

The Single Plan for Student Achievement

School: Olivewood Elementary School
CDS Code: 37-68221-6038806
District: National School District
Principal: Linnette Gonzalez Castaneda
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Olivewood Elementary School's Vision and Mission Statements

National School District Vision and Mission

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities
- We promise a safe, nurturing learning environment
- We promise an active partnership with parents and community
- We promise a solid foundation in reading, writing, and problem-solving
- We promise a focus on individual student achievement

Olivewood School Vision

At Olivewood School we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Toward the Future."

School Profile

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the Single Plan for Student Achievement (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments. The requirements for monitoring these categorical programs are part of the same legislation. The SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."
3. Any plans required by programs funded through the Consolidated Application and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement.."
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."
8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

This document is a single, comprehensive school plan designed to improve the academic performance of students. Its use requires collection and analysis of student performance data, setting priorities for program improvements, rigorous use of effective solution

strategies, and ongoing monitoring of results. The plan provides a structured means to improve teaching and learning to meet state content and performance standards. To accomplish this purpose, the plan includes elements found by educational research and professional practice to be priority to the success of plans to improve student academic performance.

Olivewood School operates a School-Based Coordinated Program, which provides coordinated instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, E.S.E.A. Title I pupils, gifted and talented pupils, and pupils with exceptional needs. This plan describes the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based upon scientific research or proven practice. Staff provides targeted services to these pupils communicate regularly, collaborate regarding the provision of services to ensure seamless curriculum delivery, and review and analyze student progress on a regular basis. These staff members use the SST (Student Study Team) and the RtI2 (Response to Intervention and Instruction) process to ensure communication and coordination of services. Olivewood School also complies with all requirements for school participating in the School Based Coordinated Program as outlined in Ed Code Sections 52850-52863.

National School District Demographic Profile

National City is a diverse community composed of mostly low-income, underemployed residents. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four). It is the 13th poorest city in the nation and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population and an extremely high percentage of English Language Learners (55% district wide). One in three of our students live below the poverty level.

Olivewood School Demographic Profile

Olivewood School has a total enrollment of 623 students in grades Transitional Kindergarten to grade 6. Our school community is comprised of 92.1% of Latino students, 3.2% Filipino students, 0.8% White, 1.3% African-American students and 1% Asian. 57.5% of the students at Olivewood are English Language Learners; 16.1% Reclassified Fluent English Proficient; 9.3% students with disabilities; and, 8% are identified GATE.

Students attend school for 180 days per school year. Average instructional minutes per day for all students are 305 per day. There are 37 minimum days per school year, which are used for teacher planning, professional development, and grade level collaboration meetings.

Olivewood School provides a free Breakfast in the Classroom and free lunch program for all students.

Preschool opportunities are available at Olivewood School through both the Head Start and Quality Preschool Initiative (QPI). Very few private preschools are located in the city, with many of our parents using licensed-exempt childcare providers for their preschool aged children. We estimate that district wide, approximately one-third of our kindergarten students attended our State Preschool Program, one-third attended Head Start and one-third of our students had no preschool experience.

Olivewood School achieved the Academic Performance Index benchmark of 800 with a score of 804(2013).

Olivewood School staff works collaboratively to identify and develop school wide priorities each year and have identified the following for 2018-2019.

Olivewood's Priorities for Academics and Student Achievement

Consistent daily instruction integrating Common Core State Standards

Implement rigorous curriculum in Language Arts and Mathematics

English Language Development

- Use EL Achieve Systematic English Language Development program consistently and with fidelity

Have designated and integrated English Language Development time

Benchmark Curriculum implementation

- Group students according to ELPAC language levels and/or ADEPT scores at all grade levels
UC Irvine Mathematics teaching

Language Arts with differentiated learning through small group instruction

Learning Headquarters (LH) Writing

- Provide modeling and small group instruction
 - Incorporate the Common Core Writing Standards
- Differentiated Instruction to meet the needs of all learners

Accelerated Reader (AR) provided by Renaissance Place

- Set student/class goals
 - Review and examine student progress towards goals on a regular basis
- Student Engagement/Active Participation

Response to Intervention and Instruction (RtI2) both academic and behavioral

- Identify students using universal and other assessments for the RTI2 process
- Maintain all documentation, goals, and progress monitoring for each RTI2 student
- Meet regularly with each grade level to analyze progress and discuss instructional recommendations for each RtI2 student

Grade level Data Team meetings

- Focus on student results and achievement
- Identify areas of concern based on assessments, set goals, prescribe instruction, and evaluate results

Instructional Wheel – Enrichment teachers work with TK through 6th grade students in P.E., art, music, drama and/or technology while the teachers meet with grade-level colleagues implementing a five-step data team process

Teachers trained through CoTA (Collaborating Teachers and Artists) and use strategies that incorporate visual and performing arts across the curriculum

Technology

- Continue use of supplemental software programs - SuccessMaker (SME and SM5), Imagine Learning (IL), Renaissance Place (STAR Reading/Math and Accelerated Reader); ActivInspire; Wixie; Discovery Learning; Reading A-Z, etc.
 - Purchase technology to support instructional practices
- Character Building using Positive Behavioral Interventions and Supports/Olivewood's WISE OWL WAYS

To support our school wide priorities, our Site Leadership Team has developed a plan to build capacity which includes:

- English Language Development for students
- Learning Headquarters Writing Program
- UC Irvine Math Program
- Implement Rigorous Curriculum Design Units (ELA)
- Technology (ongoing): IL, SM5, Renaissance Place, ActivInspire, Wixie, Discovery Learning, Follett's Ebooks
- Purchase technology to support instructional practices
- Student Engagement (focus from Marzano and the District Strategic Plan – 4D Model)
- Visual And Performing Arts (VAPA)
- PBIS: Positive Behavioral Interventions and Supports/Olivewood's WISE OWL WAYS)
- Data Teams to look at students' strengths and next steps
- Response to Intervention Process

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Olivewood school community believes in collaboration. All stakeholder input is valuable and on going. Olivewood uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. Also utilized for parent information is the District's annual "Parent Involvement Survey" done by Hanover Research. Also from Hanover Research is the biannual Leadership Survey which measures levels of implementation of district initiatives, teacher engagement and confidence.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At Olivewood, we believe in continuous improvement. In order to move forward, we must continuously assess our practices and reflect on what is working and what needs refining. At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has two visits from executive cabinet each year for a total of six cabinet walk-throughs. During the cabinet walk-throughs, evidence of district initiatives is observed and feedback to staff and the principal provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments provided in the math and ELA Units of Study.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Olivewood School relies upon vital information in a number of state and local assessments to guide instruction for improved student outcomes. State standardized tests (5th grade Science) and a wide variety of assessment results based on a series of comprehensive criterion-referenced school and district level tests are collected, analyzed, and used to modify instruction and improve student achievement at Olivewood School. Local assessment data is collected and stored in the Illuminate student data system.

In addition to standardized and local assessments, Olivewood uses universal screening tools such as STAR Reading and Math by Renaissance Place to identify students who are in need of strategic and intensive support. These tools are also used to monitor the progress of at-risk students.

Teachers are able to access data and configure various reports by individual student or by class assessment results through the Illuminate data management system, Renaissance Place, and websites, Imagine Learning and the Successmaker management program. Teachers are able to analyze and evaluate individual, class, and grade level performance on an assessment efficiently, as well as identify particular skills that need re-teaching or remediation.

Students who are having difficulty meeting grade level standards at Olivewood School are supported on several levels through classroom differentiated instruction, Language Arts Specialist, Response to Intervention and Instruction (RtI2) tiered instruction, Impact Teachers, and supplemental computer programs.

For students who continue to experience difficulties despite regular classroom interventions, RtI and the school Student Study Team (SST) meet to involve the expertise of the principal, language arts specialists, school psychologist/counselor, resource specialist, classroom teacher, and speech therapist in determining more prescriptive academic and/or behavioral interventions. The school staff, parent, and student collaborate on creating a learning plan emphasizing individualized instruction, student/parent accountability and ongoing communication. Teachers maintain RtI instructional documentation on a web-based RTI Management database.

Olivewood School is continuing to focus on utilizing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. Teachers implement the Rigorous Curriculum Design (RCD) units in math and English Language Arts and analyze the student assessment information from the units during their data team meetings. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

Olivewood School is committed to refining instructional practices to support English Language Learners (ELs). Careful attention is taken to review their performance on all assessments using Data Team 4 Learning 5-Step Process. Olivewood School has prioritized three areas of focus: 1) consistent and systematic instruction in English Language Development, 2) Mathematics, and 3) English Language Arts.

To motivate students toward academic success, the Olivewood staff is committed to provide experiences and opportunities through Ocean Connectors (grades 4-6), enrichment activities, the Olivewood Garden field trips, and character building incentives.

Additional resources and opportunities for students may include the Recreation, Education, Academics for Children (REACH) before and after school programs.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

(Alignment of staff development to standards, assessed student performance and professional needs)

The staff at Olivewood School is involved in a program of ongoing professional development linked to California's Common Core State Standards and student success. Instructional planning is driven by the review of student outcomes on assessments that target priority grade level standards through Rigorous Curriculum Design and Data Teams. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. Staff members have the opportunity to attend a variety of district-organized staff development events – such as ELA/Math/ELD and Technology Shop Talks and trainings, as well as Teacher Created Materials workshops. The district and Olivewood School has identified the following as priorities for staff development:

ELD: All teachers are receiving ongoing support and professional development using RALLI ELD Component.

Technology/Software: Teachers receive ongoing inservice and support in the following software or web-based programs to ensure students are on track in terms of showing growth and achievement and meeting required hours of usage of software and/or for progress monitoring:

* Illuminate

- Successmaker (SM) – teachers in grades K through 6
- Imagine Learning (IL) – all teachers in grades K through 5
- Renaissance Place – all teachers in grades K-6 for STAR Reading/Math and/or Accelerated Reader
- ActivInspire – Promethean Board software
- Google docs

* Wixie

* Discovery Learning

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Responsibility for improvement will be distributed as follows:

o The State will provide technical assistance to district leadership to implement corrective actions needed at the school.

o The District will provide professional development for the principal and staff, facilitate the Supplemental Educational Services, draft and send program improvement letters, and provide coaching to leadership. The District will also assist with appropriate and effective uses of Title I and other compensatory education funding.

o The school will be responsible for attending to the professional growth needs of the teachers, specifically providing training that will enable teachers to better instruct the student groups that are not achieving adequate yearly progress.

7. Family, school, district and community resources available to assist our students

National School District has established a Thursday minimum day schedule which includes district, site and collaboration for grade level professional discussions on common curriculum issues. Thursday minimum days are utilized to discuss implementation of Rigorous Curriculum Design units, SELD (Systematic English Language Development, Writing (scoring using rubrics), etc.

The National School District supports the implementation of the Common Core State Standards established common core curriculum committees and Rigorous Curriculum Design committees in ELA and Math with staff members from each site participating.

The Administrative Instructional Leadership Team meets every other week and receives leadership training on common core standards and other curriculum matters. Language Arts Specialists and Resource Specialists receive ongoing training during monthly meetings on common core English Language Arts standards through professional readings/discussions.

In addition, the Olivewood Leadership Team during their monthly meetings identifies school wide staff development needs based on prioritized needs.

Additional services are provided by the school, district, or community that are accessible to students, parents and families to optimize the school experience.

- A school psychologist/counselor works with students experiencing problems at school (in the classroom as well as on the playground), as well as provides support with crisis counseling, teacher consultation, family counseling, and school conflict resolution training.
- A variety of medical staff and programs are available to support students and parents in the areas of health, nutrition, vision/hearing, and other health-related issues.
- Operation School Bell provides uniform assistance to needy families.
- Family Resource Center(s) provides onsite support and services for families needing health care, social services, and job training or those who need guidance with academic, social, emotional, or developmental issues, as well as provides families with referrals to a variety of community-based agencies
- REACH before and after school programs provides homework support, sports/recreational activities, academic support, and enrichment activities
- Two speech therapists (one Spanish bilingual) provide speech and language support
- Kiwanis – provides uniforms, shoes, and other needed clothing items
- Lions Club “Gift of Sight” – provides eye exams and glasses to needy students

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Olivewood School provides a variety of categorical services to students who are formally identified as under-performing. Olivewood School participates in a school-wide program to assess and deliver services to students under the Title 1 and Title 3 federally funded programs. Additionally, struggling students are supported through the LCFF Economic Impact Aid (EIA) program. Administrators, resource staff and teaching staff identify student groups at the outset of each year who are priorities for additional services.

Olivewood School has one Language Arts Specialist who provides instructional assistance and support for teachers in the areas of ELA and ELD, support students in a reading lab setting and small Rtl groups as well as providing instructional support to teachers in ELA.

Credentialed impact teachers (the number is dependent on the school's categorical budget) work with students individually and in small groups in the classroom ("push in model") and outside the classroom ("pull out model"). The priority content areas served include literacy skills, mathematics and English Language Development. Additionally, an Impact Teacher works with students who are in combination classrooms, providing support in math and/or reading/language arts.

Alternative Student Supports are provided to eligible students. Eligible students are ensured access to research-based curriculum, supplemental materials, grade-level content or supplemental enrichment services to support their needs.

To support the Rtl process classroom teachers meet with grade level liaisons to discuss student progress and instructional strategies, and prescribe strategic and/or intensive interventions to support at-risk students.

Promethean Boards have been installed in all classrooms. Teachers create flipcharts and lessons using the ActivInspire software. They share flipcharts and their expertise with each other thus building a bank of lessons from which to draw upon.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

As stated previously, Olivewood School makes a full commitment to collaborate for the improvement of student outcomes. Staff collaborates during grade level Data Teams 4 Learning meetings to plan instructional strategies based on student needs using the RCD math units which include pre- and post-assessments. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. Through the weekly bulletin, staff meetings, early release days, leadership team meetings, and on-the-clock release days, the Olivewood staff has frequent opportunities to analyze and discuss student data which includes SBAC, STAR Reading and Math scores, benchmark/interim assessments, grade-level common formative assessments based on priority standards and on-demand writing pieces.

The Illuminate student data system offers the ability for staff to configure data in order to evaluate individual, class, and grade level student performance for instructional planning. The National School District continues a "Data Warehouse" to house and sort a variety of data to support schools in their efforts to improve student achievement. This data warehouse allows principals and teachers to analyze many sets of data including STAR Reading and Math, District Benchmarks, ELCAP, Attendance, etc. to better make decisions regarding our instructional programs.

Using reports from all of these sources, areas of strengths and weaknesses are identified. Grade level Data Teams meet regularly every two weeks using release time to review and analyze student data from the RCD math units and/or RCD ELA units to identify areas of need, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

Although our resources are limited, we constantly review the services we provide to our students. Impact Teachers, differentiated instruction, small group instruction, a school wide coordinated ELD time, reading labs, computer labs, additional counseling time and purchase of technology to support instructional practices are some of the benefits provided to our students.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Olivewood School has worked with the National School District to align curriculum, instruction and materials to Common Core State Standards. Through Rigorous Curriculum Design, teachers, resource staff and administrators have identified priority language arts and mathematics standards at each grade level. The priority standards will be integrated into the district standards-based report card. Pre- and post-assessments are included in each of the Rigorous Curriculum Design units for both math and English Language Arts and are administered to students as determined in the units. Assessments are aligned with the California Common Core State Standards. In addition to the RCD CCSS assessments, Olivewood uses STAR Reading and Math (Renaissance Place) which take place three times per year and is based on a series of comprehensive, criterion-referenced tasks and tests. Teacher-created assessments are also utilized to monitor progress. Grade level Data Teams meet during the school day to analyze data, select instructional strategies, and create action plans to meet the needs of all learners.

Olivewood School's instruction is based on the Common Core State Standards (CCSS) for all students through the combination of published and computer based instruction.

Language Arts: English Language Arts Rigorous Curriculum Design units are utilized by teachers for ELA. Supporting the ELA RCD units are supplemental materials that have been purchased by the district. Small group reading instruction provides differentiated instruction for students at their instructional level. A variety of guided reading materials are utilized such as, Reader's Library and Theme books from Houghton Mifflin, Benchmark, supplemental books from Read 180, Scholastic, Scholastic Sprint, as well as nonfiction texts from National Geographic, Reading Essentials, and the district-adopted Social Studies and Science programs. To supplement phonics and fluency, Olivewood uses Systematic Instruction in Phonemic Awareness and Phonics (SIPPS), Read Naturally, Benchmark Education Reader's Theaters, and Isabel Beck's Vocabulary. Students also use software and web-based programs on a daily basis (Successmaker, Imagine Learning, Starfall, Reading A to Z, and Accelerated Reader) as a supplemental support in all areas of literacy.

English Language Development: Olivewood uses the Systematic English Language Development (SELD) program by EL Achieve, which focuses on developing oral and written language skills at the different language proficiency levels. Students are grouped according to their grade level and their ELCAP proficiency levels and/or ADEPT scores for ELD "chaining." Support staff is part of the chaining to reduce group sizes and to provide for frequent structured active participation. All students in K and 1st grades; students in 2nd grade Spanish component classes and 3rd grade transitioning components; plus, students in grades 4-6 who have been identified as long-term English Learners or newcomers are expected to use the Imagine Learning software for individualized ELD instruction on a daily basis. Long-term English Learners have been identified and receive alternative student supports.

Mathematics: Math Rigorous Curriculum Design units are utilized by teachers to teach math. Students receive mathematics instruction using the district adopted Go Math! math program or other research-based materials that support the math RCD units. Teachers include all components of the program into their instructional time. Students also use Successmaker Math to strengthen and improve their math skills. Go Math! was piloted by several teachers at Olivewood School and was the math series selected by the District. The selection was based on its alignment to the California Common Core Math Standards.

Writing: All students in grades K through 6 are instructed daily in writing through the district adopted writing program Learning Headquarters. Teachers are incorporating the Common Core Writing standards strategies into their writing instruction.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

English Language Arts: Olivewood complies with the district-required instructional minutes

Math: 75 minutes daily using the Rigorous Curriculum Design math units and Go Math! as a support

ELD: SELD - 40 minutes per day 4 days/week

Writing: 45 minutes to 1 hour daily using Learning Headquarters

Social Studies and Science: taught as a single subject and/or integrated in language arts

Physical Education: 200 minutes every 10 days

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Rigorous Curriculum Design Units of Study in math, UC Irvine Math Project and Language Arts supply a framework for lesson pacing. All ELA units are eight weeks long, with an additional week for intervention and support at the end of the unit. Math units vary in length, but also provide "buffer days" for reteaching and review.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of materials is monitored by school administration on a daily basis. English Language Arts specialists at all sites provide assistance to the principal to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

A Language Arts specialist works with teaching staff to provide additional support for students not reading at grade level. Before and/or after school classes are also available to assist students in math, language arts, and English Language Acquisition. Resource and Special Day classes are available for students with special needs.

14. Research-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for English Learners, as well as Balanced Literacy. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners, creating lesson plans that adhere to best practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2017-2018. Also, the District will be providing parent classes on technology, math, science and ELA at each school in 2017-2018.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school site, parents are engaged in the process of developing the SPSA through the School Site Council. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

1. Language Arts Specialist
2. Before and/or after school classes
3. Successmaker, Imagine Learning, and other computer-based learning programs
4. Teacher training in best practices for English Learners and under-performing children
5. Additional materials needed to supplement core instructional programs

18. Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Description of Barriers and Related School Goals

Olivewood students are wonderful. However, many of the students who attend our school have significant academic, social and behavior needs. The staff at Olivewood make it a priority to provide a safe school environment and to meet the academic, social and behavior needs of our students. The goals in our Single School Plan for Student Achievement address and support our students' needs.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	72	95	85	72	94	85	72	94	94.4	100	98.9
Grade 4	95	82	74	93	82	73	93	82	73	97.9	100	98.6
Grade 5	87	95	86	86	94	86	86	94	86	98.9	98.9	100
Grade 6	87	90	101	84	90	101	84	90	101	96.6	100	100
All Grades	359	339	356	348	338	354	348	338	354	96.9	99.7	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2398.0	2409.3	2398.7	9	22.22	15.96	24	22.22	20.21	36	20.83	21.28	31	34.72	42.55
Grade 4	2411.2	2450.3	2432.2	12	14.63	20.55	15	29.27	15.07	19	26.83	16.44	54	29.27	47.95
Grade 5	2466.2	2470.5	2485.8	7	12.77	10.47	33	23.40	36.05	17	21.28	23.26	43	42.55	30.23
Grade 6	2500.3	2504.0	2510.8	7	6.67	12.87	35	31.11	32.67	29	30.00	28.71	30	32.22	25.74
All Grades	N/A	N/A	N/A	9	13.61	14.69	26	26.63	26.55	25	24.85	22.88	40	34.91	35.88

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	11	26.39	18.09	53	37.50	42.55	36	36.11	39.36	
Grade 4	11	23.17	24.66	37	48.78	38.36	52	28.05	36.99	
Grade 5	13	15.96	16.28	43	47.87	55.81	44	36.17	27.91	
Grade 6	10	11.11	19.80	51	52.22	45.54	39	36.67	34.65	
All Grades	11	18.64	19.49	46	47.04	45.76	43	34.32	34.75	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	15.28	9.57	59	41.67	36.17	36	43.06	54.26
Grade 4	15	9.76	19.18	30	59.76	36.99	54	30.49	43.84
Grade 5	16	19.15	17.44	47	45.74	52.33	37	35.11	30.23
Grade 6	13	12.22	10.89	48	45.56	54.46	39	42.22	34.65
All Grades	12	14.20	13.84	46	48.22	45.48	42	37.57	40.68

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	16.67	11.70	74	65.28	69.15	16	18.06	19.15
Grade 4	8	8.54	9.59	61	62.20	67.12	32	29.27	23.29
Grade 5	9	10.64	9.30	62	65.96	65.12	29	23.40	25.58
Grade 6	13	10.00	12.87	69	68.89	68.32	18	21.11	18.81
All Grades	10	11.24	11.02	66	65.68	67.51	24	23.08	21.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	26.39	22.34	51	45.83	46.81	28	27.78	30.85
Grade 4	13	19.51	24.66	42	58.54	35.62	45	21.95	39.73
Grade 5	20	19.15	25.58	53	46.81	48.84	27	34.04	25.58
Grade 6	23	22.22	25.74	54	55.56	59.41	24	22.22	14.85
All Grades	19	21.60	24.58	50	51.78	48.59	31	26.63	26.84

Conclusions based on this data:

1. When looking at the overall achievement for all students, the number of students meeting and exceeding the ELA standards is 41.25%. This reflects a 1% increase from the 2017-2018 school year data. It is a measure that shows that we are moving forward in this content area. In particular, 5th grade students that met or exceeded standards is at a 46.52%. 4th grade showed a decrease in scores. In 2016-2017 students that met or exceeded standards were at 44%. For the 2017-18 school year, the grade scored at 35.62%. Data shows that we must continue to refine our teaching and work towards scaffolding and supporting all students succeed.
2. The percentage of students that are scoring above the standards in reading remained almost the same as the 2016-2017 school year. In 2017 data, 65.68% of students met or were above standards. In 2018, 65.25 met or exceeded standard.
3. Student scores in writing, listening, demonstrating effective communication skills showed a slight decrease in most grade levels. However, we see significant gains in students exceeding standards in Research and Inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	72	95	86	72	95	86	72	95	95.6	100	100
Grade 4	95	82	74	92	82	73	92	82	73	96.8	100	98.6
Grade 5	88	95	86	87	94	86	87	94	86	98.9	98.9	100
Grade 6	87	90	101	84	90	101	84	90	101	96.6	100	100
All Grades	360	339	356	349	338	355	349	338	355	96.9	99.7	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2417.0	2425.7	2417.0	7	13.89	9.47	30	29.17	30.53	38	26.39	31.58	24	30.56	28.42
Grade 4	2430.4	2446.4	2437.8	8	3.66	6.85	15	25.61	26.03	33	46.34	27.40	45	24.39	39.73
Grade 5	2460.9	2474.9	2462.1	5	15.96	3.49	20	8.51	9.30	25	32.98	43.02	51	42.55	44.19
Grade 6	2480.3	2493.2	2500.7	7	8.89	16.83	23	16.67	17.82	27	37.78	27.72	43	36.67	37.62
All Grades	N/A	N/A	N/A	7	10.65	9.58	22	19.23	20.85	31	36.09	32.39	41	34.02	37.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	25.00	18.95	49	34.72	47.37	34	40.28	33.68
Grade 4	16	8.54	16.44	25	43.90	28.77	59	47.56	54.79
Grade 5	11	15.96	5.81	25	31.91	34.88	63	52.13	59.30
Grade 6	13	16.67	22.77	37	36.67	32.67	50	46.67	44.55
All Grades	15	16.27	16.34	34	36.69	36.34	52	47.04	47.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	19.44	13.68	53	50.00	51.58	30	30.56	34.74
Grade 4	7	6.10	8.22	48	58.54	42.47	46	35.37	49.32
Grade 5	9	11.70	6.98	33	43.62	46.51	57	44.68	46.51
Grade 6	12	13.33	17.82	43	42.22	41.58	45	44.44	40.59
All Grades	11	12.43	12.11	44	48.22	45.63	45	39.35	42.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	22.22	22.11	67	54.17	50.53	17	23.61	27.37
Grade 4	17	6.10	15.07	40	57.32	41.10	42	36.59	43.84
Grade 5	9	18.09	4.65	41	38.30	47.67	49	43.62	47.67
Grade 6	12	10.00	14.85	56	43.33	43.56	32	46.67	41.58
All Grades	13	13.91	14.37	51	47.63	45.92	36	38.46	39.72

Conclusions based on this data:

1. When looking at the overall math achievement for students grades 3rd-5th, the number of students meeting and exceeding the math standards has decreased from 2016-2017 to 2017-2018. Mathematics is a clear focus moving forward across all grade levels. We have reflected on our current resources and have added curriculum that will lift our student learning.
2. Students in grade 6 showed significant gains. In 2016-2017 students that met or exceeded standards were at 25.56%. For the 2017-2018 school year, students that met or exceeded standards were at 34.65%.
3. The percentage of students scoring above standard in Concepts and Procedures increased from 16.27 to 16.34. 6th grade showed a progress of 6.10% in this area.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1403.7	1408.6	1392.1	65
Grade 1	1465.0	1450.8	1478.6	50
Grade 2	1488.8	1481.0	1496.0	41
Grade 3	1492.4	1485.2	1499.2	39
Grade 4	1493.8	1493.8	1493.3	25
Grade 5	1501.2	1499.3	1502.6	15
Grade 6	1503.6	1488.9	1517.8	12
All Grades	1464.1	1459.3	1466.8	247

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	20.00	16	24.62	15	23.08	21	32.31	65
Grade 1	19	38.00	14	28.00	12	24.00	*	*	50
Grade 2	17	41.46	18	43.90	*	*	*	*	41
Grade 3	*	*	17	43.59	12	30.77	*	*	39
Grade 4	*	*	16	64.00	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	12
All Grades	58	23.48	93	37.65	57	23.08	39	15.79	247

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	17	26.15	15	23.08	12	18.46	21	32.31	65
Grade 1	22	44.00	11	22.00	*	*	*	*	50
Grade 2	22	53.66	13	31.71	*	*	*	*	41
Grade 3	*	*	17	43.59	*	*	*	*	39
Grade 4	*	*	14	56.00	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	12
All Grades	86	34.82	80	32.39	44	17.81	37	14.98	247

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	11	16.92	*	*	26	40.00	19	29.23	65
Grade 1	19	38.00	16	32.00	*	*	*	*	50
Grade 2	14	34.15	16	39.02	*	*	*	*	41
Grade 3	*	*	*	*	16	41.03	12	30.77	39
Grade 4	*	*	*	*	*	*	*	*	25
Grade 5	*	*	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	*	*	12
All Grades	48	19.43	66	26.72	70	28.34	63	25.51	247

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	25	38.46	25	38.46	15	23.08	65
Grade 1	28	56.00	15	30.00	*	*	50
Grade 2	30	73.17	*	*	*	*	41
Grade 3	*	*	25	64.10	*	*	39
Grade 4	*	*	16	64.00	*	*	25
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	12
All Grades	111	44.94	105	42.51	31	12.55	247

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	#	%	#	%	#	%	
Grade K	14	21.54	27	41.54	24	36.92	65
Grade 1	21	42.00	22	44.00	*	*	50
Grade 2	20	48.78	17	41.46	*	*	41
Grade 3	18	46.15	17	43.59	*	*	39
Grade 4	11	44.00	13	52.00	*	*	25
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	12
All Grades	97	39.27	108	43.72	42	17.00	247

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	42	64.62	15	23.08	65
Grade 1	27	54.00	15	30.00	*	*	50
Grade 2	21	51.22	15	36.59	*	*	41
Grade 3	*	*	20	51.28	15	38.46	39
Grade 4	*	*	17	68.00	*	*	25
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	*	*	*	*	12
All Grades	66	26.72	118	47.77	63	25.51	247

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	25	38.46	27	41.54	13	20.00	65
Grade 1	12	24.00	32	64.00	*	*	50
Grade 2	14	34.15	27	65.85	*	*	41
Grade 3	*	*	29	74.36	*	*	39
Grade 4	*	*	16	64.00	*	*	25
Grade 5	*	*	*	*	*	*	15
Grade 6	*	*	12	100.00	*	*	12
All Grades	55	22.27	152	61.54	40	16.19	247

Conclusions based on this data:

1. ELPAC assessment is a new data source for our state and district. The scores range from 1-4. 4 meaning English language is well developed. 3, moderately developed. 2, somewhat developed and 1, minimally developed. Based on 2017-2018 data, 60.14% of our students are at a level 3 or higher in overall language proficiency. 27.03% of students are at a level 2 and 12.84% of students show minimally developed English proficiency.
2. In the area of Written Language, 21.8 % of our students scored at a Level 4. Out of those students, 45.76% of the second graders scored at a well developed stage. The data shows that most of our students, 30.41% are at the somewhat developed stage, level 2.
3. In Listening and Speaking our students are showing significant progress. 42.91% of all our English Language Learners are at a well developed stage in the Listening domain. 44.26% of all our ELLs are at a well developed stage in Speaking domain. Our students are acquiring the English language at an appropriate rate and now we are moving towards progress in reading and writing.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA/LCAP GOAL:
National School District will increase achievement in English Language Arts for all students, SWD, ELs, Hispanic/Latino, low income and foster youth.
SCHOOL GOAL #1:
By the end of the 2018-2019 school year, all students will maintain or increase their medium (yellow) status and their increase in points from 12.3 points to 20 points in English Language Arts as measured by the June 2019 CAASPP. English Learner students were yellow on the CA dashboard. They will increase their status from low to medium and either continue at maintained growth or move to increased growth. To achieve this goal, classroom teachers, Language Arts Specialists and impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was formed based on district criteria and data from the May 2018 CAASPP results.
Findings from the Analysis of this Data:
When looking at the overall achievement for all students, the number of students meeting and exceeding the ELA standards is 41.25%. This reflects a 1% increase from the 2017-2018 school year data. It is a measure that shows that we are moving forward in this content area. In particular, 5th grade students that met or exceeded standards is at a 46.52%. 4th grade showed a decrease in scores. In 2016-2017 students in 4th grade that met or exceeded standards were at 44%. For the 2017-18 school year, the grade scored at 35.62%. Data shows that we must continue to refine our teaching and work towards scaffolding, reflecting, and supporting all students succeed. We must take this 2018-2019 year as a year of opportunity and change. In order to support our students, we will take precise steps in excelling our curriculum and teaching.
How the School will Evaluate the Progress of this Goal:
Data Teams meet every two weeks to... <ul style="list-style-type: none">• identify current state of student learning through common formative assessments,• identify/infer the underlying causes of student error and misconceptions,• prioritize needs,• create common goals,• agree upon common high-yield instructional strategies,• identify teacher and student results indicators during instruction• evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data.
Who are the focus students and what is the expected growth?
All students are expected to meet end of year expectations.

How does this goal align to your Local Educational Agency Plan goals?

This goal directly aligns with our strategic plan in supporting all students and significant subgroups through analysis of student results.

Which stakeholders were involved in analyzing data and developing this goal?

Teachers collaborate and analyze school wide results. This year, Olivewood School is continuing to utilize the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. The purpose of these meetings is to identify current state of student learning through common formative assessments, identify/infer the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. Grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process

What data will be collected to measure student achievement?

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading, common formative assessments using priority CCSS standards (ELA RCD) and CAASPP SBAC.

Actions to improve achievement to exit program improvement (if applicable).

Teachers will continue to use data to inform instruction, utilize instructional technology consistently, and differentiate instruction for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Instructional Practices consistent with Common Core State Standards ("Achieve with Common Core!"), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Provide targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams July 2018 – June 2019.</p> <p>Provide ongoing academic and affective support to meet all student needs</p> <p>Differentiate instruction to support the learning needs of all students and sub-groups by teachers, Language Arts Specialists and Impact Teachers.</p> <p>Use data and information from various assessments to differentiate instruction.</p> <p>Provide books, materials, supplies, equipment, and production to support instruction.</p>	July 2018 – June 2019	Instructional Wheel	<p>Each grade level will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.</p> <p>Provide targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams July 2018 – June 2019.</p> <p>Provide ongoing academic and affective support to meet all student needs with LAS and Impact Teachers</p>				
		Enrichment teachers release teachers for grade level Data Team meetings.					
		Counselor					
		Language Arts Specialist					
		2 Impact Teachers		None Specified	None Specified		
		ELPAC Support		2000-2999: Classified Personnel Salaries	Title I	5,445	
				Lang Arts Specialist	1000-1999: Certificated Personnel Salaries	Title I	32374
				Lang Arts Specialist	1000-1999: Certificated Personnel Salaries	LCFF	113183
				2 Impact Teachers	1000-1999: Certificated Personnel Salaries	Title I	50,000
				School Counselor	1000-1999: Certificated	LCFF	51,757

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			AR Licenses		Title I	3,000
			AR Licenses		LCAP	3,000
			Books/Other than Textbooks		LCAP	5,000
			Computers:		Title I	1,500
			In-house Production:		LCAP	3,500
			Field Trips, (Transportation):		LCAP	6,612
			Technology Support:	4000-4999: Books And Supplies	LCAP	7,956
			Technology Liaison	1000-1999: Certificated Personnel Salaries	LCAP	2,400
			English Learner Liaison:	1000-1999: Certificated Personnel Salaries	LCAP	1,200
			Equipment Replacement:		LCAP	12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies, and district-offered staff development opportunities.</p> <p>Provide professional development opportunities for teachers to attend conferences and/or workshops. Substitutes will be provided for teachers attending professional development sessions or extra time will be paid to teachers for off-the-clock professional collaboration.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	July 2018 – June 2019	<p>Data Team meeting calendar established by July 2018..</p> <p>Collaboration/District/Site Thursday calendar established (district)</p> <p>Substitute teachers will release teachers for grade level meetings and/or workshops.</p> <p>Consultants/Language Arts Specialist provide staff development</p> <p>Teachers will attend conferences and/or workshops.</p> <p>EL Liaison</p>	<p>The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies, and district-offered staff development opportunities.</p> <p>Teacher Substitutes</p> <p>Teacher Substitutes</p> <p>Travel & Conferences</p> <p>Teacher Extra Time</p> <p>Teacher Extra Time</p> <p>Lang Arts Specialist</p> <p>Consultants</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p></p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p></p>	<p>None Specified</p> <p>Title I</p> <p>LCAP</p> <p>Title I</p> <p>Title I</p> <p>LCAP</p> <p>LCAP</p> <p>LCAP</p>	<p>500</p> <p>3,000</p> <p>1,000</p> <p>3,500</p> <p>5,000</p> <p>6,000</p> <p>2,500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional SuccessMaker, iReady, Imagine Learning software usage, small group and one-on-one instruction with support from Language Arts Specialists, Impact Teachers and/or teachers.</p>	July 2018 – June 2019	<p>Before/After School REACH program</p> <p>ESSA (Alternative Student Supports)</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p>		After School and Education Safety (ASES)	
			ESSA - Alternative Supports - Tchr Extra Time	1000-1999: Certificated Personnel Salaries	Title I	11592
			ESSA - Alternative Supports - Books/Materials	4000-4999: Books And Supplies	Title I	2,000
			Materials & Supplies	4000-4999: Books And Supplies	LCFF	5,861
			Materials & Supplies	4000-4999: Books And Supplies	Title I	12,994

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> Students meet the minimum requirements for usage on SuccessMaker. Students who have been identified as Beginning, Early Intermediate and Intermediate on the ELPAC Assessment will utilize Imagine Learning in lieu of Success Maker. Strategic focus is on Long Term English Learners (LTELs). Additional licenses available to support ELs in grades 3 – 6. <p>Olivewood has one Language Arts Specialist to deliver strategic and intensive instruction to small groups and RTI2 students. Impact Teachers work with students needing strategic support.</p> <p>Students are provided field trip opportunities to enhance curriculum and instruction.</p>	July 2018 – June 2019	<p>Licenses for web-based Successmaker by Pearson Learning for all students in grades K-6</p> <p>Licenses for web-based Imagine Learning for all students in Grade TK-1 and identified EL students in grades 2 - 6</p> <p>One Language Arts Specialist</p> <p>2 Impact Teachers</p>	Teachers will analyze student usage reports regularly.		None Specified	
			Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.		None Specified	
			District Licenses:		Title III	
			MIS Tech Support		None Specified	
			Cost indicated in Goal 1			
			LAS (cost indicated above in Goal 1)			
			2 Impact teachers (cost indicated in Goal 1 above)			
			Books Other Than Textbooks	4000-4999: Books And Supplies	Title I	665
					None Specified	
			Bus Transportation for Field Trips		None Specified	
Cost indicated in Goal 1						
200 dollars per grade level PTA						
Admissions: (Teachers apply for grants to fund field trips.)						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> Parents will be notified of the schools program improvement status through constant communication with school and principal. Stakeholder Involvement: <ul style="list-style-type: none"> Family Fridays/Coffee w/Principal Teacher-led Parent workshops Regular English Language Advisory Committee meetings (ELAC) <ul style="list-style-type: none"> Regular District English Language Advisory Committee Language meetings (DELAC) <ul style="list-style-type: none"> PTA Regular School Site Council meetings Olivewood Gardens staff 	14 days prior to school year July 2018 – June 2019		Regular feedback encouraged through session evaluation forms Yearly end of year parent survey on needs and recommendations for next steps. Parent Training: Refreshments: Stamps/Postage Maintenance Agreement for Office Copier		Title I Part A: Parent Involvement Title I Part A: Parent Involvement LCAP LCAP	2500 601 500 5,345

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Olivewood School continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on computer programs to meet their academic needs.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> TK through sixth grade have been upgraded to the web-based version <p>Imagine Learning:</p> <ul style="list-style-type: none"> All students in TK and 1st grades Students in 2nd grade bilingual Spanish EL students who have been identified needing extra language support in grades 3 through 6 <p>Accelerated Reader and iReady to promote reading for all students.</p> <p>Technology Liaison to provide support in accessing and using reports.</p>	July 2018 – June 2019	2 - Technology Liaisons	<p>Weekly review of student usage and results.</p> <p>Yearly review of student usage, student outcomes and student gains.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> TK through sixth grade have been upgraded to the web-based version (Cost indicated above in Goal 1) <p>Imagine Learning:</p> <ul style="list-style-type: none"> All students in TK and 1st grades Students in 2nd grade bilingual Spanish EL students who have been identified needing extra language support in grades 3 through 6 <p>Accelerated Reader to promote reading for all students. (Cost indicated above in Goal 1)</p> <p>Technology Liaison to provide support in accessing and using</p>		Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program Students are offered opportunities in the REACH program.</p> <p>Identified students are offered Alternative Student Supports (ESSA).</p>	<p>July 2018 – June 2019</p> <p>November 2018 – June 2019</p>		<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>ESSA (Alternative Student Supports) (Cost indicated above in Goal 1)</p> <p>ESSA (Alternative Student Supports) Cost indicated above in Goal 1)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>		
<p>Other:</p> <p>Purchase technology hardware and accessories to support instruction and data collection.</p> <p>Provide student certificates and awards for academic achievement and WISE OWLS citizenship awards.</p> <p>Provide replacement equipment/technology that supports instruction as needed.</p> <p>Provide office support - record-keeping, copying, etc.</p>	<p>July 2018– June 2019</p>	<p>School administration, Technology Liaison</p> <p>Principal and Psychologist</p>	<p>Purchase technology hardware and accessories to support instruction and data collection.</p> <p>Provide student certificates and awards for academic achievement and WISE OWLS citizenship awards.</p> <p>Provide for Maintenance & Repair</p> <p>Computer Repair/Agreement</p> <p>Medical Assistant - 1 day</p> <p>Clerical, P/T (Subs)</p> <p>Clerical, P/T (Subs)</p>	<p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>None Specified</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>LCFF</p>	<p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>Title I</p> <p>LCFF</p>	<p>8,000</p> <p>4,000</p> <p>2,000</p> <p>2,000</p> <p>6,000</p> <p>3,500</p> <p>2,000</p>

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
National School District will increase achievement in Math for all students, SWD, ELs, Hispanic/Latino, low income and foster youth.
SCHOOL GOAL #2:
By the end of the 2018-2019 school year, all students will increase their below standard status, orange status, and w increase in points from 25.8 points below standard to a positive point balance in math as measured by the May 2019 CAASPP. English Learner students that are yellow on the CA dashboard will increase their status from low to medium and either continue or maintain their growth or move to increased growth. To achieve this goal, classroom teachers, and impact Teachers will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was formed based on scores from the CA Dashboard and CAASPP results.
Findings from the Analysis of this Data:
When looking at the overall math achievement for students grades 3rd-5th, the number of students meeting and exceeding the math standards has decreased from 2016-2017 to 2017-2018. Mathematics is a clear focus moving forward across all grade levels. We have reflected on our current resources and have added curriculum that will lift our student learning.
How the School will Evaluate the Progress of this Goal:
Data Teams meet every two weeks to... <ul style="list-style-type: none">o identify current state of student learning through common formative assessments,o identify/infer the underlying causes of student error and misconceptions,o prioritize needs,o create common goals,o agree upon common high-yield instructional strategies,o identify teacher and student results indicators during instruction Use new math curriculum to support instruction and student achievement <ul style="list-style-type: none">o evaluate the effectiveness of the selected instructional strategy and refine its implementation based on student performance data.
Who are the focus students and what is the expected growth?
Focus students are considered all students who have not met the expected growth and end of year expectations.

How does this goal align to your Local Educational Agency Plan goals?

This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.

Which stakeholders were involved in analyzing data and developing this goal?

Teachers collaborate and analyze school wide results. This year, Olivewood School is continuing to focus on implementing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

What data will be collected to measure student achievement?

Ongoing formative, informal, formal, and summative assessments will monitor student growth. These include Renaissance STAR Math, Go Math!, Successmaker Math results, Illuminate assessments will also be part of data analysis and Common Formative Assessments using the priority CCSS standards and the UCI Math Project.

Actions to improve achievement to exit program improvement (if applicable).

Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core State Standards ("Think Common Core!"), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Data Teams: Instructional Wheel Enrichment Teachers will release grade level teams to meet in Data Team meetings.</p> <p>Provide ongoing academic and affective support to meet all student needs.</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, and Impact Teachers.</p> <p>Provide books, materials, supplies, resources, equipment and production to support instruction.</p>	July 2018-June 2019	Counselor 2 Impact Teachers	<p>Grade level data teams will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.</p> <p>Cost indicated in Goal 1</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction. Cost indicated in Goal 1</p> <p>Data Teams: Instructional Wheel Enrichment Teachers will release grade level teams to meet in Data Team meetings. Cost indicated in Goal 1</p> <p>Provide ongoing academic and affective support to meet all student needs. Cost indicated in Goal 1</p> <p>Differentiated instruction to support the learning needs of all students and sub-groups by teachers, after school</p>	None Specified	None Specified	
The Single Plan for Student Achievement						4/8/19

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			In-house Production Cost indicated in Goal 1 Cost indicated in Goal 1		None Specified	
			Equipment Replacement: Cost indicated in Goal 1		None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Extended Learning Time: Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>These include before/after school classes, additional SuccessMaker/Imagine Learning software usage, iReady, small group and one-on-one instruction with support from Impact Teachers.</p>	July 2018 - June 2019	ESSA - Alternative Student Supports	ESSA - Alternative Student Supports Cost indicated in Goal 1	None Specified	None Specified		
		Successmaker licenses	Successmaker licenses Cost indicated in Goal 1		None Specified		
		2 Impact Teachers	1 Impact Teacher Cost indicated in Goal 1		None Specified		
		Technology Liaison			None Specified		
				2 - Technology Liaisons Cost indicated in Goal 1		None Specified	
				Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.			
			Before/After School Classes Cost indicated in Goal 1	None Specified	None Specified		
	Before/After School Classes Cost indicated in Goal 1	None Specified	None Specified				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students. All students are expected to meet the minimum requirements for usage on Successmaker software (20 hours).</p>	July 2018-June 2019	Successmaker licenses	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p> <p>Successmaker licenses Cost indicated in Goal 1</p>		None Specified	
<p>Involvement of Parents, Staff and Community:</p> <ul style="list-style-type: none"> • Parents will be notified of the schools program improvement status through a letter from the principal • Teacher-led Parent workshops • English Language Advisory Committee meetings (ELAC) • District English Language Advisory Committee Language meetings (DELAC) • PTA • School Site Council meetings 	July 2018-June 2019	<p>14 days prior to school year</p> <p>Classroom teachers Consultants</p>	<p>Regular feedback through session evaluation forms</p> <p>Yearly end of year parent survey on needs and recommendations for next steps.</p> <p>Parent Training Cost indicated in Goal 1</p> <p>Refreshments Cost indicated in Goal 1</p>		<p>District Funded</p> <p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology</p> <p>Olivewood School utilizes instructional technologies to complement our school wide goals. Students have been strategically placed on computer programs to meet their academic needs.</p> <p>Successmaker (SM)</p> <ul style="list-style-type: none"> TK through 6th grade use the web-based version Student usage: Cumulative 20 hours in Math <p>Teachers create flipcharts with ActivInspire to use on their Promethean Boards integrating Go Math! technology components.</p> <p>Technology Liaison to provide tech support for teachers.</p>	July 2018 – June 2019	<p>Successmaker licenses</p> <p>2 Technology Liaisons</p>	<p>Weekly review of student usage and results.</p> <p>Yearly review of student usage, student outcomes and student gains.</p> <p>MIS Tech Support: Cost indicated in Goal 1</p> <p>2 Technology Liaisons Cost indicated in Goal 1</p> <p>SuccessMaker Cost indicated in Goal 1</p>		<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p> <p>Identified students are offered ESSA - Alternative Student Supports..</p>	July 2018 – June 2019		<p>Students participating in intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>ESSA - Alternative Student Supports Cost indicated in Goal 1</p> <p>ESSA - Alternative Student Supports Cost indicated in Goal 1</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	<p>After School and Education Safety (ASES)</p> <p>None Specified</p> <p>None Specified</p>	
<p>Other:</p> <p>Purchase technology hardware and accessories to support instruction and data collection.</p> <p>Provide student certificates and awards for academic and behavioral achievement.</p> <p>Provide replacement equipment that supports instruction, as needed.</p>	July 2018 – June 2019	<p>School administration</p> <p>Administration & Psychologist</p>	<p>Provide student certificates and awards for academic and behavioral achievement. Cost indicated in Goal 1</p> <p>Provide replacement equipment that supports instruction, as needed. Cost indicated in Goal 1</p> <p>Laptop computers for teachers Cost indicated in Goal 1</p>	<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>		

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA/LCAP GOAL:
English learners are prepared to compete in a global society. NSD students will be proficient in Common Core English Language Arts and Math Standards.
SCHOOL GOAL #3:
Students that are English Learners will make gains in their education and show growth in the ELPAC by at least one level each year. Furthermore, students that are English Learners show that they are in yellow status in the Ca Dashboard. That status will maintain or move up to green status in one academic year. ELPAC data will be used to measure our English learners' progress toward meeting the State benchmarks. To achieve this goal, classroom teachers, Language Arts Specialist, Impact Teachers and other support staff will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was formed after analyzing student CAASPP data available on the California Dashboard and ELPAC current data.
Findings from the Analysis of this Data:
This data indicates we need to continue to provide a consistent, systematic, and rigorous English Language Development instruction across the grade levels based on the language proficiency levels using research-based materials. ELD strategies and student engagement opportunities also need to be integrated across the curriculum to scaffold instruction throughout the day to meet the needs of the English Learners.
How the School will Evaluate the Progress of this Goal:
Grade level Data Teams will meet regularly to analyze student outcomes.
Who are the focus students and what is the expected growth?
The focus students are all English Learners with an emphasis on those in the Emerging, Expanding and Bridging proficiency levels. Long-term English Learners will be the focus of the ESSA (Alternative Student Supports). The expected growth for all ELs is to move up a minimum of one proficiency level on ELPAC each year.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.
Which stakeholders were involved in analyzing data and developing this goal?
Teachers collaborate and analyze school wide results. This takes place in many formats. The Olivewood Leadership Team, grade level Data Teams and School Site Council review student results and create our school wide goals. The school administrator, teachers, and support staff meet regularly to analyze common formative assessments and current data.
What data will be collected to measure student achievement?

Summative Data using ELPAC.

Ongoing assessments: SELD assessments and language performance tasks, and Imagine Learning reports.

Actions to improve achievement to exit program improvement (if applicable).

Olivewood teachers will collaborate in SELD teams and commit to teaching ELD during a school wide scheduled time of 4 days a week for 40 minutes as well as incorporate these ELD strategies (SLPS – Structured Language Practice Strategies) throughout the day (designated and integrated ELD).

Olivewood School will ...

- Group students according to their grade level and their ELPAC proficiency levels, using SELD Express, and/or ADEPT scores from teacher data.
- Utilize support staff (Language Arts Specialists, RSP, Impact Teachers, and instructional assistants), as part of the chaining to reduce group sizes and to provide for frequent structured active participation.
- Use EL Achieve’s SELD program as a resource that best fits student needs.

In addition, we will...

- Use the Imagine Learning software with fidelity for individualized ELD instruction on a daily basis for all students in TK, K and 1st grades, students in 2nd grade bilingual Spanish and EL students in grades 2 through 6 identified based on assessment data.
- Focus on academic, rigorous vocabulary during ELD and throughout the instructional day.
- Meet in SELD grade level teams for instructional planning purposes and to determine changes in groupings to best meet the needs of all students in the various levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with ELA and ELD Common Core State Standards, the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Instructional Wheel Enrichment Teachers will release teachers for grade level Data Team meetings</p> <p>SELD groups learning needs are supported by teachers, Language Arts Specialist and Impact Teachers. Groups are created based on student proficiency levels using ELPAC, SELD, and ADEPT scores, and other assessments.</p> <p>Long-term English Learners will be focused and provided ESSA - Alternative Student Supports either during the school day or in before/after school classes.</p>	July 2018-June 2019	<p>Instructional Wheel Enrichment teachers provide release time.</p> <p>LAS</p> <p>2 Impact Teachers</p> <p>ELPAC Team</p>	Grade level data teams will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement using the Data Teams 4 Learning 5-Step Process.			
			Students will be given ongoing assessments using the embedded SELD unit assessments to evaluate progress in language proficiency.		None Specified	
			Instructional Wheel Enrichment Teachers will release teachers for grade level Data Team meetings		None Specified	
			SELD groups learning needs are supported by teachers, Language Arts Specialist and Impact Teachers. Groups are created based on student proficiency levels using ELPAC, SELD, and ADEPT scores, and other assessments.		None Specified	None Specified
			LAS	None Specified	None Specified	
			Cost indicated in Goal 1			
			2 Impact Teachers	None Specified	None Specified	
Cost indicated in Goal 1						
ELPAC Support	None Specified	None Specified				
Cost indicated in Goal 1						
Teachers Extra Time	None Specified	None Specified				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur on our District, Collaboration and Site Thursdays.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	July 2018-June 2019	<p>Based upon District Thursday Calendar</p> <p>Based upon District Thursday Calendar</p> <p>EL Liaison</p> <p>CRLP (District Resource Teacher)</p>	<p>Evaluation is ongoing and provides all teachers an opportunity to make recommendations for next steps.</p> <p>The Olivewood Leadership Team meets monthly to plan and evaluate PD.</p>	<p>EL Liaison</p> <p>Cost indicated in Goal 1</p>	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade English Language growth expectations.</p> <p>Extended Learning opportunities have been established to support our Long-term English Learners.</p> <p>Before/after school intervention classes use Imagine Learning software and scaffolded instruction in small group and one-on-one support.</p>	July 2018-June 2019	ESSA - Alternative Student Supports Imagine Learning licenses	Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.			
			ESSA (Alternative Supports) - Before/After School Classes Cost indicated in Goal 1	None Specified	None Specified	
			ESSA (Alternative Supports) - Impact Teachers Cost indicated in Goal 1	None Specified	None Specified	
			ESSA (Alternative Supports) - Materials and Supplies Cost indicated in Goal 1	None Specified	None Specified	
			ESSA (Alternative Supports) - Language Arts Specialist Cost indicated in Goal 1	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity:</p> <p>Olivewood School has created an individualized software usage plan to support all students.</p> <ul style="list-style-type: none"> All students are expected to meet the minimum requirements for usage on Successmaker software (40 hours combined – reading and math). Students who have been identified as minimally developed and somewhat developed on ELPAC assessment will utilize Imagine Learning in lieu of Success Maker. We are especially focusing on our Long Term English Learners (LTELs). <p>Olivewood Language Arts Specialist will deliver strategic and intensive instruction to small groups of ELs. Impact Teachers also work with ELs needing strategic language support.</p> <p>Counseling support is provided to our ELs.</p>	July 2018-June 2019	Successmaker licenses	Teachers will analyze student usage reports regularly and will reflect on student performance.			
		Imagine Learning licenses	Successmaker licenses Cost indicated in Goal 1		None Specified	
		LAS	Imagine Learning licenses		Title III	
		2 Impact Teachers	MIS Tech Support: Cost indicated in Goal 1	None Specified		None Specified
		Counselor	LAS: Cost indicated in Goal 1	None Specified		None Specified
			2 Impact Teachers Cost indicated in Goal 1	None Specified		None Specified
			Counselor Cost indicated in Goal 1	None Specified		None Specified
				None Specified		
				None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of Parents, Staff and Community: <ul style="list-style-type: none"> Parents will be notified of the schools program improvement status through a letter from the principal Stakeholder Involvement: <ul style="list-style-type: none"> Nutrition classes Teacher-led Parent workshops/Family Curriculum Nights Regular English Language Advisory Committee meetings (ELAC) Regular District English Language Advisory Committee Language meetings (DELAC) PTA Olivewood Gardens 	14 days prior to school year July 2108 – June 2019	Classroom teachers Consultants	Regular feedback encouraged through session evaluation forms Parent Training Cost indicated in Goal 1 Refreshments Cost indicated in Goal 1 Consultants Cost indicated in Goal 1		None Specified None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Technology:</p> <p>Olivewood continues to utilize instructional technologies to complement our school wide goals. Students have been strategically placed on Imagine Learning and Successmaker to best meet their academic needs and goals.</p> <ul style="list-style-type: none"> Students, who are beginning their English development according to the ELPAC assessment, will utilize Imagine Learning in lieu of Success Maker for English Language Arts. Goal = 100 minutes per week. <p>All classrooms utilize a smart board.</p> <p>Support for Technology</p>	July 2018-June 2019	<p>Successmaker licenses</p> <p>Imagine Learning licenses</p> <p>Technology Liaisons</p>	Ongoing review of student usage, student outcomes and student gains.			
			Successmaker support		None Specified	
			Cost indicated in Goal 1			
			Imagine Learning licenses		Title III	
			2 - Technology Liaisons		None Specified	
			Cost indicated in Goal 1			
MIS Tech Support:	None Specified	None Specified				
Cost indicated in Goal 1						
Teachers create and share flipcharts that enhance student engagement.						
Teacher laptops		None Specified				
Cost indicated in Goal 1						
			None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p> <p>Long-term English Learners are offered Alternative Student Supports (ESSA).</p>	July 2018-June 2019	Alternative Student Supports (ESSA)	<p>Students participating in intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p>		After School and Education Safety (ASES)	
			<p>ESSA (Alternative Supports) - Teacher Extra Time/Impact Teacher</p> <p>Cost indicated in Goal 1</p>	None Specified	None Specified	
			<p>Alternative Student Supports (ESSA)</p> <p>Cost indicated in Goal 1</p>	None Specified	None Specified	
			<p>ESSA (Alternative Supports) - Language Arts Specialist</p> <p>Cost indicated in Goal 1</p>	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Other:</p> <p>Purchase technology hardware and accessories to support instruction and data collection. Replace equipment as needed.</p> <p>Provide student certificates and awards for academic and behavioral achievement.</p> <p>Provide replacement equipment that supports instruction, as needed.</p>	July 2018-June 2019	Administration & Psychologist	Computers: Cost indicated in Goal 1		None Specified	
			Equipment Cost indicated in Goal 1		None Specified	
			Provide student certificates and awards for academic and behavioral achievement. Cost indicated in Goal 1		None Specified	
			Equipment; Replacement Cost indicated in Goal 1		None Specified	
					None Specified	

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA/LCAP GOAL:
National School District will increase achievement in English Language Arts and Math for all students. Our students identified with a learning disability will show an increase in learning and 2019 CAASPP assessments.
SCHOOL GOAL #4:
We will improve achievement for students with disabilities. Students will move forward from red to orange as measured by the June 2019 CAASPP in English and Mathematics in the California Dashboard. To achieve this goal, special education teachers and support staff will work in collaboration to design, deliver, and differentiate optimal lessons for all students.
Data Used to Form this Goal:
This goal was formed based on scores from the CAASPP results and the California Dashboard.
Findings from the Analysis of this Data:
Students with disabilities are working significantly below grade level in ELA and Math which precludes them from meeting grade level standards within a year.
How the School will Evaluate the Progress of this Goal:
Grade level data teams and support staff will meet regularly to analyze student outcomes using the Data 4 Learning 5 Step Data Team process.
Who are the focus students and what is the expected growth?
The focus students are the students with disabilities. For expected growth, these students will meet the school goals that align with the CA Dashboard.
How does this goal align to your Local Educational Agency Plan goals?
This goal directly aligns with our strategic plan in supporting all students through careful analysis of student results.
Which stakeholders were involved in analyzing data and developing this goal?

Teachers and support staff collaborate and analyze school wide results. This happens in many formats. The Olivewood Leadership Team and grade level data teams reviewed student results and created our school wide goals. The school administrator, teachers, and support staff meet regularly to analyze summative and current data. Teachers collaborate and analyze school wide results. This year, Olivewood School is focusing on implementing the Data Team 4 Learning 5-Step Process through regularly scheduled grade level data team meetings. This year, grade level data teams meet every two weeks during the school day to identify areas of need based on assessments, formulate short-cycle SMART goals, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

SDC teacher participates in district SDC teacher data teams.

What data will be collected to measure student achievement?

Ongoing summative, formative and diagnostic assessments will monitor student growth. These include Renaissance STAR Reading and Math, common formative assessments using priority CCSS standards and CAASPP SBAC (RCD math and ELA units).

Actions to improve achievement to exit program improvement (if applicable).

Olivewood teachers will differentiate and scaffold instruction to ensure expected academic growth of identified students. Special education staff will provide specialized instruction in a small group setting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Common Core State Standards (“Think Common Core!”), the District Core Values (Children First, Whatever it Takes, Relationships Matter), and NSD Strategic Plan:</p> <p>Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.</p> <p>Continue Data Teams August 2018 – June 2019</p> <p>Differentiate instruction and modify curriculum, as well as provide support that meets the learning, language, and behavior needs of the students with disabilities.</p>	July 2018-June 2019	Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings	Grade level data teams will be released approximately every two weeks to participate in Data Teams. These meetings are documented and follow a continuous cycle of improvement, using the DataTeams 4 Learning 5-Step Process.			
		Counselor				
		LAS				
		ELPAC Support	Continue targeted student support that promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction.		None Specified	
		Technology Support	Continue Data Teams August 2018 – June 2019		None Specified	
			Counselor Cost indicated in Goal 1	None Specified	None Specified	
			LAS Cost indicated in Goal 1	None Specified	None Specified	
			ELPAC Support Cost indicated in Goal 1		None Specified	
	Technology Support Cost indicated in Goal 1	None Specified	None Specified			
	Technology Liaisons Cost indicated in Goal 1	None Specified	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>Professional Development (PD) will occur (1) during Data Team meetings and (2) on Collaboration/Site Thursdays through sharing and discussion of ideas and instructional strategies as well as attending staff development sessions.</p> <p>Continue Data Team meetings.</p> <p>The EL Liaison shares and communicates with staff current ELD information.</p>	July 2018-June 2019	<p>Data Team meeting calendar established by July 2018</p> <p>Collaboration/District/Site Thursday calendar established (district).</p> <p>Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings</p>	<p>The Olivewood Leadership Team Site meets monthly to review PD needs, make suggestions, and make adjustments as needed.</p> <p>Instructional Wheel Enrichment Teachers will provide release time for Data Team meetings</p> <p>English Learner Liaison: Cost indicated in Goal 1</p> <p>Professional development Cost indicated in Goal 1</p>		<p>None Specified</p> <p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended Learning Time:</p> <p>Extended Learning opportunities have been established to support students who are not meeting grade level expectations.</p> <p>One-on-one and/or small group instruction provided by speech pathologist, resource specialist, SDC teacher, instructional assistants.</p> <p>Students with disabilities who are Long-term English Learners will be provided extended learning opportunities.</p>	July 2018 – June 2019	<p>REACH program</p> <p>ESSA - Alternative Student Supports</p>	<p>Students in all extended learning intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>IEP goals are monitored, assessed and measured in each trimester.</p>			
			REACH		After School and Education Safety (ASES)	
			ESSA - Alternative Student Supports - Tchr Extra Time (before/after school classes) Cost indicated in Goal 1	None Specified	None Specified	
			ESSA - Alternative Student Supports - Materials Cost indicated in Goal 1	None Specified	None Specified	
			ESSA - Alternative Student Supports - Language Arts Specialist Cost indicated in Goal 1	None Specified	None Specified	
			ESSA - Alternative Student Supports - English Learner Liaison Cost indicated in Goal 1	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increased Educational Opportunity: SDC uses Language! as core replacement for ELA.</p> <p>Olivewood School has created an individualized software usage plan to support students with disabilities.</p> <ul style="list-style-type: none"> Students should meet the minimum requirements for usage on Successmaker (40 hours combined for reading and math). Students who have been identified as Beginning, Early Intermediate and Intermediate on the CELDT assessment will utilize Imagine Learning in lieu of Success Maker. <p>Tech support is provided for equipment and software programs.</p>	July 2018-June 2019	<p>Licenses for web-based Successmaker by Pearson Learning</p> <p>Licenses for web-based Imagine Learning</p> <p>2 - Tech Liaisons</p>	<p>Teachers will analyze student usage reports regularly.</p> <p>Continued reflection on instructional practices and analysis of student performance as well as analyzing universal screening and progress monitoring data.</p> <p>During annual and triennial IEP reviews, services are reviewed and modified based on progress towards IEP goals.</p>	<p>Licenses for web-based Successmaker by Pearson Learning Cost indicated in Goal 1</p> <p>Licenses for web-based Imagine Learning Technology Support: Cost indicated in Goal 1</p> <p>2 - Tech Liaisons Cost indicated in Goal 1</p>	<p>None Specified</p> <p>Title III</p> <p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <p>Parents will be notified of the schools program improvement status through a letter from the principal</p> <p>Parents participate in the development of the IEP during the annual and triennial reviews.</p>	<p>14 days prior to school year</p> <p>July 2018-June 2019</p>		District Funded			
<p>Involvement of After School Program</p> <p>Students are offered opportunities in the REACH program.</p>	July 2018-June 2019	REACH Before and After School Program	<p>Students participating intervention classes receive a pre/post assessment. Student results are analyzed regularly to ensure that students are making progress towards their individual goals.</p> <p>REACH</p>		<p>After School and Education Safety (ASES)</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Other: Purchase technology hardware and accessories to support instruction and data collection. Replace equipment as needed. Provide student certificates and awards for academic and behavioral achievement. Provide replacement equipment that supports instruction, as needed.	July 2018-June 2019	Administration & Psychologist	Computers Cost indicated in Goal 1		None Specified	
			Equipment Cost indicated in Goal 1		None Specified	
			Student Certificates/Awards Cost indicated in Goal 1		None Specified	
			Equipment, Replacement Cost indicated in Goal 1		None Specified	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
National School District is committed in providing safe environments that provide safe, social and emotional physical wellness.
SCHOOL GOAL #5:
Olivewood School is committed to providing all children a school climate that is safe physically and emotionally. We will continue our implementation of monthly drills to prepare for any emergency, such as a fire, lockdown, and earthquake. In addition, we will continue our implementation of PBIS weekly lessons.
Data Used to Form this Goal:
PBIS Organization and California Dashboard.
Findings from the Analysis of this Data:
Our students and school currently have a Silver status in the PBIS Implementation model. CA. Dashboard also shows an increase from green to blue in suspension rates.
How the School will Evaluate the Progress of this Goal:
Children, staff and parents will feel safe at school daily. The school will maintain the silver status in PBIS. Olivewood will also stay in a positive Blue in Suspension rates.
Who are the focus students and what is the expected growth?
All students at Olivewood are part of this goal. The culture of the school is everyone's responsibility.
How does this goal align to your Local Educational Agency Plan goals?
The district believes that every child should have a safe environment that provides safe, social and emotional physical wellness.
Which stakeholders were involved in analyzing data and developing this goal?
Parents, Teachers, Staff, and community members analyze the school data. Olivewood has a PBIS committee that meets on a monthly basis to build on what is working with students and what might need additional support.
What data will be collected to measure student achievement?
Students that are "caught being good" receive OWL Ways slips. Data that will inform our goal are OWL Ways slips, suspension rates, and Illuminate Behavior Incident Reports.
Actions to improve achievement to exit program improvement (if applicable).

We are committed to doing what is best for all our students and continuously reflecting in our planning and actions. Our data will show that suspension rates are down and student engagement and achievement is up.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Practices consistent with Content Standards and Strategic Plan:</p> <ol style="list-style-type: none"> Sanford Harmony curriculum will be taught in classrooms by our school counselor to provide Tier 1 support to all students. Weekly PBIS behavior expectation lessons will be taught consistently at Central School. Weekly Restorative Circles will take place in the classrooms in order to create a safe learning environment where students' concerns can be expressed and addressed. 	December- June 2019	School Counselor		1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development and Data Team Collaboration:</p> <p>1. School Counselor will receive professional development at the district level on the social emotional curriculum, Sanford Harmony.</p> <p>2. Classroom teachers and administrators will participate in Restorative Practices training during the 2018-2019 school year at the district level.</p> <p>3. Social Worker Intern will receive support and guidance from the District's Social Worker on providing social emotional support to Tier 2 students.</p>	December-June 2019	<p>School Counselor</p> <p>Social Worker</p> <p>Principal</p>		1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of Parents, Staff and Community:</p> <ol style="list-style-type: none"> 1. A overview of PBIS, restorative practices, and social emotional supports will be provided to parents at a parent meeting. 2. School and Classroom behavior expectations will be discussed at Back to School Nights. 3. Parents will receive communication via Class Dojo, PBIS referrals, phone calls, emails, for both positive and negative behaviors at school. 4. Parent Volunteers will be asked to participate in recognition assemblies, school festivals, and school events that promote a positive school environment. 	December-June 2019	PBIS Committee Principal Teachers Campus Supervisors				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by

SCHOOL GOAL #1:

Groups participating in this goal (e.g., students, parents, teachers, administrators):

- English Learners
- Students with Disabilities
- All Students

Means of evaluating progress toward this goal:

- Using Data Warehouse and OARS systems, District staff will assess progress of student subgroups

Anticipated annual growth for each group:

- Each group will progress between five and 10 points toward "level three" on the California Dashboard.

Group data to be collected to measure gains:

- Renaissance STAR universal exams
- Learning Headquarters writing assessments
- Site Assessments- HM, EnVision, Writing on demand assessments
- Teacher generated assessments
- . RCD Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Imagine Learning Computer Program will be used as additional support for English Learners Successmaker will be used to support ELA and math instructional programs Tech support for computers Accelerated Reader to support promote increased reading comprehension ELPAC Assessment Support 	July 2018-June 2019	Staff	Imagine Learning Licenses		Title III	
			Successmaker Licenses			
			Salaries of technicians		LCFF	7,956
			Accelerated Reader Licenses		LCFF	4,500
			Assessment Team personnel		Title I	5,445

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:
Provide safe environments that provide safe social and emotional physical wellness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	128070	0.00
LCFF	212613	0.00
Title I Part A: Parent Involvement	3101	0.00
LCAP	69013	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCAP	69,013.00
LCFF	212,613.00
Title I	128,070.00
Title I Part A: Parent Involvement	3,101.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	274,506.00
2000-2999: Classified Personnel Salaries	10,945.00
4000-4999: Books And Supplies	35,476.00
None Specified	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCAP	43,457.00
1000-1999: Certificated Personnel Salaries	LCAP	11,600.00
4000-4999: Books And Supplies	LCAP	13,956.00
	LCFF	37,812.00
1000-1999: Certificated Personnel Salaries	LCFF	164,940.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00
4000-4999: Books And Supplies	LCFF	5,861.00
None Specified	LCFF	2,000.00
	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	97,966.00
2000-2999: Classified Personnel Salaries	Title I	8,945.00
4000-4999: Books And Supplies	Title I	15,659.00
	Title I Part A: Parent Involvement	3,101.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	412,797.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Linnette Gonzalez Castaneda	X				
Megan Curiel		X			
Antonia Lopez		X			
Eulalia Nava		X			
Lupita Saunders			X		
Maria Terriquez				X	
Joaquin Morales				X	
Miriam Zuniga				X	
Hilda Ragsdale				X	
Alicia Aceves				X	
Numbers of members of each category:	1	3	1	4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Safety Committee. PBIS Committee

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on December 20, 2018.

Attested:

Linnette Gonzalez Castaneda

Typed Name of School Principal

Signature of School Principal

Date

Eulalia Nava

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date