

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olivewood Elementary School	37-68221-6038806	May 25, 2023	June 28, 2023

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state’s Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

All stakeholder input and meetings have been done virtually due to Covid-19 Pandemic.

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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" , iReady, and the 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. Currently, the school principal goes into classrooms on a daily basis. In addition to these visits, each school has two visits from executive cabinet each year. During the cabinet walk-throughs, evidence of district initiatives is observed and feedback to staff and the principal are 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

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

Olivewood Elementary School draws upon vital information in a number of state and local assessments to guide instruction to improve student outcomes. Extensive data is assembled on a district electronic database relating to iReady and CAASPP (SBAC, CAA, ELPAC), district and site-based Multiple Measures including Writing Rubrics, Language Arts and Math assessments. Perhaps most unique, is the ability for staff to configure data on the Panorama management system to efficiently evaluate individual, class wide and grade level student performance for instructional planning. Data can be viewed both in numerical/table formats and can be merged into graphical representations. Specific areas of difficulty can be identified by standard and instructional tools can be downloaded to remediate those areas of need.

In Kindergarten through 6th grade, students participate in rigorous daily language arts and mathematics instruction. Literacy support is provided to targeted students by our Language Arts Specialist. Integrated and Designated ELD instruction is provided by the classroom teacher in all grade levels. Targeted Tier 2 and Tier 3 students in grades K-6 are exposed to additional instruction in English Language Arts along with additional Mathematics instruction both completed in small group and/or one-on-one.

Olivewood Elementary School complies with and monitors implementation of instructional time for the adopted programs for Language Arts, Mathematics and ELD. The school also provides additional time for students requiring intervention in Language Arts and Mathematics. Additional time for differentiated instruction throughout the day is provided for Tier 2 and Tier 3 students and special needs students based on their learning needs. Differentiated instruction is also provided for our GATE identified students and our high achievers.

Impact teachers, hired to reduce student-teacher ratio throughout the day, are assigned to work with students based on students' needs. They work with small groups of students providing additional literacy, math or ELD support. Impact teachers receive guidance and support from the site administrator, Language Arts Specialist (LAS) and classroom teachers. A Language Arts Specialist provides a forum for ongoing communication between impact teachers and staff, in-services in curriculum and instructional strategies, modeled and co-taught lessons in the classrooms, planning for small group instruction and planning for in school and extended day intervention classes in Language Arts and Mathematics. Impact teachers and general education teachers are used to supplement Language Arts, mathematics and ELD instruction before and after school especially for students needing intervention in areas of need.

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

Olivewood Elementary School has worked with our National School District departments to align curriculum, instruction and materials closely to a standards based system. Committees comprised of teachers, resource staff and administrators have identified essential English Language Arts and Mathematics standards at each grade level. The essential standards have been integrated into the district standards-based report card. Formal and diagnostic assessments takes place four times per year and are based on a series of comprehensive, criterion referenced tasks and tests. Math Benchmark assessments are given throughout the year at the end of each instructional unit. Running Records are conducted regularly to determine student progress in foundational literacy and comprehension skills. Site-based Assessments include but are not limited to: School Pace, Benchmark Assessment System (BAS) Reading Records, IRLA, UCI Math Unit Assessments, Learning Headquarters Program Writing Prompts, Go Math Mathematics Skill and Benchmark Tests, and iReady Language Arts and Math Diagnostic tests.

Students who are having difficulty performing at grade level standards at Olivewood Elementary School are supported on several levels in the classroom and through site level planning teams. Teachers develop standards-based instructional plans and align to comprehensive assessments that will address the needs of struggling students. Grade level meetings, District Resource Teachers (DRT) consultation sessions, and guidance from the Site Language Arts Specialist (LAS) are all approaches that are brought into play in order to understand the best ways to assist these students. For students who continue to experience difficulties despite regular interventions, Student Study Team (SST) meetings are scheduled to involve the expertise of the School Principal, Speech & Language Pathologist (SLP), School Psychologist and Resource Specialist Program (RSP) Teacher in deciding on more prescriptive academic and behavioral interventions. To complement the SST, teachers have been trained in MTSS and Response to Intervention (RtI), a model adopted by the district to identify and meet the needs of struggling students and use data to assess whether or not they are responding to intervention. This model has been fully implemented in Kindergarten through Sixth grades. Grade level RtI meetings are held throughout the year to discuss specific students, research-based strategies, RtI goals and next steps. The progress of Tier 1 students is monitored every 8 weeks, progress of Tier 2 students is monitored every 4 weeks, and progress of Tier 3 students is monitored weekly to ensure that they are making adequate progress toward their goals. We use several measures to assess whether or not students are responding to intervention. We use RTI progress monitoring assessments, classroom multiple measures, and reports from our instructional software programs. The student, parent and school collaborate on a learning plan emphasizing student/parent accountability and weekly communication. In addition to classroom interventions, additional resources may include the after school YMCA REACH Program.

As discussed previously, Olivewood Elementary School makes a full commitment to collaborating on the analysis of data through grade level groups to plan instructional strategies, share ideas, concerns and explore solutions to common problems. Meetings are held monthly to discuss assessment outcomes, district and site assessments, ELD levels and a variety of data and classroom samples collected to identify areas of strengths and weaknesses. Effective strategies that work are discussed and areas for improvement are analyzed. Primary grades focus on outcomes related to phonemic awareness, phonics, word recognition, reading fluency and comprehension. Teachers work together to ensure the rigor of the writing is at standard for their particular grade.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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. 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 trainings. 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 ELD.

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:

- * Synergy
 - iReady ELA/Math
- * PearDeck
- * SeeSaw
- * ARC (School Pace)
 - Imagine Learning (IL) – all teachers in grades K through 5
 - Accelerated Reader
 - ActivInspire – Promethean Board software
 - Google docs
- * Panaroma
- * Lexia English

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.
- Family, school, district and community resources available to assist all of 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 iReady assessments, IRLA, SELD (Systematic English Language Development, Writing (scoring using rubrics), etc.

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 student 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 counselor works with students experiencing challenges at school (in the classroom as well as on the playground), as well as provides support with crisis counseling, teacher consultation, family counseling, school conflict resolution training PBIS and restorative justice practices.
- 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.
- 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 provide speech and language support
- Kiwanis – provides uniforms, shoes, and other needed clothing items

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

Olivewood School provides a variety of services to students who are formally identified as performing below grade-level. 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 the Language Arts Specialist, School Counselor and principal to discuss student progress and instructional strategies, and prescribe strategic and/or intensive interventions to support at-risk students.

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. Enrichment Teachers release teachers for Data release time Teams to plan instructional strategies based on student needs using the UCI 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 plan for 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 students data which includes iReady ELA and Math scores, IRLA, Benchmark interim assessments, grade-level common formative assessments based on priority standards and on-demand writing pieces.

Panorama Dashboard 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 iReady assessments, District Benchmarks, ELPAC, and attendance to drive our data-driven decision making 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 UCI math units and/or Benchmark ELA units to identify areas of need, formulate short-cycle SMART goals, and create instructional plans, 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

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 the district's Curriculum Consultation Committee, teachers, resource staff and administrators have identified priority language arts and mathematics standards at each grade level. The priority standards are integrated into the district standards-based report card. Assessments are aligned with the California Common Core State Standards. In addition to the informal CCSS assessments, Olivewood uses iReady Reading and Math 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: Benchmark units are utilized by teachers for ELA. Supporting the Benchmark 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, American Reading Company books, Reader's Library and Theme books from Houghton Mifflin, 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, Read Naturally, Benchmark Education Reader's Theaters, and Isabel Beck's Vocabulary. Students also use software and web-based programs on a daily basis (iReady, 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 Benchmark English Language Development program. 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: UCI units are utilized by teachers to teach math conceptually. Students receive mathematics instruction using the district adopted Go Math! math program, UCI math, and supplemental research-based materials that support student learning. Teachers include all components of the program into their instructional time. Students also use iReady Math to strengthen and improve student math skills.

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

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 UC Irvine math units and Go Math! as resources
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

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

UC Irvine Math Project and Benchmark 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.

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.

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 school to ensure that all students and teachers have the required materials.

Opportunity and Equal Educational Access

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.

Evidence-based educational practices to raise student achievement

Teachers at Olivewood 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 Engagement

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

Using Local Control Accountability funding, NSD schools will have the support of a Parent Engagement Resource Teacher for 2023-2024. In addition, the District will be providing parent classes on technology, math, science and ELA at each school. At Olivewood, we have provided various committees and workshops to support parent learning of education best practices.

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. We also have an ELAC committee. At the district level, parents assist with the development of the LEAP and the LCAP through the District Parent Advisory Council.

Funding

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. iReady, 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

Fiscal support (EPC)

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

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents have the opportunity to be involved in the school by attending monthly virtual Coffee with the Principal meetings, ELAC meetings, Parent Teacher Association meetings, school assemblies, and parent workshops. Parents give valuable input on their ideas, goals, needs, and how money should be spent to benefit our students.

The process used to gather information was through input from SSC on May 19, 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We reviewed last year's budget and did an analysis to aim at increasing services for students. We determined the following inequities;

Last year we budgeted funds for additional intervention. However, we did not have enough teachers seeking to work additional hours and that impacted our after school classes. Therefore, we had inequities based on Human Resources and teacher volunteers. As a consequence, students maintained or slight decreased on their assessments.

Based on the needs assessment, last year we budgeted for impact teachers during the regular classroom day. We budgeted for 4 impact teachers to provide push-in and pull out small group support. Unfortunately, we were not able to hire the staff necessary for the positions. It was a Human Resources scarcity. As a result of not having the staff, we budgeted for more up to date standards-based resources for our classrooms.

Furthermore, Covid-19 Pandemic is worldwide and our students are the most vulnerable with additional concerns for entire families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.21%	0.21%	1	1	1
African American	1.5%	1.28%	2.1%	8	6	10
Asian	1.1%	1.07%	0.63%	6	5	3
Filipino	4.4%	2.99%	2.31%	24	14	11
Hispanic/Latino	89.2%	90.83%	91.82%	487	426	438
Pacific Islander	0.6%	0.21%	0%	3	1	0
White	0.9%	1.71%	0.63%	5	8	3
Multiple/No Response	1.5%	1.07%	1.68%	8	5	8
Total Enrollment				546	469	477

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	62	89
Grade 1	68	48	57
Grade 2	61	71	60
Grade 3	75	52	65
Grade 4	84	70	57
Grade 5	87	81	65
Grade 6	93	85	84
Total Enrollment	546	469	477

Conclusions based on this data:

- Olivewood school enrollment has been continuously declining. From 2020-2021 to 2021-2022 we decreased by 77 students. From 2019-2020 to 2021-2022 we declined 105 students.
- Enrollment decline is across San Diego County and we are too being affected by various factors such as high cost of living.
- Olivewood is committed to providing excellent education and hoping to attract families to enroll their children in our school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	251	234	253	46.0%	49.9%	53.0%
Fluent English Proficient (FEP)	98	77	51	17.9%	16.4%	10.7%
Reclassified Fluent English Proficient (RFEP)	23			9.2%		

Conclusions based on this data:

1. The number of English Learners has decreased at Olivewood school along with our decrease in enrollment. From 301 students in 2019-20, to 251 students in 2020-2021 and 234 students in 2021-2022.
2. Our student reclassification had a 73% decrease and went from 15% in 2019-2020 to 4% in 2020-2021. In the 2020-21 school year there was no reclassification data.
3. Olivewood student that reclassified as Fluent English Proficient decrease by 50%. This could be a result of distance learning and not being on site.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	56		0	52		0	52		0.0	92.9	
Grade 4	81	68		0	65		0	65		0.0	95.6	
Grade 5	85	82		0	80		0	80		0.0	97.6	
Grade 6	90	82		0	76		0	76		0.0	92.7	
All Grades	332	288		0	273		0	273		0.0	94.8	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2344.			5.77			11.54			23.08			59.62	
Grade 4		2427.			9.23			23.08			23.08			44.62	
Grade 5		2437.			5.00			22.50			20.00			52.50	
Grade 6		2504.			15.79			26.32			23.68			34.21	
All Grades	N/A	N/A	N/A		9.16			21.61			22.34			46.89	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85			55.77			40.38	
Grade 4		6.15			67.69			26.15	
Grade 5		7.50			62.50			30.00	
Grade 6		18.42			46.05			35.53	
All Grades		9.52			57.88			32.60	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.92			34.62			63.46	
Grade 4		9.23			55.38			35.38	
Grade 5		2.50			46.25			51.25	
Grade 6		11.84			51.32			36.84	
All Grades		6.59			47.62			45.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.77			76.92			17.31	
Grade 4		1.54			80.00			18.46	
Grade 5		3.75			80.00			16.25	
Grade 6		14.47			71.05			14.47	
All Grades		6.59			76.92			16.48	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.92			55.77			42.31	
Grade 4		6.15			69.23			24.62	
Grade 5		6.25			63.75			30.00	
Grade 6		22.37			60.53			17.11	
All Grades		9.89			62.64			27.47	

Conclusions based on this data:

1. In 2018-19 English Language Arts/Literacy CAASPP results show 40.63% of students met or exceeded the standards and in 2021-22 English Language Arts/Literacy CAASPP results show 30.77% of students met or exceeded the standards.
2. From 2018-19 to 2021-22, CAASPP results shows students are moving out of below grade level standards in Reading, Listening and Research/Inquiry.
3. In 2018-19 Writing CAASPP results show 33.43% are below standards and in 2021-22 Writing CAASPP results show 45.79% are below standards. This shows an increase in students performing below grade level in writing. Olivewood Elementary is using a Multi-tiered System of Support (MTSS) to support students by systematically delivering a range of interventions based on demonstrated levels of need.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	56		0	54		0	54		0.0	96.4	
Grade 4	81	68		0	66		0	66		0.0	97.1	
Grade 5	85	82		0	80		0	80		0.0	97.6	
Grade 6	90	82		0	80		0	80		0.0	97.6	
All Grades	332	288		0	280		0	280		0.0	97.2	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.			9.26			18.52			20.37			51.85	
Grade 4		2418.			3.03			10.61			40.91			45.45	
Grade 5		2425.			1.25			6.25			30.00			62.50	
Grade 6		2482.			10.00			11.25			35.00			43.75	
All Grades	N/A	N/A	N/A		5.71			11.07			32.14			51.07	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.52			31.48			50.00	
Grade 4		4.55			43.94			51.52	
Grade 5		1.25			30.00			68.75	
Grade 6		12.50			41.25			46.25	
All Grades		8.57			36.79			54.64	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56			42.59			51.85	
Grade 4		1.52			48.48			50.00	
Grade 5		2.50			48.75			48.75	
Grade 6		8.75			43.75			47.50	
All Grades		4.64			46.07			49.29	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.11			57.41			31.48	
Grade 4		1.52			62.12			36.36	
Grade 5		2.50			51.25			46.25	
Grade 6		10.00			60.00			30.00	
All Grades		6.07			57.50			36.43	

Conclusions based on this data:

1. In 2018-19 Mathematics CAASPP results show 28.66% of students met or exceeded the standards and in 2021-22 Mathematics CAASPP results show 16.78% of students met or exceeded the standards.
2. From 2018-19 to 2021-22, Mathematics CAASPP results shows students are moving out of below grade level standards in Communicating Reasoning: Demonstrating ability to support mathematical conclusions.
3. From 2018-19 to 2021-22, Mathematics CAASPP results shows an increase in students performing below grade level standards in the domain of Concepts & Procedures and in the domain of Problem Solving & Modeling/Data Analysis . Olivewood Elementary is using a Multi-tiered System of Support (MTSS) to support students by systematically delivering a range of interventions based on demonstrated levels of need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1393.9			1410.6			1354.6		0	31	
1		1441.9			1456.0			1427.3		0	30	
2		1463.6			1471.6			1455.2		0	42	
3	1482.3	1470.4		1476.9	1462.7		1487.1	1477.5		45	30	
4	1508.7	1513.6		1504.6	1509.7		1512.1	1517.2		46	37	
5	1490.4	1517.9		1491.5	1512.0		1488.7	1523.3		21	41	
6	1530.1	1495.6		1529.2	1490.9		1530.4	1499.9		27	23	
All Grades										139	234	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.67			20.00			43.33			30.00			30	
1		6.67			20.00			66.67			6.67			30	
2		7.50			42.50			32.50			17.50			40	
3	8.89	6.67		37.78	23.33		33.33	43.33		20.00	26.67		45	30	
4	15.22	18.92		43.48	51.35		30.43	18.92		10.87	10.81		46	37	
5	0.00	14.63		28.57	41.46		52.38	34.15		19.05	9.76		21	41	
6	11.11	4.35		51.85	30.43		25.93	34.78		11.11	30.43		27	23	
All Grades	10.07	9.96		41.01	34.20		33.81	38.10		15.11	17.75		139	231	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		13.33			23.33			43.33			20.00			30	
1		23.33			20.00			50.00			6.67			30	
2		27.50			37.50			27.50			7.50			40	
3	31.11	10.00		35.56	36.67		11.11	36.67		22.22	16.67		45	30	
4	34.78	40.54		43.48	37.84		13.04	13.51		8.70	8.11		46	37	
5	23.81	26.83		42.86	56.10		14.29	7.32		19.05	9.76		21	41	
6	25.93	21.74		40.74	30.43		22.22	21.74		11.11	26.09		27	23	
All Grades	30.22	24.24		40.29	35.93		14.39	27.27		15.11	12.55		139	231	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00			16.67			46.67			36.67			30	
1		3.33			13.33			43.33			40.00			30	
2		5.00			30.00			37.50			27.50			40	
3	2.22	10.00		17.78	10.00		62.22	43.33		17.78	36.67		45	30	
4	4.35	5.41		34.78	35.14		41.30	45.95		19.57	13.51		46	37	
5	0.00	4.88		0.00	19.51		47.62	53.66		52.38	21.95		21	41	
6	3.70	0.00		29.63	13.04		40.74	39.13		25.93	47.83		27	23	
All Grades	2.88	4.33		23.02	20.78		48.92	44.59		25.18	30.30		139	231	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.24			55.17			27.59			29	
1		30.00			63.33			6.67			30	
2		20.00			72.50			7.50			40	
3	26.67	26.67		51.11	56.67		22.22	16.67		45	30	
4	39.13	56.76		58.70	37.84		2.17	5.41		46	37	
5	4.76	17.07		76.19	78.05		19.05	4.88		21	41	
6	22.22	4.35		62.96	73.91		14.81	21.74		27	23	
All Grades	26.62	25.65		59.71	62.61		13.67	11.74		139	230	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		6.67			63.33			30.00			30	
1		20.00			70.00			10.00			30	
2		35.90			53.85			10.26			39	
3	39.47	21.43		39.47	50.00		21.05	28.57		38	28	
4	45.24	36.11		45.24	55.56		9.52	8.33		42	36	
5	55.56	51.28		27.78	33.33		16.67	15.38		18	39	
6	50.00	47.83		34.62	34.78		15.38	17.39		26	23	
All Grades	45.97	32.00		38.71	51.56		15.32	16.44		124	225	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00			66.67			33.33			30	
1		6.67			43.33			50.00			30	
2		2.50			72.50			25.00			40	
3	8.89	13.33		53.33	26.67		37.78	60.00		45	30	
4	4.35	10.81		69.57	78.38		26.09	10.81		46	37	
5	0.00	7.32		47.62	63.41		52.38	29.27		21	41	
6	18.52	4.35		25.93	21.74		55.56	73.91		27	23	
All Grades	7.91	6.49		52.52	56.28		39.57	37.23		139	231	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		23.33			40.00			36.67			30	
1		3.33			86.67			10.00			30	
2		12.82			58.97			28.21			39	
3	11.11	3.33		73.33	80.00		15.56	16.67		45	30	
4	6.52	16.22		84.78	72.97		8.70	10.81		46	37	
5	0.00	17.07		61.90	70.73		38.10	12.20		21	41	
6	0.00	4.35		96.30	69.57		3.70	26.09		27	23	
All Grades	5.76	12.17		79.86	68.26		14.39	19.57		139	230	

Conclusions based on this data:

1. 2021-22 English Language Proficiency Assessments(ELPAC) indicated 10% well developed (Level 4), 30% moderately developed (Level 3), 35% Somewhat developed (level 2), 11% minimally developed (level 1).
2. Olivewood data shows that we have a large number of students moderately developed (Level 3) and Somewhat developed (level 2) English Language proficiency. It is essential for teachers to collaborate, plan and deliver quality Integrated (throughout the day) and Designated (daily) English Language Development lessons.
3. Only 10% of students at well developed (Level 4) meet the criteria to be considered for reclassification.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
469	75.3	49.9	0.2
Total Number of Students enrolled in Olivewood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	234	49.9
Foster Youth	1	0.2
Homeless	50	10.7
Socioeconomically Disadvantaged	353	75.3
Students with Disabilities	48	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	1	0.2
Asian	5	1.1
Filipino	14	3.0
Hispanic	426	90.8
Two or More Races	5	1.1
Pacific Islander	1	0.2
White	8	1.7

Conclusions based on this data:

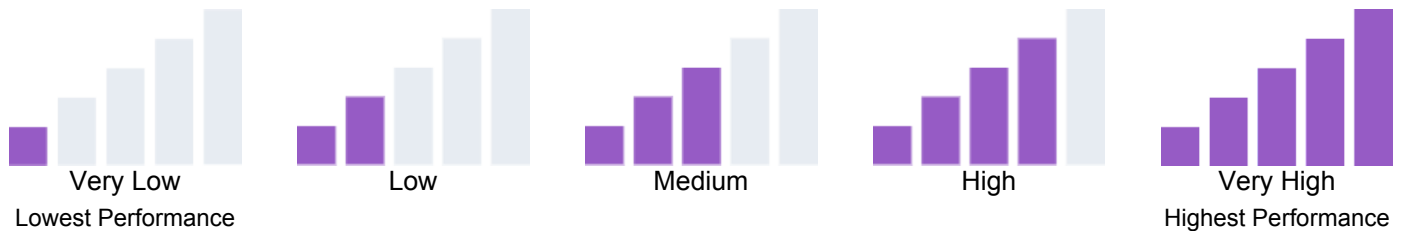
1. The 2021-22 Student Population shows 469 students enrolled. Out of those 469 students, 75% are socioeconomically disadvantaged and 50% are English Language Learners. Out of those 469 students, 10% are homeless and 10% are students with disabilities.
2. The majority of students that attend Olivewood are Hispanic. They make up almost 91% of our population.
3. Olivewood school has about 10% of students with an active Individualized Educational Program (IEP). It is imperative that we support all of our students and differentiate to meet everyone's needs.

School and Student Performance Data

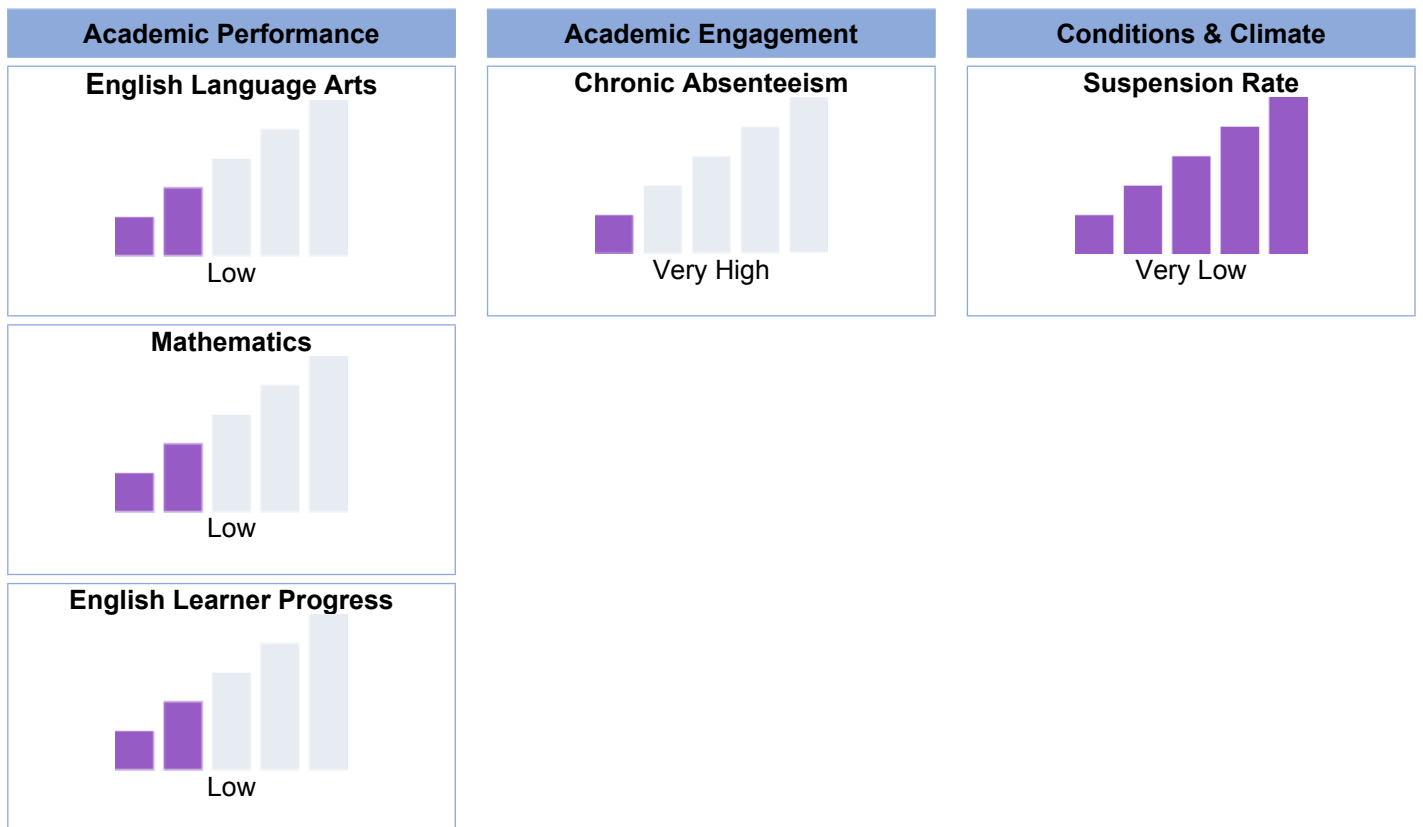
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. On the fall 2022 dashboard the section of Academic Engagement, indicates very high chronic absenteeism.
2. The fall 2022 dashboard indicates low academic performance in English Language Arts (ELA), Mathematics and for English Learners (EL's). We must continue to provide professional development on effective teaching practices for ELA, Math and EL's.

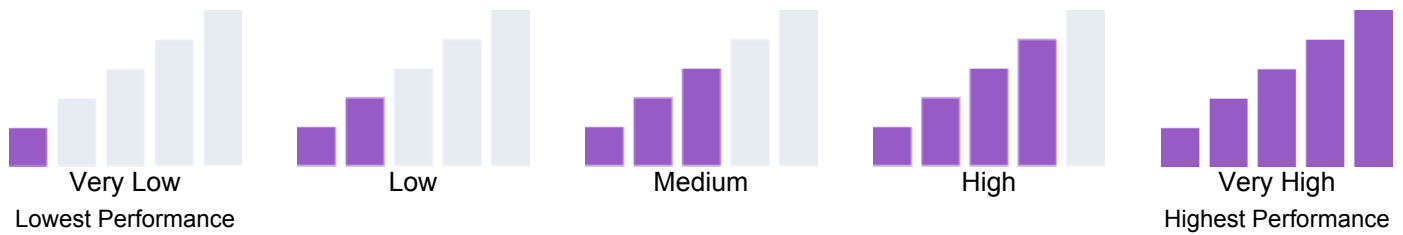
3. The fall 2022 dashboard indicates student suspension was very low. We must continue to provide a safe and restorative school setting to maintain our suspension rate at a successful level for students.

School and Student Performance Data

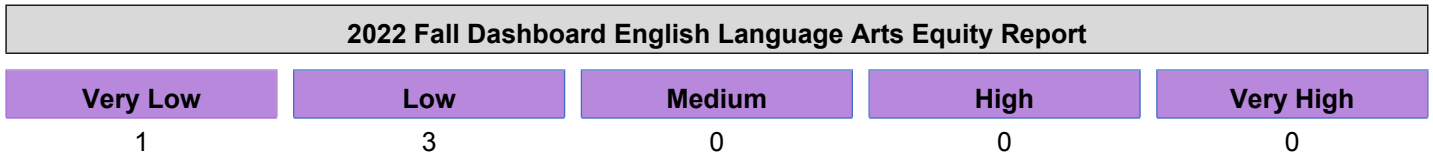
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

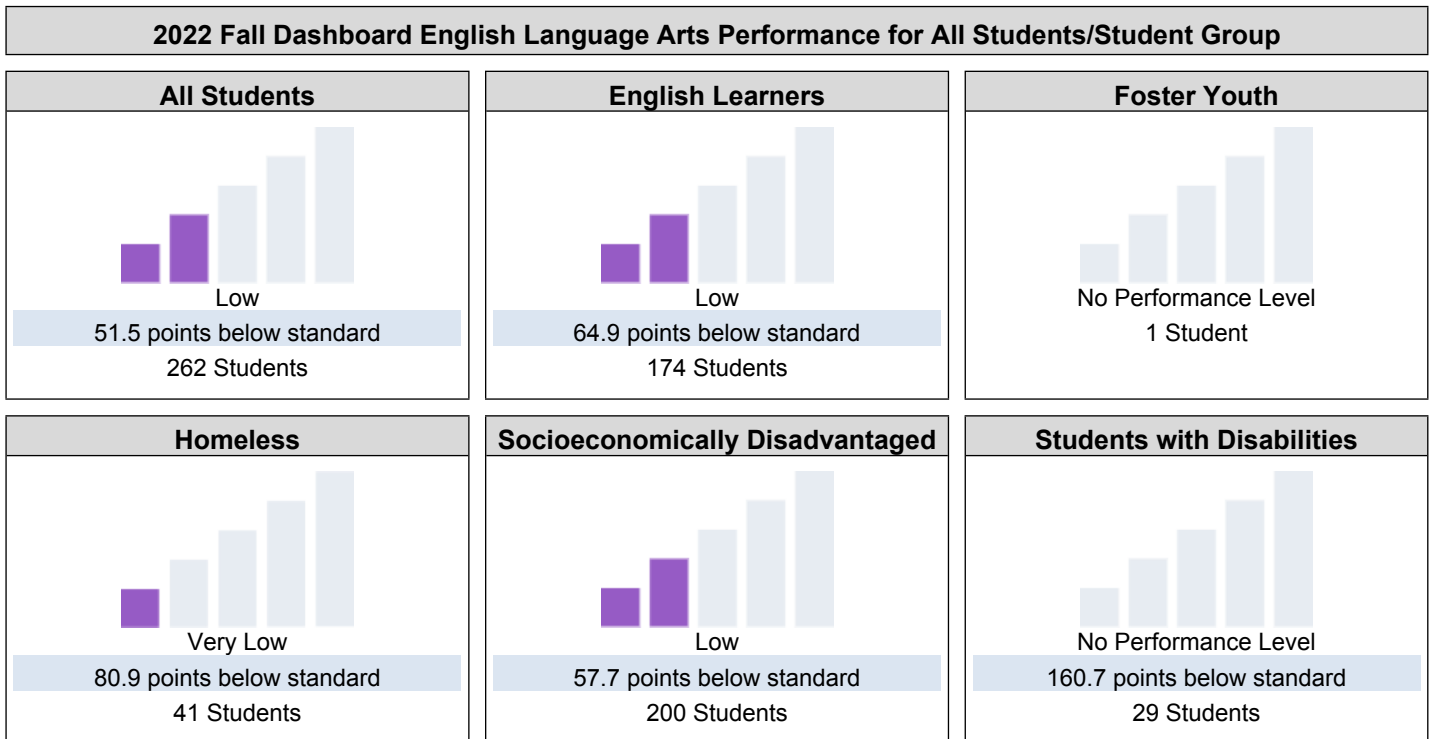
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



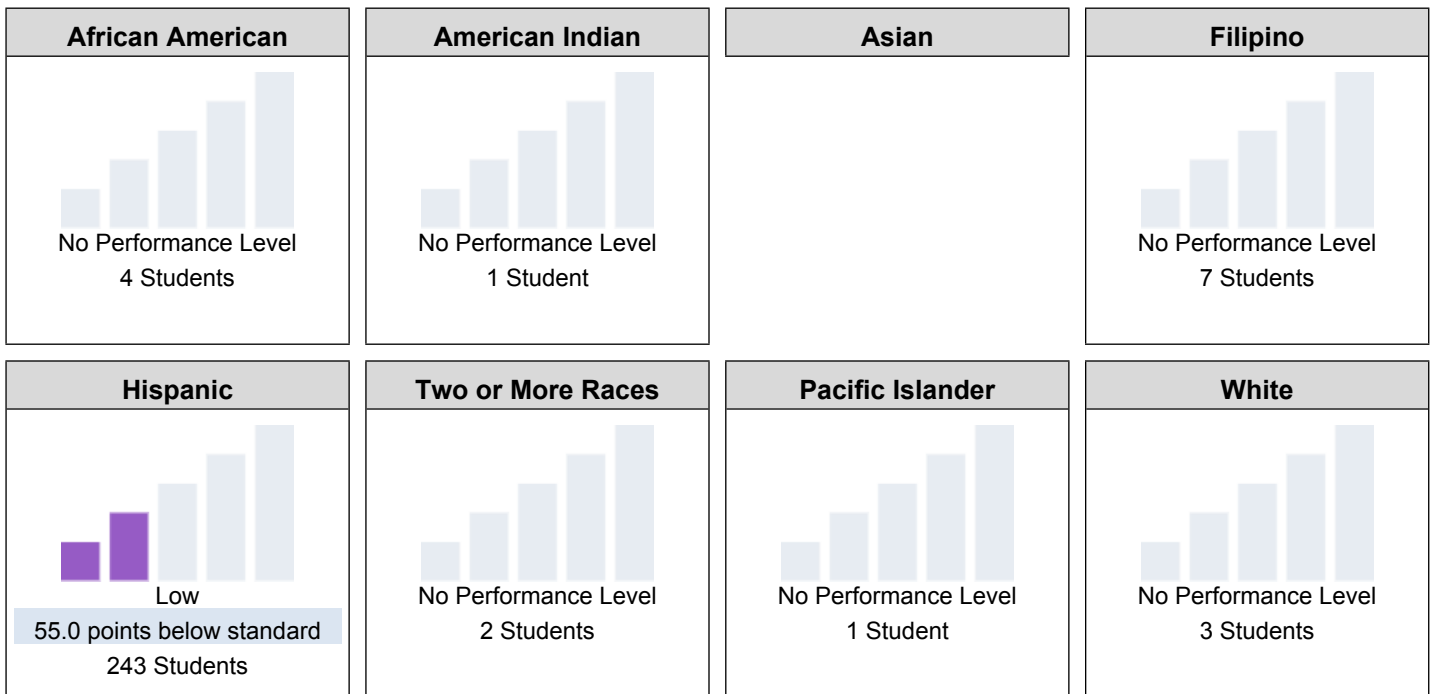
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.8 points below standard 112 Students	8.8 points above standard 62 Students	29.3 points below standard 78 Students

Conclusions based on this data:

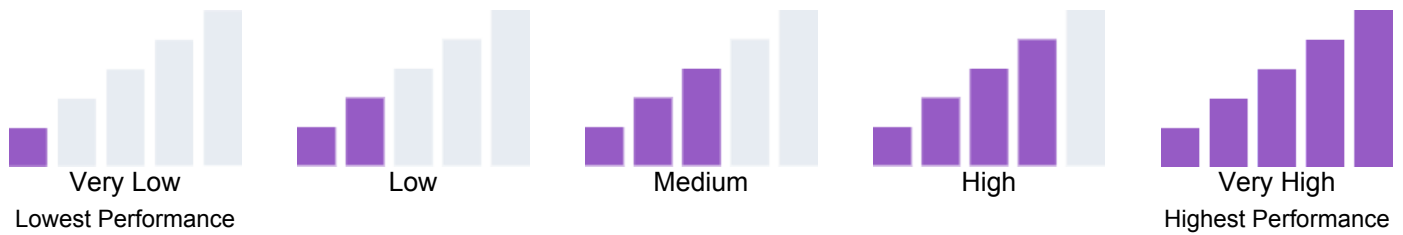
- The 2022 Fall Dashboard data indicates that current English Learners are 105.8 points below standard however reclassified English Learners are 8.8 points above standard. This correlates with the research that English Language Learners struggle in the first 3-5 years while developing the English language but then obtain higher academic achievement than monolinguals when the two languages are well developed.
- The 2022 Fall Dashboard data for our homeless population shows very low academic performance in English Language Arts
- The 2022 Fall Dashboard data for our Hispanic, social-economically disadvantaged and English Learner population shows low academic performance in English Language Arts

School and Student Performance Data

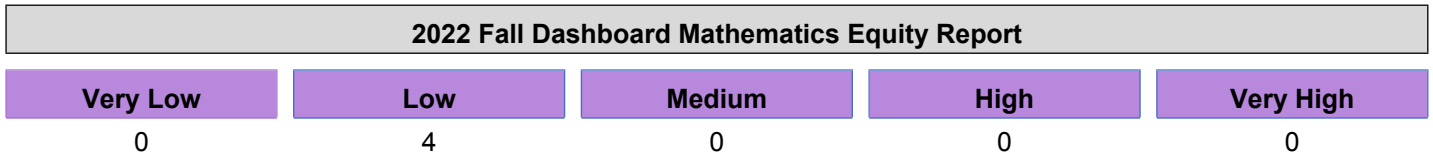
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

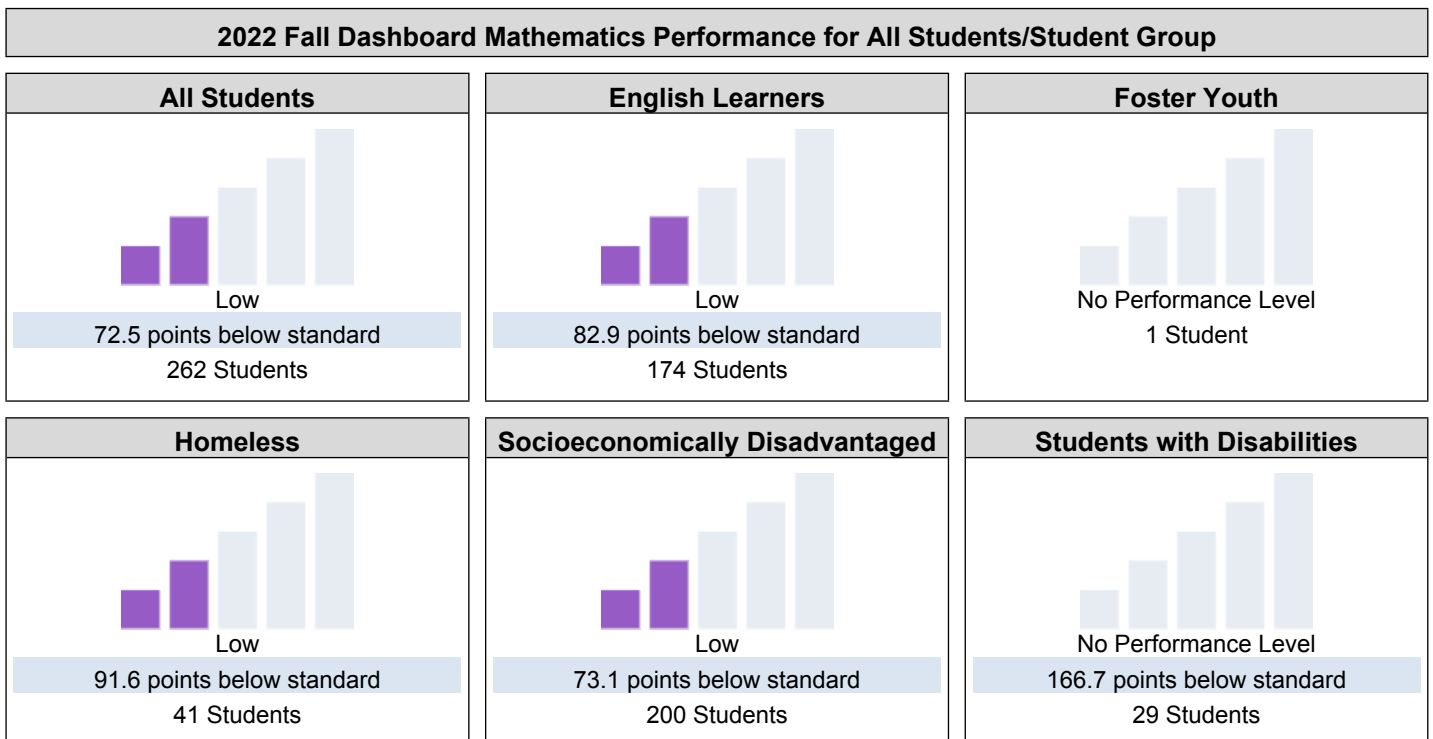
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



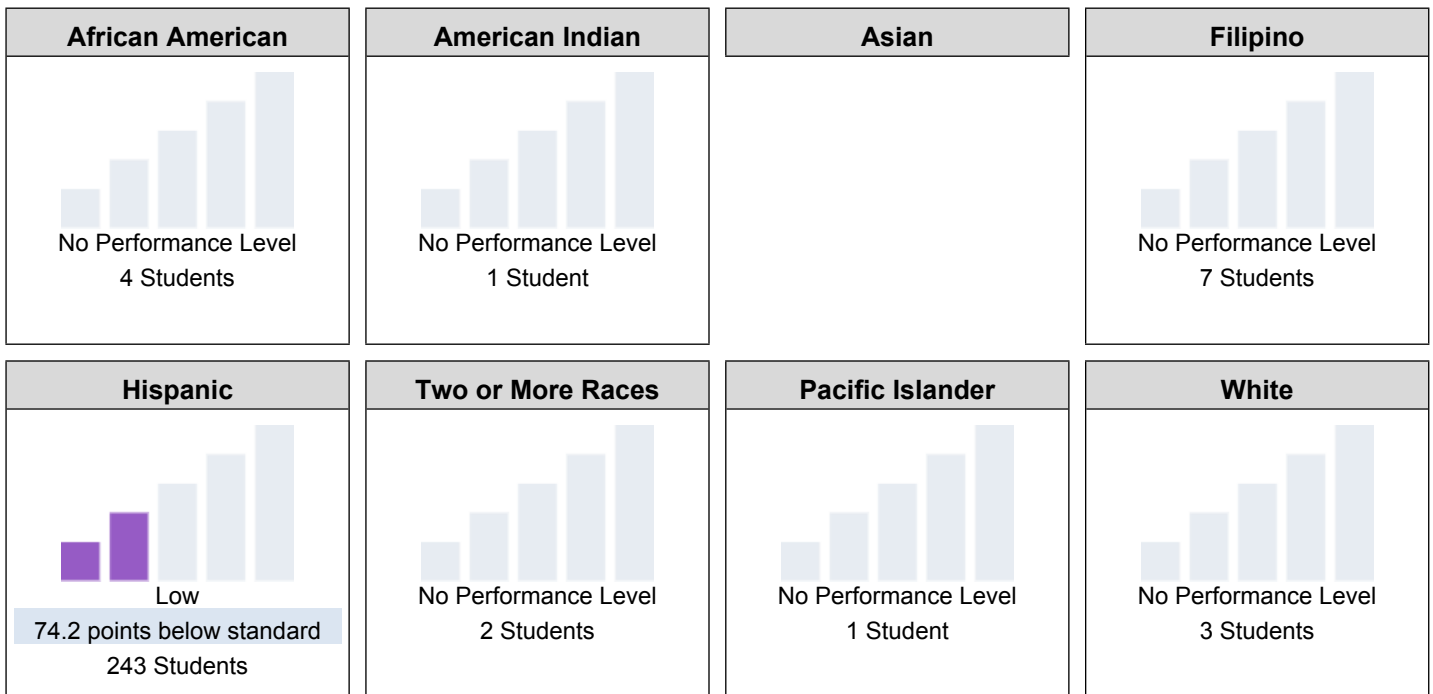
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">109.4 points below standard</p> <p>112 Students</p>	<p style="background-color: #e6f2ff;">35.0 points below standard</p> <p>62 Students</p>	<p style="background-color: #e6f2ff;">59.3 points below standard</p> <p>78 Students</p>

Conclusions based on this data:

1. The 2022 Fall Dashboard indicates that current English Learners are 109.8 points below standard while reclassified English Learners are 35.0 points below standard.
2. The 2022 Fall Dashboard indicates that our Hispanic, social-economically disadvantaged, homeless and English Learner population show low academic performance in mathematics.
3. The 2022 Fall Dashboard data indicates that all (262) students scored 72.5 points below standard in Mathematics.

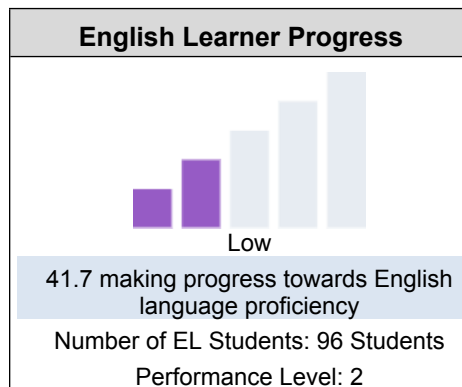
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5%	46.9%	0.0%	41.7%

Conclusions based on this data:

1. The 2022 Fall Dashboard data shows that 11 English Learners decreased one level on the English Learner Progress Indicator (ELPI).
2. The 2022 Fall Dashboard data shows that 40 out of 96 English Learners maintained on the English Learner Progress Indicator (ELPI).
3. The 2022 Fall Dashboard data shows that 40 out of 96 English Learners progressed at least one level on the English Learner Progress Indicator (ELPI).

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

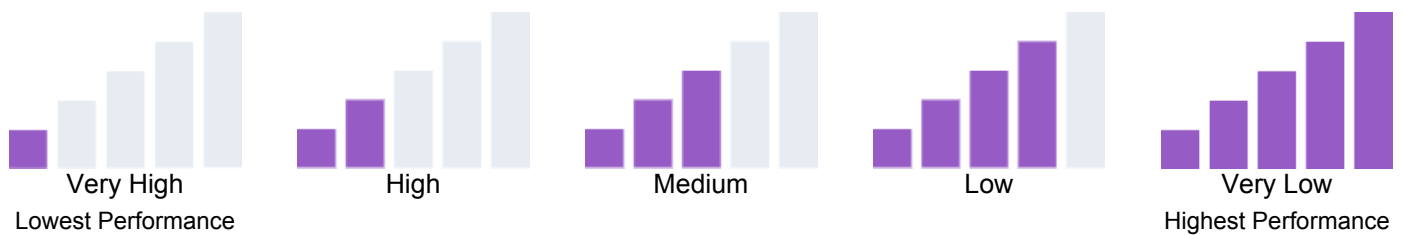
- 1.

School and Student Performance Data

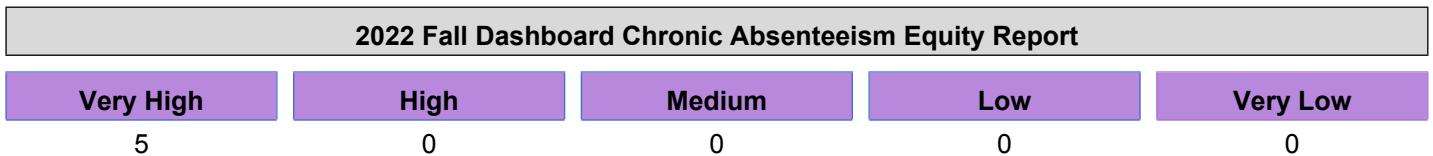
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

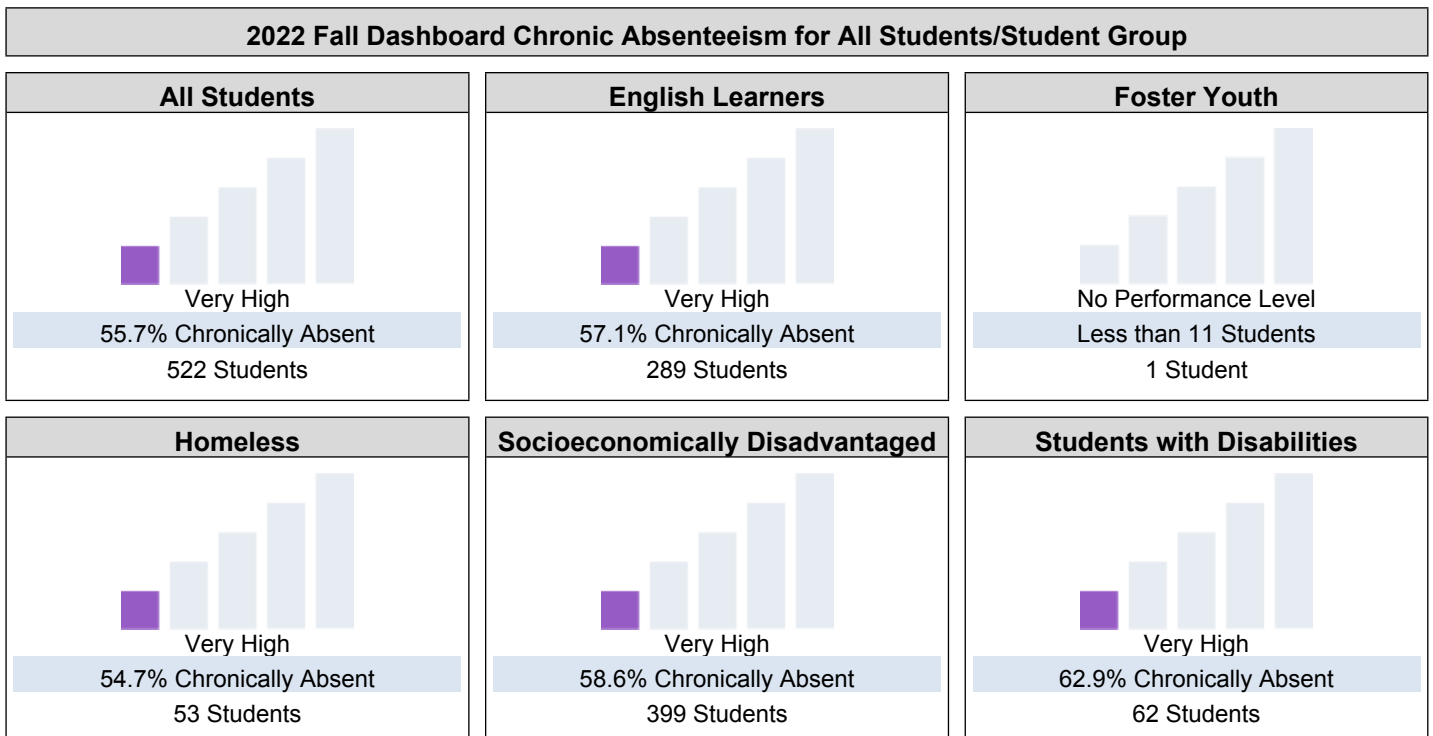
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



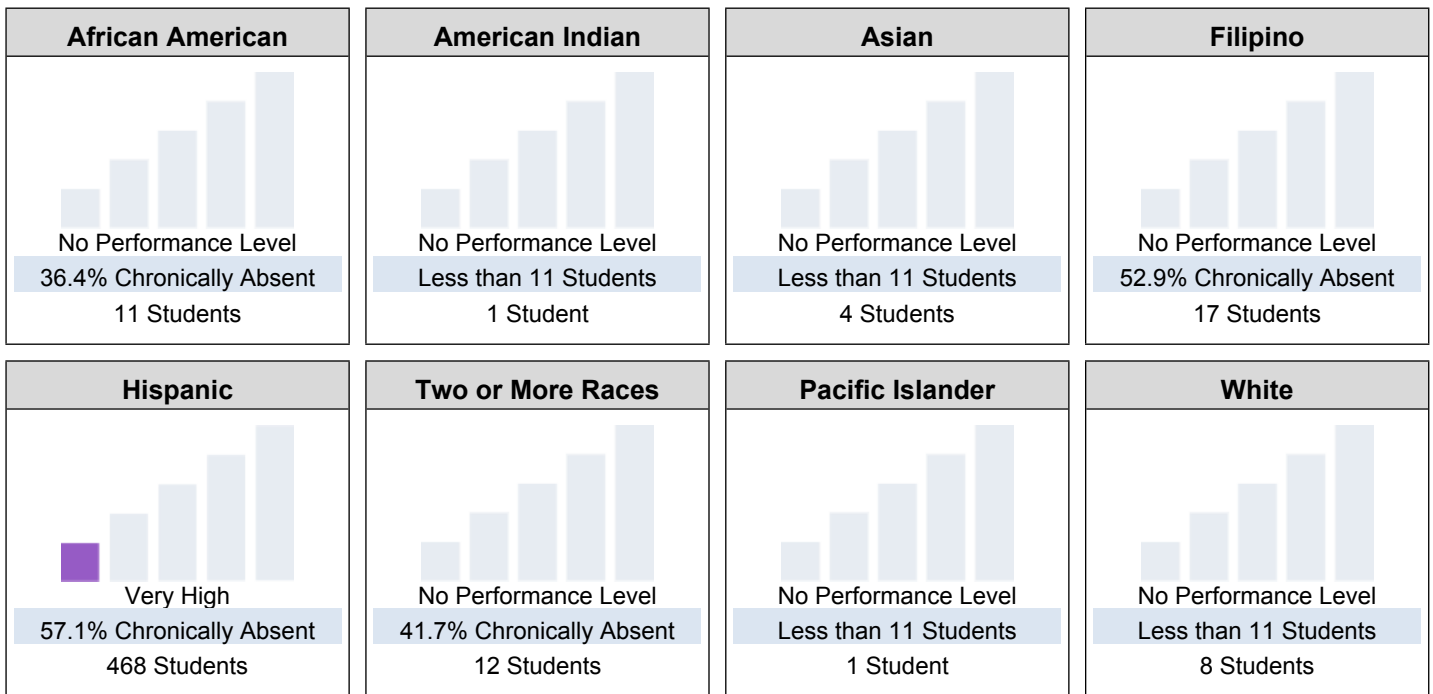
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

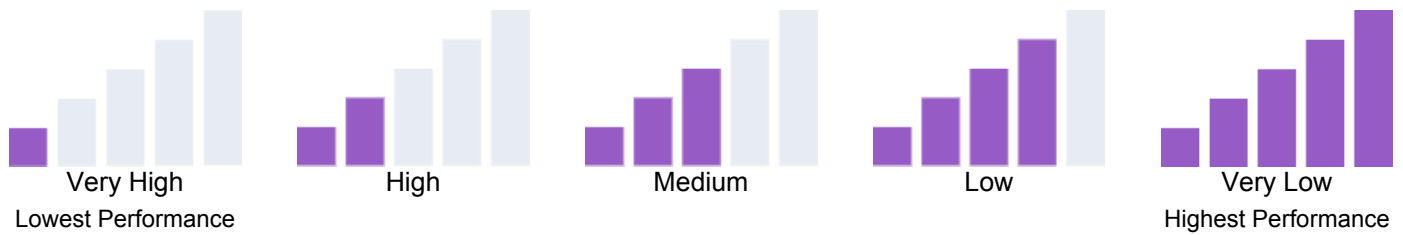
1. The 2022 Fall Dashboard indicates that 57.7% of our students are chronically absent and scored very high chronic absenteeism.
2. The 2022 Fall Dashboard indicates that our Hispanic, students with disabilities, social-economically disadvantaged, homeless and English Learner population scored very high for chronic absenteeism.
3. According to research, creating a positive school climate can improve students' academic achievement, attendance, and engagement. Our school will focus on creating a positive school climate to improve students' academic achievement, attendance and engagement. Our school will also identify the needs of families with chronic absenteeism and provide those families with resources and supports on a case by case basis. Our school will provide multiple opportunities to inform parents and students the value of coming to school on a consistent bases.

School and Student Performance Data

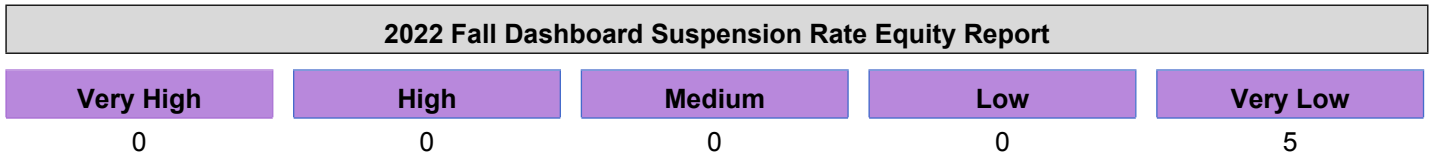
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

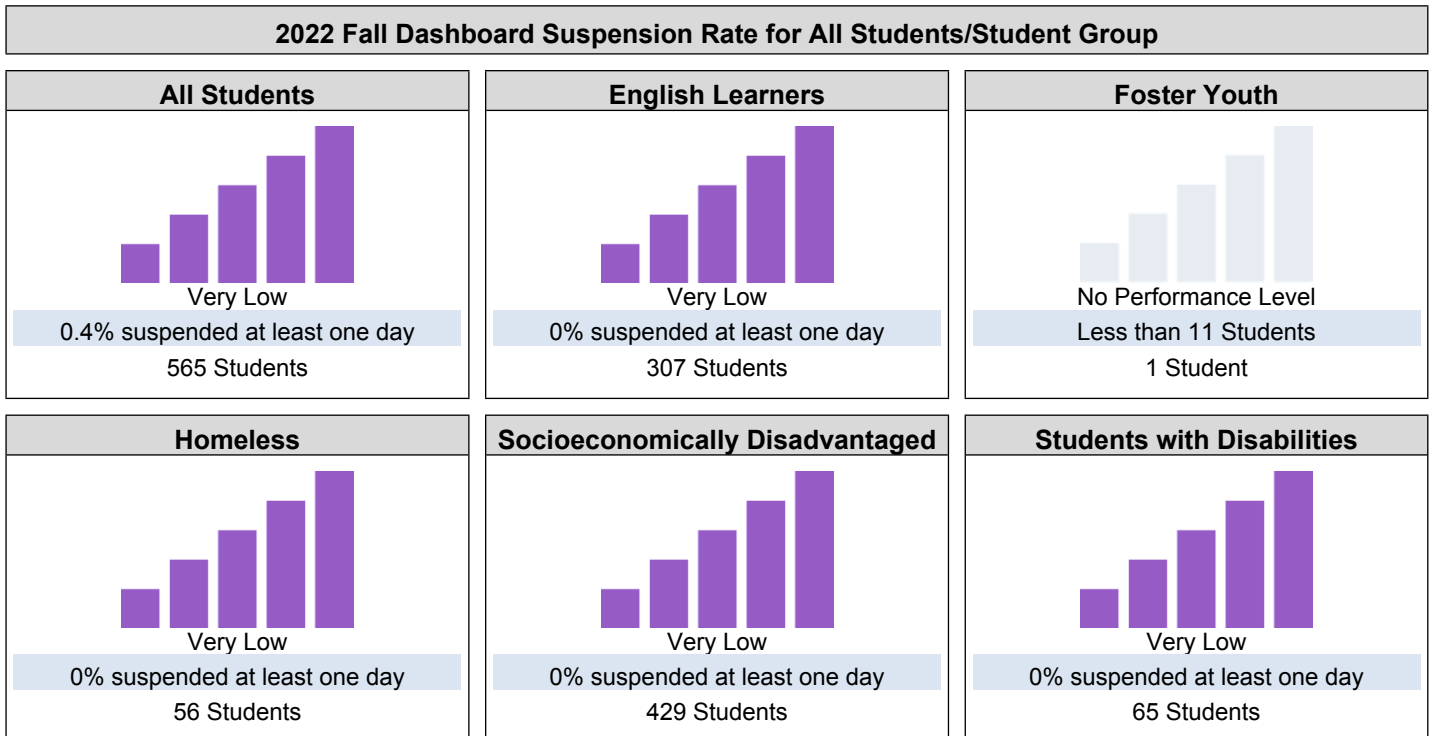
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



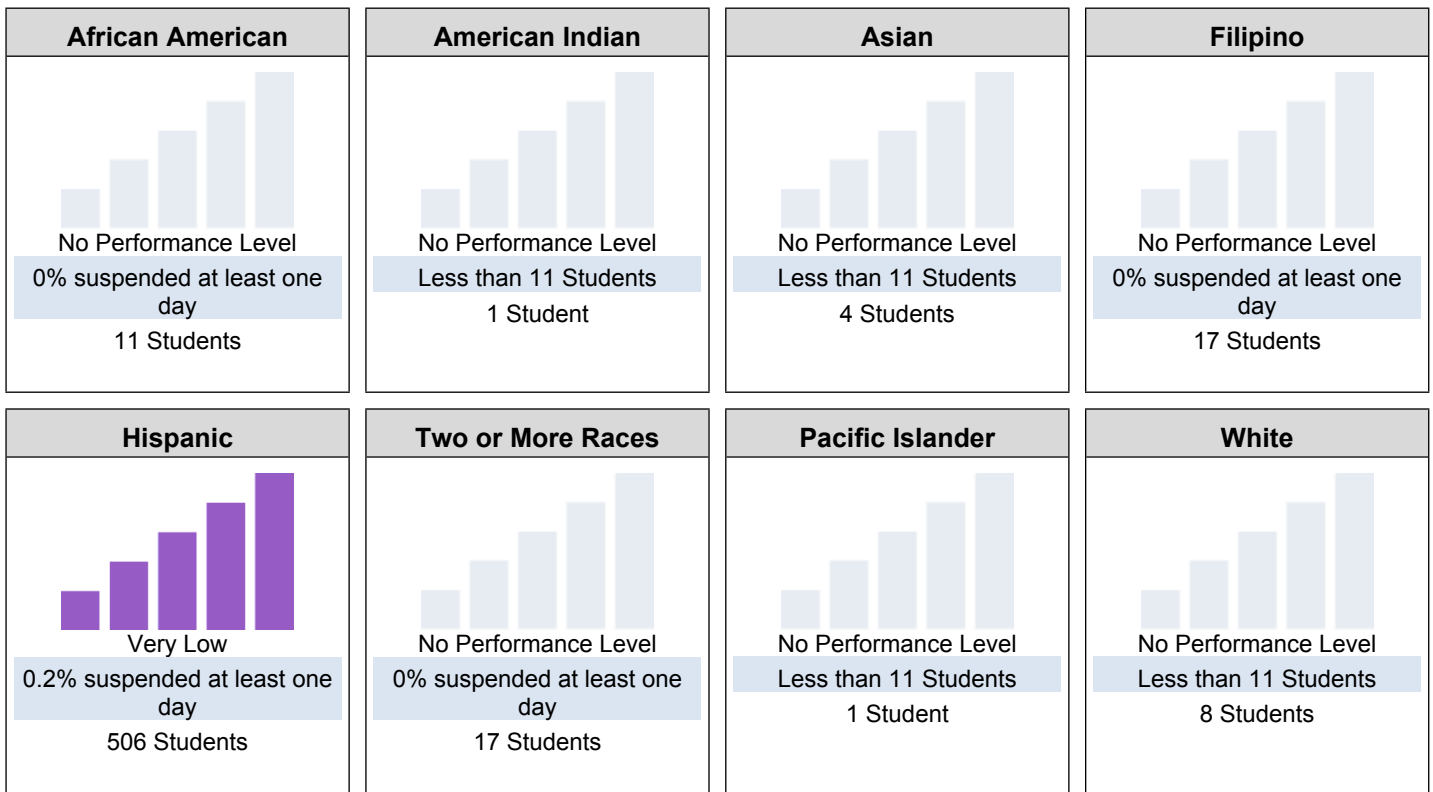
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Olivewood is proud to share that we are at a High Performance level in suspension rate.
2. Olivewood community believes in restorative practices, positive behavior intervention supports, and restorative justice. We aim to always provide a safe and nurturing environment for all students.
3. Olivewood has many supports for all students that make our school a great place to be.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned improvement in Student Performance for English Learners

LEA/LCAP Goal

English Learners will acquire English at a rate that will enable them to acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

Goal 1

English Learners will actively engage in grade level standards based instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency. Teachers will collaborate, plan and deliver quality Integrated (throughout the day) and Designated (daily) English Language Development lessons.

- A. The English Learner Reclassification rate will increase 5% in 2022-2023.
- B. The percentage of English learners meeting or exceeding grade level standards on the Fall iReady Reading Diagnostic will increase by 5%.
- C. The percentage of English learners meeting or exceeding grade level standards on the Fall iReady Math Diagnostic will increase by 5%.
- D. The ELPAC overall average score will increase by 2% and by 50 points.

Identified Need

- A. In 2021- 2022 Olivewood reclassification rate was 1.6%
- B. According to Fall of 2020-2021 iReady ELA, only 19% of EL's at Olivewood were identified as Tier 1 compared to Fall of 2021-2022 where only 2% of EL's were identified as Tier 1; showing a decrease of 17%.
- C. According to Fall of 2020-2021 iReady Math, only 14% of EL's at Olivewood were identified as Tier 1 compared to Fall of 2021-2022 where only 1% of EL's were identified as Tier 1; showing a decrease of 13%.
- D. 2021-22 English Language Proficiency Assessments (ELPAC) indicated 10% well developed (Level 4), 30% moderately developed (Level 3), 35% Somewhat developed (level 2), 11% minimally developed (level 1). The data shows a large number of students at (moderately (level 3) and somewhat (level 2) developed English Language proficiency. Data shows only 10% of students at well developed (Level 4) meet the criteria to be considered for reclassification.
- E. The 2022 Fall Dashboard data shows that 11 English Learners decreased one level on the English Learner Progress Indicator (ELPI).
- F. The 2022 Fall Dashboard data shows that 40 out of 96 English Learners maintained on the English Learner Progress Indicator (ELPI).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	10 % Met or Exceed Standards	15% Will meet or Exceed Standards
CAASPP Math EL Data	6% Met or Exceed Standards	11% Will meet or Exceed Standards
ELPAC Overall Data	10% scored level 4 Well developed English Language Proficiency	12% will score level 4 Well developed English Language Proficiency
ELPAC Oral Data	24% scored level 4 Well developed oral English Language Proficiency	26% will score level 4 Well developed Oral English Language Proficiency
iReady ELA EL Data (Fall 22-23)	4% of students in Tier 1	7% of students in Tier 1
iReady Math EL Data (Fall 22-23)	3% of students in Tier 1	9% of students in Tier 1
Reclassification Rate	1.6% reclassification rate	7% reclassification rate

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement Impact Teacher support. Impact Teachers will support English Learners in English Language Arts, Math and Language Acquisition. Impact Teachers will provide small group, targeted and differentiated instruction to support English Learners needs to improve student outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Impact Teachers to support RTI students and ELD.

8000

LCAP
4000-4999: Books And Supplies

Supplemental books and materials necessary for instruction. Enriching equity and multicultural content.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood Elementary school will implement professional development in order to effectively implement the CA ELD standards during Designated and Integrated ELD. Teachers will also receive professional development in differentiated Instruction to meet English Learners needs. In addition, teachers will receive training on how to monitor the growth of English Learners (EL's) in English Language Development and in all academic areas. These learning opportunities will be provided by district resource teachers, the English Learner Liaison, and outside consultants. Teachers will also be offered compensation for working outside of their working hours to collaborate and plan lessons to meet the needs of our English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries
Pay for visiting teachers (substitutes) so Olivewood teachers can be released for professional development.
Pay Olivewood Teachers hourly (if professional development is outside of their working hours).

Title I

English Learner Liaison

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Our Language Arts Specialist (LAS) will provide support to English Learners (EL's) in the area of reading and literacy. The Language Arts Specialist is highly trained in assessment and instruction in English Language Arts. Our LAS will support EL's by providing differentiated small group instruction based on student need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I In house production of materials and additional resources.
5,000	LCAP 4000-4999: Books And Supplies Resources to support small group instruction with LAS Teachers
	Language Arts Specialist -District Prepaid

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood Elementary will promote parent engagement and involvement opportunities. Parent trainings will be provided to support and inform parents on ways to support their children (our students) in their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Parent Conference attendance for parents to learn about English Language Resources and Strategies. Parent workshops at Olivewood.
4000	Title I 5000-5999: Services And Other Operating Expenditures

Incentives (including refreshments when it is permitted) for Parents when attending school meetings and/or workshops.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will hire an English Language Liaison. The English Learners Liaison will support teachers with ELD instruction and monitor EL data. This includes growth, long-term English Learners, and reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
English Learners Liaison Stipend for the year.
This position directly supports English Learners (strategies, monitoring, and communication).

2000

Title I
5000-5999: Services And Other Operating Expenditures
Materials needed for operation/communication purposes.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement the use of adaptive online programs to support English Language Learners (ELL). Lexia English Language Development, an online adaptive blended learning program that supports students' English language acquisition through academic conversations will be provided to every ELL. The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies. In addition, students will use iReady and Imagine Learning Programs to support growth in language and content areas. These programs build on what students know and support differentiated instruction to meet student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies Technology for supplemental support in distance learning.
1000	Title I 1000-1999: Certificated Personnel Salaries Technology Liaison to provide support in accessing and using reports.
1894	LCAP 5000-5999: Services And Other Operating Expenditures License for online programs.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

The school will be provided with support in administering the ELPAC assessments. This data will support teachers and stakeholders in knowing where students are at and next steps to support their academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I 1000-1999: Certificated Personnel Salaries Teachers will provide support with the ELPAC assessments to make data-driven decisions.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Olivewood will implement targeted authentic hands-on real-world learning experiences for children. Students will be provided with field trip opportunities that build upon classroom instruction and

supports the grade level standards to increase their content knowledge. This activity includes cost for entrance, transportation and online presentations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCAP 5000-5999: Services And Other Operating Expenditures field trips and assemblies.
5000	LCAP 5000-5999: Services And Other Operating Expenditures Physical Field Trips and buses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Language Learners (ELL) will be part of the RTI process. Teachers and support staff will monitor the progress of all ELL in achieving English language proficiency (ELP) and in acquiring content knowledge. In addition, ELL Social Emotional Learning and attendance will be monitored. Data will be used to inform instruction, develop and implement strategies and interventions to meet ELL needs. Classroom teachers will be released to input and analyze data as well as to attend Response To Intervention (RTI) meetings to address the needs of their ELL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Extra clerical help to monitor EL attendance

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Planned Improvements in Student Academic Performance

LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving needed for future success.

Goal 2

Olivewood data is continuously analyzed to promote student growth and academic achievement.

All students will actively engage in grade level, standards based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss.

A. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic, will increase by 10%.

B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 10%.

C. The percentage of all students meeting or exceeding standards on CAASSP ELA & math will increase by 10%

D. California Science Test (CAST) scores for 5th grade students will increase by 2% each year.

Olivewood will continue using a Multi-tiered System of Support (MTSS) to support students by systematically delivering a range of interventions based on demonstrated levels of need.

Identified Need

A. According to Fall of 2020-2021 IReady Reading, only 24% of students were identified as Tier 1 compared to Fall of 2021-2022 where only 11% were identified as Tier 1; showing a decrease of 13%.

B. According to Fall of 2020-2021 iReady Math, only 18% of our students were identified as Tier 1 compared to Fall of 2021-2022 where only 5% of students were identified as Tier 1; showing a decrease of 13%.

C. In 2018-19 English Language Arts/Literacy CAASPP results show 40.63% of students met or exceeded the standards and in 2021-22 English Language Arts/Literacy CAASPP results show 30.77% of students met or exceeded the standards.

D. In 2018-19 Mathematics CAASPP results show 28.66% of students met or exceeded the standards and in 2021-22 Mathematics CAASPP results show 16.78% of students met or exceeded the standards.

E. In 2018-19 Writing CAASPP results show 33.43% are below standards and in 2021-22 Writing CAASPP results show 45.79% are below standards. This shows an increase in students performing below grade level in writing.

F. From 2018-19 to 2021-22, Mathematics CAASPP results shows an increase in students performing below grade level standards in the domain of Concepts & Procedures and in the domain of Problem Solving & Modeling/Data Analysis .

The iReady Diagnostic is an assessment that has proven to correlate with the CAASPP assessment. According to the 2021-2022 Diagnostic 3 (End of year) IReady, 65% did not meet the grade level standards in reading and 72% of students did not meet the grade level standards in mathematics. It is urgent that our students get the supports necessary to progress to at grade-level performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	31% Meet or Exceed Standards	41% of students will Meet or Exceed grade level standards
CAASPP Math All Students	17% Meet or Exceed Standards	27% of students will Meet or Exceed grade level standards
iReady Reading All Students	24% of students were identified as Tier 1	34% of students will be identified as Tier 1 (Meeting grade level Standards)
iReady Math All Students	18% of our students were identified as Tier 1	28 % of students will be identified as Tier 1 (Meeting grade level Standards)
CAASPP ELA SWD	0% Meet or Exceed Standards	1% Meet or Exceed Standards
CAASPP Math SWD	0% Meet or Exceed Standards	1% Meet or Exceed Standards
iReady Reading SWD	0% Meet or Exceed Standards	1% Meet or Exceed Standards
iReady Math SWD	0% Meet or Exceed Standards	1% Meet or Exceed Standards

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will implement teacher collaboration and collective efficacy. Collaboration days will include vertical and horizontal alignment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20000	LCAP 1000-1999: Certificated Personnel Salaries

	Teacher collaboration that elevates targeted student support. Collaboration promotes collaboration, data analysis and ongoing-reflection on the effectiveness of our instruction. This is hourly pay for Professional development and collaboration after work hours.
	LCAP substitutue cost to release teachers for collaboration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Each student at Olivewood will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their academic achievement. Additional materials and resources will be required to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP Enrichment teachers-District funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will implement the Multi Tiered System of Supports (MTSS) enhancing the implementation of evidence-based practices to achieve important outcomes for every student. Teachers and support staff will monitor the academic and social emotional progress of all students . Data will be used to inform instruction, develop and implement strategies and interventions to meet students individualized needs. Classroom teachers will be released to input and analyze data as well as to attend Response To Intervention (RTI) meetings to address the individualized needs of their students. Teachers, Language Arts Specialist and Impact teachers will provide small group, differentiated instruction to meet targeted goals established for students who are performing below grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCAP 4000-4999: Books And Supplies Materials to support teachers in evidence based practices.
10000	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for teacher working outside of work hours.
0	Impact Teacher -cost accounted for in Goal 1
0	Language Arts Specialist -cost accounted for in Goal 1
0	Enrichment teacher to release classroom teachers for data input and analysis as well as for planning interventions. -District funded.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood school will take part in professional development around English Language Arts and Mathematics standards and effective strategies in teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
712	LCAP 1000-1999: Certificated Personnel Salaries

	Hourly pay for teachers to stay after school and engage in professional development around ELA and Math Instruction. In professional development we will look at rigor and scaffolds to meet standards.
5000	LCAP 4000-4999: Books And Supplies Books and resources for professional development around ELA and Math instruction. Resources for students to elevate their academic achievement.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood School will have Technology Liaisons to support school staff and students with various instructional programs used with ipads, computers and promethean board.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I Technology Liason

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood will hire Impact Teachers that will support students in small group with ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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1321	Title I 1000-1999: Certificated Personnel Salaries Impact teachers will work with students below grade-level in small groups. Target instruction to meet short term and long-term goals.
1000	Title I 4000-4999: Books And Supplies Supplemental books for small group instruction.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Student Academic Performance

Strategy/Activity

Olivewood students will be recognized for academic growth on a trimester basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Supplementary materials for students.
5000	LCAP 2000-2999: Classified Personnel Salaries Office Extra Support

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Family and Community Engagement

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Goal 3

Expand communication and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Identified Need

Research shows that the level of parental involvement is associated with academic success. At Olivewood Elementary there is a need for us to engage more parents in various ways to partner with our school in their child's education; especially since in the 2021-2022 school year due to the COVID-19 pandemic, parents were not allowed on campus. Our school will focus on providing greater school access opportunities and building parent leadership capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olivewood Parent Survey	A survey needs to be created for parents.	At least 50 parents will take a school survey.
Parent Attendance at the Coffee with the Principal	We currently have an average of 30 parents at Coffee with the Principal held both virtually and in person.	We will have at least 40 parents at each Virtual Coffee with the Principal.
2021-22 CHKS survey parent Involvement In schooling	84% score on parent involvement in schooling	65% parent attendance rate.
Parents attending virtual Workshops to support their children	Workshops for parents will be created.	At least 20 parents will attend each parent workshop.
School Wide Attendance	daily average attendance is 88%	We will meet 90% average daily attendance.
School Wide Attendance	64% of students are on track for attendance.	70% of our students will be on track for attendance
PTA Membership	24 PTA members	Achieve 34 PTA members

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Family and Community Engagement

Strategy/Activity

Olivewood School will connect families with resources available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Community resources and consultants that can support our parents in educating them and inspiring them to be actively involved in their child's education. For example, County of Education day and evening workshops.

500

Title I
4000-4999: Books And Supplies
Book and materials for parents to take home and use with their children.

500

LCAP
5000-5999: Services And Other Operating Expenditures
Paper, certificates, and resources for our families.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Family and Community Engagement

Strategy/Activity

Olivewood school will implement structures to promote parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for certificated staff to be in Parent Engagement committee. Parent Committee will come up with ways to keep parents engaged and empowered with our learning community.
5000	LCAP 5000-5999: Services And Other Operating Expenditures Banners, fliers, ink, resources needed for parents to be aware of events happening at school.
1000	Title I 5000-5999: Services And Other Operating Expenditures Parent costs to go to trainings or workshops that directly impact student achievement and home learning.
	LCAP Teacher hourly compensation for planning, prepping and collaborating for parent engagement workshops and events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Opportunities for families to learn about the academics and climate of the school including:

- Coffee with the Principal
- Monthly English Language Advisory Committee meetings (ELAC)
- Monthly School Site Council meetings (SSC)
- Back to School Night
- Open House
- Parent Education workshops and classes
- PTA meetings
- Community building events such as Fall Festival and Holiday performances.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	LCAP
--	------

	Materials and refreshments for meetings
	Title I Materials and refreshments for meetings
	Title I Parenting classes, speakers and workshops
	LCAP Incentives and raffles for parents that attend.
	Title I Custodial support for parent engagement events.
	Title I Child Care support for parent engagement events
	LCAP Child Care support for parent engagement events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Celebrations of student achievement including EL redesignation at assemblies throughout the year. Certificates are awarded to students for their achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title I Certificates and awards for student achievement
	LCAP Certificates and awards for student achievement

Title I

Clerical support for parent engagement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safety and Social Emotional Wellness

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

Implementation of the following:

- Multi-tiered Positive Behavioral Interventions and Supports (PBIS) to support students' behavioral, academic, social, emotional, and mental health for continued improvement in social emotional competence, academic success, and school climate.
- Creating a positive, predictable, equitable and safe learning environment where everyone thrives.
- Professional Development and collaboration to focus on creating a positive school climate to improve students' academic achievement, attendance, and engagement.

A. Will continue to provide a safe and restorative school setting to maintain our suspension rate at a successful low level for students.

B. Chronic absenteeism will decrease by 5%.

C. An increase of 5% of students feeling engaged reported on the California Healthy Kids Survey (CHKS)

D. An increase of 5% of students feeling safe at school on the California Healthy Kids Survey (CHKS)

E. Maintain PBIS Platinum Level of recognition.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Returning to school after the pandemic has increased the need for social emotional support. Research has found that a positive school climate can improve students' academic achievement, attendance, and engagement.

Results from 2021-2022 California Healthy Kids Survey (CHKS) administered to students in fifth grade shows:

A. 69% of students feel connected to school.

B. 60% of students reported school boredom.

C. 32% of students reported having meaningful participation.

D. 66% of students reported feeling safe at school.

According to the 2022 CA Dashboard, the section of Academic Engagement, indicates very high chronic absenteeism showing 55.7% of students are chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	0.4% Suspended, 0% Expulsion	We will maintain 0.4% Suspension, 0 % Expulsion
2021-2022 California Healthy Kids Survey (CHKS)	66% of students reported feeling safe at school.	71% of students feel safe at school.
2021-2022 California Healthy Kids Survey (CHKS)	69% of students feel connected to school.	74% of students feel connected to school in 2022-2023
CA Dashboard chronically absent	55.7% chronically absent	We will decrease chronically absent by 5% in 2022-2023.
PBIS Tiered Fidelity Indicator	Platinum Level	Platinum Level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior Interventions and Support (PBIS). Implementation of PBIS will include a Tier 1 and a Tier 2 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with provide Tier 1 and 2 interventions. Counselors will also work with students in crisis and families to provide interventions and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43000	Title I 1000-1999: Certificated Personnel Salaries School Counselor salary
	LCAP PBIS Incentives
	Title I School counselor and staff additional hourly to support PBIS system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Olivewood School will implement Professional Development, Data Release time and collaboration:

1. School Counselor will receive professional development.
2. Classroom teachers and administrator will continue to participate in Restorative Practices training during the 2022-23 school year.
3. PBIS Materials that will support our efforts in creating a safe and productive learning environment for all students. Materials and Resources that include banners and posters that remind students and all stakeholders of the Wise Owl Ways (PBIS).
4. Professional Development and collaboration to support creating a positive school climate to improve students' academic achievement, attendance, and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCAP 4000-4999: Books And Supplies Materials and supplies that target PBIS strategies.
6000	LCAP 5000-5999: Services And Other Operating Expenditures PBIS training costs for Counselor and PBIS committee
6000	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for work outside of working hours for PD, collaboration and PBIS committee meetings
	Title I Substitute to release staff to attend professional development during school hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Olivewood School is committed to implementing PBIS and continuing a positive learning environment.

We will have:
 PBIS Wise Owl Ways (WOW) School Wide Acknowledgments and Incentives for students.
 PBIS Assemblies.
 PBIS Friday WOW Slips and Incentives.
 PBIS Celebrations.
 PBIS committee

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCAP 4000-4999: Books And Supplies Trophies, certificates, awards, and other incentives and recognitions for students that are being safe, kind, responsible, and respectful.
	Title I Printing of material-certificates, awards, WOW slips,

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure correct ratio of supervision is provided for students at unstructured times such as before and after school, recess and lunch. The supervisors have or will be trained in PBIS and Restorative Practices and use those procedures to work with students. The supervisors ensure a safe and positive climate for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCAP Extra time Campus Student Supervisors

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide sensory calming spaces and/or room to promote social emotional learning. Sensory rooms provide students with a safe space that is sensory stimulating, provides a sense of calm and comfort that helps children learn to self-regulate their behaviors and process their emotions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCAP

5000-5999: Services And Other Operating Expenditures

Purchase sensory calming materials, supplies and flexible seating to create sensory calming spaces.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The purchase books and curriculum to support behavior and social-emotional topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I

4000-4999: Books And Supplies books, curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Our school will continue to be clean and safe. Custodial and maintenance will make sure that any safety concerns that may arise get solved quickly and in a timely manner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

LCAP
2000-2999: Classified Personnel Salaries
Classified extra-hourly support.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

According to research, creating a positive school climate can improve students' academic achievement, attendance, and engagement. Our school will focus on creating a positive school climate to improve students' academic achievement, attendance and engagement. Our school will also identify the needs of families with chronic absenteeism and provide those families with resources and supports on a case by case basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Individualized Attendance Support Plans: Develop customized attendance support plans for students with disabilities that address their specific needs and challenges. Collaborate with the student, their family, teachers, and related service providers to identify barriers to attendance and create strategies to overcome them. Including parent communication and workshops on the importance of attendance. During IEP meetings, review students' attendance and its impact on their services

Enhance Family and Community Engagement: Foster strong partnerships with families and caregivers of students with disabilities. Regularly communicate with them to understand the factors contributing to absenteeism and collaborate on solutions. Engage community resources and support networks to provide additional assistance to reduce attendance barriers.

Ensure Accessible and Inclusive Learning Environment: Create an inclusive and supportive school environment that meets the diverse academic and social-emotional needs of students with disabilities. Provide necessary accommodations, assistive technologies, and individualized instruction to optimize their learning experience.

Attendance Incentive Program for students and their families.

Additionally, it is crucial to regularly monitor attendance data, identify trends, and evaluate the effectiveness of implemented strategies. By consistently reviewing and adjusting interventions, we can continually improve their efforts to combat chronic absenteeism among students with disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCAP 2000-2999: Classified Personnel Salaries Clerical Extra Support (Cost embedded in Goal 2)
0	Title I 1000-1999: Certificated Personnel Salaries School Counselor (Cost embedded in Goal 4)
0	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for teacher working outside of work hours. (Cost embedded in Goal 2)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Innovative Learning Opportunities

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

Identified Need

Research has shown that students from low socio economic disadvantaged families have less access to extra and innovative learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of educational field trip opportunities this year	Zero off campus field trips (21-22)	Every grade level will have the opportunity to have two educational field trips.
Increase the number of students participating in extracurricular activities	Zero after school extracurricular activities (21-22) Increase the number of students participating in extracurricular activities.	Every grade level will have the opportunity to participate in extracurricular activities.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Olivewood

Strategy/Activity

Professional Development: Educators will participate in professional development opportunities in the areas of innovative learning opportunities and will provide their students with innovative learning experiences in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

LCAP

1000-1999: Certificated Personnel Salaries
PD and collaboration for Innovative learning experiences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will participate in educational field trips and virtual experiences throughout the year that align to Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCAP

1000-1999: Certificated Personnel Salaries
Field Trip Admissions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide innovative technology experiences for students and teachers. Integrating technology into the curriculum not only provides students with the opportunity to expand their skills and succeed academically, it also prepares them for the real-world.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

	The purchase of technology, materials, supplies, resources, software and programs
	Title I Hardware replacement
	Title I Supplies such as ink, paper and cartridges for printers
	LCAP Site tech liaisons

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in Centralized Services for Planned Improvements in Student Performance in Program Support Goal # 1: National School District will exit Differentiated Assistance by 2018-2019.

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 Illuminate 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:

- ? Learning Headquarters writing assessments
- ? Site Assessments- HM, EnVision, Writing on demand assessments
- ? Teacher generated assessments
- ? iReady Post Tests in math and ELA

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount
			Imagine Learning Licenses		Title III	
			Successmaker Licenses			
			Salaries of technicians		LCFF	
			Accelerated Reader Licenses		LCFF	
			Assessment Team personnel		Title I	

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

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

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$238,427.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$110,321.00

Subtotal of additional federal funds included for this school: \$110,321.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCAP	\$128,106.00

Subtotal of state or local funds included for this school: \$128,106.00

Total of federal, state, and/or local funds for this school: \$238,427.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	110,321	0.00
LCAP	128,106	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	128,106.00
Title I	110,321.00

Expenditures by Budget Reference

Budget Reference	Amount
	8,000.00
1000-1999: Certificated Personnel Salaries	142,033.00
2000-2999: Classified Personnel Salaries	9,000.00
4000-4999: Books And Supplies	48,000.00
5000-5999: Services And Other Operating Expenditures	30,394.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	0.00
	LCAP	6,000.00

1000-1999: Certificated Personnel Salaries	LCAP	57,712.00
2000-2999: Classified Personnel Salaries	LCAP	9,000.00
4000-4999: Books And Supplies	LCAP	34,000.00
5000-5999: Services And Other Operating Expenditures	LCAP	21,394.00
	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	84,321.00
4000-4999: Books And Supplies	Title I	14,000.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,894.00
Goal 2	50,533.00
Goal 3	13,000.00
Goal 4	79,000.00
Goal 5	15,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Zulma Santana	Principal
Sarah Megahed	Classroom Teacher
Marisa Sanchez	Classroom Teacher
Adela Rogers	Classroom Teacher
Norma Arballo	Other School Staff
Cynthia Tinoco	Parent or Community Member
Rosalina Isida	Parent or Community Member
Janet Vergara	Parent or Community Member
Aida Hairston	Parent or Community Member
Sonia Gonzalez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 25, 2023.

Attested:



Principal, Zulma Santana on 5/25/23



SSC Chairperson, Aida Hairston on 5/25/23