



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 TK-8 School	34-67447-6034797	May 19, 2026	June 23, 2026

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).

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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

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 2026 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 2026-2027 plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.51%	0.84%	0.63%	3	5	4
Asian	2.39%	2.53%	2.54%	14	15	16
Filipino	0.34%	0.17%	%	2	1	
Hispanic/Latino	17.09%	17.20%	17.62%	100	102	111
White	71.62%	71.33%	70.48%	419	423	444
Multiple/No Response	8.03%	7.93%	8.57%	47	47	54
Total Enrollment				585	593	630

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			42
Kindergarten	49	52	50
Grade 1	53	52	52
Grade 2	51	51	53
Grade3	77	53	52
Grade 4	88	84	58
Grade 5	56	87	82
Grade 6	89	62	97
Grade 7	63	92	60
Grade 8	59	62	84
Total Enrollment	585	596	630

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	26	16	20	4.0%	4.4%	3.2%
Fluent English Proficient (FEP)	30	31	33	4.2%	5.1%	5.2%
Reclassified Fluent English Proficient (RFEP)	7			26.08%	24.14%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
593	32.7%	2.7%	0.0%
Total Number of Students enrolled in Orangevale Open TK-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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	2.7%
Foster Youth	0	0.0%
Homeless	3	0.5%
Socioeconomically Disadvantaged	194	32.7%
Students with Disabilities	53	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8%
American Indian	0	0.0%
Asian	15	2.5%
Filipino	1	0.2%
Hispanic	102	17.2%
Two or More Races	47	7.9%
Pacific Islander	0	0.0%
White	423	71.3%

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

School and Student Performance Data

Academic Performance English Language Arts

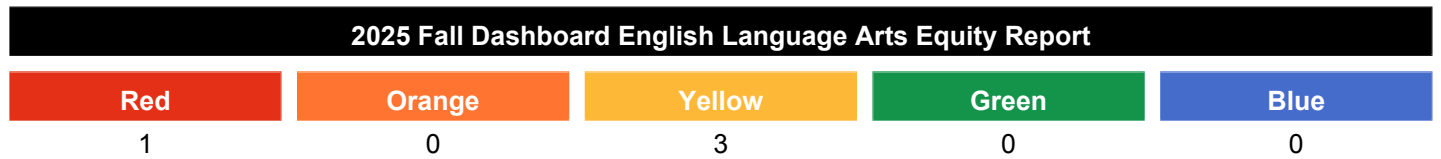
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 4.2 points above standard Maintained 0 points 422 Students	English Learners  No Performance Color 36 points below standard Increased 25.6 points 28 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 9.2 points below standard Increased 5.2 points 144 Students

Students with Disabilities  Red 94.6 points below standard Declined 14.1 points 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 30 points above standard Increased 38.8 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 3.6 points above standard Maintained 0.1 points 77 Students
Two or More Races  No Performance Color 1.8 points below standard Increased 9.3 points 34 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 4.7 points above standard Maintained -2 points 296 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 reflects performance from a prior year. The Students with Disabilities subgroup is currently the only group in the Red performance category, scoring 94.6 points below standard in English Language Arts (ELA). For context, Students with Disabilities in San Juan Unified are 96.3 points below standard, while statewide this group is 89.4 points below standard. Comparatively, Orangevale Open’s students in this subgroup are performing 1.7 points better than their district peers but 5.2 points below their peers statewide. The subgroup includes 40 students, so results may show greater variability due to the smaller sample size.

Regarding current and reclassified English Learners, the small sample size makes it difficult to identify statistically significant trends. However, these students are monitored individually to ensure appropriate support. The general expectation is that students will reclassify within the state-established five-year timeline. Once reclassified, their progress is closely monitored to ensure they are meaningfully participating in the core instructional program at a level comparable to their English-only peers.

In comparison, the All Students group scored 4.3 points above standard, maintaining the same performance level as the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While disaggregating the data, we noticed that students with disabilities and those who were socioeconomically disadvantaged exhibited attendance patterns that could contribute to missing important instructional time. Concerned

about these trends, we engaged the district's School Attendance and Review process. As a result, we successfully reduced by half the number of students in both categories who were considered chronically truant.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our Special Education Program continues to see growth with the ELA focus. The district's new staffing ratios for special education helped 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

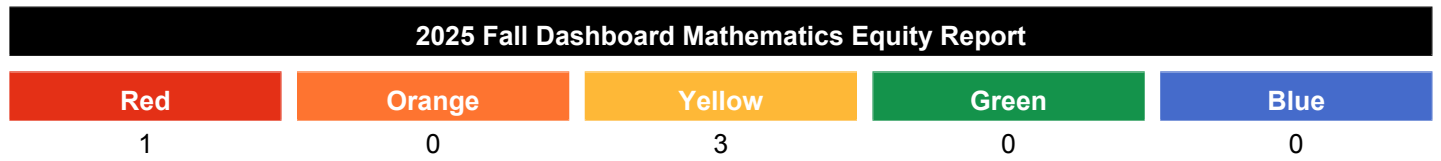
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 12 points below standard Declined 13.4 points 414 Students	English Learners  No Performance Color 47 points below standard Increased 29.8 points 28 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 22.7 points below standard Declined 6.8 points 143 Students

Students with Disabilities  Red 108.4 points below standard Declined 11 points 40 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 53.2 points below standard Declined 73.4 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 20.6 points below standard Declined 7.8 points 76 Students
Two or More Races  No Performance Color 20 points below standard Declined 17.2 points 34 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 8.6 points below standard Declined 13.4 points 291 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 reflects performance from a prior year. The Students with Disabilities subgroup is currently the only group in the Red performance category, scoring 108.4 points below standard in Math. For context, Students with Disabilities in San Juan Unified are 127.3 points below standard, while statewide this group is 120.7 points below standard. Comparatively, Orangevale Open’s students in this subgroup are performing 18.9 points better than their district peers and 12.3 points above their peers statewide. The subgroup includes 40 students, so results may show greater variability due to the smaller sample size.

Some additional localized data that contextualizes the Special Education sub group:

- The district standard: 80% is mastery on goals, OVO RSP works toward 85%
- Our students are currently meeting their math goals and progress on goals at 63%
- Students that are not meeting their progress on goals have improved 63-78% through the school year

In comparison, the All Students group scored 12 points below the standard.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While disaggregating the data, we noticed that students with disabilities and those who were socioeconomically disadvantaged exhibited attendance patterns that could contribute to missing important instructional time. Concerned about these trends, we engaged the district’s School Attendance and Review process. As a result, we successfully reduced by half the number of students in both categories who were considered chronically truant.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our Special Education Program continues to see growth with the Bridges (math focus) program. The district's new staffing ratios for special education helped 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 Science

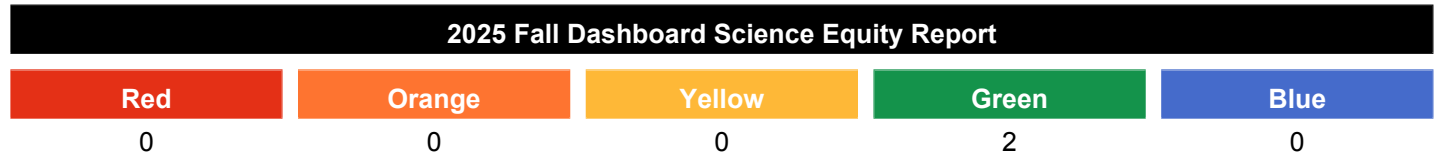
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 62.4 science points Maintained -1.3 points 146 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 60.5 science points Increased 4 points 50 Students

Students with Disabilities  No Performance Color 44.1 science points 12 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 56.8 science points Increased 6.2 points 29 Students
Two or More Races  No Performance Color 56.6 science points 16 Students	Pacific Islander  No Performance Color 0 Students	White  Green 64.2 science points Maintained -0.8 points 97 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 lowest-performing groups with an assigned performance color are both in the green category. The White subgroup (64.2) and the Socioeconomically Disadvantaged subgroup (60.5) both exceed the 60-point threshold for science. The White subgroup includes 97 students, while 50 students are part of the Socioeconomically Disadvantaged group.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, hands-on learning experiences, along with our rich, science-related field trips, helped provide real-world connections that support students in interpreting and applying scientific concepts.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Field trips and an increased emphasis on collaborative, hands-on learning experiences support improved outcomes for our lowest-performing student groups by providing meaningful, real-world engagement with content.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 61.5 making progress. Number Students: 13 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 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
15.4%	23.1%	7.7%	53.8%

Lowest Performing Group:

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

The greatest growth is seen in the percentage of students who progressed at least one ELPI level (53.8%), indicating that over half of English Learners made measurable progress in their language acquisition. It is also important to note that the total number of English Learners decreased significantly, from 26 to 13 year over year. The students who reclassified represent a key measure of the success of our program. Therefore, it stands to reason that the remaining students are still working toward that goal, and those at Levels 2 and 3 may require multiple years to reach proficiency.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, our targeted interventions are proving effective, and the focused effort on improving English language acquisition is yielding the desired results. Small-group instruction for ELA and ELD, along with support from parent volunteers and targeted interventions, helps our English Learner (EL) students make meaningful progress within general education classrooms. Additionally, our emphasis on field trips provides all students with real-world experiences where the English language can be contextualized and learned, supporting the retention of both academic content and interpersonal communication skills.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Our intervention teacher, along with investments in SIPPS and Read Naturally, are supporting students in developing English language proficiency

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

11.9% Chronically Absent

Increased 1.2

605 Students

English Learners



No Performance Color

13.6% Chronically Absent

Maintained -0.2

22 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Orange

16.4% Chronically Absent

Increased 1.9

214 Students

Students with Disabilities  Orange 13.6% Chronically Absent Increased 2.7 59 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 18.8% Chronically Absent Increased 11.6 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 11.7% Chronically Absent Increased 4.8 103 Students
Two or More Races  Orange 12% Chronically Absent Increased 3.5 50 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 11.6% Chronically Absent Declined 0.5 430 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.

Chronic absenteeism among our students has declined significantly year over year since the pandemic; however, current data indicates that absenteeism remains an area of need. The overall rate is 11.9% (Orange), reflecting a slight increase of 1.2 percentage points from the prior year.

Most student groups cluster around the 11–12% range, but two subgroups continue to show higher rates: Students with Disabilities (13.6%) and Socioeconomically Disadvantaged students (16.4%), both of which increased from the previous year. These groups represent the highest levels of chronic absenteeism and are identified as areas for focused support.

Overall, while progress has been made since the pandemic, the data suggests a need to continue targeted attendance interventions—particularly for these identified subgroups—to reduce absenteeism and ensure consistent access to instruction.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We have seen a marked improvement with attendance this past school year and have reengaged the SARB process. As of March 2026 of this school year, only 9.67% of students at OVO are considered chronically absent.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Attendance clerk, SARB process, and engaging program draw the students back to school.

School and Student Performance Data

Conditions & Climate Suspension Rate

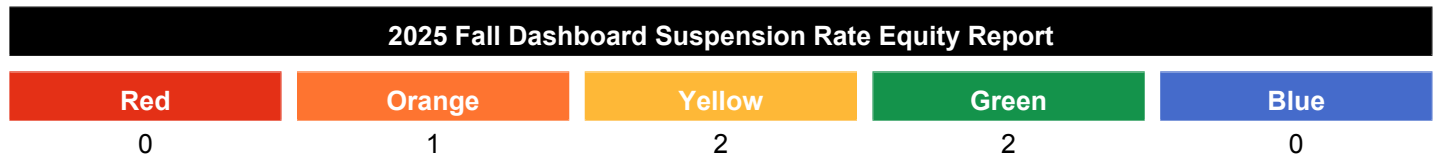
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.5% suspended at least one day Declined 0.7% 609 Students	English Learners  No Performance Color 4.5% suspended at least one day Increased 1.1% 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 3.3% suspended at least one day Declined 0.6% 215 Students

Students with Disabilities  Yellow 1.7% suspended at least one day Maintained -0.1% 59 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 1% suspended at least one day Declined 1.9% 103 Students
Two or More Races  Orange 3.9% suspended at least one day Increased 1.8% 51 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.2% suspended at least one day Declined 0.7% 432 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 student subgroups fall into the Red indicator for suspensions. Overall, we suspend 1.5% of our student population. Students with disabilities have a suspension rate equal to that of the general population, while English Learners and socioeconomically disadvantaged students have a suspension rate just two percentage points higher. Despite these differences, our overall suspension rate remains well below both the district average of 4.8% and the statewide average of 2.9%.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Having a counselor on campus four and a half days a week to support our social skills programs and provide small-group social-emotional support has allowed us to offer both large- and small-group interventions, which have helped keep suspension rates low.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Continue to invest in supplementing classroom instruction with social-emotional support through class-wide lessons, 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: 2025-26

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 2025 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 2026 CAASPP Testing Cycle while the K-2 students demonstrated their reading proficiency with the benchmark level text and recently the mClass Dibels assessment. 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 Math this past year, we wanted to turn our attention to our ELA scores since they were further away from the State's standard in comparison our our Math 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.

2025-26

Identified Need

To address our needs in ELA and Math, we have decided to reallocate our LCFF funds to provide before- and after-school interventions for students in targeted subgroups. We believe this adjustment, combined with small-group instruction during the school day, will yield improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	4.2 points above standard	+3 scale score points
	English Learners	36 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	9.2 points below standard	
	Students with Disabilities	94.6 points below standard	
	African American		
	American Indian		
	Asian	30 points above standard	
	Filipino		
	Hispanic	3.6 points above standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Two or More Races	1.8 points below standard	
	Pacific Islander		
	White	4.7 points above standard	
Math State Assessment: Change in scale score	All Students	12 points below standard	+3 scale score points
	English Learners	47 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	22.7 points below standard	
	Students with Disabilities	108.4 points below standard	
	African American		
	American Indian		
	Asian	53.2 points below standard	
	Filipino		
	Hispanic	20.6 points below standard	
	Two or More Races	20 points below standard	
	Pacific Islander		
	White	8.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	61.5		+2%
English Learner Reclassification:	24.14%		20%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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	Tier 1 (Core Instruction): Teachers will be participating in our new math adoption professional development and we will focus on implementing the support components for groups that are below grade level.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.2	Tier 2 (Targeted Support): Provide intervention groups via teachers trained specifically with a focus on our under-performing groups that are below grade level.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	25301.48	School Year 2026-2027

1.3	Tier 3 (Intensive Special Education Support): - Students that are not meeting progress have goals related to multistep assignments focusing on executive functioning. - All students with math goals receive push in support to ensure accommodations are appropriate, students that	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Special Education Sub Groups			School Year 2026-2027
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	require more support receive pull out support for direct explicit instruction on math concepts				
1.4	Collaboration - SST conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on Students with Disabilities and EL learners.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	999.92	School Year 2026-2027
1.5	Purchase supplemental 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	2868.60	School Year 2026-2027

1.6	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			School Year 2026-2027
1.7	Integrated ELD Supports - Students work in small groups in the classroom with our instructional assistants and teachers who are fully credentialed and use SDAIE strategies.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
1.8	English Language Development Teacher - We will have a part time ELD teacher work with our EL student population to help	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

	them acquire English and it is provided by San Juan Unified central services.				
1.9	Evaluate the use of the Learning Ally program to support struggling readers through audio-assisted independent reading in order to improve reading comprehension. If results are favorable, the school may extend the license procured in May 2026 using funds made available through the rebalancing of excess staffing allocations identified within this plan.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0.00	School Year 2026-2027

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: 2025-26

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 on campus and they actively completed Independent Study Packets when they were gone.

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

Actively engaging with students, families, and our diverse community—and building trusting relationships—has helped create a unified, collaborative learning environment focused on both academic success and the social-emotional well-being of each student. Our field trips and daily hands-on activities foster a strong sense of connection, encouraging students to want to be on campus.

When students do miss school, it is often due to extenuating circumstances beyond our control; nevertheless, we are committed to supporting them as much as possible.

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

We hold attendance meetings with students who are chronically absent. For those who qualify, we conduct Habitual Truancy Conferences and initiate home visits when necessary. Through these efforts, students understand that we care about their well-being while still holding them accountable for regular school attendance.

2025-26
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 2025-26		Expected Outcome 2026-27
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	11.9% Chronically Absent	We expect to continue to reduce the students with chronic attendance by at least 3% percentage points for students with disabilities, and our Socio-Economically disadvantaged students.
	English Learners	13.6% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	16.4% Chronically Absent	
	Students with Disabilities	13.6% Chronically Absent	
	African American		
	American Indian		
	Asian	18.8% Chronically Absent	
	Filipino		
	Hispanic	11.7% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Two or More Races 12% Chronically Absent Pacific Islander White 11.6% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.8%	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.	N/A	0%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	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 X English Learners X 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	2589 2255	School Year 2026-2027
2.2	Naviance program and other high school/college readiness tools for middle school students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027
2.3	Continue to provide our highly engaging, hands-on learning program, that draws students to campus and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

promotes positive attendance since they don't want to miss out on the learning activities. By developing the intrinsic motivations for attending school we are building life-long skills that will help our students even after they leave K-12 education.

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: 2025-26

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.

2025-26

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 2025-26		Expected Outcome 2026-27
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	1.5% suspended at least one day	-0.3%
	English Learners	4.5% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	3.3% suspended at least one day	
	Students with Disabilities	1.7% 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	3.9% suspended at least one day	
	Pacific Islander		
	White	1.2% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	69.8%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	68.3%	+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).	33%	+5%

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 TK-8 school social emotional learning opportunities lead by teachers and parents in the areas of education and career planning, student performance, personal and social relations, and parent and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	986	School Year 2026-2027

	family relations. Targeted services under the framework				
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			School Year 2026- 2027
3.3	Continue implementing a Solution Space program for peer conflict resolution specifically targeting under- performing groups which includes Low Income Pupils and English Learners with directly teaching these skills in small groups.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing			School Year 2026- 2027

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			School Year 2026-2027
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			School Year 2026-2027

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.	2026-2027				
0.5 FTE ELD Teacher	2026-2027				

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 for middle school students depending on need - crisis, emotional regulation, social skills/friendship, grief/loss, etc.	2026-2027				

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	2026-2027				
Introduced proactive school-wide curriculum/in-class lessons to develop common SEL language and tools/strategies.	2026-2027				
Consultation and communication with students, staff, and family to establish rapport and continued counseling relationships to enhance school community and culture.	2026-2027				

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	35,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	35,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,301.40
2000-2999: Classified Personnel Salaries	2,589.00
3000-3999: Employee Benefits	2,255.00
4000-4999: Books And Supplies	3,854.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	26,301.40
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,589.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	2,255.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,854.60

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,170.00
Goal 2	4,844.00
Goal 3	986.00

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
Treston Shull	Parent or Community Member
Rachel LePage	Classroom Teacher
Rick Boster	Principal
Michael Knapp	Other School Staff
Angela Fulton (Chair)	Classroom Teacher
Sean Owens	Parent or Community Member
Tara Franks	Parent or Community Member
Natalie Ashby (Steering Chair)	Parent or Community Member
Lynne Jones	Classroom Teacher
Brett Milton	Parent or Community Member
Heidi Witter	Classroom Teacher
Nichole Smith (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 5/19/26.

Attested:



Principal, Rick Boster on 5/19/26



SSC Chairperson, Angela Fulton on 5/19/26

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.

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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Orangevale School (K-8)

Funding Source: LCFF Supplemental Site Allocation

\$35,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Tier 2 (Targeted Support): Provide intervention groups via teachers trained specifically with a focus on our under-performing groups that are below grade level.	1000-1999: Certificated Personnel Salaries	\$25,301.48	Connected School Communities	
Collaboration - SST conversations to strengthen grade level & vertical alignment of curricula, assessments & instruction focused on Students with Disabilities and EL learners.	1000-1999: Certificated Personnel Salaries	\$999.92	Connected School Communities	
Purchase supplemental classroom supplies to support students in intervention groups.	4000-4999: Books And Supplies	\$2,868.60	Connected School Communities	
Evaluate the use of the Learning Ally program to support struggling readers through audio-assisted independent reading in order to improve reading comprehension. If results are favorable, the school may extend the license procured in May 2026 using funds made available through the rebalancing of excess staffing allocations identified within this plan.	4000-4999: Books And Supplies	\$0.00	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	\$2,589.00	Healthy Environments for Social-Emotional Growth	.71%
	3000-3999: Employee Benefits	\$2,255.00	Healthy Environments for Social-Emotional Growth	.71%

Orangevale School (K-8)

Provide additional middle school and TK-8 school social emotional learning opportunities lead by teachers and parents in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework	4000-4999: Books And Supplies	\$986.00	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

LCFF Supplemental Site Allocation Total Expenditures:	\$35,300.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Orangevale School (K-8) Total Expenditures:	\$35,300.00
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