedule and Academy periods allow for deeper learning and additional support for students.

The OIS Parents' Club and the Orinda Network for Education (ONE) continue to provide significant volunteer and financial contributions to our school. This support helps drive our elective offerings which include world languages, woodworking, computers, music, art, drama, debate, robotics, yearbook, sculpture, and makerspace. It also provides support for three full-time counselors who help with the school climate and the emotional well-being of all students. Programs such as these are fundamental to the success of students as they matriculate through school. Additionally, our community funding supports the technology initiatives at OIS and allows for 1 to 1 devices in all core, mathematics, and science classes.

Orinda Intermediate School was designated as a California Distinguished School in 2013, a California Gold Ribbon School in 2015, and a National Blue Ribbon School in 2022.

District Schools/SARCs

Comprehensive Needs Assessment

Data Analysis: Summary of Results, Including Surveys

California Distinguished School status, awarded in 2013
California Gold Ribbon School status, awarded in 2015
National Blue Ribbon School status, awarded in 2022

87% of OIS students met or exceeded standards in ELA on the 2023 CAASPP
82% of OIS students met or exceeded standards in mathematics on the 2023 CAASPP
74% of OIS 8th grade students met or exceeded standards in science on the 2023 CAST

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 6-8 in English Language Arts and Mathematics and in Grade 8 in Science.

   *6-8 grade district reading assessments and on-demand writing assessments
   *6-8 grade CAASPP interim assessments in ELA
   *6-8 grade CAASPP interim assessments in Mathematics

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

   Teachers use data from various assessments such as chapter/unit assessments, CAASPP interim assessments, TCRWP 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)**

   98% of OIS staff are highly qualified.

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, Next Generation Science Standards, student performance, and professional needs.

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

   Teachers are supported by part-time literacy coach, EL specialist, and other professional development opportunities. Teachers are also supported with professional development in the area of Professional Learning Communities (PLC).

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

   Teachers collaborate weekly by department and through participation on District committees.

Teaching and Learning

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

   The Common Core State Standards (CCSS) are implemented in both core and mathematics classrooms. Teachers align curriculum, instructional materials, and practices to the standards. The Next Generation Science Standards are taught in all science classrooms, and FOSS has been adopted as the science curriculum in grade 6.

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

   The curricular program adheres to any recommended instructional minutes. Review 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)**

    OIS provides flexible scheduling for students with special needs as specified in their Individualized Education Plan (IEP).

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

    Students at OIS 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)**

    OIS uses standards-aligned instructional materials for all core content areas.

Opportunity and Equal Educational Access

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

    - Monitoring of academically at-risk students by counselors
    - Support personnel meet to discuss and develop plans of action
    - Collaboration with parents and educational specialists
    - Ability grouping within math and core courses
    - Student Study Team meetings scheduled as needed
    - Common planning time meetings
    - Reading and Writing workshop in core classes
    - Leveled reading in core classes
    - Conferencing in core classes
    - Project Based Learning in academic classes
    - Academy sessions for re-teaching, test retakes, intervention

    Services provided by supplemental funds to enable underperforming students to meet standards
    - English Learner Language Support: The EL Specialist works with a targeted group of students
    - Targeted subgroups (per LCAP) are monitored and provided intervention support
    - Resource staff (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 Science and Engineering Practices.

<u>Parental Involvement</u>

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.
- Student Study Teams (SST) meet regularly and work to support struggling students. Counselors monitor at-risk students and ensure home-school connection.
- Support personnel meet to discuss and develop plans of action
- Collaboration with parents and educational specialists
- Ability grouping in math courses
- Common planning time meetings
- Leveled reading in core classes
- Conferencing in core classes
- Project-based learning

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 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.

<u>Funding</u>

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)**

Funding provided by district and donations from the Orinda Network for Education (ONE). These funds are approved by the School Site Council.

Areas for Targeted Improvement

- Continue to build our Professional Learning Community (PLC) with continued trainings to support weekly team meetings to create common assessments, review data, and plan interventions.
- Increase the percentage of students meeting and exceeding standards on the CAASPP in Math and ELA, with a particular focus on subgroups
- Increase the percentage of students meeting and exceeding standards on the CAST (Science), with a particular focus on subgroups
- Continue to address bullying/harassment and other social issues through Academy sessions, KOIS, counseling groups, Where Everybody Belongs/Leadership, the Anonymous Reporting Box, WeTip reporting system
- Increase recycling/compost efforts by continuing to implement a food waste program
- Continue to monitor and evaluate changes to the block schedule and Academy sessions
- Continue to provide anti-bias training for teachers and to enhance our character education and SEL programs for students

Site Council Calendar

The calendar is determined each school year by the site council.

October 26, 2023
November 30, 2023
January 18, 2024
February 15, 2024
March 21, 2024
April 25, 2024
May 9, 2024

The agenda for upcoming meetings is determined and influenced by input from site council members at and after each monthly meeting.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	261	274	0	259	268	0	259	268	0.0	99.2	97.8
Grade 7	281	281	267	0	278	262	0	278	262	0.0	98.9	98.1
Grade 8	312	281	282	0	267	276	0	267	276	0.0	95.0	97.9
All Grades	877	823	823	0	804	806	0	804	806	0.0	97.7	97.9

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2623.	2610.		54.83	50.00		33.59	34.33		10.42	13.06		1.16	2.61
Grade 7		2645.	2644.		51.80	51.53		38.49	36.64		7.19	8.40		2.52	3.44
Grade 8		2667.	2642.		50.56	39.86		39.33	44.93		8.24	11.59		1.87	3.62
All Grades	N/A	N/A	N/A		52.36	47.02		37.19	38.71		8.58	11.04		1.87	3.23

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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 6		47.49	38.06		49.03	52.61		3.47	9.33
Grade 7		41.37	43.51		54.68	53.05		3.96	3.44
Grade 8		52.06	39.13		44.57	54.71		3.37	6.16
All Grades		46.89	40.20		49.50	53.47		3.61	6.33

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 6		56.37	47.01		39.38	49.25		4.25	3.73
Grade 7		57.19	56.49		40.65	38.93		2.16	4.58
Grade 8		55.43	37.82		40.45	58.91		4.12	3.27
All Grades		56.34	46.96		40.17	49.19		3.48	3.85

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 6		27.41	25.37		69.50	72.76		3.09	1.87
Grade 7		24.82	25.57		73.38	71.76		1.80	2.67
Grade 8		36.70	30.07		61.42	65.58		1.87	4.35
All Grades		29.60	27.05		68.16	69.98		2.24	2.98

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 6		43.63	40.30		54.83	56.72		1.54	2.99
Grade 7		43.53	42.75		53.24	53.05		3.24	4.20
Grade 8		49.06	42.03		47.57	53.99		3.37	3.99
All Grades		45.40	41.69		51.87	54.59		2.74	3.72

Conclusions based on this data:

1. 86% of all OIS students tested met or exceeded standard in English Language Arts (ELA).

2. 47% of all OIS students exceeded standard in ELA.

3. The overall number of students meeting or exceeding standard in ELA decreased by approximately 4% over the previous administration of CAASPP during the 2021-22 school year. However, the percentage was consistent with prior results of 84%, 87%, and 85% of students meeting or exceeding standard in years 2017, 2018, and 2019 respectively.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	284	261	274	0	258	266	0	258	266	0.0	98.9	97.1
Grade 7	281	281	267	0	277	263	0	277	263	0.0	98.6	98.5
Grade 8	312	281	282	0	265	277	0	265	277	0.0	94.3	98.2
All Grades	877	823	823	0	800	806	0	800	806	0.0	97.2	97.9

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2623.	2615.		57.36	56.77		25.58	20.68		13.95	16.17		3.10	6.39
Grade 7		2621.	2636.		45.49	54.37		25.27	24.71		21.30	15.21		7.94	5.70
Grade 8		2651.	2648.		50.19	49.46		21.89	24.19		18.87	18.41		9.06	7.94
All Grades	N/A	N/A	N/A		50.88	53.47		24.25	23.20		18.13	16.63		6.75	6.70

Overall Achievement for All Students

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 6		54.65	50.75		40.70	42.86		4.65	6.39
Grade 7		46.93	53.23		44.40	40.30		8.66	6.46
Grade 8		47.17	47.65		44.15	45.85		8.68	6.50
All Grades		49.50	50.50		43.13	43.05		7.38	6.45

Concepts & Procedures
Applying mathematical concepts and procedures

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 6		46.51	43.23		47.67	48.50		5.81	8.27
Grade 7		44.04	46.77		48.38	46.01		7.58	7.22
Grade 8		47.55	41.88		43.77	46.21		8.68	11.91
All Grades		46.00	43.92		46.63	46.90		7.38	9.18

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 6		46.51	46.62		49.22	49.25		4.26	4.14
Grade 7		40.79	43.73		53.07	52.09		6.14	4.18
Grade 8		43.40	37.91		49.43	56.32		7.17	5.78
All Grades		43.50	42.68		50.63	52.61		5.88	4.71

Conclusions based on this data:

1. 77% of all OIS students tested met or exceeded standard in mathematics, indicating an increase of approximately 2% from the 2021-22 overall scores.
2. 53% of all OIS students tested exceeded standard in mathematics.

School and Student Performance Data

CAASPP 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	882	4	0.45	99.55	--
Female	435	1	0.23	99.77	--
Male	447	3	0.67	99.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58	99.42	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	1	1.82	98.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	80	0	0	100	--
White	554	2	0.36	99.64	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	4	4.35	95.65	--

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	882	4	0.45	99.55	--
Female	435	1	0.23	99.77	--
Male	447	3	0.67	99.33	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58	99.42	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	1	1.82	98.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	80	0	0.00	100.00	--
White	554	2	0.36	99.64	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	4	4.35	95.65	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)						

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

School and Student Performance Data

<div align="center">ELPAC Results</div>

	Overall			Oral Language			Written Language			Number of Students Tested		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	4
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	8

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	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
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Overall Language — Percentage of Students at Each Performance Level for All Students

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	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
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language — Percentage of Students at Each Performance Level for All Students

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	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
6		*	*		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language — Percentage of Students at Each Performance Level for All Students

	Listening Domain											
	Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

	Speaking Domain											
	Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

	Reading Domain											
	Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6		*	*		*	*		*	*		*	*
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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:
Growth will be measured using the state assessment (CAASPP) results, CAASPP interim assessments, formative assessments, student grades, and level of student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement instructional strategies and collaborative learning activities to engage students and enhance their conceptual understanding of the content	August-May	Admin Teachers				
Focus on Depth of Knowledge (DOK) levels 3 and 4 in all subjects						
Provide curricular resources that are aligned with the California state standards across all subject areas	August-May	Admin Teachers				
For all curricular areas, identify essential standards, develop common assessments, and develop appropriate interventions (e.g., Student Response Team process)	August-April	Admin Teacher Teams				
Articulate learning goals and track achievement progress for all students						
Support the continued use of technology in the classroom to allow for collaboration, communication, critical thinking, and creativity to increase student	August-May	Admin Teachers Tech Dept				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
engagement and output						
Provide students with ongoing practice taking the CAASPP and CAST interim assessments; additional practice with items from the standards-based assessment banks (ELA/Math/Science)	November-May	Admin Teachers				
Implement elements of Project Based Learning activities in all classes	August-May	Admin Teachers				
Support student literacy (reading and writing) of technical and informational text as outlined in the California Common Core Standards in all subject areas	August - May	Admin Teachers				
Enhance classroom libraries by providing culturally relevant, diverse, and topical books and units of study for students	August-May	Admin Teachers Librarian				
Enhance history lessons by integrating various disciplines using resources such as Hindu Dance, Cal Shakes, and Document-Based Questions	August-May	Admin Teachers				
Provide Tier 2 intervention for students who have not met standards in mathematics or English Language Arts	October-May	Admin Teachers				
Incorporate health education into curricular areas: sexual health in 7th grade science classes	Jan-May	Admin Teachers				
Use the Teachers College Reading and Writing units of study in Core classrooms to promote literacy through the use of workshop strategies such as mini lessons, charts, leveled books, book groups, reading and writing notebooks, etc.

Use on-demand and process writing assessments with the associated rubrics to provide meaningful feedback for students and to inform instruction | August-May | Admin Teachers TOSA | | | | |

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use technology and digital programs to support learning in content areas	August-May	Admin Teachers				
Support overarching literacy goals of reading comprehension and writing development with resources that address language conventions and vocabulary (including online tools such as Membean, No Red Ink, Newsela, Listenwise)						
Support acquisition of world languages for enrolled students (online tools such as Duolingo)						
Support differentiated needs of math learners (online tools such as Freckle)						
Support essential learning skills, including organizational, interpersonal, and EQ (emotional intelligence) for students across the curriculum through direct instruction and Academy sessions.	August-May	Admin Teachers Counselors				
Implement and monitor our new Zero Period PE class designed to provide additional scheduling opportunities in the school day for students.	August-May	Admin Teachers Counselors				

Planned Improvements in Student Performance

School Goal #2

SUBJECT: Community of Belonging
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:
Evaluation of California Healthy Kids Survey, school site surveys, observation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extend the implementation of programs to support student safety. Deliver Speak Up Be Safe lessons in 6th grade and 8th grade Core classrooms	August–May	Admin Teachers Counselors				
Provide a school-wide character education program that aligns with the District's character education framework

Implement "pAWESOME" program to recognize positive student behaviors | August–May | Admin Counselors Teachers | | | | |
Identify and utilize age-appropriate Common Sense Media lessons at all grade levels to instruct students in digital literacy, including the legal and ethical behaviors of digital citizenship; educate students on the responsible use of technology and social media	August–May	Admin Teachers Librarian				
Use Academy Homebase sessions to address relevant social issues such as digital citizenship, bullying, harassment, and self-advocacy. Create Academy sessions for social groups to address identified needs.	August–May	Admin Teacher				
Continue to support and promote after-school	August–May	Admin				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
programs: Bulldog Sports, Bulldog Theater, Bulldog (MOUSE) Squad		Counselors Teachers				
Host activities at lunch for students (i.e. games, spirit days, Others First activities, WEB events, Leadership activities, clubs, intramural sports)						
Distribute awards for exemplary character, including monthly Citizenship Awards, Rotary Club's annual Good Character Awards, and Lions Club's annual Achievement Award.	August-May	Admin Counselor Teachers Registrar				
Continue to enforce Board policies and procedures on bullying and harassment with school discipline plan	August-May	Admin				
Employ three full-time counselors	August-May	Admin				
Administer parent/guardian, staff, and student surveys	August-May	Admin Counselors				
Review and update the Emergency Response/School Safety Plan to align with the District's comprehensive safety plan, scheduled for revision during the 2023-24 school year; conduct monthly emergency drills	August- May	Admin				
Continue with cultural sensitivity and equity training on topics such as race, gender, religion, ethnicity, sexual identity, neurodiversity, and disability awareness for staff and students. Further develop our student equity leadership team, DEIB, and SLAM (Student Leaders' Anti-racism Movement)	August- May	Principal Counselors Teachers				
Enhance our green efforts of recycling, reducing, reusing, and food waste/composting	August-May	Teachers Principal				
Provide Mindfulness training for staff and identify ways to implement Mindfulness with students	August-May	Principal Teachers				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase student involvement in community-building through the efforts of Where Everybody Belongs/Leadership class and quarterly assemblies	August-May	Admin Teachers				
Present school-wide suicide prevention program to all students and staff	August-May	Admin Counselors Psychologist				
Provide a comprehensive curriculum for students in the area of drug and alcohol awareness and the prevention of substance abuse	August-May	Admin Counselors				
Ensure thorough supervision of students through the employment of a campus supervisor to monitor student behavior and ensure a safe environment	August-May	Admin				
Continue with implementation of our Diverse Abilities Awareness program	August-May	Admin Teachers Counselors				
Continue to promote and utilize the districtwide anonymous/ confidential reporting system WeTip to monitor and address incidents related to bullying, threats, or other situations that may pose a danger or bring harm to members of our school community	August-May	Admin Counselors				
Promote the partnership with Care Solace to help students, families, and staff members find mental health care providers	August-May	Admin Counselors				

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Dedicated 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:
Evaluation of data from school site surveys, certificated and classified evaluations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing support and training through professional development to enhance teachers' knowledge of the Common Core State Standards and Next Generation Science Standards with focus on best instructional practices in all subject areas.	August-May	Admin				
Analyze data from CAASPP (ELA/Math) and CAST (Science) summative and interim assessments to determine targeted areas for improvement Use Illuminate for in-depth analyses of scores	August - May	Admin Teachers				
Continue with ongoing training and support of the PLC (Professional Learning Communities) process for teachers in all departments Participate in the CAPS (California Principals Support) Network with Instructional Council teacher leaders Utilize weekly PLC time to deepen the work in professional learning teams (PLTs)	August-May	Admin TOSAs Dept Chairs				
Participate in a process of long-range planning with	August - May	Admin				

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
identified essential standards in all subject areas		Teachers				
Provide release time for departments to engage in continued PLC work: creation and scoring of common assessments.	August- May	Admin Teachers TOSAs				
Implement vertical articulation with Miramonte High School Math, English, and World Language departments. Provide opportunities for articulation with elementary schools for content areas and collaboration with neighboring middle schools for World Language and Elective teachers.	August- May	Admin Dept Chairs				
Create a structure to support observations of colleagues in all subject areas	August-May	Dept Chairs Admin				
Provide professional development and support for Special education support staff	August - May	Admin Special Ed				
Provide professional learning opportunities for Social Emotional Learning and Equity for all staff	August-May	Admin Counselors				
Support ongoing work through bi-monthly meetings of the following committees: Academy; Diversity, Equity, Inclusion, & Belonging; Social; Wellness; Grading; Discipline	August-May	Admin				

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
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.		
Counseling Support	August-May	Support increased counseling support for students at OIS 6-8 which targets students with social emotional needs and behavioral skills development.		

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Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
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.		
Development of Character-Education and Social-Emotional Learning Programs	August-May	Support professional development for staff in the areas of anti-bias, equity, and social-emotional learning. Support staff with peer support "buddy teachers", release time and the hourly rate.		
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.		

Actions to be Taken to Reach This Goal	Timeline	Proposed Expenditure(s)		
		Description	Funding Source	Cost
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		
Departmental and schoolwide collaboration	August-May	Engage in cross grade level articulation at sites for developing grade level specific skills across content		
Literacy TOSA	August - May	Support teacher on special assignment in the area of literacy.		
Differentiated Learning Opportunities	August - May	Support schedule including this embedded intervention period (Academy) that supports students' well-being and allows for differentiated support within the school day.		

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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
Jennifer Essner				X	
Bruce Giron/Ashley Appel			X		
Jennifer Kamal				X	
Pamela Ha/Gina Gabriel				X	
Ron Keller		X			
Suzy Kisch		X			
Carolyn Druger		X			
Stephanie Sinclitico				X	
Jennifer McKenzie		X			
Bella Shirin				X	
Janey McWhorter				X	
Emily Joelle			X		
Lynn Spiegel				X	
Stacy Wayne	X				
Numbers of members of each category:	**1**	**4**	**2**	**7**	

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

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

       Teachers and staff
                                                    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 November 8, 2022.

Attested:

Stacy Wayne	_Stacy Wayne_	11/9/23
Typed Name of School Principal	Signature of School Principal	Date
Lynn Spiegel	_Lynn Spiegel_	11/9/23
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date