School Year: **2021-22**

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	January 12, 2022	January 19, 2022

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. At this time, most of our collaboration is virtual. 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 (2021-2022) 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. ELD instruction is provided by the classroom teacher in all grade levels. Targeted at risk 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 at risk 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 student needing intervention on 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 standard 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, Teacher-on-Special-Assignment (TOSA) 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 through Rigorous Curriculum Design and Data Teams. District level staff development focuses on the key areas in language arts, mathematics and ELD grade level objectives and instructional practices to optimize student performance. Staff members have the opportunity to attend a variety of district-organized staff development events – such as ELA/Math/ELD and Technology Shop Talks and trainings, as well as Teacher Created Materials workshops. The district and Olivewood School has identified the following as priorities for staff development:

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

Technology/Software: Teachers receive ongoing inservice and support in the following software or web-based programs to ensure students are on track in terms of showing growth and achievement and meeting required hours of usage of software and/or for progress monitoring:
* Illuminate
    * iReady ELA/Math
*. PearDeck
*. SeeSaw
*. Schoology
*. ARC (School Pace)
    * Imagine Learning (IL) – all teachers in grades K through 5
    * Accelerated Reader
    * ActivInspire – Promethean Board software
    * Google docs
* Wixie
* Discovery Learning

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

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

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

As stated previously, Olivewood School makes a full commitment to collaborate for the improvement of student outcomes. Staff collaborates during grade level Data Teams 4 Learning meetings to plan instructional strategies based on student needs using the 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 agree upon common instructional strategies and implementation to increase student achievement. Through the weekly bulletin, staff meetings, early release days, leadership team meetings, and on-the-clock release days, the Olivewood staff has frequent opportunities to analyze and discuss student data which includes 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, create instructional plans, and provide the opportunity for teachers to reflect on their instructional practices using the Data Team 4 Learning 5-Step Process.

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

Teaching and Learning

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

Mathematics: UCIrvine 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 this 2021-2022. 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.

Stakeholder 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 ELAC, community/parent survey and staff on the following dates: October 21, 2021 and January 12, 2022.

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 had a very slight decrease 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0.17%	0.2%	1	1	1
African American	1.52%	1.05%	1.5%	9	6	8
Asian	1.52%	1.39%	1.1%	9	8	6
Filipino	4.05%	4.18%	4.4%	24	24	24
Hispanic/Latino	90.73%	91.11%	89.2%	538	523	487
Pacific Islander	0.51%	0.52%	0.6%	3	3	3
White	0.34%	0.52%	0.9%	2	3	5
Multiple/No Response	%	0.17%	1.5%		5	8
			Total Enrollment	593	574	546

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	89	95	78
Grade 1	74	64	68
Grade 2	88	72	61
Grade3	86	86	75
Grade 4	97	82	84
Grade 5	71	100	87
Grade 6	88	75	93
Total Enrollment	593	574	546

Conclusions based on this data:

1. Olivewood school enrollment has continuously declined slightly. In 2021 we decreased by 28 students.

2. Enrollment decline is across San Diego County and we are too being affected by various factors such as high cost of living.

3. 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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	311	301	251	52.4%	52.4%	46.0%
Fluent English Proficient (FEP)	100	103	98	16.9%	17.9%	17.9%
Reclassified Fluent English Proficient (RFEP)	47	48	23	13.1%	15.4%	7.6%

Conclusions based on this data:

1. The number of English Learners has slightly decreased at Olivewood school. From 52% to 46%.

2. However, we have stayed consistent in our student reclassification.

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.

School and Student Performance Data

Diagnostic Results - Math

Diagnostic Results
i-Ready

School	Olivewood Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **435/468**

1%	4%	44%	29%	22%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3 Students	19 Students	190 Students	128 Students	95 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
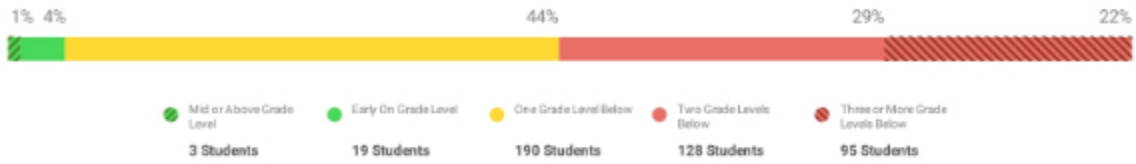
Switch Table View	Show Results By
Placement Summary	Grade

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Grade	Overall Grade-Level Placement	⬤	⬤	⬤	⬤	⬤	Students Assessed/Total
Grade K		2%	2%	96%	0%	0%	47/58
Grade 1		0%	2%	69%	29%	0%	45/49
Grade 2		0%	3%	33%	63%	0%	63/70
Grade 3		0%	2%	37%	35%	25%	51/53
Grade 4		0%	6%	37%	26%	31%	68/72
Grade 5		1%	4%	37%	26%	32%	78/81

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 6		1%	8%	24%	23%	43%	83/85

Conclusions based on this data:

1. For the first diagnostic, all grade levels show a need for improvement in their mathematics. Only 5% of students are meeting standards.

2. In the first diagnostic, sixth grade students show the highest percent at grade level with 8%. First grade also shows 69% of students at almost at grade level.

3. Across all grade levels, Geometry is an area of struggle in iReady assessment. All grade levels score the lowest in this domain.

School and Student Performance Data

Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **434/468**

4%	7%	39%	26%	24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
19 Students	29 Students	169 Students	114 Students	103 Students

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Literature *(LIT)*
- Comprehension: Informational Text *(INFO)*

Switch Table View
Placement Summary

Show Results By
Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	◉	●	●	●	◉	Students Assessed/Total
Grade K		2%	10%	88%	0%	0%	49/58
Grade 1		2%	0%	76%	22%	0%	41/49
Grade 2		0%	3%	33%	64%	0%	64/70
Grade 3		4%	14%	20%	33%	29%	51/53
Grade 4		6%	3%	42%	12%	36%	66/72

Curriculum Associates

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	⊘ (green)	● (green)	● (yellow)	● (red)	⊘ (red)	Students Assessed/Total
Grade 5		3%	9%	26%	31%	32%	78/81
Grade 6		11%	7%	19%	18%	46%	85/85

Conclusions based on this data:

1. Students scored slightly better in Reading than in mathematics. Overall 11% of students are at grade-level in reading in Diagnostic 1.

2. In 6th grade, 18% of students are at grade level in reading with 19% of students at almost grade-level.

3. In 2nd grade, we have 64% of students far below grade-level. This is an indication that a lot of acceleration needs to be done across subjects to support the development of reading.

School and Student Performance Data
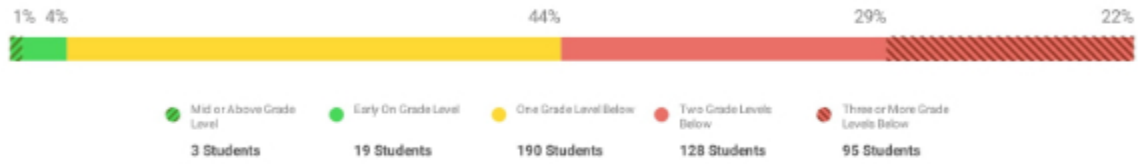
EL Diagnostic Results - Math

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **435/468**

1% 4%	44%	29%	22%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
3 Students	19 Students	190 Students	128 Students	95 Students

Placement by Domain

- Number and Operations (NO)
- Algebra and Algebraic Thinking (ALG)
- Measurement and Data (MS)
- Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Yes - English Learner		0%	1%	35%	35%	28%	224/238
No - English Learner		1%	8%	53%	23%	15%	211/230

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Conclusions based on this data:

1. In Diagnostic 1, only 1% of students that are English learners scored at a proficient level. This is compared to 9% of non English Learners.

2. Currently, 62 % of ELL students are at least two grade-levels behind. This is a significant amount of children that need additional targeted ELD support.

3. For our English Language Learners, 35 are at almost meeting standards.However, in comparison to non-English learners, our ELL students need more ELD integrated and systematic instruction to access the curriculum. English Only students are doing better than ELLs.

School and Student Performance Data
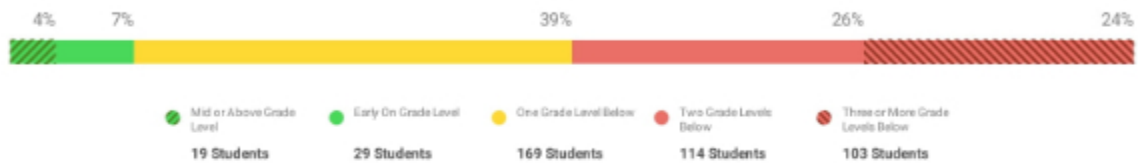
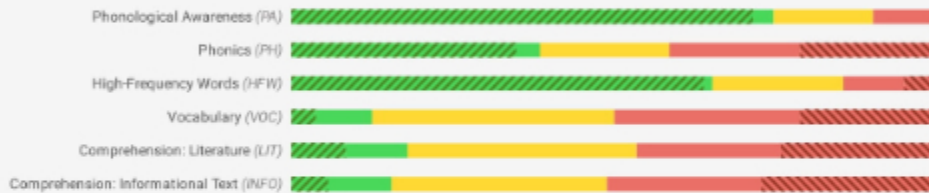## EL Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **434/468**

4%	7%	39%	26%	24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
19 Students	29 Students	169 Students	114 Students	103 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View: **Placement Summary**

Show Results By: **English Learner**

Showing 2 of 2

English Learner	Overall Grade-Level Placement	◐	●	●	●	⊘	Students Assessed/Total
Yes - English Learner		0%	3%	33%	32%	32%	221/238
No - English Learner		8%	11%	45%	21%	15%	213/230

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Conclusions based on this data:

1. Our English learners need support in their reading. Only 3% of students that are ELLs scored at proficient level. 19% of our Only English students scored at proficient level. A difference of 16%.

2. ELL Students performing below two grade-levels is 64% in Diagnostic 1.

3. There is a lot of strategic interventions that need to take place to support our ELL students. Only 33% of our ELL students are at almost meeting standards.

School and Student Performance Data
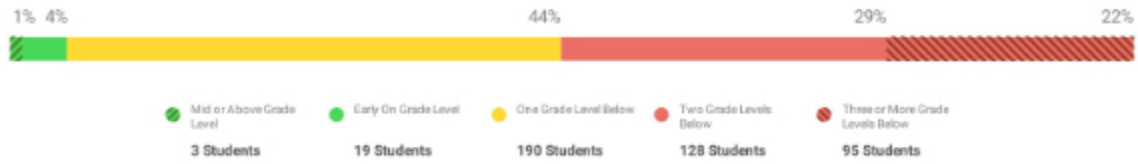
Special Education Diagnostic Results - Math

Diagnostic Results

School Olivewood Elementary
Subject Math
Academic Year 2021 - 2022
Diagnostic Diagnostic 1
Prior Diagnostic None

Overall Placement
Students Assessed/Total: **435/468**

| 1% | 4% | 44% | 29% | 22% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
3 Students	19 Students	190 Students	128 Students	95 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

Switch Table View	Show Results By
Placement Summary	Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Yes - Special Education		2%	0%	25%	15%	58%	48/52
No - Special Education		1%	5%	46%	31%	17%	387/416

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Conclusions based on this data:

1. 2% of students that receive Special Education services are at Grade- Level in iReady Math.

2. 73% of students in Special Education are at least two grade-levels below. Differentiated instruction and layers of support need to strengthen to meet the needs of all students.

3. 25% of Students with an IEP are one grade level below math standards.

School and Student Performance Data

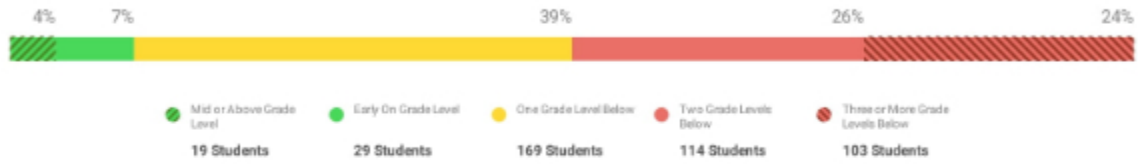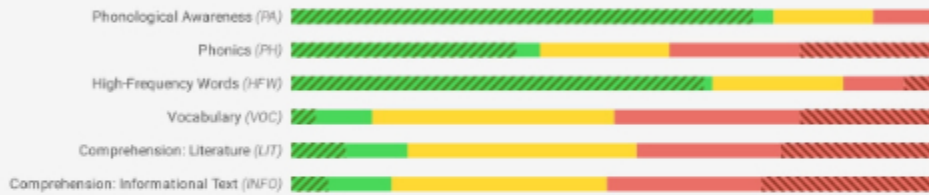## Special Education Diagnostic Results - Reading

Diagnostic Results

i-Ready

School	Olivewood Elementary
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Diagnostic 1
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **434/468**

4%	7%	39%	26%	24%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
19 Students	29 Students	169 Students	114 Students	103 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View
Placement Summary

Show Results By
Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Yes - Special Education		2%	2%	23%	15%	57%	47/52
No - Special Education		5%	7%	41%	28%	20%	387/416

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Conclusions based on this data:

1. 4% of students with an IEP are at meeting grade-level standards.

2. 72% of students with Special Ed. support in Diagnostic 1 are at least two grade levels below. This is a very high number of students not able to access the curriculum on their own. They are still learning to read.

3. Our Special Education students are still far below our general education students. We need to continue our work around effective teaching practices and checking for understanding.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	84	76	94	83	0	94	83	0	98.9	98.8	0.0
Grade 4	74	97	81	73	97	0	73	97	0	98.6	100	0.0
Grade 5	86	71	85	86	70	0	86	70	0	100	98.6	0.0
Grade 6	101	98	90	101	97	0	101	97	0	100	99	0.0
All Grades	356	350	332	354	347	0	354	347	0	99.4	99.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2398.	2391.		15.96	13.25		20.21	19.28		21.28	25.30		42.55	42.17	
Grade 4	2432.	2440.		20.55	19.59		15.07	21.65		16.44	17.53		47.95	41.24	
Grade 5	2485.	2482.		10.47	12.86		36.05	30.00		23.26	24.29		30.23	32.86	
Grade 6	2510.	2508.		12.87	9.28		32.67	36.08		28.71	27.84		25.74	26.80	
All Grades	N/A	N/A	N/A	14.69	13.83		26.55	26.80		22.88	23.63		35.88	35.73	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.09	14.46		42.55	37.35		39.36	48.19	
Grade 4	24.66	13.40		38.36	46.39		36.99	40.21	
Grade 5	16.28	12.86		55.81	54.29		27.91	32.86	
Grade 6	19.80	13.40		45.54	50.52		34.65	36.08	
All Grades	19.49	13.54		45.76	46.97		34.75	39.48	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing
Producing clear and purposeful writing | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.57	10.84		36.17	46.99		54.26	42.17	
Grade 4	19.18	13.40		36.99	53.61		43.84	32.99	
Grade 5	17.44	14.29		52.33	52.86		30.23	32.86	
Grade 6	10.89	10.31		54.46	62.89		34.65	26.80	
All Grades	13.84	12.10		45.48	54.47		40.68	33.43	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening
Demonstrating effective communication skills | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.70	13.25		69.15	65.06		19.15	21.69	
Grade 4	9.59	15.46		67.12	60.82		23.29	23.71	
Grade 5	9.30	8.57		65.12	67.14		25.58	24.29	
Grade 6	12.87	12.37		68.32	71.13		18.81	16.49	
All Grades	11.02	12.68		67.51	65.99		21.47	21.33	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.34	9.64		46.81	53.01		30.85	37.35	
Grade 4	24.66	13.40		35.62	56.70		39.73	29.90	
Grade 5	25.58	24.29		48.84	42.86		25.58	32.86	
Grade 6	25.74	21.65		59.41	51.55		14.85	26.80	
All Grades	24.58	17.00		48.59	51.59		26.84	31.41	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Olivewood staff and students are working hard to have a quality education and rigorous learning activities. From 2018 to 2019 we showed a slight decrease in scores of met and exceed of about 1% total. (Data from previous CAASPP)

2. Olivewood 3rd grade students continue to show that they need the most support with this assessment. It is important that our third grade team and students have opportunities to learn and practice rigorous English Language Arts lessons.

3. Olivewood students that moved from 3rd to 4th grade had an increase of 6% on standards met. 5th grade students also increased their scores from the previous school year.
We are committed to improving best practices and having formative and summative data that will support academic achievement.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	84	76	95	84	0	95	84	0	100	100	0.0
Grade 4	74	97	81	73	97	0	73	97	0	98.6	100	0.0
Grade 5	86	71	85	86	71	0	86	71	0	100	100	0.0
Grade 6	101	98	90	101	97	0	101	97	0	100	99	0.0
All Grades	356	350	332	355	349	0	355	349	0	99.7	99.7	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2417.	2403.		9.47	8.33		30.53	27.38		31.58	27.38		28.42	36.90	
Grade 4	2437.	2440.		6.85	9.28		26.03	18.56		27.40	36.08		39.73	36.08	
Grade 5	2462.	2480.		3.49	11.27		9.30	18.31		43.02	35.21		44.19	35.21	
Grade 6	2500.	2479.		16.83	6.19		17.82	16.49		27.72	32.99		37.62	44.33	
All Grades	N/A	N/A	N/A	9.58	8.60		20.85	20.06		32.39	32.95		37.18	38.40	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.95	16.67		47.37	36.90		33.68	46.43	
Grade 4	16.44	17.53		28.77	29.90		54.79	52.58	
Grade 5	5.81	15.49		34.88	42.25		59.30	42.25	
Grade 6	22.77	13.40		32.67	32.99		44.55	53.61	
All Grades	16.34	15.76		36.34	34.96		47.32	49.28	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.68	16.67		51.58	48.81		34.74	34.52	
Grade 4	8.22	7.22		42.47	43.30		49.32	49.48	
Grade 5	6.98	7.04		46.51	54.93		46.51	38.03	
Grade 6	17.82	7.22		41.58	37.11		40.59	55.67	
All Grades	12.11	9.46		45.63	45.27		42.25	45.27	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.11	22.62		50.53	51.19		27.37	26.19	
Grade 4	15.07	11.34		41.10	44.33		43.84	44.33	
Grade 5	4.65	7.04		47.67	52.11		47.67	40.85	
Grade 6	14.85	10.31		43.56	42.27		41.58	47.42	
All Grades	14.37	12.89		45.92	46.99		39.72	40.11	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. When looking at the overall math achievement for students grades 3rd-5th, the number of students meeting and exceeding the math standards has decreased from 2017-2018 to 2018-2019 by about 2%. Mathematics is a clear focus moving forward across all grade levels. We have reflected on our current resources and have added curriculum that will lift our student conceptual learning. (DATA from previous CAASPP)

2. Students in grade 5th showed significant gains. In 2017-2018 students that met or exceeded standards were at 12%. For the 2018-2019 school year, students that met or exceeded standards were at 29%.

3. Students that were in 5th grade in 2017-2018 scored higher in 6th grade. Students meeting and exceeding math standards went up by 10%. The data shows that the new math curriculum is supporting the learning in upper grades.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1417.5	1419.3		1432.1	1434.1		1383.1	1384.8		74	47	0
1	1450.2	1444.1		1449.6	1455.2		1450.3	1432.5		57	51	0
2	1491.2	1493.1		1491.5	1489.6		1490.3	1496.1		59	57	0
3	1486.9	1470.3	1482.3	1481.3	1469.8	1476.9	1491.9	1470.3	1487.1	40	26	45
4	1495.4	1521.8	1508.7	1483.9	1525.0	1504.6	1506.3	1517.9	1512.1	29	40	46
5	1518.1	1533.9	1490.4	1500.4	1527.0	1491.5	1535.4	1540.1	1488.7	17	25	21
6	1502.1	1524.2	1530.1	1485.0	1527.1	1529.2	1518.8	1520.8	1530.4	20	18	27
All Grades	1464.1			1459.3			1466.8			296	264	139

Table caption: ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	17.57	4.26		32.43	40.43		40.54	40.43		*	14.89		74	47	
1	40.35	7.84		21.05	35.29		*	35.29		22.81	21.57		57	51	
2	57.63	19.30		22.03	49.12		*	28.07		*	3.51		59	57	
3	*	11.54	8.89	47.50	19.23	37.78	30.00	38.46	33.33	*	30.77	20.00	40	26	45
4	*	27.50	15.22	51.72	50.00	43.48	41.38	15.00	30.43	*	7.50	10.87	29	40	46
5	*	12.00	0.00	76.47	68.00	28.57	*	16.00	52.38	*	4.00	19.05	17	25	21
6	*	11.11	11.11	*	44.44	51.85	*	33.33	25.93	*	11.11	11.11	20	18	27
All Grades	25.68	13.64	10.07	34.46	43.56	41.01	27.03	29.92	33.81	12.84	12.88	15.11	296	264	139

Table caption: Overall Language — Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.08	17.02		41.89	42.55		18.92	29.79		*	10.64		74	47	
1	42.11	19.61		22.81	35.29		*	31.37		22.81	13.73		57	51	
2	66.10	36.84		20.34	38.60		*	21.05		*	3.51		59	57	
3	*	23.08	31.11	40.00	30.77	35.56	*	26.92	11.11	*	19.23	22.22	40	26	45
4	*	52.50	34.78	41.38	37.50	43.48	*	7.50	13.04	*	2.50	8.70	29	40	46
5	*	48.00	23.81	*	40.00	42.86	*	8.00	14.29	*	4.00	19.05	17	25	21
6	*	33.33	25.93	*	55.56	40.74	*	11.11	22.22	*	0.00	11.11	20	18	27
All Grades	39.53	31.82	30.22	32.09	39.02	40.29	18.58	21.21	14.39	9.80	7.95	15.11	296	264	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.26		14.86	14.89		51.35	68.09		21.62	12.77		74	47	
1	35.09	7.84		22.81	19.61		*	39.22		28.07	33.33		57	51	
2	45.76	17.54		25.42	42.11		*	26.32		20.34	14.04		59	57	
3	*	3.85	2.22	27.50	19.23	17.78	32.50	30.77	62.22	40.00	46.15	17.78	40	26	45
4	*	5.00	4.35	*	40.00	34.78	51.72	37.50	41.30	*	17.50	19.57	29	40	46
5	*	8.00	0.00	*	16.00	0.00	*	68.00	47.62	*	8.00	52.38	17	25	21
6	*	5.56	3.70	*	11.11	29.63	*	50.00	40.74	*	33.33	25.93	20	18	27
All Grades	21.28	8.33	2.88	23.99	25.76	23.02	30.41	43.94	48.92	24.32	21.97	25.18	296	264	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.49	12.77		56.76	78.72		*	8.51		74	47	
1	50.88	39.22		36.84	45.10		*	15.69		57	51	
2	74.58	38.60		20.34	59.65		*	1.75		59	57	
3	27.50	15.38	26.67	65.00	57.69	51.11	*	26.92	22.22	40	26	45
4	*	47.50	39.13	72.41	42.50	58.70	*	10.00	2.17	29	40	46
5	*	12.00	4.76	*	84.00	76.19	*	4.00	19.05	17	25	21
6	*	16.67	22.22	80.00	72.22	62.96	*	11.11	14.81	20	18	27
All Grades	42.91	29.17	26.62	49.66	60.61	59.71	7.43	10.23	13.67	296	264	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.84	29.79		47.30	57.45		14.86	12.77		74	47	
1	42.11	5.88		38.60	76.47		19.30	17.65		57	51	
2	62.71	26.32		28.81	61.40		*	12.28		59	57	
3	35.00	30.77	39.47	45.00	42.31	39.47	*	26.92	21.05	40	26	38
4	48.28	57.50	45.24	44.83	40.00	45.24	*	2.50	9.52	29	40	42
5	*	84.00	55.56	*	12.00	27.78	*	4.00	16.67	17	25	18
6	*	50.00	50.00	55.00	44.44	34.62	*	5.56	15.38	20	18	26
All Grades	44.26	35.23	45.97	42.23	52.65	38.71	13.51	12.12	15.32	296	264	124

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.13		70.27	72.34		17.57	25.53		74	47	
1	42.11	23.53		33.33	41.18		24.56	35.29		57	51	
2	47.46	14.04		33.90	75.44		18.64	10.53		59	57	
3	*	7.69	8.89	57.50	46.15	53.33	42.50	46.15	37.78	40	26	45
4	*	7.50	4.35	72.41	72.50	69.57	*	20.00	26.09	29	40	46
5	*	8.00	0.00	70.59	80.00	47.62	*	12.00	52.38	17	25	21
6	*	5.56	18.52	*	44.44	25.93	70.00	50.00	55.56	20	18	27
All Grades	22.64	10.98	7.91	51.01	63.26	52.52	26.35	25.76	39.57	296	264	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.08	25.53		41.89	48.94		27.03	25.53		74	47	
1	26.32	3.92		50.88	60.78		22.81	35.29		57	51	
2	35.59	17.54		45.76	68.42		18.64	14.04		59	57	
3	*	3.85	11.11	57.50	53.85	73.33	32.50	42.31	15.56	40	26	45
4	*	10.00	6.52	79.31	72.50	84.78	*	17.50	8.70	29	40	46
5	*	20.00	0.00	*	68.00	61.90	*	12.00	38.10	17	25	21
6	*	5.56	0.00	80.00	77.78	96.30	*	16.67	3.70	20	18	27
All Grades	26.01	13.26	5.76	52.70	63.26	79.86	21.28	23.48	14.39	296	264	139

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This is the first year that we have official data for the ELPAC assessment. Olivewood data shows that we had 264 students take the English Language Proficiency Assessment for California. 32 less students than the prior year. (Pre pandemic data)

2. Olivewood data shows that we have a large number of students at a level 3 in English proficiency.

3. Data shows that 3rd grade needs to be monitored closely. We have over 30% of students in Level 1. It is essential that we meet and have quality lessons around English Language Development Standards.

School and Student Performance Data
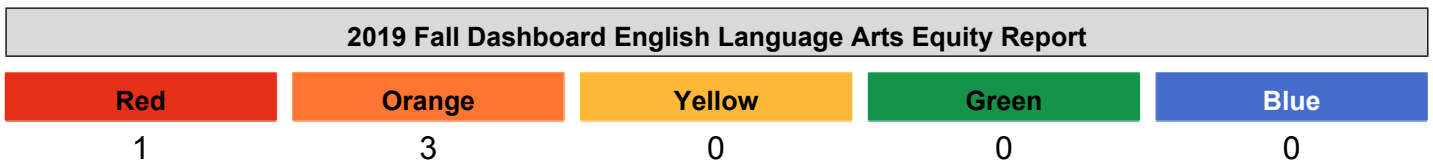
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
546	**70.3**	**46.0**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	251	46.0
Foster Youth	2	0.4
Homeless	26	4.8
Socioeconomically Disadvantaged	384	70.3
Students with Disabilities	64	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.5
American Indian or Alaska Native	1	0.2
Asian	6	1.1
Filipino	24	4.4
Hispanic	487	89.2
Two or More Races	8	1.5
Native Hawaiian or Pacific Islander	3	0.5
White	5	0.9

Conclusions based on this data:

1. Olivewood has a wonderful population of students. We have almost 550 students and of those over 70% are socioeconomically disadvantaged.

2. The majority of students that attend Olivewood are Hispanic. They make up almost 90% of our population.

3. Olivewood school has about 12% of students with an active Individualized Educational Program (IEP). It is imperative that we support all of our students and differentiate to meet everyones needs.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. 40% of students at Olivewood met ELA standards according to the CAASPP assessment of 2018-2019. We must continue to provide professional development on effective teaching and provide students with the best instruction possible to excel student achievement. (Pre-Pandemic Data)

2. 28.66% of students at Olivewood met or exceeded Math standards according to the CAASPP assessment of 2018-2019. We must continue to use appropriate resources to provide conceptual knowledge and key vocabulary to improve student achievement.

3. Student suspension in 2018-2019 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
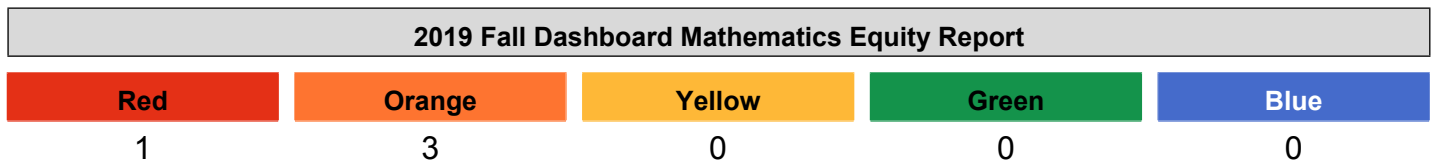## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
27.5 points below standard	29.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.7 points	Maintained -1.1 points	
328	229	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
62.3 points below standard	31.1 points below standard	136.6 points below standard
Declined Significantly -35.4 points	Maintained -2.7 points	Declined Significantly -24.8 points
19	284	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	30.7 points above standard
5		6	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
32.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.9 points	3	2	1
291			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.3 points below standard	17.4 points above standard	23.9 points below standard
Declined Significantly -35.9 points	Declined Significantly -18.2 points	Declined -3.9 points
98	131	93

Conclusions based on this data:

1. Olivewood Dashboard shows that we maintained in English Language Arts. Overall, we decreased by 2.4 point. (Pre Pandemic Data)

2. Olivewood Dashboard data demonstrates that we maintained with our English Language Learners. We decreased by 1.9 points.

3. Students with Disabilities is an area where we need to focus on. Dashboard data shares that we declined by 24.8 points. It is essential we monitor and reflect on our IEP goals continuously.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
48.6 points below standard	48.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.7 points	Maintained -2.5 points	
		1
329	230	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
85.5 points below standard	51.6 points below standard	151.6 points below standard
Declined Significantly -33.1 points	Declined -3.9 points	Declined Significantly -18.2 points
19	285	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	11.1 points below standard
5		7	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
51.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1 points	3	2	1
291			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.8 points below standard	12.6 points below standard	47.9 points below standard
Declined Significantly -31.3 points	Declined -9.3 points	Declined -4.5 points
99	131	93

Conclusions based on this data:

1. Overall, data shows that we declined in mathematics. We declined by 3.7 points. We are in the orange category. (Pre-Pandemic Data)

2. Data also shares that we maintained with our English language Learners. We decreased by 2.5 points.

3. Our students with disabilities need more support. Olivewood students decliby 18. 2 points.
It is imperative we improve our practices and give our students with disabilities more differentiated instruction and the opportunities to practice assessments such as the CAASPP Practice Tests.

# School and Student Performance Data

Academic Performance
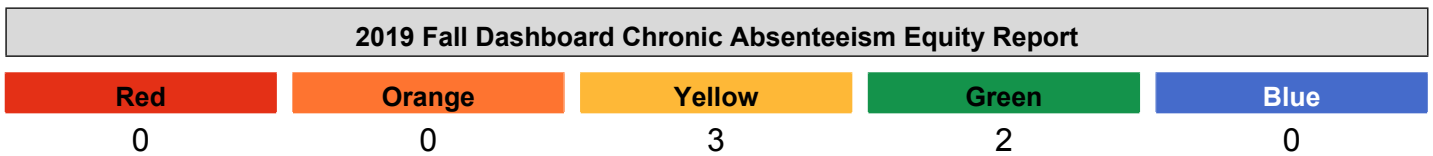## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
59 making progress towards English language proficiency
Number of EL Students: 200
Performance Level: High
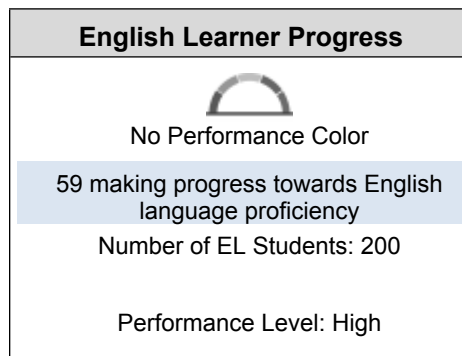
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
26	56	7	111

Conclusions based on this data:

1. Data shows that 59 English Learners are making progress towards English language proficiency. (Pre-Pandemic Data)

2. However, data also shows that 26 of the 200 students decreased in their English language Performance Indicator.

3. 111 students progressed at least one ELPI level. It is essential that we continue providing rigorous ELD systematic and integrated lessons.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	2	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
10.9	9.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18.2	Declined Significantly -19.8	2
622	334	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	Yellow
18.6	10	12.3
Declined -21.4	Declined Significantly -19.7	Declined -18.5
43	521	65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	12.5
9	1	11	Declined -12.5
			24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
10.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18.3	7	3	3
564			

Conclusions based on this data:

1. Overall, our academic engagement and attendance is at a yellow status. Based on data, we have declined in all student groups. Covid-19 Pandemic has severely impacted student attendance.

2. We must provide multiple opportunities for parents and students to know the value of coming to school on a consistent bases.

3. Data shows that our English Learners are at a green status. We must continue to move forward and monitor students attendance data.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
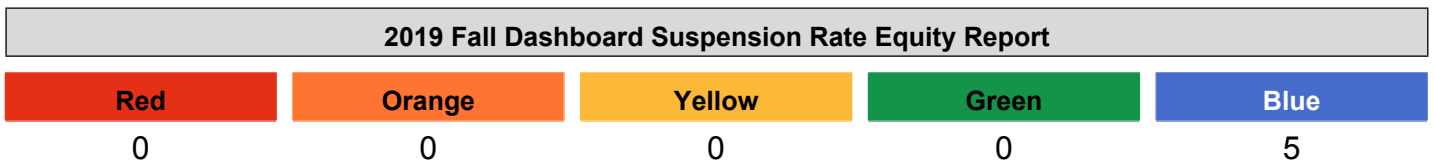## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.3	0.3	Less than 11 Students - Data Not 2
Declined -0.7	Declined -0.5	
641	341	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0	0.4	0
Declined -2.7	Declined -0.8	Declined -1.5
48	535	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
10	1	11	Maintained 0
			25
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
0.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.4	8	3	3
580			

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	0.3

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 achieve at grade level expectations after five years in National School District Schools.

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.

A. English Learner Reclassification will increase 1% in 2021-2022.
B. The percentage of English learners performing at grade level, according to the Fall iReady reading Diagnostic, will increase by 2%.
C. The percentage of English learners performing at grade level, according to the Fall iReady math Diagnostic, will increase by 2%.
D. Increase ELPAC overall average score by 50 points and overall percentage by 2%.
E. Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

A. In 2020 - 2021 Olivewood reclassification rate was
B. According to iReady ELA In 2019-2020 of ELs at Olivewood were identified as Tier 1 compared with in 2020-2021, a decrease of _____
C. According to iReady ELA In 2019-2020 of ELs at Olivewood were identified as Tier 1 compared with in 2020-2021, a decrease of _____

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Last CAASPP ELA EL Data	11 % Meet or Exceed Standards	14% Meet or Exceed Standards
Last CAASPP Math EL Data	11% Meet or Exceed Standards	14% Meet or Exceed Standards
Last ELPAC Overall Data	13% Level 4	16% Level 4
Last ELPAC Oral Data	32% meet criteria	35% meet criteria
Current iReady ELA Data	2 % of students in Tier 1 (average of grades 1-6)	4% of students in Tier 1 (average of grades 1-6)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current iReady Math Data	2 % of students in Tier 1 (average of grades 1-6)	4% of students in Tier 1 (average of grades 1-6)
Reclassification Rate	23.79% reclassification rate.	27% 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 ELA, Math, and Language Acquisition. They will provide small group, targeted and differentiated 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)
25000	Title I 1000-1999: Certificated Personnel Salaries Impact Teachers to support RTI students and ELD.
1000	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

Our school will implement Professional Development in Differentiated Instruction for Teachers.

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	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 after school).

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

Olivewood will implement Impact Teacher support. Impact Teachers will support English Learners in ELA, Math, and Language Acquisition. They will provide small group, targeted 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)
1,000	Title I 1000-1999: Certificated Personnel Salaries Impact Teachers to support small group instruction.
5,000	LCAP 4000-4999: Books And Supplies Resources to support small group instruction with Impact Teachers

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 school will make sure parents increase their engagement in academic involvement and understanding. Parents will support their children (our students) with appropriate tools to support the 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)	Source(s)
2000	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 iReady. Students will use iReady and Imagine Learning Programs to support academic growth. 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 such as Reading A-Z and Raz Kids

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

District teachers will provide the school 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 learning experiences for children. Students will be provided with virtual field trip opportunities that support the grade level standards and increase their knowledge by providing various scaffolds and learning opportunities.

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 Virtual field trips and assemblies.
5000	LCAP 5000-5999: Services And Other Operating Expenditures Physical Field Trips and buses

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 and advance the global competency skills of communication, collaboration, creativity, and problem solving as 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 created by the pandemic.
A. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic, will increase by 2%.
B. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 2%.
C. Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

A. In 2020-2021, according to iREADY ELA data, 27% of all students at Olivewood were identified as Tier 1 compared with 11% in 2021-2022, a decrease of 10%.
B. In 2020-2021, according to iREADY math data, 21% of all students at Olivewood were identified as Tier 1 compared with 5% in 2021-2022 first Diagnostic, a decrease of 16%.

The iReady Diagnostic is an assessment that has proven to correlate very well with the CAASPP assessment. Our students took the Diagnostic 1 in August 2021 and 89% of students performed below grade level in Reading and 95% below grade level in mathematics. It is urgent that our students get the supports necessary to make a positive transition to at grade-level performance.

(Pre-Covid) Previous SBAC Baseline Results: CAASPP results indicate 40% of all students are proficient in ELA. We had a slight decrease on scores and data indicates 60% of students are not meeting the expected performance standards. In mathematics, we decreased from 31% meeting standards to 30% of students meeting them. A negative 1% decline. Our school is in its seventh year of Common Core implementation, and as the CAASPP data shows there is still a need for more scaffolds and supports for our students. Professional development, teacher collaboration, and student practice with the Common Core State Standards will support this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All Students	40% Meet or Exceed Standards	Maintain percentage

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math All Students	28% Meet or Exceed Standards	Maintain percentage
iReady Reading All Students	11% of students at Tier 1 Meeting Standard (average grades 1-6)	13% of students at Tier 1 Meeting Standard (average grades 1-6)
iReady Math All Students	5% of students at Tier 1 Meeting Standard (average grades 1-6)	7 % of students at Tier 1 Meeting Standard (average grades 1-6)
CAASPP ELA SWD	3 % Meet or Exceed Standards	4 % Meet or Exceed Standards
CAASPP Math SWD	2 % Meet or Exceed Standards	4% Meet or Exceed Standards
iReady Reading SWD	2% Meet or Exceed Standards	4 % Meet or Exceed Standards
iReady Math SWD	2% Meet or Exceed Standards	4 % 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.

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 after work hours.

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

Olivewood will implement a broad course of study for all 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)
0	LCAP Enrichment teachers implement visual arts, performing arts, music appreciation, health and nutrition, and physical education units for all students on a biweekly basis. This is a service.

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 school will implement Early Literacy Intervention Support for TK-1 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 4000-4999: Books And Supplies Materials to support parents in using early literacy strategies with their children.
10000	LCAP 1000-1999: Certificated Personnel Salaries Hourly pay for teacher that supports Early Literacy Parent Workshops/Learning.

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 a Technology Support Technician to support school staff and students with various programs that we use with 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	LCAP 2000-2999: Classified Personnel Salaries Technology Support Technician to support school with technology.

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)
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 monthly 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)

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

Even though 2019-2020 showed a tremendous growth of parent engagement at Olivewood, there is still a need for us to engage more parents in various ways to partner with our school in their child's education. Covid-19 Pandemic created a barrier with physical school and parents being at the actual site. In the latest National School District Parent Engagement Survey, results indicated that the most common parent connection with academics was only homework. The survey noted the greatest preference from parents was time with school staff. However, parent work schedules pose the greatest obstacle. In accordance with research, that the more engaged parents are in the academic progress of their children the greater the likelihood students will achieve at high levels, 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.
I Parent Attendance at Virtual Coffee with the Principal	We currently have an average of 30 parents at Virtual Coffee with the Principal.	We will have at least 40 parents at each Virtual Coffee with the Principal.
Virtual Parent-Teacher Conferences Attendance	60% parent attendace rate.	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	Our current average daily attendance is 86%	We will improve our attendance rate by at least 4% to be at 90%.

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)	Source(s)
1000	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.

Strategy/Activity 3
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 4
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 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

Students at Olivewood will know the Wise Owl Ways (Be safe, respectful, responsible, and kind).

We will also provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness:
A. Suspension rate will decrease by .5%.
B. Chronic absenteeism will decrease by 1%.
C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
D. 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). Results from 2019 NSD's administration of the California Healthy Kids Survey show that although 79 percent report they feel safe at school, 21 percent do not. Physical and verbal offenses of students hover around 48 percent. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

The National City Collaborative Family Resource Centers had 937 points of service for families in the community the previous year. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

Distance Learning is not easy. Parents and families are finding ways to adjust and for many, virtual attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to do their live sessions and independent work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1 % Suspended, 0%Expulsion	We will maintain 1% Suspended, 0 %Expulsion
Average Daily Attendance	Currently at 86% average daily attendance.	Increase our average daily attendance to 90%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tier 1 Behavior Referrals	185 Tier 1 Referrals in 2018-2019 school year.	We will decrease referrals by 5% in 2020-2021.
Tier 2 Behavior Referrals	8 Tier 2 Referrals in 2018-2019 school year.	We will decrease referrals by 5% in 2020-2021.
Wise Owl Ways Recognitions	60 students were recognized in 2019-2020.	At least 80 students will be recognized in the 2020-2021 school year.

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)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood school will continue to have a counselor. The school counselor will support social emotional learning school wide. She will also coordinate Positive Behavior Instruction Supports (PBIS) across the school.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood School will implement Professional Development and Data Team Collaboration:

1. School Counselor will receive professional development at the district level on the social emotional curriculum, Sanford Harmony.

2. Classroom teachers and administrator will continue to participate in Restorative Practices training during the 2021-2022 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).

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 PBIS committee after school hourly pay

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

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

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

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 Incentives and recognitions for students that are being safe, kind, responsible, and respectful.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood school will provide family virtual nights and workshops for students to practice games that support social emotional wellness and critical thinking skills.

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 5000-5999: Services And Other Operating Expenditures Learning and community building games for students

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood will recognize students for coming to school (virtually and hybrid model) and will receive incentives for being on time and demonstrating that "every day counts."

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	LCAP 4000-4999: Books And Supplies Trophies, certificates, awards, and other incentives for attendance.

Strategy/Activity 6
Students to be Served by this Strategy/Activity

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

Safety and Social Emotional Wellness

Strategy/Activity

Olivewood will implement weekly morning announcements made by students and staff in a video newscast. This will promote ownership, a sense of community, communication, and excitement for school and 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	LCAP 5000-5999: Services And Other Operating Expenditures Video camera, laptop, green screen, and equipment for student newscast.

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Safety and Social Emotional Wellness

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.

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 field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one community field trip.
Increase the number of students participating in extracurricular activities	Zero after school extracurricular activities (20-21) Increase the number of students participating in	Every grade level will have the opportunity to to have one community field trip.
Increase the number of field trip opportunities this year	Zero off campus field trips (20-21)	Every grade level will have the opportunity to to have one expanded community field trip.

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.

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	LCAP 1000-1999: Certificated Personnel Salaries School Clubs

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)	Source(s)
5000	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)

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)

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	$225,427.00

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	$107,321.00

Subtotal of additional federal funds included for this school: $107,321.00

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 ($)
LCAP	$118,106.00

Subtotal of state or local funds included for this school: $118,106.00

Total of federal, state, and/or local funds for this school: $225,427.00

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	107321	0.00
LCAP	118,106.00	0.00
None Specified		

Expenditures by Funding Source

Funding Source	Amount
LCAP	118,106.00
Title I	107,321.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	137,033.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	41,000.00
5000-5999: Services And Other Operating Expenditures	36,394.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	0.00
1000-1999: Certificated Personnel Salaries	LCAP	57,712.00
2000-2999: Classified Personnel Salaries	LCAP	10,000.00
4000-4999: Books And Supplies	LCAP	29,000.00

5000-5999: Services And Other Operating Expenditures	LCAP	21,394.00
1000-1999: Certificated Personnel Salaries	Title I	79,321.00
4000-4999: Books And Supplies	Title I	12,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,894.00
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
Linnette Gonzalez Castaneda	Principal
Antonia Lopez	Classroom Teacher
Sarah Watson	Classroom Teacher
Eulalia Nava	Classroom Teacher
Lupita Saunders	Other School Staff
Cynthia Tinoco	Parent or Community Member
Angelica Ramirez	Parent or Community Member
Miriam Zuniga	Parent or Community Member
Maria Huerta	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
	English Learner Advisory Committee
	Special Education Advisory Committee

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 January 14, 2022.

Attested:

	Principal, Linnette Gonzalez Castañeda on 01/14/2022
	SSC Chairperson, Maria Huerta on 01/14/2022