



# 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	June 1st, 2021	September 28, 2021

## 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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Stakeholder Involvement .....	5
Resource Inequities .....	5
Goals, Strategies, & Proposed Expenditures.....	6
SPSA/Goal 1 .....	6
SPSA/Goal 2 .....	9
SPSA/Goal 3 .....	14
SPSA/Goal 4 .....	20
Budget Summary .....	23
Budget Summary .....	23
Other Federal, State, and Local Funds .....	23
Budgeted Funds and Expenditures in this Plan .....	24
Funds Budgeted to the School by Funding Source.....	24
Expenditures by Funding Source .....	24
Expenditures by Budget Reference .....	24
Expenditures by Budget Reference and Funding Source .....	24
Expenditures by Goal.....	25
School Site Council Membership .....	26
Recommendations and Assurances .....	27
Appendix A: Plan Requirements .....	28
Appendix B: .....	31
Appendix C: Select State and Federal Programs .....	33

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
<b>Data Analysis</b>	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the suspension of Smarter Balanced Assessment Consortium (SBAC) State testing did not occur during 2020-21 school year. There is no state academic assessment available. Data includes surveys, local assessment, empathy gathering and observations.

Due to the Corona Virus Pandemic, and resulting shift to distance learning and hybrid learning, the 2021-22 SPSA will be focused on mitigating gaps in learning and social-emotional supports.

## Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
<b>Root Cause Analysis</b>	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Overall we would like to improve on all scores and metrics but after coming back from the pandemic, our focus will be to establish new baseline scores and guide our learning from there. Most assessments given over the course of last year are unreliable for many reasons. Once we have the baseline data we will look for gaps in our achievement between all students and our low socio-economic subgroup. The gap is attributed to lack of engagement during distance learning as well as students not mastering foundational skills.

## Resource Inequities

What resource inequities did you discover?

	Guidance
<b>Resource Inequities</b>	<p>Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.</p>

Overall there have been inequalities when it comes to access to intervention models. Our school has tried several different ways to address learning gaps, and most recently we have been able to add an intervention teacher who will help us focus on the gaps that present themselves. Therefore, our teachers are committed to reinforcing the concepts and procedures areas within our best, first instruction and our Intervention teacher, alongside our Instructional assistants, will engage students to raise their achievement in a way that the software based curriculum couldn't during distance learning.

## 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 2021 spring, our staff developed feedback in the form of school surveys and student performance data on the prior year's program and 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.

Our School Based Management Team (Site Council) used the comprehensive needs assessment to develop, advise and approve of the 2021-2022 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 data and our Math scores 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: 2020-21

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.

Overall implementation of the strategies/activities, and the overall effectiveness of the strategies, were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. There is no reasonable way to draw conclusions or analysis given the wide variety of variables that were in play during the 2020-21 school year. Our attendance data was derived from asynchronous sessions, parents who could call us and tell us about connectivity issues, and zoom sessions. There was so much variability in the ways that students could have attended school - yet not have been engaged in the learning; therefore, it is impossible to determine or compare the attendance rates from prior or future years.

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

No major differences. We will continue to invest in personnel that will connect with our families and engage our learners so they attend school.

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.

There are no changes from the prior year, we will continue to invest in our clerk, who uses multiple modes of communication, to reach our families and encourage their attendance.

**2020-21  
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 2020-21	Expected Outcome 2021-22
Attendance rates for the 2020-21 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 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:	We would like to increase our attendance rates for all students by .5% and our low socio-economic group by 2%

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	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.	

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 with students who are absent, specific to chronic absenteeism	<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 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2000  562	2021-22



# 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: 2020-21

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.

In the prior year we implemented many activities that addressed the climate and culture on campus. Our PeaceMaker program provided language stems so students could solve interpersonal problems with peers, our student council helped students have more voice in school events, and our staff went through the communications trainings offered by district staff. All of these things combined help us realize gains in how the students perceived: Safety, School Culture, High Expectations and Caring Relationships, as well as Meaningful Participation.

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

All budgeted expenditures were implemented - no deviance occurred.

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.

We will continue to invest in our PeaceMakers, and Student Council. Additionally we will take information to the parents on various topics that will improve the lives of our families during our monthly grade level meetings. Regarding our Suspension rates, we have added two days a month of counseling time to help students develop better ways to respond to conflict and avoid getting physical. The added time is found in 2.31. Our other investment in our Peacemaker groups (2.2) will help peers dissuade each other from escalating tensions.

## 2020-21

### Identified Need

The following needs were identified based on our metrics:

- Train our parents in ways to support learners in small groups and from a distance since parent volunteers haven't been able to be on campus.
- 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 2020-21	Expected Outcome 2021-22
SJUSD District Survey; localized feedback surveys via google forms	<p>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:</p> <p>Safety: Staff 90.5% Parents: 94.8% Students: 91%</p> <p>School Culture: Staff 95.5% Parents: 88.9% Students: 79.7%</p>	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 2020-21	Expected Outcome 2021-22
	<p>High Caring Expectations: Staff 92.3% Parents: 87.3% Students: 83.3%</p> <p>Meaningful Participation: Staff 96.2% Parents: 84.4% Students: 78.8%</p>	
Attendance Rate	All: 95.6% Low SES: 94.7%	All: 96.1% Low SES: 95.2%
Chronic Absenteeism	All: 7% Low SES: 14.8%	All: 5% Low SES: 12%
Suspensions	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	All Students X English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	2021-22

	groups which includes Low Income Pupils and English Learners.					
2.2	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.	All Students X English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	2021-22
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	All Students X English Learners X Low-Income Students Foster Youth Other	Administration, Teachers, and Parents			2021-22

	challenging behaviors of students, distance learning strategies, etc.					
2.4	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. .2 FTE Counselor	X All Students X English Learners X Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	26052	2021-22

# 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: 2020-21

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.

Overall implementation of the strategies/activities, and the overall effectiveness of the strategies, were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. There is no reasonable way to draw conclusions or analysis given the wide variety of variables that were in play during the 2020-21 school year. Our assessment data was derived from asynchronous sessions that had various levels of engagement and scaffolding for each student. There was so much variability that it is impossible to determine the amount of original student mastery over concepts.

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

All plans were implemented as described via a distance learning model due to Covid. While not every goal was achieved, we did make positive growth towards those goals.

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 coming year we will use Instructional Assistants to improve the student to adult ratios in our classrooms. Every K-2 classroom will receive one 6 hour IA and each grade level 3rd-8th will receive a 4 hour IA. Our teachers and IA's will work with students in small groups to increase the engagement time and reduce size of groups.

## 2020-21

### Identified Need

We need to rebuild our intervention program from the prior year. We found the distance learning program created student's 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 2019-2020 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 2020-21	Expected Outcome 2021-22
Text Level Scores K-2	Percentage of students meeting or exceeding State Standards: All: 71.4% Low SES: 55.6%	All: (+5%) Low SES: (+7.5%)
CAASPP Math	Percentage of students meeting or exceeding State Standards 2019 Data (Unchanged): All: 53.6% Low SES: 40.7%	All: (+5%) Low SES: (+7.5%)
CAASPP ELA	Percentage of students meeting or exceeding State Standards 2019 Data (Unchanged): All: 65.1% Low SES: 53.6%	All: (+6%) Low SES: (+9%)
ELPAC	Percentage of students at each level 2019 Data (Unchanged):	Decrease in Levels 1 and 2 Increase in Levels 3 and 4

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
	<p>ELPAC Overall:  Level 1: 7.14%  Level 2: 28.57%  Level 3: 50%  Level 4: 14.29%</p> <p>Percentage of students at each level:  ELPAC Oral:  Level 1: 7.14%  Level 2: 14.29%  Level 3: 42.86%  Level 4: 35.17%</p> <p>Percentage of students at each level:  ELPAC Written:  Level 1: 14.29%  Level 2: 57.14%  Level 3: 21.43%  Level 4: 7.14%</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
3.1	Provide intervention groups via hourly work with a teacher or IA focused on our under-performing groups which	All Students X English Learners X Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11040 4000	2021-22



	includes Low Income Pupils and English Learners.			LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
3.2	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.	All Students X English Learners X Low-Income Students Foster Youth Other	Teachers & Administration	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	198	2021-22
3.3	Provide professional development focusing on our under-performing groups which includes low income pupils	All Students X English Learners X Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2021-22

	and English Learners.					
3.4	Purchase distance learning or 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	500	2021-22
3.5	Purchase of Instructional Technology such as: chromebooks, licenses for iReady Teacher Toolbox, iPads and Headphones, etc. 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	Administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500 10,000	2021-22
3.6	Purchase additional library books to support circulation and	All Students X English Learners X Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation	1000	2021-22

	classroom libraries			4000-4999: Books And Supplies		
--	------------------------	--	--	-------------------------------------	--	--

# 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: 2020-21

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.

Overall implementation of the strategies/activities and the overall effectiveness of the strategies were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the 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.

No major differences

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.

No anticipated changes will be made

**2020-21**

## 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 2020-21	Expected Outcome 2021-22
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 they can go on	All Students English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	2021-22

our overnight field trips or regular field trips as they become available.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
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 (\$)
------------------	-----------------

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	0.00
LCFF Supplemental Centralized Services (District Only)	26052	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	37,290.00
2000-2999: Classified Personnel Salaries	6,000.00
3000-3999: Employee Benefits	562.00
4000-4999: Books And Supplies	13,200.00
5000-5999: Services And Other Operating Expenditures	500.00

## 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	11,238.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	562.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,200.00



5000-5999: Services And Other  
Operating Expenditures

LCFF Supplemental Site Allocation

500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,562.00
Goal 2	26,252.00
Goal 3	28,238.00
Goal 4	500.00

# 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	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:

<b>Signature</b>	<b>Committee or Advisory Group Name</b>
------------------	---

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 6/1/21.

Attested:



Principal, Rick Boster on 6/1/21
----------------------------------



SSC Chairperson, Kristin Hurd on 6/1/21
---

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
  - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. use methods and instructional strategies that:
    - i. strengthen the academic program in the school,
    - ii. increase the amount and quality of learning time, and
    - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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. .2 FTE Counselor	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
Provide intervention groups via hourly work with a teacher or IA focused on our under-performing groups which includes Low Income Pupils and English Learners.	1000-1999: Certificated Personnel Salaries	\$11,040.00	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	\$198.00	Engaging Academics	
Provide professional development focusing on our under-performing groups which includes low income pupils and English Learners.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics	

## Orangevale School (K-8)

Purchase distance learning or classroom supplies to support students in intervention groups.	4000-4999: Books And Supplies	\$500.00	Engaging Academics	
Purchase of Instructional Technology such as: chromebooks, licenses for iReady Teacher Toolbox, iPads and Headphones, etc. for use with under-performing groups which includes Low Income Pupils and English Learners.	4000-4999: Books And Supplies	\$500.00	Engaging Academics	
Purchase additional library books to support circulation and classroom libraries	4000-4999: Books And Supplies	\$1,000.00	Engaging Academics	
	2000-2999: Classified Personnel Salaries	\$4,000.00	Engaging Academics	
	4000-4999: Books And Supplies	\$10,000.00	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	\$500.00	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	\$2,000.00	Connected School Communities	
	3000-3999: Employee Benefits	\$562.00	Connected School Communities	
Provide Professional Development: workshops, materials for use with under-performing groups which includes Low Income Pupils and English Learners.	4000-4999: Books And Supplies	\$100.00	Healthy Environments for Social-Emotional Growth	.71%
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%

## Orangevale School (K-8)

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
---	-------------