

School Year: **2023-24**



# 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	May 16th, 2023	August 8, 2023

## 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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# 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>

Our analysis occurs throughout the year as information was released; however, at our March 2023 Site Based Management Team meeting, we focused on examining the overall data trends which included surveys, local assessments, empathy gathering sessions and observations.

Resumption of the Smarter Balanced Assessment Consortium (SBAC) State Testing, also known as the California Assessment of Student Performance and Progress (CAASPP), occurred in the spring of 2022. We viewed this as an opportunity to get baseline CAASPP data for future year's growth. We couldn't really compare it to any other year because the format of the test was changed.

Our CAASPP Baseline ELA data, indicated that 63.87% of our students met or exceeded State standards. Our three demographic groups that are large enough to have disaggregated data are: students of Hispanic decent, students who face social economic status challenges (Low SES), and our students with disabilities. The percentage of Hispanic students who met or exceeded the State Standards at OVO was 54.72%, which means the average for the group is 16.6 points above standard. In comparison our data is well above both SJUSD's and State's subgroup data which show that Hispanic students are 45.5 points below standard in SJUSD and 38.6 points below standard when compared to the rest of the subgroup throughout the State of California. The percentage of our students, who met or exceeded the State ELA standards while facing Socio-Economic Status challenges, was 52.63%, which means the average for the group is 0.4 points below standard. In comparison our data is well above both SJUSD's and State's subgroup data which show that SES Disadvantage students are 97.8 points below standard in SJUSD and 41.4 points below standard when compared to the rest of the subgroup throughout the State of California. Last, 23.4% of our Students with Disabilities met or exceeded the state standards in ELA which means the average for the group is 49.1 points below standard. However, in comparison, our data is well above both SJUSD's and State's subgroup data which show that students with disabilities are 135.2 points below standard in SJUSD and 97.3 points below standard when compared to the rest of the subgroup throughout the State of California.

Our CAASPP Baseline Math data, indicated that 52.6% of our students met or exceeded State standards. Our three demographic groups that are large enough to have disaggregated data are: students of Hispanic decent, students who face social economic status challenges (Low SES), and our students with disabilities. The percentage of Hispanic students who met or exceeded the State Standards at OVO was 41.51%, which means the average for the group is 23.6 points below standard. In comparison our data is well above both the SJUSD and State's subgroup data which show that Hispanic students are 86.4 points below standard in SJUSD and 83.4 points below standard when compared to the rest of the subgroup throughout the State of California. The percentage of our students, who met or exceeded the State Math standards while facing Socio-Economic Status challenges, was 42.55%, which means the average for the group is 18.2 points below standard. In comparison our data is well above both the SJUSD and State's subgroup data which show that SES Disadvantage students are 97.8 points below standard in SJUSD and 84 points below standard when compared to the rest of the subgroup throughout the State of California. Last, 18.75% of our Students with Disabilities met or exceeded the state standards in Math which means the average for the group is 73.1 points below standard. However, in comparison, our data is well above both the SJUSD and State's subgroup data which show that students with disabilities are 135.2 points below standard in SJUSD and 130.8 points below standard when compared to the rest of the subgroup throughout the State of California.

As for this year, we have been using our iReady Fall and Winter scores to track the growth progress. English Language Arts iReady assessments revealed that in the fall 47.5% of All students were at grade level and by winter 57.8% of students had achieved grade level mastery. Our Hispanic students saw similar growth patterns of 50% meeting grade level standards in the fall that then grew to 55% by winter. Students of Low SES background had 33.7% at grade level in the fall and that grew to 44.6% by winter. When it comes to our students with disabilities, 33.7% met grade level standards in the fall and that grew to 44.6% by winter.

Overall all of our students grew in their math knowledge. Initially 31% of all students were considered at grade level in the fall's Math iReady assessment and in comparison 46.6% achieved grade level mastery by winter. Our Hispanic students saw similar growth patterns of 23.3% meeting grade level standards in the fall that then grew to 41.7% by winter. Students of Low SES background had 22.8% at grade level in the fall and that grew to 38% by winter. When it comes to our students with disabilities, 20% met grade level standards in the fall and that grew to 26.7% by winter.

In examining our spring District Climate Survey, there were many positive takeaways. Here are the topics where 80% or more of parents and staff indicated that they agreed or strongly agreed that OVO met the objective:

#### Caring Relationships

- School has a climate that is caring.
- There are students and staff on campus who listen to students when they have something to say.

#### Family and Staff Engagement

- Staff at the school promptly responds to family phone calls, messages, or e-mails.
- The school clearly outlines the family, student, and school responsibilities in educating each child.
- The school offers families opportunities to be involved in school and classroom activities.
- The school keeps families well-informed about school activities.
- The staff at our school listens to family concerns about issues.
- The staff at school are helpful and welcoming when families come to school or call.
- The school and families are partners in promoting positive behavior for my student.

#### School Decision Making

- School seeks input when making important decisions.
- The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.
- Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.
- Staff is offered opportunities to have a role in leadership, committees, SSC, etc.

#### Safety

- Concerns about student safety are addressed in a timely manner at my school.
- My school is a safe place for all students.
- My school is a safe place for all staff.
- Students know what staff member to go to if they have a safety concern.
- Students know school safety protocols.

#### Sense of Belonging

- School staff respects student diversity.
- Adults at my school treat students respectfully.
- Students have opportunities to socialize with other students often at school.
- Students have an adult on campus they trust.
- Students trust other students at school.

#### Academic Progress

- Families and students understand how assignments and tests are graded.
- Questions and concerns about schoolwork are addressed.
- Adults at my school believe all students can be successful.
- Teachers provide opportunities for students to participate in classroom discussions or activities.
- Teachers at my school go out of their way to help all students.
- Students receive timely and regular feedback on their learning.
- Staff at my school provides resources or ideas that help families support their students at home.

#### High Expectations

- Students are challenged academically at school.
- Adults on campus motivate students to do their best.

#### Student Engagement

- Students are interested in what they are learning.
- Students understand how to complete their schoolwork.

#### Customer Satisfaction

- I would recommend my school to other families.

According to the students, their top responses to the climate survey where 75% or more of our 4th-8th graders agree that they highly value:

- School has the materials, staff, programs, and supports needed to help all students do their best.
- School staff respects student diversity.
- Adults at my school treat students respectfully.
- Students have opportunities to socialize with other students often at school.
- Students have an adult on campus they trust.
- Adults at my school believe all students can be successful.
- Students trust other students at school.
- Students know school safety protocols.
- Students understand how to complete their schoolwork.
- Teachers provide opportunities for students to participate in classroom discussions or activities.
- I would recommend my school to other families.

Some areas of growth based on student, parent, and staff survey feedback are:

- Learning how to sharing diverse viewpoints
- Helping students find motivation to do their schoolwork.
- Finding ways for our school to recognize and celebrate the academic success of all students.
- Helping students and families knowing what classes they will have to take and pass to graduate from high school.
- Having our curriculum reflect diverse racial, ethnic, cultural, and identity perspectives.
- Helping students to learn how to be respectful to each other at school.

#### Attendance:

Our attendance rates have yet to return to prior pandemic levels. For the first part of the year, our overall attendance rate was 93.3%. As for the subgroups, our Hispanic population had an attendance rate of 92.6%, the Low SES group was 92.2%, and the students with disabilities was 93.6%.

## Preliminary California Assessment of Performance and Progress Spring 2022

### Orangevale Open K-8

#### English Language Arts Performance

Grade	Yr	Overall Perf. Level			
		Not	Near	Met	Exceed
3	2022	16.67%	25.00%	29.17%	29.17%
	2019	20.00%	20.00%	28.00%	32.00%
	2018	11.54%	29.49%	33.33%	25.64%
4	2022	16.67%	16.67%	31.82%	34.85%
	2019	9.20%	20.69%	34.48%	35.63%
	2018	23.53%	13.24%	25.00%	38.24%
5	2022	8.62%	18.97%	36.21%	36.21%
	2019	20.90%	14.93%	38.81%	25.37%
	2018	10.45%	16.42%	49.25%	23.88%
6	2022	9.68%	27.42%	41.94%	20.97%
	2019	10.61%	18.18%	45.45%	25.76%
	2018	3.03%	25.76%	45.45%	25.76%
7	2022	20.00%	18.18%	34.55%	27.27%
	2019	11.29%	24.19%	35.48%	29.03%
	2018	9.52%	29.76%	38.10%	22.62%
8	2022	14.04%	26.32%	40.35%	19.30%
	2019	19.28%	21.69%	42.17%	16.87%
	2018	15.29%	20.00%	42.35%	22.35%

#### Math Performance

Grade	Yr	Overall Perf. Level			
		Not	Near	Met	Exceed
3	2022	6.25%	33.33%	35.42%	25.00%
	2019	12.00%	16.00%	48.00%	24.00%
	2018	12.99%	23.38%	38.96%	24.68%
4	2022	8.96%	25.37%	47.76%	17.91%
	2019	8.05%	37.93%	29.89%	24.14%
	2018	11.76%	36.76%	27.94%	23.53%
5	2022	13.79%	31.03%	31.03%	24.14%
	2019	31.34%	32.84%	16.42%	19.40%
	2018	13.85%	35.38%	23.08%	27.69%
6	2022	27.42%	29.03%	24.19%	19.35%
	2019	16.92%	29.23%	24.62%	29.23%
	2018	3.03%	31.82%	27.27%	37.88%
7	2022	25.93%	29.63%	27.78%	16.67%
	2019	12.90%	24.19%	25.81%	37.10%
	2018	19.05%	32.14%	26.19%	22.62%
8	2022	28.07%	26.32%	24.56%	21.05%
	2019	24.10%	26.51%	16.87%	32.53%
	2018	16.47%	23.53%	25.88%	34.12%

#### ELA Met/Exceeding Group Results (Met/Exceed Percent, Tested Count)

Yr	All		EL		Low SES		Foster		AA		His		Wh		RFEP		Special Ed		Homeless	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
2022	63.87%	346	18.18%	11	52.63%	95		0	55.56%	9	54.72%	53	65.17%	267	70.00%	20	23.40%	47		1
2019	65.06%	415		8	53.64%	110				4	66.15%	65	64.26%	319	50.00%	16	24.14%	29		65
2018	64.96%	448		9	53.04%	115		1		8	60.00%	70	64.81%	341	52.94%	17	31.25%	32		70

#### Math Met/Exceeding Group Results (Met/Exceed Percent, Tested Count)

Yr	All		EL		Low SES		Foster		AA		His		Wh		RFEP		Special Ed		Homeless	
	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
2022	52.60%	346	18.18%	11	42.55%	94		0	33.33%	9	41.51%	53	55.43%	267	50.00%	20	18.75%	48	#####	1
2019	53.62%	414		8	40.74%	108				4	46.15%	65	55.66%	318	50.00%	16	17.24%	29		3
2018	56.63%	445		9	40.87%	115		1		8	47.14%	70	57.77%	341	47.06%	17	28.13%	32		70

\*Met/Exceeding percentages omitted for groups with populations under 11

\*\*Data as of Jul 14, 2022

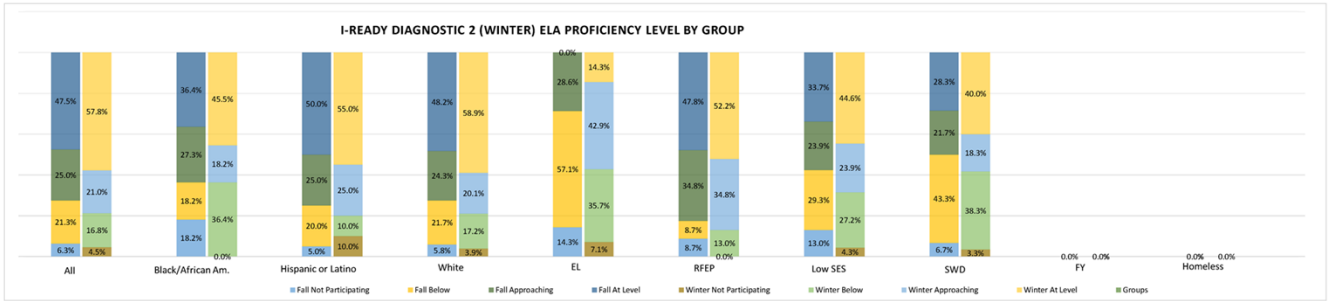


Orangevale Open - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	25	85	100	190	18	67	84	231				
Black/African Am.	11	2	2	3	4	0	4	2	5				
Hispanic or Latino	60	3	12	15	30	6	6	15	33				
White	309	18	67	75	149	12	53	62	182				
EL	14	2	8	4	0	1	5	6	2				
RFEP	23	2	2	8	11	0	3	8	12				
Low SES	92	12	27	22	31	4	25	22	41				
SWD	60	4	26	13	17	2	23	11	24				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	6.3%	21.3%	25.0%	47.5%	4.5%	16.8%	21.0%	57.8%				
Black/African Am.	11	18.2%	18.2%	27.3%	36.4%	0.0%	36.4%	18.2%	45.5%				
Hispanic or Latino	60	5.0%	20.0%	25.0%	50.0%	10.0%	10.0%	25.0%	55.0%				
White	309	5.8%	21.7%	24.3%	48.2%	3.9%	17.2%	20.1%	58.9%				
EL	14	14.3%	57.1%	28.6%	0.0%	7.1%	35.7%	42.9%	14.3%				
RFEP	23	8.7%	8.7%	34.8%	47.8%	0.0%	13.0%	34.8%	52.2%				
Low SES	92	13.0%	29.3%	23.9%	33.7%	4.3%	27.2%	23.9%	44.6%				
SWD	60	6.7%	43.3%	21.7%	28.3%	3.3%	38.3%	18.3%	40.0%				
FY	0												
Homeless	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.  
 \*Below = Two grade levels or more below standard  
 \*\*Approaching = One grade level below standard

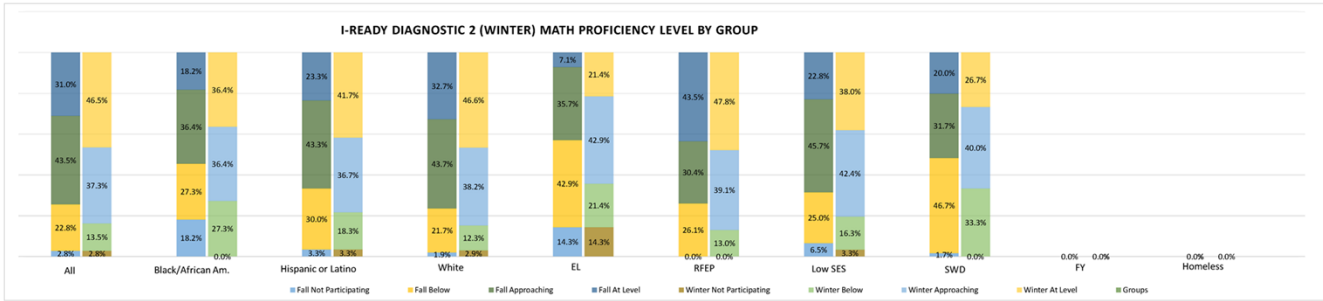


Orangevale Open - i-Ready Diagnostic 2 Math Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	11	91	174	124	11	54	149	186				
Black/African Am.	11	2	3	4	2	0	3	4	4				
Hispanic or Latino	60	2	18	26	14	2	11	22	25				
White	309	6	67	135	101	9	38	118	144				
EL	14	2	6	5	1	2	3	6	3				
RFEP	23	0	6	7	10	0	3	9	11				
Low SES	92	6	23	42	21	3	15	39	35				
SWD	60	1	28	19	12	0	20	24	16				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	2.8%	22.8%	43.5%	31.0%	2.8%	13.5%	37.3%	46.5%				
Black/African Am.	11	18.2%	27.3%	36.4%	18.2%	0.0%	27.3%	36.4%	36.4%				
Hispanic or Latino	60	3.3%	30.0%	43.3%	23.3%	3.3%	18.3%	36.7%	41.7%				
White	309	1.9%	21.7%	43.7%	32.7%	2.9%	12.3%	38.2%	46.6%				
EL	14	14.3%	42.9%	35.7%	7.1%	14.3%	21.4%	42.9%	21.4%				
RFEP	23	0.0%	30.4%	43.5%	26.1%	0.0%	13.0%	39.1%	47.8%				
Low SES	92	6.5%	25.0%	45.7%	22.8%	3.3%	16.3%	42.4%	38.0%				
SWD	60	1.7%	46.7%	31.7%	20.0%	0.0%	33.3%	40.0%	26.7%				
FY	0												
Homeless	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.  
 \*Below = Two grade levels or more below standard  
 \*\*Approaching = One grade level below standard



## Root Cause Analysis

What did your root causes analysis reveal?

	<b>Guidance</b>
<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 our academic scores and survey metrics but after coming back from the pandemic, we have found that the lack of time for direct instruction has impacted student achievement and social emotional skill levels. We attribute this gap to the lack of engagement during distance learning as well as students not mastering foundational skills with the limited amount of access to direct teaching. Now that we are back full time, our students have been making gains, but it is hard to accelerate learning if there are basic building blocks that have yet to be developed. Coming back from the pandemic's social isolation has also hindered students' social emotional development. Anecdotally we have seen an uptick in interpersonal conflicts between students and there is an overall level of anxiety that we have not experienced before. Our efforts will focus on creating learning environments that are highly engaging and will continue our low student to adult ratios that improve student's time on task so they can benefit from the instructional time that we have. Leveraging the intervention teacher and instructional assistants, for the final year that we have them, will be our

primary focus as we look to boost Math scores. Last, our staff is participating in a book study to support social emotional learning that is lead by our counselor.

When it comes to attendance, we know that the quarantines, and the need to keep students home when they are feeling ill but are unrelated to Covid symptoms, contributed to the overall post pandemic decline in attendance. Our Attendance clerk is putting more hours than in past year so we can make connections with our families to verify absences and remind them of the importance in school attendance. All subgroups are within a percentage of each other so we feel that this new attitude towards school attendance is a direct reflection of the pandemic. We will continue to improve student attendance in the year to come by reaching out to our families and encouraging school attendance through high interest activities in our classrooms.

## Resource Inequities

What resource inequities did you discover?

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

Overall there have been inequalities due to the amount of learning that was possible during the pandemic. Some students had more supports at home than others. Recently we have been able to add an intervention teacher who helps us focus on the gaps that are present and we have increased the time a counselor is on campus by 100%. Therefore, our teachers are committed to reinforcing the concepts and procedures with our best, first-instruction. Furthermore 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. Additionally our investment in instructional assistants in all grades will help our students accelerate their learning; however, we are also concerned that once the ELO monies are done, we will not have as many resources to assist students.

## Input from Educational Partners

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 2023 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. We used the 2022 CAASPP norm referenced data sources as baselines that were shared at August meetings. During the winter timeframe we looked at our localized iReady growth data. Our campus community (Staff, SMBT, Leadership) explored the root causes and comprehensive needs assessments based on the data collected during the past year.

Our School Based Management Team (Site Council) used the comprehensive needs assessment to develop, advise and approve of the 2023-2024 plan in May.

# 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:

- We have found that the lack of time for direct instruction has impacted student achievement and social emotional skill levels.
- During the pandemic time at home students didn't have equitable access to high quality learning environments.
- This gap developed due to the lack of engagement during distance learning as well as students not mastering foundational skills with the limited amount of access to direct teaching.
- Our students have made gains this past school year, but it is hard to accelerate learning when there are basic building blocks that have yet to be developed.
- Coming back from the pandemic's social isolation has also hindered students' social emotional development. Anecdotally, we have seen an uptick in interpersonal conflicts between students and there is an overall level of anxiety that we have not experienced before.

Our efforts during the 2023-24 school year will focus on creating learning environments that are highly engaging and we will continue to maintain our low student to adult ratios that improve student's time on task so they can benefit from the instructional time. Leveraging the intervention teacher and instructional assistants for the final year that we have them, our primary focus will be boosting Math skills & scores. Additionally, our staff is participating in a book study to support social emotional learning that is lead by our counselor.

When it comes to attendance, we know that the quarantines, and the need to keep students home when they are feeling ill but are unrelated to Covid symptoms, all contributed to the overall post pandemic decline in attendance. Given the fact that all attendance data is within a percentage point of each other, we feel this trend is due to an external effect; therefore, we will work to improve everyone's attendance. Our Attendance clerk is putting more hours than in past years so we can make connections with our families to verify absences and remind them of the importance in school attendance. All subgroups are within a percentage of each other so we feel that this new attitude towards school attendance is a direct reflection of the pandemic. We will continue to improve student attendance in the year to come by reaching out to our families and encouraging school attendance through high interest activities in our classrooms.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.19%	0.17%		1	1
African American	0.8%	0.37%	0.7%	4	2	4
Asian	1.4%	2.04%	2.62%	7	11	15
Filipino	0.6%	0.56%	0.35%	3	3	2
Hispanic/Latino	15.1%	15.77%	16.61%	75	85	95
Pacific Islander	%	%	0%			0
White	75.4%	73.47%	72.73%	374	396	416
Multiple/No Response	6.3%	7.42%	6.82%	31	40	39
	<b>Total Enrollment</b>			496	539	572

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	58	48	52
Grade 1	62	67	52
Grade 2	43	77	75
Grade 3	59	50	79
Grade 4	54	67	55
Grade 5	52	57	81
Grade 6	57	62	62
Grade 7	54	55	56
Grade 8	57	56	60
Grade 9			
<b>Total Enrollment</b>	496	539	572

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	17	21	23	3.40%	3.9%	4.0%
Fluent English Proficient (FEP)	17	21	24	3.40%	3.9%	4.2%

Orangevale Open - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

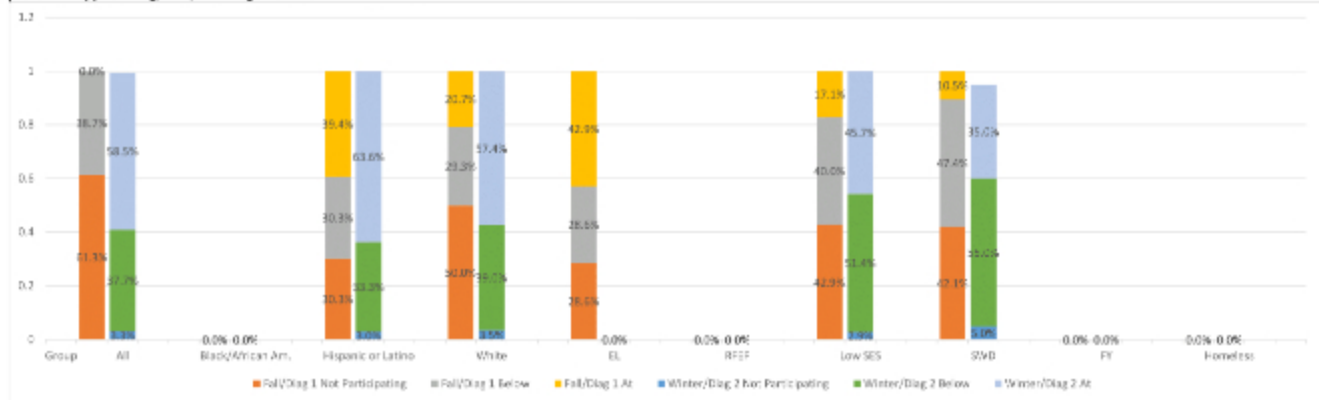
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	182	84	53	0	6	69	107			
Black/African Am.	3	2	0	1	0	2	1			
Hispanic or Latino	33	10	10	13	1	11	21			
White	141	70	41	29	5	55	81			
EL	7	2	2	3	0	3	4			
RFP	1	0	0	0	0	0	0			
Low SES	35	15	14	6	1	18	16			
SWD	20	8	9	2	1	11	7			
FY	0	0	0	0	0	0	0			
Homeless	1	0	0	0	0	0	0			

Orangevale Open - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	182	51.3%	38.7%	0.0%	3.3%	37.7%	58.5%			
Black/African Am.	3	66.7%	0.0%	33.3%	0.0%	66.7%	33.3%			
Hispanic or Latino	33	30.3%	30.3%	39.4%	3.0%	33.3%	63.6%			
White	141	50.0%	29.3%	20.7%	3.5%	39.0%	57.4%			
EL	7	28.6%	28.6%	42.9%	0.0%	42.9%	57.1%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	35	42.9%	40.0%	17.1%	2.9%	51.4%	45.7%			
SWD	20	42.1%	47.4%	10.5%	5.0%	55.0%	35.0%			
FY	0									
Homeless	1				0.0%	0.0%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Orangevale Open - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	53	53	0	0	1	10	42			
1	52	26	10	15	2	19	31			
2	77	5	43	29	3	40	34			

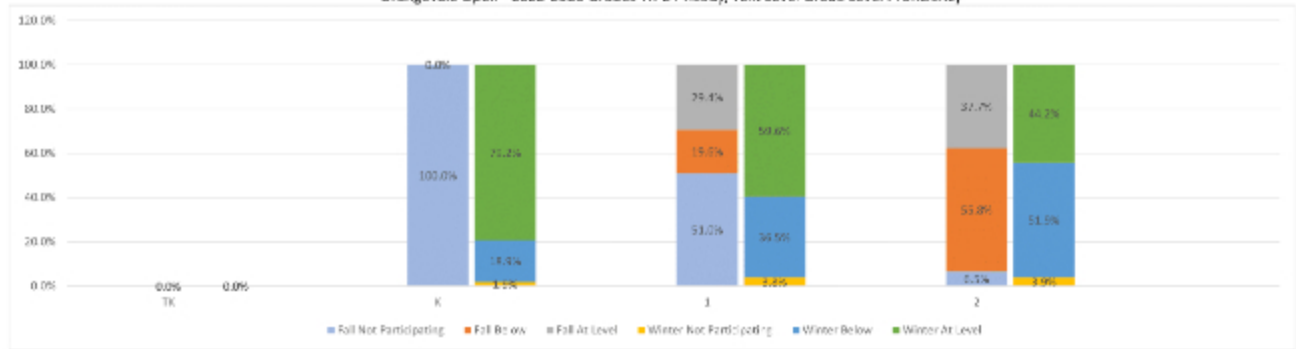
Orangevale Open -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	53	100.0%	0.0%	0.0%	1.9%	18.9%	79.2%			
1	52	51.0%	19.0%	29.4%	3.8%	36.5%	59.6%			
2	77	6.5%	55.8%	37.7%	3.9%	51.9%	44.2%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Orangevale Open - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency





Orangevale Open - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

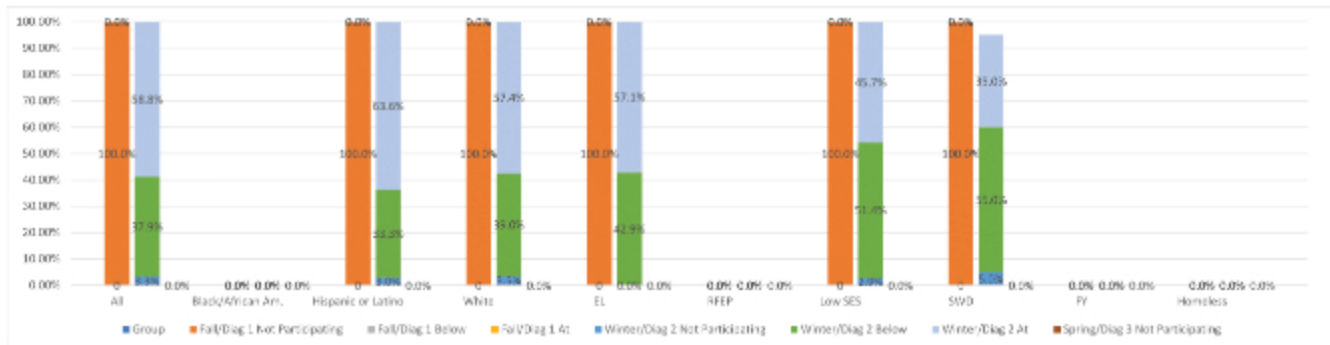
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	182	181	0	0	182	0	0			
Black/African Am.	3	3	0	0	3	0	0			
Hispanic or Latino	33	33	0	0	33	0	0			
White	141	140	0	0	141	0	0			
EL	7	7	0	0	7	0	0			
RFP	1	0	0	0	0	0	0			
Low SES	35	35	0	0	35	0	0			
SWD	20	19	0	0	19	0	0			
FY	0	0	0	0	0	0	0			
Homeless	1	0	0	0	0	0	0			

Orangevale Open - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	183	100.0%	0.0%	0.0%	99.5%	0.0%	0.0%			
Black/African Am.	3	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Hispanic or Latino	33	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
White	141	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
EL	7	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
RFP	1				0.0%	0.0%	0.0%			
Low SES	35	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
SWD	20	100.0%	0.0%	0.0%	95.0%	0.0%	0.0%			
FY	0									
Homeless	1				0.0%	0.0%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Orangevale Open - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0	0	0	0
K	53	53	0	0	53	0	0			
1	52	51	0	0	52	0	0			
2	77	77	0	0	77	0	0			

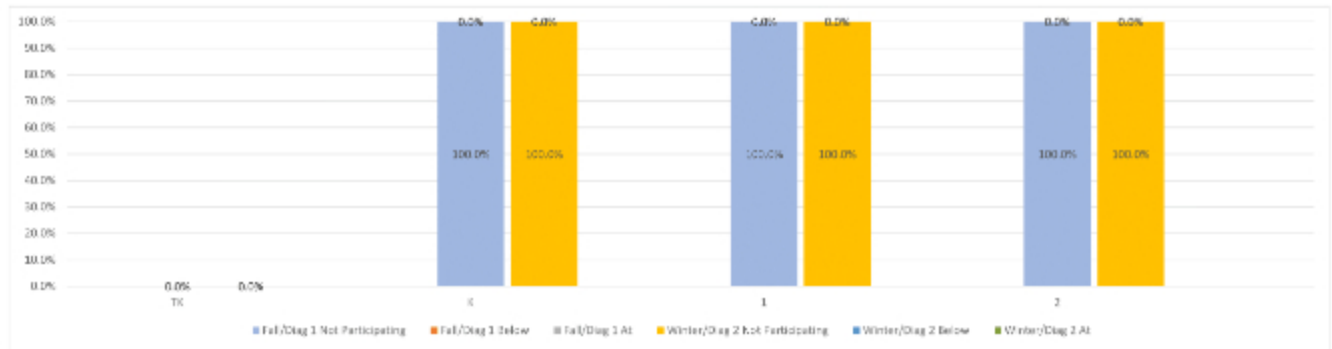
Orangevale Open - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	53	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	52	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	77	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Orangevale Open - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency



**Conclusions based on this data:**

1. In ELA Reading growth measurements, 58.5% of all students in grades K-2 met or exceeded growth targets during the 2022-23 winter assessment cycle. In comparison to the prior year, only 51.9% of students met or exceed growth targets. This represents a growth of +6.6% of students meeting their grade level targets. As for our subgroups, Hispanics were above the average of all students at 63.6% meeting or exceeding the grade level target. Students with disabilities grew from fall to winter in that 26.3% of them grew to met grade level standards, almost tripling the amount of students with disabilities who met the grade level benchmarks.

Our teachers use grade-level based assessments when it comes to math, thus we don't have any iReady scores to report.

As for our English Learners, they continue to redesignate within the 5 year goal window set by the state.

Based on these trends, our winter data generally matches the prior achievement level obtained before the pandemic hit. We hope that our 2023-2024 Benchmark, iReady, and CAASPP data for student performance will follow suit.



Spring 2023  
District Climate Survey Results by School

Orangevale

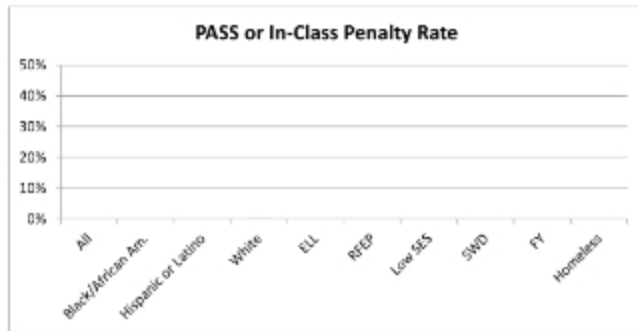
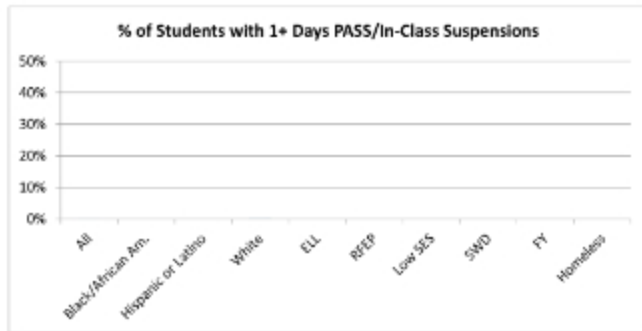
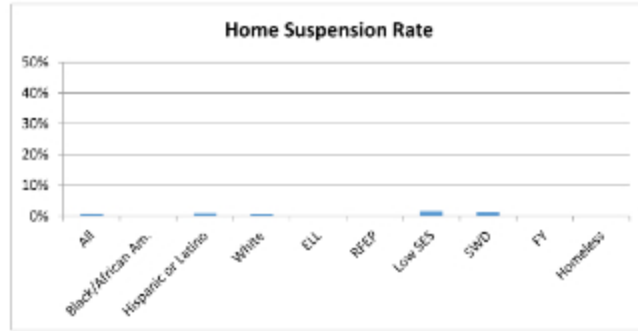
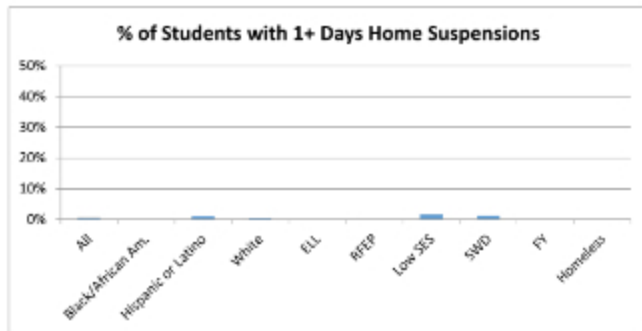
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Caring Relationships</b>						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	138	92.75%	266	72.56%	15	80.00%
B) There are students and staff on campus who listen to students when they have something to say.	138	89.13%	263	71.10%	15	80.00%
C) There is an adult from the school who checks on how students are doing.	137	75.18%	264	53.03%	15	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	138	79.71%	262	75.19%	15	60.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					15	40.00%
F) Staff feels part of an effective team.					15	66.67%
<b>Family and Staff Engagement</b>						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	138	93.48%			15	93.33%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	138	89.86%			15	93.33%
C) The school offers families opportunities to be involved in school and classroom activities.	138	98.55%			15	93.33%
D) The school keeps families well-informed about school activities.	138	94.20%			15	86.67%
E) The staff at our school listens to family concerns about issues.	136	86.76%			15	93.33%
F) The staff at school are helpful and welcoming when families come to school or call.	137	89.78%			15	86.67%
G) The school and families are partners in promoting positive behavior for my student.	135	89.63%			15	86.67%
H) Families who speak a language other than English receive general information about our school in their home language.	135	97.04%			15	53.33%
I) Staff receive information about upcoming events and important information about the school.					15	93.33%
<b>School Decision Making</b>						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	136	86.03%	264	59.47%	15	93.33%
B) Important school decisions reflect diverse input.	136	74.26%	263	61.22%	15	80.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	136	97.79%				
D) The principal and staff listen to concerns of other staff members about issues.					15	53.33%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					15	86.67%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					15	100.00%
G) Our school uses data from this survey to inform site decision making.					15	73.33%
H) Staff voice matters in decision making.					15	73.33%
<b>Safety</b>						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	136	82.33%	265	68.30%	15	73.33%
B) Concerns about student safety are addressed in a timely manner at my school.	135	80.74%	264	66.67%	15	80.00%
C) My school is a safe place for all students.	135	87.41%	266	74.06%	15	80.00%
D) My school is a safe place for all staff.					15	80.00%
E) Students know what staff member to go to if they have a safety concern.	135	85.19%	262	70.23%	15	93.33%
F) Students know school safety protocols.	135	85.19%	265	85.28%	15	80.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	136	83.09%	264	57.58%	15	53.33%
<b>Sense of Belonging</b>						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	135	85.93%	267	78.65%	15	93.33%
B) Adults at my school treat students respectfully.	136	91.91%	266	76.69%	15	86.67%
C) Students are respectful to each other at school.	136	80.88%	265	40.38%	14	71.43%
D) Students have opportunities to socialize with other students often at school.	136	95.59%	265	76.60%	15	100.00%
E) Students have an adult on campus they trust.	136	94.12%	265	76.60%	15	93.33%
F) Students trust other students at school.	136	92.65%	260	90.00%	15	93.33%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	135	74.81%	261	56.32%	15	66.67%
H) School staff reflects student diversity.	133	61.65%	259	39.85%	15	60.00%
<b>Academic Progress</b>						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	136	82.33%	262	69.47%	15	86.67%
B) Questions and concerns about schoolwork are addressed.	136	88.24%	259	72.59%	15	93.33%
C) Student grades reflect their knowledge of the material.	136	83.82%	257	63.04%	15	73.33%
D) Adults at my school believe all students can be successful.	136	91.18%	263	76.81%	15	86.67%
E) Students feel comfortable and unjudged to ask their teacher for help.	135	79.26%	263	61.22%	15	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	136	94.12%	263	84.03%	15	100.00%
G) Teachers at my school go out of their way to help all students.	136	81.62%	263	57.79%	15	86.67%
H) Students receive timely and regular feedback on their learning.	135	87.41%	262	66.41%	15	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	136	85.29%			15	80.00%
<b>High Expectations</b>						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	135	86.67%	262	61.07%	15	93.33%
B) School recognizes and celebrates the academic success of all students.	135	76.30%	263	30.95%	15	60.00%
C) Adults on campus motivate students to do their best.	135	82.96%	261	64.37%	15	86.67%
D) School provides additional academic support when students are struggling.	134	70.90%	262	64.50%	15	73.33%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	136	80.15%	265	49.06%	15	80.00%
B) Students have access to classes and activities that meet their interests and talents.	136	78.68%	265	57.74%	15	73.33%
C) Students understand how to complete their schoolwork.	135	88.89%	266	75.56%	15	86.67%
D) Students complete assignments on time.	136	86.76%	262	65.27%	15	66.67%
E) Students are motivated to do their schoolwork.	136	75.74%	264	48.86%	15	80.00%
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	123	43.09%	262	64.50%	15	73.33%
B) Students and families know what classes they will have to take and pass to graduate from high school.	119	39.50%	263	49.05%	15	40.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	119	61.34%	261	59.39%	14	50.00%
D) School offers college and career programs.	120	25.00%	259	17.76%	15	20.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	119	25.21%	261	26.05%	15	26.67%
F) Students are prepared for the next step of their educational experience.	125	61.60%	262	55.34%	15	80.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					15	53.33%
H) There are equitable opportunities for advancement in the district.					15	46.67%
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	135	85.93%	266	76.69%	15	80.00%
B) San Juan Unified School District is a district that I would recommend to other families.	135	77.04%	266	71.05%	15	73.33%

**Orangevale Open 2022-2023 Suspension Data**

**Date Range: 8/11/2022 to 1/9/2023**

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	592	4	0.68%	13	4	0.68%	1	0.17%	1	0.17%
Black/African Am.	13	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	96	1	1.04%	1	1	1.04%	0	0.00%	0	0.00%
White	458	3	0.66%	12	3	0.66%	1	0.22%	1	0.22%
ELL	22	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEF	23	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	128	2	1.56%	2	2	1.56%	0	0.00%	0	0.00%
SWD	80	1	1.25%	1	1	1.25%	0	0.00%	0	0.00%
FY	-	-	-	-	-	-	0	-	0	-
Homeless	-	-	-	-	-	-	0	-	0	-



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Orangevale Open - I-Ready Diagnostic 2 ELA Proficiency Level by Group

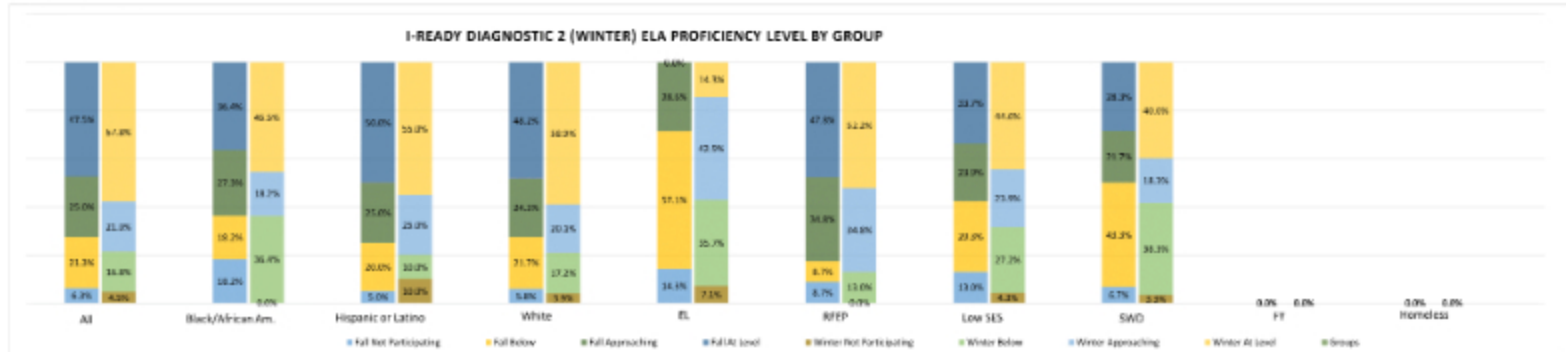
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	25	85	100	190	18	67	84	211				
Black/African Am.	11	2	3	3	4	0	4	2	5				
Hispanic or Latina	90	3	12	15	30	6	6	15	31				
White	209	18	67	75	149	12	53	62	182				
EL	14	2	8	4	0	1	5	6	2				
FFEP	23	2	2	8	11	0	3	8	12				
Low SES	92	12	27	22	31	4	25	22	41				
SWD	60	4	24	13	17	2	23	11	24				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	400	6.3%	21.3%	25.0%	47.5%	4.5%	16.8%	21.0%	52.8%				
Black/African Am.	11	18.2%	27.3%	27.3%	27.3%	0.0%	36.4%	18.2%	45.5%				
Hispanic or Latina	90	3.3%	13.3%	16.7%	33.3%	6.7%	6.7%	16.7%	33.3%				
White	209	8.6%	32.1%	35.9%	48.3%	5.8%	25.4%	29.7%	49.1%				
EL	14	14.3%	57.1%	28.6%	0.0%	7.1%	35.7%	42.9%	14.3%				
FFEP	23	8.7%	8.7%	34.8%	47.8%	0.0%	13.0%	34.8%	52.2%				
Low SES	92	13.0%	29.3%	23.9%	33.7%	4.3%	27.2%	23.9%	44.6%				
SWD	60	6.7%	40.0%	21.7%	28.3%	3.3%	38.3%	18.3%	40.0%				
FY	0												
Homeless	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Orangevale Open - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	6	21	13	39	17	11	7	44				
4	58	2	10	24	22	0	2	21	35				
5	83	3	17	28	35	0	15	23	45				
6	65	2	12	15	36	0	30	15	40				
7	56	6	9	11	30	0	11	8	37				
8	59	6	16	9	28	1	18	10	30				

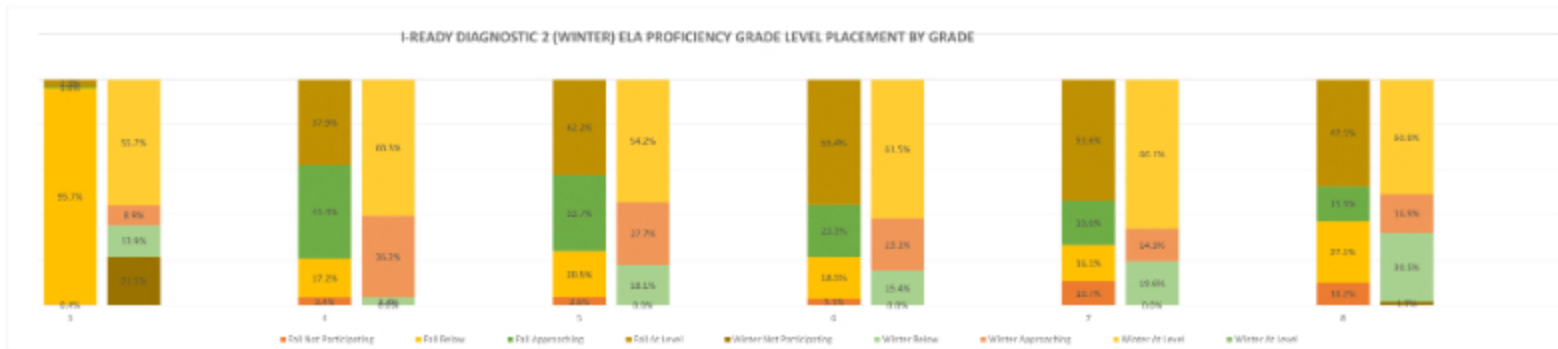
  

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	79	7.8%	26.6%	16.5%	48.4%	21.5%	13.9%	8.9%	55.7%				
4	58	3.4%	17.2%	41.4%	37.9%	0.0%	3.4%	36.2%	60.3%				
5	83	3.6%	20.5%	33.7%	42.2%	0.0%	18.1%	27.7%	54.2%				
6	65	3.1%	18.5%	23.1%	55.4%	0.0%	15.4%	23.1%	61.5%				
7	56	10.7%	16.1%	19.6%	53.6%	0.0%	19.6%	14.3%	66.1%				
8	59	10.2%	27.1%	15.3%	47.5%	1.7%	30.5%	16.9%	50.8%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard





**Conclusions based on this data:**

1. Conclusions based on this iReady data:

As for this year, we have been using our iReady Fall and Winter scores to track the growth progress. English Language Arts iReady assessments revealed that in the fall 47.5% of All students were at grade level and by winter 57.8% of students had achieved grade level mastery. Our Hispanic students saw similar growth patterns of 50% meeting grade level standards in the fall that then grew to 55% by winter. Students of Low SES background had 33.7% at grade level in the fall and that grew to 44.6% by winter. When it comes to our students with disabilities, 33.7% met grade level standards in the fall and that grew to 44.6% by winter.

Overall all of our students grew in their math knowledge. Initially 31% of all students were considered at grade level in the fall's Math iReady assessment and in comparison 46.6% achieved grade level mastery by winter. Our Hispanic students saw similar growth patterns of 23.3% meeting grade level standards in the fall that then grew to 41.7% by winter. Students of Low SES background had 22.8% at grade level in the fall and that grew to 38% by winter. When it comes to our students with disabilities, 20% met grade level standards in the fall and that grew to 26.7% by winter.

Our suspension rates are extremely low. We have so few events that the data doesn't accurately reflect trends due to lack of significant numbers. Many of our alternative methods of providing interventions and supports follow our Love and Logic approach to discipline. Suspension isn't a consequence that is used often, but only when other means of correction have failed to change a behavior.

# 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: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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.

**2022-23**

**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 counselor and social worker to establish positive attendance patterns.

**Annual Measurable Outcomes**

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Attendance rates for the 2023-24 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 low 90% range for the first half of the year. Our "chronically" absent rate was 25.2% 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 2023-24 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 2023-24 school year.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<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>2022-23 (1st Semester Only): All: 25.2% Low SES 35.2%</p> <p>2020-2021 All: 20.3% Low SES: 23.1%</p> <p>2018-2019 (Prior to Pandemic) All: 7% Low SES: 14.8%</p>	All: 10% Low SES: 12%

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
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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	1931 860	School Year 2023-24
1.2	Pay hourly Community Liaison position to help connect families with the new volunteer requirements and welcoming families back to campus.	<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 Community Liaison	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	School Year 2023-24

# 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: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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 rebuilt our counseling program and were able to add more days because the students' needs were far greater than the two days of support that we had prior to the pandemic. Having four days of support this past year has been a huge benefit to our students their emotional well being.

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.

## 2022-23

### 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 2022-23

Expected Outcome 2023-24

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: My school is a safe place for all students.

Parents (N=135) 87.41%

Students (N=266) 74.06%

Staff (N=15) 80.00%

Caring Relationships: School has a climate that is caring

Parents (N=138) 92.75%

Students (N=266) 72.56%

Staff (N=15) 80.00%

Family and Staff Engagement: The school offers families opportunities to be involved in school and classroom activities

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 2022-23

Expected Outcome 2023-24

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Parents (N=138) 98.55% Staff (N=15) 93.33%
Family and Staff Engagement: Staff at the school promptly responds to family phone calls, messages, or e-mails. Parents (N=138) 93.48% Staff (N=15) 93.33%
School Decision Making: School seeks input when making important decisions. Parents (N=136) 86.03% Students (N=264) 59.47% Staff (N=15) 93.33%

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Attendance Rate
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In our first full year back from the pandemic, attendance patterns show that the Covid quarantines and general sicknesses contribute to our lower than typical attendance rates. For the first half of the school year, All groups combined had an attendance rate of 93.3%; our SWD had a 93.6% attendance rate; and Low SES has a 92.2% attendance rate
For comparison, 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

All: 96.2% Low SES: 95.7%
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Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>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>	
<p>Chronic Absenteeism</p>	<p>2022-2023                      All: 25.2%                      Low SES: 35.2%                      SWD: 23.8%</p> <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: 5%                      Low SES: 12%</p>
<p>Suspensions</p>	<p>2022-23                      All: 0.68%                      Low SES: 1.56%                      ELL: 0%                      SWD: 1.25%</p> <p>2020-2021                      All: 0.18%</p>	<p>All: 2%                      Low SES: 6%                      ELL: 30%</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Low SES: 0.81% ELL: 0%  2018-2019 (Last Complete Baseline Year) All: 2.45% Low SES: 8.45% ELL: 35.71%	

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			School Year 2023-24
2.2	Continue implementing a PeaceMaker program for peer conflict resolution specifically targeting under-	All Students X English Learners X Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	School Year 2023-24

	performing groups which includes Low Income Pupils and English Learners with directly teaching these skills in small groups.					
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			School Year 2023-24
2.4	Provide additional middle school and K-8 school counseling services for parents and students in the	X All Students X English Learners X Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only)	26052 17,544.00	School Year 2023-24

	<p>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) &amp;  ELO (0.2)</p>			<p>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: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

In the fall, we analyzed our 2022 CAASPP data, our localized fall iReady data, and K-2 Benchmark Level text data to gauge where students were achieving. During the winter assessment window we looked again at all metrics to monitor growth. Come this spring, students participated in the 2023 CAASPP Testing Cycle while the K-2 students demonstrated their reading proficiency with the benchmark level text.

As for our English Learners, they completed the annual ELPAC testing and we use those results to redesignate them when they reach a level of proficiency that is comparable to their grade level peers.

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.

**2022-23**

**Identified Need**

We continued to refine our intervention program from the prior year. Originally, when coming back from the pandemic, we took the approach that a rising tide helps all boats so we cast our net wide and had over 60 students in our intervention groups. While this individual attention was a positive way to welcome the students back and screen for their learning gaps, we found that the lack of frequency of the groups prevented us from making large gains. In December, we examined our data and identified 34 students who had continuing gaps that needed intensive intervention. The other students had achieved a level of proficiency that we felt our general education classrooms, with the IA supports, could continue their growth.

**Annual Measurable Outcomes**

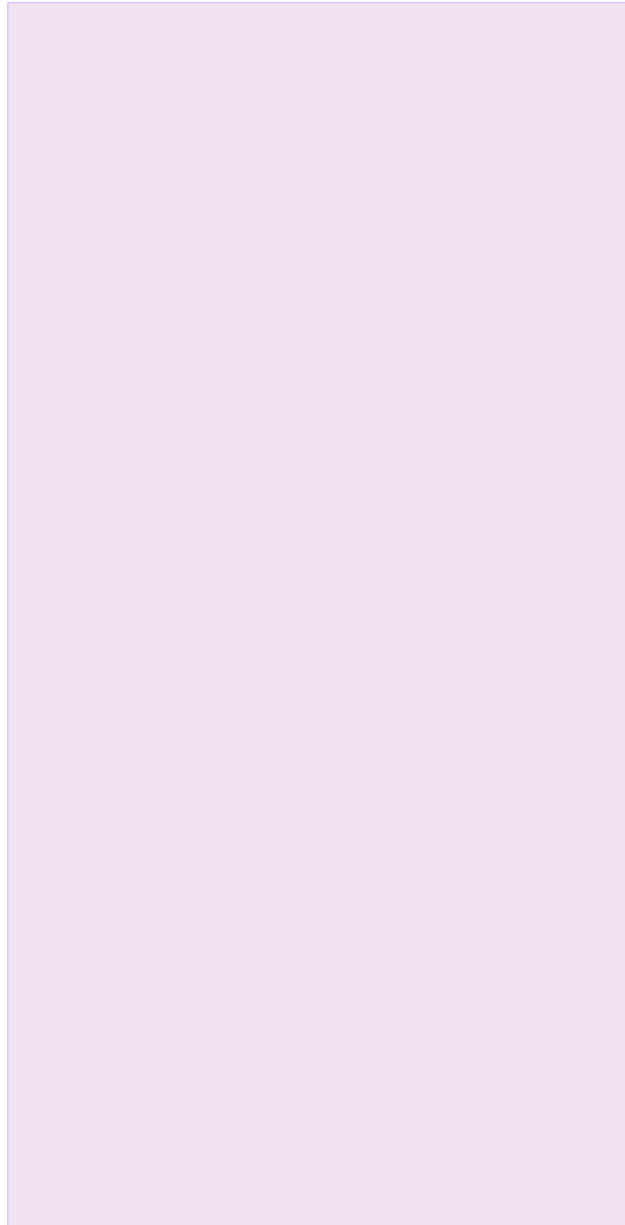
Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Text Level Scores K-2	<p>2022-23: Winter Percentage of students meeting or exceeding text level expectations for their grade All 58.5% Low SES: 45.7%</p> <p>2021 Winter Percentage of students meeting or exceeding text level expectations for their 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%</p>	<p>All: (+5%) Low SES: (+7.5%)</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Low SES: 55.6%	
CAASPP Math	<p>Percentage of students meeting or exceeding State Standards 2022 Data: All: 52.6% Low SES: 42.55%</p> <p>Percentage of students meeting or exceeding State Standards 2019 Data: All: 53.6% Low SES: 40.7%</p>	All: (+5%) Low SES: (+7.5%)
CAASPP ELA	<p>Percentage of students meeting or exceeding State Standards 2022 Data: All: 63.87% Low SES: 52.63%</p> <p>Percentage of students meeting or exceeding State Standards 2019 Data: All: 65.1% Low SES: 53.6%</p>	All: (+6%) Low SES: (+9%)
ELPAC	<p>2022 Data Not Available Yet</p> <p>Percentage of students at each level 2020-2021 Data: ELPAC Overall: Level 1: 5% Level 2: 25% Level 3: 40% Level 4: 30%</p> <p>Percentage of students at each level: ELPAC Oral: Level 1:0%</p>	Decrease in Levels 1 and 2 Increase in Levels 3 and 4

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24



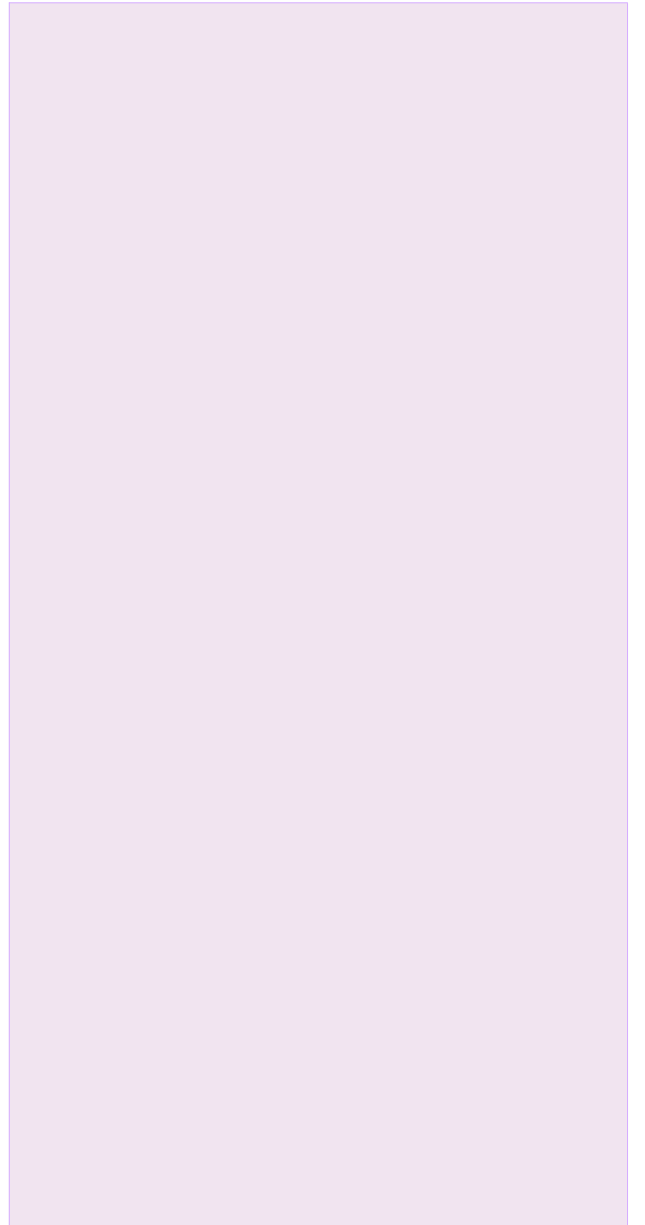
Lever 2: 10%  
Level 3: 45%  
Level 4: 45%

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

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

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

Percentage of students at each level:  
ELPAC Written:  
Level 1: 14.29%  
Lever 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 parent volunteers trained specifically with a focus 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 & Volunteers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4960.80 4000.00	School Year 2023-24
3.2	Collaboration - Data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on our under-performing groups which includes Low	All Students X English Learners X Low-Income Students Foster Youth Other	Teachers & Administration	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	100	School Year 2023-24

	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	School Year 2023-24

# 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: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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 three years. Field trips are core to our mission and vision of education and they have been on hold or modified for that time. This year all grade levels were able to attend most of their time honored curricular field trips and overnights. We monitored the field trip applications and made sure that even when vendors couldn't accommodate us, we planned the trips on our own, relying on parent volunteers and staff to serve as naturalists.

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

This past year we have been able to return to our overnight trips and day field trips. While there have been more students not attending than in the past, we were able to create equitable experiences for those who remained at school.

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

Some grade levels had to leave a teacher on campus and other grade levels have arranged for similar independent study packets that covered equitable material while the class was away.

**2022-23**

**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 2022-23	Expected Outcome 2023-24
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	School Year 2023-24

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.

### Centralized Services

<b>SCHOOL GOAL #1:</b>

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
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		startcollapse			

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

**SCHOOL GOAL #2:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			



<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
endcollapse					

<b>SCHOOL GOAL #3:</b>

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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# 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	48,656.80
2000-2999: Classified Personnel Salaries	3,431.00
3000-3999: Employee Benefits	860.00
4000-4999: Books And Supplies	4,304.20
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	22,604.80
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	4,304.20



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	Classroom Teacher
Rick Boster	Principal
Michael Knapp	Other School Staff
Annalee Weight (Secretary)	Classroom Teacher
Kristin Hurd (Chair)	Parent or Community Member
Tara Franks	Parent or Community Member
Rebecca Soltesz	Parent or Community Member
Christina Kurtz	Classroom Teacher
Bruce Bennett	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 5/16/23.

Attested:



Principal, Rick Boster on 5/16/23



SSC Chairperson, Kristin Hurd on 5/16/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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. .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 parent volunteers trained specifically with a focus on our under-performing groups which includes Low Income Pupils and English Learners.	1000-1999: Certificated Personnel Salaries	\$4,960.80	Engaging Academics	



## Orangevale School (K-8)

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	
Purchase classroom supplies to support students in intervention groups.	4000-4999: Books And Supplies	\$204.20	Engaging Academics	
	4000-4999: Books And Supplies	\$4,000.00	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	\$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%

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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