



Orangethorpe
Principal: Debbie Bennett

School Mission/Vision/Demographics

Mission:

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

Vision:

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

At Orangethorpe Elementary, these are our Core Values:

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

Demographics:

Orangethorpe comprises of 530 students. We are currently 82.8% socioeconomically disadvantaged, 37.5% English learners and 0.6% foster youth. The makeup of our student population is: African American 1.7%; Asian 5.3%; Filipino 1.7%; Hispanic 78.1%; two or more races 4%; Pacific Islander 0.6%; White 8.7%.





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School Data

The i-Ready diagnostic data for Orangethorpe 2024–25 reflects steady academic progress in both ELA and Math from Fall to Spring. In ELA, the average Distance From Standard (DFS) improved from -78.7 in Fall to -52.0 in Spring, with the percentage of students performing on grade level increasing from 7% to 20%. Similarly, Math DFS improved from -53.3 to -37.8 for all students, and students on grade level rose from 6% to 12%. Subgroup performance highlights ongoing disparities, particularly among English Learners and Special Education students. ELA English Learners improved from -85.7 to -57.8 DFS, but only 9% reached grade level by Spring. In Math, English Learners increased grade-level performance from -54.6 to -40.0 and 5% of that population were on grade level. Special Education students made growth by Spring increasing from -140.8 to -101.1 with 8% reaching grade level. Encouragingly, a majority of students met growth goals: 65% (ELA) when Diagnostic 1 (D1) and diagnostic 3 (D3) are compared and 47% (Math) when D1 and D3 are compared. Continued focus on differentiated instruction and subgroup support is essential for further gains.

The SBAC Dashboard data for Orangethorpe reveals a mixed performance across key indicators, highlighting both strengths and areas in need of focused improvement. The most positive indicator is the Suspension Rate, which is rated Blue, indicating very low suspension levels and reflecting a positive, supportive school climate and effective behavior management strategies. In contrast, Chronic Absenteeism is rated Orange, a significant concern. High absenteeism can undermine academic progress and student engagement, suggesting a need for stronger attendance interventions and family outreach. Academic indicators, including Mathematics, English Language Arts (ELA), and English Learner Progress, are all rated Yellow. This places the school in the "medium" performance category, where students are showing some growth but not at optimal levels. The Yellow rating in ELA and Math aligns with the i-Ready data, which showed modest gains in students reaching grade-level proficiency. Similarly, the English Learner Progress rating suggests that while some gains are being made, targeted language development supports need to be strengthened. Overall, while behavioral outcomes appear strong, academic performance—particularly for English Learners and in foundational subjects—requires strategic focus. Addressing attendance and deepening instructional supports will be critical for pushing these Yellow ratings toward Green in the future.

Fiscal Information

Budget Information	
LCFF Supplemental	206,586
LCFF Base	65,037
Title I	167,752

SPSA Goal	Total Expenditures
Goal 1	306,511
Goal 2	28,352
Goal 3	88,537
Goal 4	15,975



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Goal 1: Student Achievement

Orangethorpe employs a comprehensive strategy to improve student academic achievement through targeted staffing, resources, and instructional support. A dedicated PE teacher provides students with twice weekly physical education, creating essential time for grade-level teams to engage in Professional Learning Communities (PLCs) focused on data analysis and instructional planning. Substitute teachers are utilized to enable teacher participation in professional development in core content areas and professional growth, as well as to support activities such as assessments, SIT meetings, and instructional rounds. Teachers are also compensated for providing after-school interventions, running student clubs, and planning beyond the regular workday. Classified instructional aides are strategically placed in early grades and RtI programs to support growing student needs and personalized learning. Translation services ensure effective parent engagement during conferences and meetings. Investments in service and instructional purchases support the implementation of the Common Core State Standards. Teachers receive training in NGSS, SEL, PBL, and more, while consultants provide expertise in equity-focused and high-reliability practices. Materials support ELs, students with disabilities, and intervention programs, while enhancing after-school clubs and alternative learning spaces. These actions align with measurable goals to reduce “not mastered” rates in K-2 by 10%, improve ELA and Math DFS scores by 3 points, and increase English Learner reading progress on the ELPAC by 10% by Spring 2026.

Goal 2: Digital and Informational Literacy

Orangethorpe is committed to advancing technology and digital literacy to ensure all students are equipped for 21st-century learning. As a one-to-one district, every student and staff member has access to a personal device, enabling daily integration of digital tools in instruction. To support this vision, substitutes are provided to allow teachers to participate in grade-level planning, collaborate with the Tech TOSA, and engage in professional development focused on technology, STEM, coding, and robotics. These opportunities enhance teachers' capacity to deliver rigorous, tech-integrated instruction. Classified support is also vital, with additional hours allocated for the Instructional Aide Technician (IAT) to manage the iPad rollout before the school year begins. This ensures students in grades 3–6 have devices ready for immediate use, maximizing instructional time and early tech engagement. Significant investments in instructional technology include purchasing and maintaining iPads, laptops, smart TVs, printers, headphones, and educational apps. These tools allow students to create, publish, and demonstrate learning across all content areas. Staff also benefit from updated equipment and software that streamline district operations and instructional delivery. An outdoor sound system further supports digital expression through performances and public speaking, reinforcing Orangethorpe's commitment to fostering creativity, collaboration, and digital fluency schoolwide.



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Goal 3: Safe and Secure Environment

Orangethorpe is dedicated to fostering a safe, inclusive, and supportive learning environment through a comprehensive approach to social-emotional learning, character development, wellness, and behavior support. As part of this effort, 100% of students will receive regular character development lessons aligned with the ORCA Expectations and PBIS framework. These lessons, monitored through teacher records, aim to maintain low suspension rates (currently at the blue level on the dashboard) as measured by SWIS data. Additionally, every student will participate in the Second Step Program, which enhances social-emotional skills and promotes a positive school culture. To further promote wellness, all students will engage in programs that support physical and emotional health, such as Brain Breaks, Healthy Celebrations, after-school physical activity clubs, monthly walk-to-school days, and the morning WAVE (Walk Around Very Early). To address chronic absenteeism, Orangethorpe will continue its outreach and family engagement strategies, with the goal of reducing the rate from 18.4% to 13.4%. A social services assistant and counselor will provide critical support, while an Assistant Principal, PE teacher, and funded noon supervisors contribute to a well-supervised, enriching school climate. Instructional materials and PBIS resources further reinforce a culture of safety, wellness, and student success.

Goal 4: Parent and Community Engagement

Orangethorpe is committed to increasing parent engagement by fostering a welcoming and inclusive school culture that encourages families to become active partners in their child's education. By Spring 2026, the school aims to increase participation in committees such as DELAC, ELAC, PTA, SSC, Community Schools, and room parents through targeted outreach and meaningful involvement opportunities both during and after school hours. Classified personnel, such as the Social Service Assistant, play a key role in connecting families to community resources, monitoring attendance issues, and supporting PBIS initiatives. To ensure accessibility, childcare will be provided during parent events, and translation services will be available to support multilingual families. Parent education workshops and events like Coffee with the Principal, ELAC, SSC meetings, and assessment information nights will offer families valuable insights into their child's academic journey. Communication tools, such as letters, progress reports, folders, and planners, will be used to strengthen home-school connections, with refreshments and incentives provided to encourage participation.

ATSI/TSI/CSI/Title I/Educational Partners

Title 1: Orangethorpe utilizes part of Title 1 funds for a Social Services Assistant to ensure family outreach and engagement. Additionally, programs and initiatives such as PBIS, Project Curiosity and interventions are also funded with Title 1 funds.

