

School Year: **2022-23**



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
Orangevale Open K-8 School	34-67447-6034797	5-17-22	June 28th, 2022

Purpose and Plan Summary

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)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional

outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder 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

Stakeholders were involved in developing the School Plan in a variety of ways:

Throughout the 2022 spring, our staff developed feedback in the form of school surveys and localized student performance data on this year's program. We brainstormed action steps that would address the continued areas of need. Absent any norm referenced data sources, we shared our local performance data at August meetings. Our campus community (Staff, SMBT, Leadership) explored the root causes and comprehensive needs assessments based on the distance/hybrid learning models that were used in the prior year.

Our School Based Management Team (Site Council) used the comprehensive needs assessment to develop, advise and approve of the 2022-2023 plan.

Resource Inequities

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

Based on the data analysis, root cause analysis, and review of past Professional Development, the following resource inequities were identified:

- In prior years our CAASPP and MAP math data, trailed the overall English Language Arts achievement levels at OVO.
- For the past five years we have been focused on our ELA program, much like the rest of the district, and while we went through a new math adoption - time was never spent unpacking and delving deeply into the new math standards (beyond what was offered in the first year of the adoption training).
- We wanted to look at best first instruction and how to maintain our intervention program that has to switch models but unfortunately with the school closures, we were not able to complete an entire learning cycle and evaluate either program fully.
- Our new iReady data shows that learning loss has occurred and our students have been adversely impacted due to the Covid situation.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student which includes extending the learning environment beyond the classroom so we can link instruction to real life through field trips and community resources.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

It was rather hard to progress monitor this goal based on attendance. This year the mandatory quarantines and need to keeping symptomatic students home took precedence over emphasizing attendance at school. Qualitative data, based on the attendance conversations we've had show that students wanted to be back on campus and they actively completed Independent Study Packets when they were on quarantine.

What worked and didn't work? Why? (monitoring)

Following up with Independent Study Packets, and assisting families with maintaining quarantines, were successes and challenges that counted as success and growth points based on the families particular situation.

What modification(s) did you make based on the data? (evaluation)

Given the highly variable situations we have experienced this year, we were constantly adjusting the information that we provided to families while responding to all the changes in attendance guidelines.

2021-22

Identified Need

Based on data such as surveys and attendance rates, there continues to be a need to focus on connected school communities. Our continued follow up with the chronically absent families is addressed in 1.1. Our attendance clerk will reach out to the families and follow up with our social worker to establish positive attendance patterns.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Attendance rates for the 2022-23 School year

Our baseline data this year does not reflect our historically high attendance rates. All of our sub-groups has experienced a decline in attendance due to the quarantine guidelines and parents who kept symptomatic students home. All subgroups have attendance rates in the mid 80% range. Our "chronically" absent rate was 21.6% for all students. It has never been that high before. For context, as we climb out of this pandemic, we are including our attendance rates for the prior two years so we have some context to gauge our progress for the 2022-23 school year.

From 8-13-20 to 6-6-21, our student attendance data shows that we had an overall attendance rate of 97.6% for all students. In looking at our ELL population they had a 97.5% attendance rate. When it comes to our low socio-economic students they maintained a 96.6% attendance rate. We feel that these are artificially high attendance rates due to

We would like to increase our attendance rates for all students by .5% and our low socio-economic group by 2% or more over our baseline data for the 2021-22 school year.

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	<p>how attendance was taken. We are predicting a drop in this year's data due to quarantines, and the return of a 5 full days of instruction every week. In order to gauge our historic levels of attendance we will also use the prior years attendance data to ground our work:</p> <p>During the 2019-2020 school year our overall attendance rate was 96.2% for all students. In looking at our ELL population they had a 96.1% attendance rate. When it comes to our low socio-economic students they maintained a 94.7% attendance rate.</p>	
Chronic Absenteeism	<p>2020-2021 All: 20.3% Low SES: 23.1%</p> <p>2018-2019 (Prior to Pandemic) All: 7% Low SES: 14.8%</p>	<p>All: 10% Low SES: 12%</p>

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Support positive attendance patterns by following up	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal and attendance clerk	LCFF Supplemental Site Allocation	1931 860	2022-23

	with students who are absent, specific to chronic absenteeism			2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
1.2	Pay hourly Community Liaison position to help connect families with the new volunteer requirements and welcoming families back to campus.	X All Students X English Learners X Low-Income Students Foster Youth Other	Principal and Community Liaison	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	2022-23

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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

OVO will create healthy environments for social emotion growth by: creating an environment that strengthens self-confidence and that allows students to take risks and to learn from mistakes, helping students appreciate and celebrate uniqueness and to develop respect for self and others, promoting "personal bests" rather than competition and to involve students in establishing their own goals, and striving to be a strong, caring community that feels like family

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We used the yearly community survey data to gauge the climate on campus, as well as the attendance and suspension data that rounds out the over overall picture of activity on campus. Additionally, we monitor the weekly requests for counseling appointments to keep the pulse on students' social emotional needs.

What worked and didn't work? Why? (monitoring)

We are excited to rebuild our counseling program after having gone our first semester without one due to the vacancy in staffing. As we reestablished the program, students' need were far greater than the two days of support that we have. The program was focused on prioritizing needs.

What modification(s) did you make based on the data? (evaluation).

Our year was constantly going through modifications to help families and students adjust to the ever changing environmental factors and social-emotional strains brought on by the pandemic.

2021-22

Identified Need

The following needs were identified based on our metrics:

- Train our parents in ways to support learners in small groups since parent volunteers haven't been able to be on campus in the prior two years.
- Continue to invest in the PeaceMaker program to grow the concept to include more students. Our students need ways to resolve conflict peacefully; therefore, the PeaceMaker program will continue to reduce the verbal tensions that lead to physical interactions.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

SJUSD District Survey; localized feedback surveys via google forms

Per our data dashboard, these percentages represent the amount of people within the groups that agree or highly agree OVO exemplifies these broad topic areas:

Safety:

Staff 97.1%

Parents: 91.2%

Students: 80.3%

School Culture:

Staff 97.1%

Parents: 87.6%

Students: 76.3%

High Caring Expectations:

Staff 100%

Parents: 87.2%

Students: 80.3%

Meaningful Participation:

We expect an increase of 2% points on the sub categories of Safety, School Culture, High Expectations and Caring Relationship, Meaningful Participation

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Staff 91.2% Parents: 83.1% Students: 76.4%	
Attendance Rate	<p>From 8-13-20 to 6-6-21, our student attendance data shows that we had an overall attendance rate of 97.6% for all students. In looking at our ELL population they had a 97.5% attendance rate. When it comes to our low socio-economic students they maintained a 96.6% attendance rate. We feel that these are artificially high attendance rates due to how attendance was taken. We are predicting a drop in this year's data due to quarantines, and the return of a 5 full days of instruction every week. In order to gauge our historic levels of attendance we will also use the prior years attendance data to ground our work:</p> <p>During the 2019-2020 school year our overall attendance rate was 96.2% for all students. In looking at our ELL population they had a 96.1% attendance rate. When it comes to our low socio-economic students they maintained a 94.7% attendance rate.</p>	All: 96.2% Low SES: 95.7%
Chronic Absenteeism	2020-2021 All: 20.3% Low SES: 23.1% 2018-2019 (Prior to Pandemic) All: 7% Low SES: 14.8%	All: 5% Low SES: 12%

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Suspensions	2020-2021 All: 0.18% Low SES: 0.81% ELL: 0% 2018-2019 (Last Complete Baseline Year) All: 2.45% Low SES: 8.45% ELL: 35.71%	All: 2% Low SES: 6% ELL: 30%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide Professional Development: workshops, materials for use with under-performing groups which includes Low Income Pupils and English Learners.	All Students X English Learners X Low-Income Students Foster Youth Other	Professional Learning and Innovation Department			2022-23
2.2	Continue implementing a PeaceMaker program for peer conflict resolution	All Students X English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	100	2022-23

	specifically targeting under-performing groups which includes Low Income Pupils and English Learners with directly teaching these skills in small groups.			4000-4999: Books And Supplies		
2.3	Provide a Family Resource Center and disseminate information to our parents during our monthly grade-level meetings on topics such as learning how to address challenging behaviors of students, distance learning strategies, etc.	All Students X English Learners X Low-Income Students Foster Youth Other	Administration, Teachers, and Parents			2022-23
2.4	Provide additional middle school and K-8 school counseling	X All Students X English Learners X Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services	26052 17,544.00	2022-23

	<p>services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .4 FTE Counselor (District) Up to .4 FTE LCFF (0.2) & ELO (0.2)</p>			<p>(District Only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p>		
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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

Engaging Academics

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Absent any state level data for CAASPP, we have relied on our iReady scores, along with the ELPAC, and the benchmark level text scores to gauge our students' success.

What worked and didn't work? Why? (monitoring)

Adding an intervention teacher and instructional assistants to lower the adult to student ratios helped engage the students in their learning. We have seen improvements of students moving from the below grade level to on grade level categories in both ELA and Math. We feel that our strategy is working and that we need to maintain our efforts while we fold in our parent volunteers.

What modification(s) did you make based on the data? (evaluation)

Now that we can have parent volunteers on campus, we need to help the parents learn how to work with small groups of students again. They have been out of the classroom for two years and we are finding that effective small group work will require some parent education.

2021-22

Identified Need

We need to rebuild our intervention program from the prior year. We found the distance learning program created students with learning gaps. We will also use IA's to provide additional learning groups to make up for lost instructional time. We would like to keep the baseline data below from the 2018-2019 school year so that we can compare where we are at in relation to pre-pandemic levels this spring.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Text Level Scores K-2	<p>2021 Winter Percentage of students meeting or exceeding text level expectations for their grade: All: 51.8% Low SES: 40%</p> <p>2018-2019 Percentage of students meeting or exceeding text level expectations for their grade : All: 71.4% Low SES: 55.6%</p>	<p>All: (+5%) Low SES: (+7.5%)</p>
CAASPP Math	<p>Percentage of students meeting or exceeding State Standards 2019 Data: All: 53.6% Low SES: 40.7%</p>	<p>All: (+5%) Low SES: (+7.5%)</p>
CAASPP ELA	<p>Percentage of students meeting or exceeding State Standards 2019 Data: All: 65.1% Low SES: 53.6%</p>	<p>All: (+6%) Low SES: (+9%)</p>

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

ELPAC

Percentage of students at each level
2020-2021 Data:
ELPAC Overall:
Level 1: 5%
Level 2: 25%
Level 3: 40%
Level 4: 30%

Percentage of students at each level:
ELPAC Oral:
Level 1:0%
Level 2:10%
Level 3: 45%
Level 4: 45%

Percentage of students at each level:
ELPAC Written:
Level 1: 10%
Level 2: 45%
Level 3: 25%
Level 4: 20%

Percentage of students at each level
2018-2019 Data:
ELPAC Overall:
Level 1: 7.14%
Level 2: 28.57%
Level 3: 50%
Level 4: 14.29%

Percentage of students at each level:
ELPAC Oral:
Level 1:7.14%
Level 2:14.29%
Level 3: 42.86%
Level 4: 35.17%

Decrease in Levels 1 and 2
Increase in Levels 3 and 4

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Percentage of students at each level: ELPAC Written: Level 1: 14.29% Level 2: 57.14% Level 3: 21.43% Level 4: 7.14%	

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide intervention groups via hourly work with a teacher focused on our under-performing groups which includes Low Income Pupils and English Learners.	All Students X English Learners X Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	8960.80	2022-23
3.2	Collaboration - Data conversations to strengthen grade level & vertical alignment of curricula, assessments &	All Students X English Learners X Low-Income Students Foster Youth Other	Teachers & Administration	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	100	2022-23

	instruction focused on our under-performing groups which includes Low Income Pupils and English Learners.					
3.3	Purchase classroom supplies to support students in intervention groups.	All Students X English Learners X Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	204.20	2022-23

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

OVO will develop a love of learning within each child that extends our learning environment beyond the classroom; thereby, linking instruction to real life through field trips and community resources, which will inspire students towards bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

This has been one of the most challenging goals for OVO for the past two years. Field trips are core to our mission and vision of education and they have been on hold for that time. This year all grade levels have been able to recreate or attend at least several of their time honored curricular field trips.

What worked and didn't work? Why? (monitoring)

Most grade levels had to cancel their contracts for lack of transportation or changes in the overnight venue's availability. We are proud to say that our Kinders will get to go on their overnighiter in May. This is a success since the trip is for our youngest learners and signifies that the we are able to rebuild the entire program with this grade level returning to their original location.

What modification(s) did you make based on the data? (evaluation)

As soon as we could have parent drivers on field trips, we started booking trips for this spring. Most of our trips are day trips since many venues have been shut down for overnights.

2021-22

Identified Need

Orangevale Open takes over 150+ field trips every year. These rich experiences require support and donations from our community because we are committed that ALL students will attend regardless of their ability to pay. We want to set aside some of our LCAP funds to support this integral activity.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Collect attendance on the participation of our field trips and if any situation arises, where students need support to attend, we will handle the confidential needs of the students and families so that is no longer a barrier.	100% of the students have been able to attend our field trips.	100% of students attend these real-life experiences.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Support learning experiences that are tied to our curriculum by helping fund partial scholarships for Low SES and EL students so	All Students English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	300	2022-23

they can go on our overnight field trips or regular field trips as they become available.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$57,552.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$26,052.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$57,552.00

Total of federal, state, and/or local funds for this school: \$57,552.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00
LCFF Supplemental Centralized Services (District Only)	26,052.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	26,052.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,656.80
2000-2999: Classified Personnel Salaries	3,431.00
3000-3999: Employee Benefits	860.00
4000-4999: Books And Supplies	304.20
5000-5999: Services And Other Operating Expenditures	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	26,052.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	26,604.80
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,431.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	860.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	304.20

5000-5999: Services And Other
Operating Expenditures

LCFF Supplemental Site Allocation

300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,291.00
Goal 2	43,696.00
Goal 3	9,265.00
Goal 4	300.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Patsy McGavock	Parent or Community Member
Rachel Ferneau (Secretary)	Classroom Teacher
Rick Boster	Principal
Rosario Ferneau	Other School Staff
Cindy Cartano	Classroom Teacher
Kristin Hurd (Chair)	Parent or Community Member
Danielle Rebensdorf	Parent or Community Member
Rebecca Soltesz	Parent or Community Member
Anna Sewell	Classroom Teacher
Jennifer Kelly	Parent or Community Member
Karen Strahle	Classroom Teacher
Ana Gutierrez-Dooley	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 5/17/22.

Attested:



Principal, Rick Boster on 5/17/22



SSC Chairperson, Kristin Hurd on 5/17/22

Budget By Expenditures

Orangevale School (K-8)

Funding Source: LCFF Supplemental Centralized Services (District Only) \$26,052.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .4 FTE Counselor (District) Up to .4 FTE LCFF (0.2) & ELO (0.2)	1000-1999: Certificated Personnel Salaries	\$26,052.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$26,052.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$17,544.00	Healthy Environments for Social-Emotional Growth	
Provide intervention groups via hourly work with a teacher focused on our under-performing groups which includes Low Income Pupils and English Learners.	1000-1999: Certificated Personnel Salaries	\$8,960.80	Engaging Academics	
Collaboration - Data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on our under-performing groups which includes Low Income Pupils and English Learners.	1000-1999: Certificated Personnel Salaries	\$100.00	Engaging Academics	

Orangevale School (K-8)

Purchase classroom supplies to support students in intervention groups.	4000-4999: Books And Supplies	\$204.20	Engaging Academics	
Support learning experiences that are tied to our curriculum by helping fund partial scholarships for Low SES and EL students so they can go on our overnight field trips or regular field trips as they become available.	5000-5999: Services And Other Operating Expenditures	\$300.00	Clear Pathways to Bright Futures	
Support positive attendance patterns by following up with students who are absent, specific to chronic absenteeism	2000-2999: Classified Personnel Salaries	\$1,931.00	Connected School Communities	
Pay hourly Community Liaison position to help connect families with the new volunteer requirements and welcoming families back to campus.	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities	
	3000-3999: Employee Benefits	\$860.00	Connected School Communities	
Continue implementing a PeaceMaker program for peer conflict resolution specifically targeting under-performing groups which includes Low Income Pupils and English Learners with directly teaching these skills in small groups.	4000-4999: Books And Supplies	\$100.00	Healthy Environments for Social-Emotional Growth	.71%

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Orangevale School (K-8) Total Expenditures: \$57,552.00