

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orangevale Open K-8 School	34-67447-6034797	5-13-24	July 30, 2024

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)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	4
Resource Inequities	4
Input from Educational Partners	4
School and Student Performance Data	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance	8
Academic Performance.....	9
Academic Engagement.....	18
Conditions & Climate.....	21
Goals, Strategies, & Proposed Expenditures.....	24
SPSA/Goal 1	24
SPSA/Goal 2.....	30
SPSA/Goal 3.....	35
Centralized Services for Planned Improvements in Student Performance	41
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	44
School Site Council Membership	46
Recommendations and Assurances	47

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Staff, Parents, and Students were involved in developing the School Plan in a variety of ways: Using norm referenced data sources (CAASPP and iReady Data), we shared our local performance data at fall and winter staff and SBMT meetings. Our campus community (Staff, SBMT, Leadership) explored the root causes and comprehensive needs assessments based on the learning models that were used in the prior year. Throughout the 2024 spring, our teams sought feedback in the form of school surveys and localized student performance data on this year's program. After looking at the data points, we brainstormed action steps that would address the continued areas of need. Our School Based Management Team (Site Council) took all of this information into consideration as we developed, advised and approved of the 2024-2025 plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.19%	0.17%	%	1	1	
African American	0.37%	0.7%	0.51%	2	4	3
Asian	2.04%	2.62%	2.39%	11	15	14
Filipino	0.56%	0.35%	0.34%	3	2	2
Hispanic/Latino	15.77%	16.61%	17.09%	85	95	100
Pacific Islander	%	0%	%		0	
White	73.47%	72.73%	71.62%	396	416	419
Multiple/No Response	7.42%	6.82%	8.03%	40	39	47
	Total Enrollment			539	572	585

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	52	49
Grade 1	67	52	53
Grade 2	77	75	51
Grade3	50	79	77
Grade 4	67	55	88
Grade 5	57	81	56
Grade 6	62	62	89
Grade 7	55	56	63
Grade 8	56	60	59
Grade 9			
Total Enrollment	539	572	585

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	21	23	26	3.40%	3.9%	4.4%
Fluent English Proficient (FEP)	21	24	30	3.40%	3.9%	5.1%
Reclassified Fluent English Proficient (RFEP)	4	6		11.76%	19.04%	

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
572	22.6	4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Orangevale Open K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	129	22.6
Students with Disabilities	57	10

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7
American Indian	1	0.2
Asian	15	2.6
Filipino	2	0.3
Hispanic	95	16.6
Two or More Races	39	6.8
White	416	72.7

School and Student Performance Data

Overall Performance





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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. This data represents a prior years' performance, we look forward to seeing our students progress once testing resumes.

School and Student Performance Data

Academic Performance English Language Arts

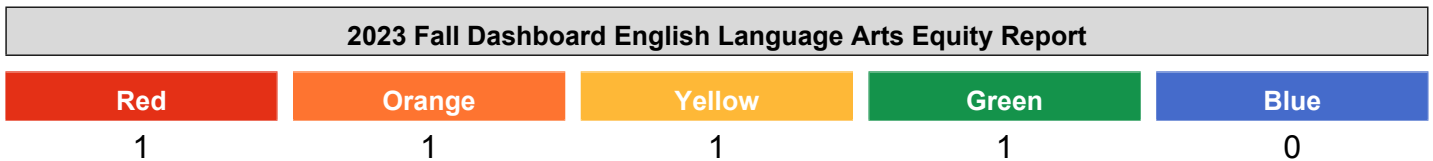
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 15.9 points above standard Decreased -10.6 points 376 Students	English Learners 37.2 points below standard Decreased Significantly -50 points 25 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 8.8 points below standard Decreased -8.4 points 91 Students	Students with Disabilities Red 70.9 points below standard Decreased Significantly -21.8 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	21.8 points below standard 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3 points below standard Decreased Significantly - 19.6 points 56 Students	24 points above standard Decreased Significantly - 20.7 points 30 Students	 No Performance Color 0 Students	 Green 21.4 points above standard Decreased -5.7 points 272 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.2 points below standard 11 Students	3.5 points below standard Decreased Significantly -40.6 points 14 Students	18.8 points above standard Decreased -6.8 points 340 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

This data represents a prior years' performance. Our Students with disabilities is our only group in the Red category. They are 70.9 points below standard in ELA. For context, San Juan Unified Students with Disabilities are 102.5 points below the same Standard and overall in the State of California Students with Disabilities are 96.3 pts below the standard. Relatively speaking Orangevale Open's students are doing 31.6 points better than their subgroup peers in our district and 25.4 better than their subgroup peers in the State. Regarding the comparisons of current and reclassified English Learners, given the small sample size of the student population it is hard to derive significant statistical trends. We will continue to follow these students individually so that we can best provide for their learning needs and our general expectations are that they will continue to reclassify within the 5 year timeline set forth by the state. Once they are reclassified, we monitor their development and ensure that the students are meaningfully participating in the standard instructional program comparable to their English-only peers.

While disaggregating the data, we noticed that students with disabilities and students that were Socioeconomically Disadvantaged, had attendance patterns that may contribute to missing important instructional time. Concerned for the attendance patterns we engaged the district's School Attendance and Review process that has restarted this year after a few years of lax enforcement due to the pandemic.

Our Special Education Program continues to see growth with the Soliday (ELA focus). The district's new staffing ratios will help us better serve our students in Special Education. In order to improve attendance we will continue to invest in our Attendance Clerk and follow the attendance actions in Goal 2.1 to help students attend school more frequently.

School and Student Performance Data

Academic Performance Mathematics

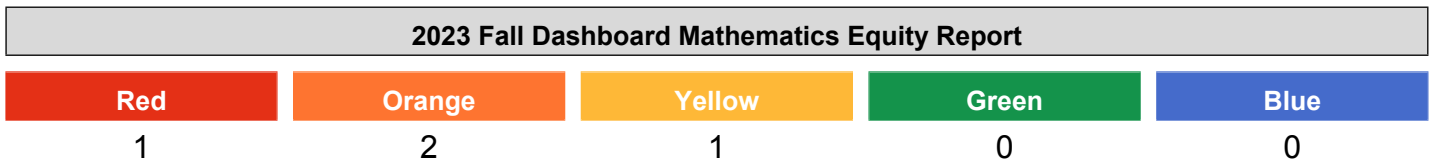
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 9.5 points below standard Decreased -5.3 points 374 Students	English Learners 39.5 points below standard Decreased Significantly -24.3 points 25 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 34.9 points below standard Decreased Significantly -16.7 points 89 Students	Students with Disabilities Red 115.4 points below standard Decreased Significantly -42.3 points 43 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	14.2 points below standard 13 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 32.6 points below standard Decreased -9 points 56 Students	1.2 points above standard Increased Significantly +16.5 points 30 Students	 No Performance Color 0 Students	 Yellow 3.8 points below standard Decreased -5.6 points 270 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.6 points below standard 11 Students	17.4 points below standard Decreased -12.3 points 14 Students	8.8 points below standard Decreased -3.2 points 338 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

This data represents a prior years' performance. Our Students with disabilities represents our only group in the Red category. They are 115.4 points below standard in Math. For context, San Juan Unified Students with Disabilities are 131.1 points below the same Standard and overall in the State of California Students with Disabilities are 127.3 pts below the standard. Relatively speaking Orangevale Open's students are doing 15.7 points better than their subgroup peers in our district and 11.9 better than their subgroup peers in the State.

While disaggregating the data, we noticed that students with disabilities and students that were Socioeconomically Disadvantaged, had attendance patterns that may contribute to missing important instructional time. Concerned for the attendance patterns we engaged the district's School Attendance and Review process that has restarted this year after a few years of lax enforcement due to the pandemic.

Our Special Education Program continues to see growth with the Bridges (math focus) program. Additionally the district's new staffing ratios will help us better serve our students in Special Education. In order to improve attendance we will continue to invest in our Attendance Clerk and follow the attendance actions in Goal 2.1 to help students attend school more frequently.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.706% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	2	0	12

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

OVO doesn't have enough EL students to publish data; however, our students reclassify well under the State's target of 5 years. The results of the EL students outperform all of our other known subgroups in all categories. Of the students who have decreased one level, our follow up data in iReady indicates 2 out of 3 have grown in their fall to winter iReady ELA scores and have substantial gains. We are looking at additional supports for the remaining student.

Having small groups for ELA/ELD instruction, parents who volunteer to work with our students, and targeted interventions help the EL students make progress within our general education classrooms. Furthermore, having an emphasis on field trips that help all students gain real-world experiences where the English language can be contextualized and learnt improve the retention of academic and interpersonal communication skills.

Continue to invest in our intervention teacher, have Lexia English access for the English learners, and provide real-life experiences through field trips will help students acquire the English language.

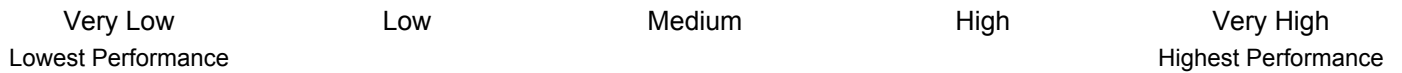
School and Student Performance Data

Academic Performance College/Career Report

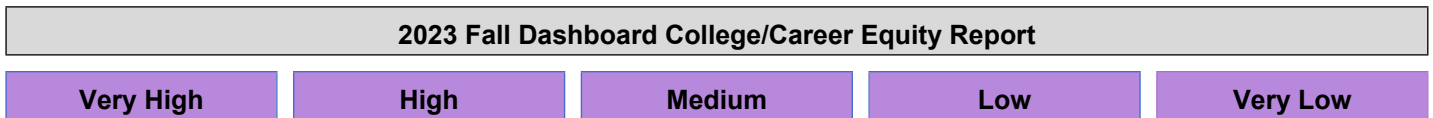
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This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

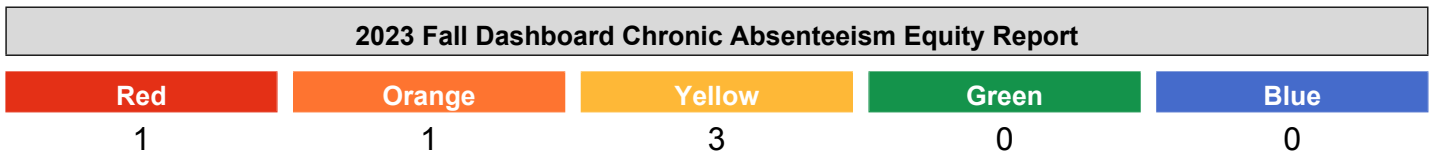
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.8% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>589 Students</p>	<p>English Learners</p> <p>7.7% Chronically Absent</p> <p>Declined -13.1</p> <p>26 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>23.3% Chronically Absent</p> <p>Declined Significantly -7.4</p> <p>150 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>25.4% Chronically Absent</p> <p>Increased 4.7</p> <p>67 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	35.3% Chronically Absent Declined -10.2 17 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6% Chronically Absent Declined -15 96 Students	 Orange 17.5% Chronically Absent Increased 1.2 40 Students	 No Performance Color 0 Students	 Yellow 16.7% Chronically Absent Declined Significantly -5 426 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our students with chronic absenteeism status have declined since the pandemic. However, our students with disabilities are continuing to experience a relative increase in chronic absenteeism. The two groups with the highest percentage of chronic absenteeism are students who are socioeconomically disadvantaged (23.3%) and students with disabilities (25.4%).

Attitudes towards school attendance have changed since the pandemic. Quarantines and extended time home for illnesses are longer than in prior years. We also have not been able to use the SARB process since it was not being enforced in prior years. These factors have contributed to a lax attitude on daily attendance. We have seen a marked improvement with attendance this past school year and have reengaged the SARB process. As of May 2024 only 9.43% of students with disabilities are considered chronically absent and 19.83% of students who are socioeconomically disadvantaged are considered chronically absent for the 2023-24 school year.

We continue to have two additional days of counseling provided by our LCFF site funds to help address students social emotional needs which improves their desire to attend. We also invest in our attendance clerk's hours so she can follow up with the chronically absent students. We are seeing improvements in attendance thanks to these dedicated resources and we will continue these investments in the year to come.

School and Student Performance Data

Academic Engagement Graduation Rate

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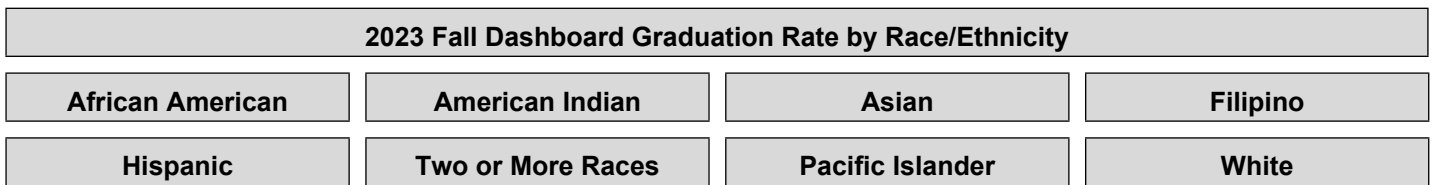
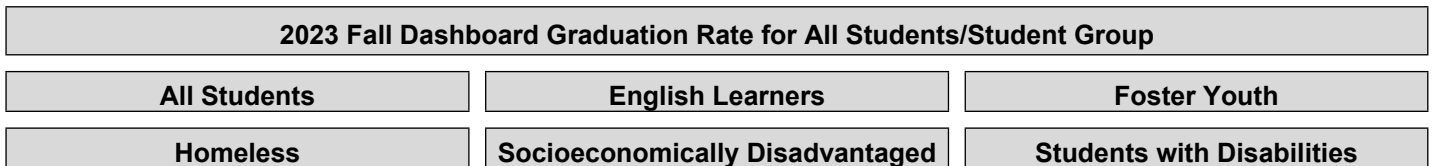
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

We do not have any students who have dropped out of middle school. For students who are at risk of dropping out we help identify district programs that better serve their needs which allow them to continue their studies.

School and Student Performance Data

Conditions & Climate Suspension Rate

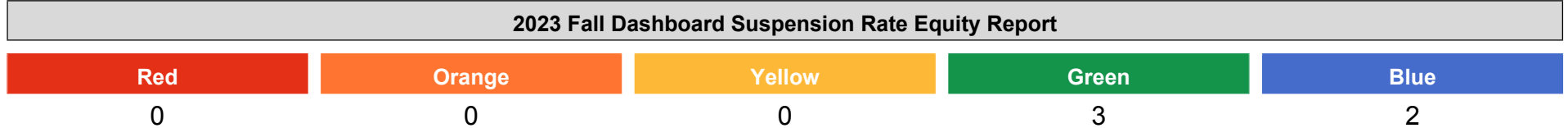
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students


 Green

0.8% suspended at least one day


Declined -0.9
596 Students

English Learners


0% suspended at least one day

Maintained 0
26 Students


Foster Youth


 No Performance Color
 0 Students

Homeless


 No Performance Color
 0 Students


Socioeconomically Disadvantaged


 Green

1.9% suspended at least one day

Declined Significantly -1.9
155 Students





Students with Disabilities


 Green

2.9% suspended at least one day

Declined -1.8
69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1% suspended at least one day Maintained -0.1 98 Students	 Blue 0% suspended at least one day Declined -2.3 40 Students	 No Performance Color 0 Students	 Blue 0.9% suspended at least one day Declined Significantly -1 431 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

None of our subgroups fall into the Red indicator for suspensions. Overall we suspend less than 1% of our student population. Students with disabilities have a slightly higher percentage of suspension rate than the general population. This 2.9% represents 2 students. Within the general education environment we suspended 0.8% of the populations which represents 4.7 students last year. We have invested in social emotional supports (Curriculum and a Counselor) that will support these students on the whole.

Having a counselor on campus four days a week, working on our Strong Minds program and providing small group social emotional support provides both large group and small group interventions which help keep the suspensions low.

Continue to invest in our preventative Strong Minds program, having additional counseling days, and supporting the general education classroom with conflict mediation supports will yield similar results in the year to come.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 2023 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 2024 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)

Continuing to invest in 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 from our parent volunteers too.

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

After looking at our growth in ELA this past year, we wanted to turn our attention to our Math scores since they were further away from the State's standard in comparison our our ELA scores. This past year we began to look at ways we could collaborate on our math and provide our teachers with time to form intervention opportunities.

2023-24

Identified Need

We continued to refine our intervention program from the prior years. This past year we examined our data and identified 34 students who had continuing gaps that needed intensive intervention. These students participated in our small group intensive learning opportunities and other students in our general education classrooms were supported by the Instructional Assistants supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	
Hispanic		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	24 points above standard	
	Pacific Islander		
	White	21.4 points above standard	
Math State Assessment: Change in scale score	All Students	9.5 points below standard	+3 scale score points
	English Learners	39.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	34.9 points below standard	
	Students with Disabilities	115.4 points below standard	
	African American		
	American Indian		
	Asian	14.2 points below standard	
	Filipino		
	Hispanic	32.6 points below standard	
	Two or More Races	1.2 points above standard	
	Pacific Islander		
	White	3.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.706%		+2%
English Learner Reclassification:	19.23%		20%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Percentage of English language learners who are reclassified to Fluent English Proficient

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide intervention groups via parent volunteers and teachers trained specifically with a focus on our under-performing group - Students with Disabilities	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,107	2024-2025
1.2	Collaboration - Data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on Students with Disabilities. All classroom teachers will get a half day to plan.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	2024-2025

1.3	Purchase classroom supplies to support students in intervention groups.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-2025
1.4	Designated ELD Supports - EL students will be provided subscriptions to Lexia English so they can continue to make progress towards English language proficiency in addition to the instructional time they spend with our teachers working on the ELD standards.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025
1.5	Integrated ELD Supports - Students work in small groups in the classroom with our instructional assistants and teachers who are	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025

fully credentialed
and use SDAIE
strategies.

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 have relied on the attendance data that is generated by the district. Qualitative data, based on the attendance conversations we've had, show that students enjoy being back on campus and they actively completed Independent Study Packets when they were gone.

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

Actively engaging and building trusting relationships with students, families, and our diverse community created a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student. We have

brought back many of the field trips and added new ones when we couldn't reestablish partnerships with locations that permanently closed during the pandemic.

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

This year we brought back attendance meetings with students who were chronically absent. For those who qualified, we conducted Habitual Truancy Conferences and initiated home visits as well.

2023-24

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 will be a need going forward, while we have seen a reduction in the overall rate of students who are chronically absent, we still have work to do in order to bring in back in line with our pre-pandemic averages. 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
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	16.8% Chronically Absent
	English Learners	7.7% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	23.3% Chronically Absent
	Students with Disabilities	25.4% Chronically Absent
	African American	
	American Indian	
	Asian	35.3% Chronically Absent
	Filipino	
Hispanic	14.6% Chronically Absent	
We expect to continue to reduce the students with chronic attendance by at least 4% percentage points for students with disabilities, and our Socio-Economically disadvantaged students.		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Two or More Races 17.5% Chronically Absent</p> <p>Pacific Islander</p> <p>White 16.7% Chronically Absent</p>	
Attendance: Percentage of the school year attended for students in TK-12	93.99%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.86%	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>Filipino</p> <p>Hispanic</p> <p>Two or More Races</p> <p>Pacific Islander</p>	NA

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Support positive attendance patterns by following up with students who are absent, specific to chronic absenteeism. PC 27764	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2070 921	2024-2025
2.2	Pay hourly Community Liaison position to help connect families with the new volunteer requirements and welcoming families back to campus to help improve attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-2025
2.3	Naviance program and	All Students English Learners			

other high school/college readiness tools for middle school students.

Low-Income Students
Foster Youth
Lowest Performing

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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 these past 2 years has been a huge benefit to our students their emotional well being.

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

Staff indicated an interest in participating in a Strong Kids Books Study. We bought the books and staff participated in a Professional Development Bookstudy over the summer. They then implemented lessons into their classrooms and our counselor offered monthly sessions to the classes.

2023-24

Identified Need

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 Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.8% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	1.9% suspended at least one day
	Students with Disabilities	2.9% suspended at least one day
	African American	
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	1% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
White	0.9% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	69.4%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.4%	+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	10%	10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	18,680 7,342	2024-2025

	social relations, and parent and family relations. Targeted services under the framework PC 31327 LCFF (0.2) PC 37765 ELO (0.2)		3000-3999: Employee Benefits		
3.2	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, supporting students with disabilities, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025
3.3	Continue implementing a PeaceMaker program for peer conflict resolution specifically targeting under-performing groups which	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025

	includes Low Income Pupils and English Learners with directly teaching these skills in small groups.				
3.4	Based on our district climate survey we will conduct student listening circles to find out more about what we can do to make all students feel safe on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025
3.5	In order to promote and incorporate more parents from diverse backgrounds into leadership roles, we will follow up on our communication survey results to ensure that everyone is aware of the leadership opportunities and has a chance to participate in a variety of campus roles.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025

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

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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
Naviance program and other high school/college readiness tools for middle school students.	2024-2025				

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Facilitated small groups and individual counseling sessions depending on need - crisis, emotional regulation, social skills/friendship, grief/loss, etc.	2024-2025				

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Assisted in crisis situations with students/families	2024-2025				
Introduced proactive school-wide curriculum/in-class lessons to develop common SEL language and tools/strategies.	2024-2025				
Consultation and communication with students, staff, and family to establish rapport and continued counseling relationships to enhance school community and culture.	2024-2025				

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	\$33,120.00

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 Site Allocation	\$33,120.00

Subtotal of state or local funds included for this school: \$33,120.00

Total of federal, state, and/or local funds for this school: \$33,120.00

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	33,120	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	33,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,787.00
2000-2999: Classified Personnel Salaries	2,070.00
3000-3999: Employee Benefits	8,263.00
4000-4999: Books And Supplies	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	21,787.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,070.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,263.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,107.00

Goal 2

2,991.00

Goal 3

26,022.00

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
Lindsay Meyers	Parent or Community Member
Rachel LePage	Classroom Teacher
Rick Boster	Principal
Michael Knapp	Other School Staff
Annalee Weight	Classroom Teacher
Kristin Hurd (Chair)	Parent or Community Member
Tara Franks	Parent or Community Member
Linda Benson	Parent or Community Member
Jennifer Dutcher	Classroom Teacher
Jeremy Bouris	Parent or Community Member
Karen Strahle	Classroom Teacher
Ana Gutierrez-Dooley (Secretary)	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 5/13/24.

Attested:



Principal, Rick Boster on 5/13/24



SSC Chairperson, Kristin Hurd on 5/13/24

Budget By Expenditures

Orangevale School (K-8)

Funding Source: LCFF Supplemental Site Allocation **\$33,120.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide intervention groups via parent volunteers and teachers trained specifically with a focus on our under-performing group - Students with Disabilities	1000-1999: Certificated Personnel Salaries	\$1,107.00	Connected School Communities	
Collaboration - Data conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on Students with Disabilities. All classroom teachers will get a half day to plan.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities	
Purchase classroom supplies to support students in intervention groups.	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	
Support positive attendance patterns by following up with students who are absent, specific to chronic absenteeism. PC 27764	2000-2999: Classified Personnel Salaries	\$2,070.00	Healthy Environments for Social-Emotional Growth	.71%
	3000-3999: Employee Benefits	\$921.00	Healthy Environments for Social-Emotional Growth	.71%
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 PC 31327 LCFF (0.2) PC 37765 ELO (0.2)	1000-1999: Certificated Personnel Salaries	\$18,680.00	Engaging Academics	
	3000-3999: Employee Benefits	\$7,342.00	Engaging Academics	

Orangevale School (K-8)

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
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LCFF Supplemental Site Allocation Total Expenditures:	\$33,420.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Orangevale School (K-8) Total Expenditures:	\$33,420.00
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