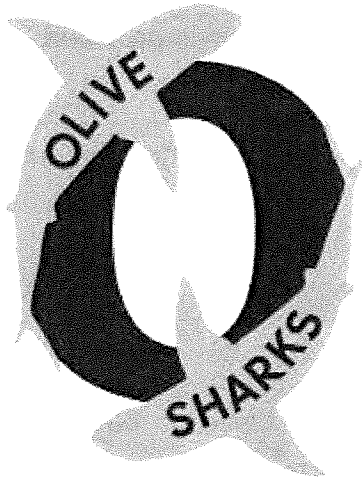


School Year: **2022-23**



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
Olive Elementary School	21654176024558	October 18, 2022	November 15, 2022

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).

Several surveys were completed throughout the year to help guide decisions regarding school priorities.

- Youth Truth surveys on school climate and social emotional well-being were conducted with all 3rd - 5th grade students in February 2022. The surveys indicated that a majority of our students feel supported, safe and connected to the school community. Areas for improvement revolved around feeling academically challenged, applying what is learned to the outside, and feeling like classes don't push them to think critically. Another area of improvement was students feeling they didn't belong. Student results showed they didn't feel comfortable being themselves around others or feeling they didn't have a place in our school community. Individual students are experiencing social/emotional/behavioral needs that are impacting the overall school climate for other students.
- Family Youth Truth surveys on school climate were also conducted in February. Our family survey indicated a couple of areas of concern. Many of our families feel our school does not have adequate resources to support our students in preparing them for the future and setting goals to achieve success. Another area for improvement is school safety. Although parents feel their children are safe overall on campus, there was a concern around bullying on campus.
- Staff Youth Truth surveys on school climate and culture were also conducted in February. The results indicated that staff would like more opportunities to grow as professionals and be encouraged to improve their practice. The results also indicated that staff agree with parents around school safety in terms of bullying on campus.

Classroom Observations

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

The Site Administrator observes classrooms on a rotating basis weekly to monitor student work and progress. Classroom observations are often informal in nature but feedback and recognition are a regular occurrence. Classroom procedures and norms are taught, reviewed, and understood by all students. Students are able to communicate what the learning objective is and how they are able to show that they have met the objective. Teachers were seen effectively connecting content to meaningful real-life content, encouraging critical thinking skills, and making lessons accessible for all students creating and adapting resources to fit the needs of students.

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)
2021-2022 CAASPP and Galileo (ESGI for Kindergarten) data indicate that continued focus on instruction for both our Hispanic/Latino and English Learner populations is warranted along with a focus on Math for all students.

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

Galileo Benchmark Assessment data for our 1st - 5th graders and ESGI data for our Kindergarten students are used on a regular basis to determine the needs of our students. These assessments are administered three times a year to all students to monitor progress toward grade level standards. The data garnered from our local assessment helps us identify the students who need more support in Reading / Math, what areas they need support, and helps us identify goals to help guide an action plan.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and staff meet the requirements for highly qualified staff in their positions.

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

All teachers have access to professional development resources to support the implementation of SBE-Adopted Core Curriculum materials. Our District Teacher Leadership Team provides regular and on-going professional development that focuses on Proficiency Based Education. Teachers also have access to the NUSD Teach website that houses District PBE resources. Additional site-led professional development is offered throughout the year on different programs, teaching strategies, and focus areas that support the need to understand how we can meet students where they are and the using the resources that are available.

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

The Instructional Leadership Team meets and reviews CAASPP, Galileo, ESGI, and ELPAC data in order to assure alignment of staff development to content standards and student needs. Professional development is then determined and planned to support these needs.

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

Ongoing instructional assistance and support is provided by the site administrator, site teacher leadership teacher, district staff, and outside consultants. An MTSS Coordinator and Student Services Director provide direct support to sites and arrange for professional development based on needs. One EL Coordinator supports administering ELD program for identified students.

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

All teachers participate in bi-monthly grade level Professional Learning Community (PLC) meetings to collaborate on instruction, assessment, and student needs. This time is used to look at data from Galileo or ESGI, running records, SIPPS and weekly classroom assessments to determine next steps in reteaching learning objectives and additional resources that can be used to support reteaching. This time is also used to support the continued PBE work so teachers feel comfortable and ready for implementation.

Teaching and Learning

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

Adopted and supplemental instructional curriculum and materials are aligned to the Common Core Standards.

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

Whenever possible, Reading / English Language Arts and Mathematics standards are integrated with content standards during instruction in order to assure adherence to recommended instructional minutes. Teachers are mindful of CCSS in Reading/ELA and Math when presenting Science and Social Studies lessons.

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

Interventions and scaffolding of instruction are embedded into the core curriculum instruction and lesson pacing to assure coverage of Common Core essential standards. Olive also provides Reading and Math intervention during the school day for students who need additional support. Students who are identified through SST or through beginning of the year assessments by their classroom teachers are recommended for Reading or Math Intervention. Our Intervention teachers assess students to place them in small groups and pulls students out for extra Reading and/or Math support throughout the day.

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

All students have access to necessary standards-based texts and technology provided to them by NUSD and the school. This is monitored by Williams Act reporting.

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

SBE adopted and standards-aligned instructional materials for the Common Core Standards are used for English Language Arts and Mathematics instruction. For Reading and English Language Arts, the District adopted curriculum is Lucy Caulkins. For Math, the District adopted curriculum is Expressions Our Reading Intervention teacher uses SIPPS (Systematic Instruction for Phonemic Awareness, Phonics, and Site Words) and our site uses Mystery Science and Social Studies Weekly for Science and Social Studies.

Opportunity and Equal Educational Access

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

Classroom small group instruction in addition to support from our Intervention teachers for targeted individual or small group instruction for our under-performing students based on Gallileo/ESGI, Running Record, and SIPPS data assessments are provided. Software and online learning tools such as iReady, Raz Kids, and Starfall are available to provide practice, review, and reteaching of foundational skills for all students based on individual needs. Instructional Assistants also provide direct support to underperforming students to assist them in developing foundational skills needed to access grade level content instruction. Instructional Assistants push into classrooms for support and work with students in small groups or 1:1 on Reading and/or Math concepts that they are struggling.

Evidence-based educational practices to raise student achievement

Targeted individual and small group instructional opportunities are embedded into classroom instruction throughout the day. Software and online learning tools provide practice, review and reteaching of foundational skills. Intervention teachers and Instructional Assistants provide small group or individual targeted support for Tier 2 and Tier 3 students.

Parental Engagement

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

Our Community Liaison supports families with community resources and check-ins to families of students who need more assistance. Our Community Liaison contacts families on a regular and on-going basis regarding students' academic and/or social well-being, addresses any attendance concerns, and puts together parent / community workshops that inform parents about topics that help support the bridging between school and home.

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)

Parents are invited to participate in several meetings during the year to provide input into the planning, implementation and evaluation of school programs to assure that they are meeting student needs. These parent committees include PTA, SSC, ELAC, and Title I and help us make informed decisions regarding our school goals and the actions tied to each goal. We also have Parent Chats which is a time for parents to listen to what has been happening on and around campus and ask questions or express concerns.

Funding

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

Intervention Teacher (Reading)
Instructional Aide

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The annual and ongoing engagement of stakeholders is a vital part of the SPSA review and development process. It is through our stakeholders that we analyze state/local assessment data and parent/student/staff surveys to review and develop new school wide goals for the following year. It is important that families, staff, and our community are informed of the schools goals, actions, and metrics and have a voice in collectively working together to make sure the process is being upheld. Our School Site Council holds primary responsibility for the oversight and development of the SPSA with considerable input from the Leadership Team, staff, and parents. Conversations about school programs outlined within the SPSA are held as part of the following meetings and events. All meetings were held virtually or in-person. Spanish Interpretation was made available to participants and minutes were transcribed for all meetings. In addition to commenting during a meeting, participants were invited to submit written comments and questions to the site administrator that are then addressed individually. All stakeholder input was reviewed by Olive staff to understand the priorities of the Olive community to guide plans for the future.

Site English Language Advisory Council (ELAC)

Participants: ELAC members including Certificated Staff and Classified Staff

Meeting Date: September 21, 2022

School Site Council (SCC)

Participants: Parents, Certificated Staff, and Classified Staff

Meeting Date: October 18 , 2022

Title I Parent Meeting

Participants: Parents

Meeting Date: September 21, 2022

Olive Instructional Leadership Team (ILT)

Participants: Teacher leaders from each grade level team

Meeting Date: October 25, 2022

Parent Teacher Association (PTA)

Participants: Members from PTA including Certificated Staff
Meeting Date: September 21, 2022

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

Culture of Caring

LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

Goal 1

Expand social-emotional supports and other means of correction to foster an equitable and inclusive culture.

a. Students will be supported in their social/emotional development which will enable them to be well rounded productive students and prepared to contribute productively to the community. This goal will be supported by the identified strategies and activities that will give continued support to students in the areas of social emotional development.

Identified Need

Based on data compiled by Youth Truth and the DESSA Screener, there is great need to focus on students' social emotional health, student and family engagement, providing a culture of respect and accountability, and making sure our students feel academically challenged.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student Survey	2021-2022 (3rd - 5th grade) Highest rated themes: Engagement (2.79) and Relationships (2.69) Lowest rated themes: Academic Challenge (2.43), Instructional Methods (2.57), and Culture (2.11)	Increase Academic Challenge, Instructional Methods, and Culture to 2.6 or above.
Youth Truth Family Survey	2021-2022 Highest rated themes: Communication and Feedback (3.84), School Safety (3.8), Culture (4.0) Relationships (4.33) Lowest rated themes: Engagement (3.63) and Resources (3.68)	Increase Engagement and Resources to 3.85 or above.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DESSA Screener (all TK - 5th grade) - Identifies student strengths using the social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, socially directed behaviors, personal responsibility, decision making and optimistic thinking.	Fall 2021 (K - 5th grade) Strong: 28%; Typical: 64%; Need: 7% Spring 2022 Strong: 31%; Typical 61%; Need: 8%	Decrease the percentage of students in DESSA Mini scoring Red/Need from 8% to 5%
AERIES Attendance monitoring	2021 - 2022 AERIES Attendance Overall Attendance Rate: 94.9%	Increase Overall Attendance Rate to 96% or above

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will utilize Second Step curriculum in classroom instruction and begin the use of the Second Step digital lessons.

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)

District Funded

Centralized District Funds - Second Step curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Tier 2 and Tier 3 based on social/emotional need

Strategy/Activity

Full-time counseling / BACR for home/school support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Centralized District Funds - BACR Counselor -
LCFF Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on English Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

.4 FTE Community Liaison for home/school support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Centralized District Funds - Community Liaison -
LCFF Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of PBIS (Positive Behaviors and Supports) with training for staff members on the PBIS team. This program is designed to support schools implement behavior systems that reward positive choices and behaviors campus wide.

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)

5,000

Source(s)

Donations

PBIS Rewards, posters, implementation resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Tier 2 and Tier 3 based on social-emotional need

Strategy/Activity

Student Support Instructional Assistant who runs the reset and recess rooms. This position also supports identified students in the classroom with behavior and instruction when needed.

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)

5,000

Source(s)

Donations

Items for the reset and recess rooms

District Funded

Centralized District Funds - Instructional Aide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Tier 2 or Tier 3 based on need

Strategy/Activity

Each classroom will include a calming corner for students who need a place to reflect or reset. Students who are not able to reset in the classroom calming corner can visit the office reset room where an adult will facilitate conversations to support the student's emotionally need. Two recess rooms will provide an alternative space for our students during unstructured playtime and will house in-door games, arts and crafts, and imaginary play.

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)

5,000

Source(s)

Donations

Items for classroom calming corner

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Equity work with Nancy Dome and Inclusion work with Sam Drazin. Monthly equity professional development will support our current practices and expand our current practices. Monthly inclusion professional development will focus on current barriers and practices and what inclusion should look like on our campus.

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)

District Funded

District Centralized Funds - Nancy Dome/Sam Drazin

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021 - 2022 school year, the district adopted social emotional learning curriculum, Second Step, was used consistently in the classroom especially at the beginning of the year when creating a supporting classroom environment was crucial. Bay Area Community Resource Counselors were also available three- five days a week to support students. Teachers implemented weekly class meetings that focused on restorative practices and SEL development. We were able to provide a yoga instructor and poetry teacher who met with students to give them creative outlets to support emotional health. Our Community Liaison worked on building relationships with families and provided resources and support in times of need by being available to parents and personally reaching out when there are available resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or budgeted expenditures to implement strategies/activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Although we will continue with supporting our students with the Second Step curriculum, BACR counselors, yoga and poetry classes, and our Community Liaison, there will be a foundational change in culture with the introduction of PBIS (Positive Behavior Interventions and Supports) by creating common expectations using common language and positively recognizing students when they follow school wide expectations. We will also expand our Social Emotional Wellness by creating calming corners in every classroom, a reset room for students who need time to regulate their emotions and reflect on future behaviors, and two recess rooms open during lunch for students who need a calmer atmosphere during unstructured playtime. We are also adding a student support aide who will run the two recess rooms and reset room, but also who will check-in with students throughout the school day who need more 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

Culture of Competence

LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

Goal 2

Implement clearly articulated systems for academics, behavior, and social-emotional support with fidelity within a multi-tiered system of support (MTSS) to enhance a "culture of competence."

a. Expand the multi-tiered system of academic, behavioral and social-emotional support to maximize resources and ensure sufficient and equitable support to all students.

Identified Need

Based on CAASPP, Galileo and ELPAC assessment data, there is a need to support Latino students, English Learners and socioeconomically disadvantaged students. These three populations meet or exceed academic grade level standards at a rate far lower than White students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced ELA	2021 - 2022 Percent of students meeting or exceeding grade level standards: All students: 59% English Learners - 17% Socioeconomically Disadvantaged - 35% Latino students - 35%	Each student group will demonstrate 5% growth on CAASPP ELA assessment.
CAASPP Smarter Balanced Math	2021-2022 Percent of students meeting or exceeding grade level standards: All students: 58% English Learners - 22% Socioeconomically Disadvantaged - 30% Latino Students - 31%	Each student group will demonstrate 5% growth on CAASPP Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo (Reading)	2020-2021 Percent of students meeting or exceeding grade level standards at the end of the year: All students: 50% English Learners - 9% Socioeconomically Disadvantaged - 23% Latino students - 22%	Each student group will demonstrate 5% growth on Galileo Reading assessment.
Galileo (Math)	2020-2021 Percent of students meeting or exceeding grade level standards at the end of the year All students: 51% English Learners - 19% Socioeconomically Disadvantaged - 23% Latino students - 24%	Each student group will demonstrate 5% growth on Galileo Math assessment.
ELPAC	2020-2021 Percent of EL students scoring moderate/well-developed - 39%	Students who score moderate/well-developed will increase by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with an emphasis in Tier 2 and Tier 3 instruction

Strategy/Activity

A full time Data Specialist will work with teachers with more targeted instruction through data cycles every eight-weeks with an emphasis on our three student groups (EL, SED, and Latino/Hispanic students). Data cycle PLC's will start with the identification of an essential standard and an assessment to identify students who need more support. Within the PLC, grade level teachers will set goals and discuss instructional strategies that will support student progress during the eight-week cycle.

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)
	District Funded
	Data Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 students with an emphasis on our English Learners, Socioeconomically Disadvantaged, and Latino students

Strategy/Activity

Reading Intervention Teacher will provide small group and 1:1 support in Reading three days a week and push into classrooms once a week to support students who are identified in grade level PLC data cycles.

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)
69,582	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher
11,418	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Reading Intervention Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 students with an emphasis on our English Learners, Socioeconomically Disadvantaged, and Latino students

Strategy/Activity

Math Intervention Teacher will provide small group and 1:1 support in Math 2.5 days a week.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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District Funded

Centralized District Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 students with an emphasis on our English Learners, Socioeconomically Disadvantaged, and Latino students

Strategy/Activity

An Intervention Instructional Assistant will provide push-in classroom support once a week. The Intervention Instructional Assistant will work with students identified in PLC Data Cycles.

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)

4430

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected
2000-2999: Classified Personnel Salaries
Intervention Instructional Assistant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with an emphasis on our English Learners, Socioeconomically Disadvantaged, and Latino students

Strategy/Activity

Kindergarten and 1st Grade classroom Instructional Assistants support teachers with small groups and will often pull students for 1:1 support. This support is driven by goals created either through the SST process or Data Cycles.

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)

District Funded

Centralized District Funds - Instructional Assistants - ELO Grant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Software and online programs will provide personalized learning to allow teachers to provide small group targeted direct 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)

10,000

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Raz Kids, Accelerated Reader, and Starfall

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 students with an emphasis on our English Learners

Strategy/Activity

ELD teacher will provide small group, targeted language instruction based on ELPAC scores and areas of need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Centralized District Funds - EL Specialist

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021 - 2022 school year, our Data Specialist supported teachers with targeted classroom instruction through data cycles and professional development. There was a focus on the

use of assessments and lessons through Imagine Learning and Galileo. However, with this change, there was very little overall growth in our CAASPP ELA scores for our three student groups: English Learners, Hispanic/Latino, and SocioEconomically Disadvantaged. This lack of growth shows a huge need to provide our students with more rigorous targeted instruction with opportunities for reteach and intervention. However, there was noticeable growth in CAASPP Math scores for our three student groups. We can attribute some of this growth not only on our math focus through data cycles, but also by the addition of a Math Intervention teacher two-three days a week.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No difference between intended implementation and/or budget expenditures to implement the strategies/activities to meet goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The addition of an ELD teacher will increase supports for our EL students. These students were historically served by our Reading Intervention teacher, but will now open up access to more students to be supported in Reading instruction in small group push-in or 1:1. Our Reading Intervention teacher will expand the number of days available from three to four. Our Data Specialist will be available to support teachers and students five days a week, an increase from 2.5 days last year.

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

Culture of Excellence

LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

Goal 3

Implement clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence" Utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth.

Identified Need

Based on CAASPP and Galileo assessment data, there is a need to support Latino students, English Learners and socioeconomically disadvantaged students. These three populations meet or exceed academic grade level standards at a rate far lower than White students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced ELA	2021-2022 Percent of students meeting or exceeding grade level standards: All students: 59% English Learners - 17% Socioeconomically Disadvantaged - 35% Latino students - 35%	Each student group will demonstrate 5% growth on CAASPP ELA assessment.
CAASPP Smarter Balanced Math	2021-2022 Percent of students meeting or exceeding grade level standards: All students: 58% English Learners - 22% Socioeconomically Disadvantaged - 30% Latino Students - 31%	Each student group will demonstrate 5% growth on CAASPP Math assessment.
Galileo (Reading)	2021-2022 Percent of students meeting or exceeding grade level	Each student group will demonstrate 5% growth on Galileo Reading assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo (Math)	standards at the end of the year: All students: 50% English Learners - 9% Socioeconomically Disadvantaged - 23% Latino students - 22% 2021-2022 Percent of students meeting or exceeding grade level standards at the end of the year: All students: 51% English Learners - 19% Socioeconomically Disadvantaged - 23% Latino students - 24%	Each student group will demonstrate 5% growth on Galileo Math assessment.

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

Strategy/Activity 1

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

Strategy/Activity
 Ensure all teachers implement core programs with consistency and fidelity.

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)
1300	Lottery: Instructional Materials 4000-4999: Books And Supplies HW without Tears, Cursive without Tears

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

Teachers will participate professional development and workshops that focus on Reading/Math strategies, completing Data Cycles and the use of data, and utilizing PBE in order to expand their repertoire of strategies and resources to support 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)
838	Title II Part A: Improving Teacher Quality Professional development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue teacher Professional Learning Communities to provide collaboration time to develop Reading and Math strategies for implementation of learning maps.

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	General Fund Collaboration time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to integrate resources from NUSD Teach to support Proficiency Based Education and access and use proficiency scales and learning maps to support classroom instruction in Reading and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Members of the the district Teacher Leadership Team were available to support teachers with understanding and implementing Proficiency Based Education Reading and Math. Staff continued to access the essential standards through NUSDTeach.com. Staff began deeper professional development around PBE and started using learning maps in the classroom to have students understand what they were learning and where they were in the process.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or budgeted expenditures to implement strategies/activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers were provided the Essential Standards, Proficiency Scales and Learning Maps for their grade level last year. This will continue this year, however, in data cycles teachers will choose an essential standard as a focus and center intervention strategies around the essential standard, proficiency scale and a common assessment.

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

High Quality Data Based Decision Making

LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

Goal 4

Enhance the accuracy of collecting, recording and analyzing academic and behavior data to be utilized within the problem-solving process to improve system effectiveness and identify areas of academic strength and growth for all students.

Identified Need

In order to appropriately support our English Learners, Socioeconomically Disadvantaged, and Latino students a focus on data, goal setting and data cycles needs to be implemented to support students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 with an emphasis on English Learners, Socioeconomically Disadvantaged, and Latino students

Strategy/Activity

A Data Specialist (TOSA) will support teachers in identifying focused essential standard, student needs, areas of growth, setting goals, and implementation of interventions for Reading and Math. This work will be done in six-eight week PLC Data Cycles with the reading and math intervention teacher and the ELD teacher. This position is being paid by centralized district funds.

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Each teacher will be provided the Essential Learning Standards and Learning Maps. A binder will be created for each teacher with appropriate Reading and Math data taken from CAASPP, Galileo, ESGI and ELPAC to identify need and areas of growth.

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 3

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on Latino, Socioeconomically Disadvantaged students, and English Learners

Strategy/Activity

The Program Coordinator monitors all intervention programs for identified students, orders all curriculum that is used to supplement these programs. This position manages our Title I budget to make sure funding is spent in alignment with the SPSA and makes sure all SSC meetings are uploaded into the Title I crate. This position will work with the Community Liaison on parent outreach classes and informational meetings.

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)

16421

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Program Coordinator

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners, Socioeconomically Disadvantaged students and Hispanic/Latino students.

Strategy/Activity

Release time for grade level teachers to meet with the Data Specialist, reading and math intervention teachers and the ELD teacher in grade level PLC's to identify essential standard focus, goals and implementation of intervention.

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 II Part A: Improving Teacher Quality

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with an emphasis on English Learners, Socioeconomically Disadvantaged students. Hispanic/Latino students and Special Education students

Strategy/Activity

Create Inclusion and Equity committees who will focus on developing protocols for facilitating difficult conversations around sensitive topics such as race, poverty, disabilities, and language using the book *Courageous Conversations About Race* by Glenn Singleton as per the recommendations made to Olive by Anthony Muhammad in his Equity Audit. These two teams will also guide the site in creating short and long-term goals that aligns resources and monitors progress in improving the achievement gap. Work with Anthony Muhammad and Nancy Dome will support the diversity of our student population as being reflected in the classroom, instructional materials, and school wide culture.

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	Donations
	Books

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2021 - 2022, the data specialist supported the implementation of data cycles with each grade level. Grade levels were given time each month either on a Wednesday after school or an hour during the school day during PLC grade level days to look at data for each student and create a plan along with action steps to provide additional support around focused essential standards. The project coordinator supported our the gathering, documenting, and housing all Title I documents as is required by the state. Our Teacher Leadership Team created binders for every teacher with essential standards and learning maps, but this was also a resource teachers used during their PLC time to choose essential standards they would focus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Grade level release time will be given six times throughout the year for teachers to meet with the data specialist on data cycle work. A roving substitute will give release time to teachers to meet in their PLC's. Inclusion and Equity committees will be developed to train with Nancy Dome, Anthony Muhammad, and Sam Drazin around building equity and inclusion on campus to improve the achievement gap. However, these committees do not have an affect on expenditures.

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sean Cannon	Classroom Teacher
Wendy Hitchcock	Classroom Teacher
Emma Detwiler	Parent or Community Member
Areli Calderon	Parent or Community Member
Danesha Pryor	Parent or Community Member
Yadira Lemus	Parent or Community Member
Jan Miller	Other School Staff
Lori Nuno	Principal
Katherine Thorne	Parent or Community Member
Alyssa Pappas	Classroom Teacher
Regina Fernandez Laredo	Other School Staff

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.

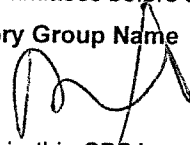
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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



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 10/18/2022.

Attested:

Principal, Lori Nuno on 10/18/2022



SSC Chairperson, Emma Detwiler on 10/18/2022 Emma Detwiler

Signature: Emma Detwiler
Emma Detwiler (Nov 9, 2022 11:27 PST)

Email: detwilervillage@gmail.com

Budget Summary - Olive Elementary 2022-23

Federal	Approved Budget
Title I	\$74,012
Title II	\$1,838
Funds provided to the school through the Consolidated Application	\$75,850

State and/or Local	Approved Budget
Unrestricted	\$13,345
Elementary Yard Duty	\$38,351
LCFF Supplemental	\$31,346
Lottery - Instructional Material	\$10,990
Special Education	\$500
Other Local	\$20,000
PTA	\$27,905
Library Book Replacement	\$20
General Donation	\$15,937
Total State/Local funds for this school	\$158,394

Total federal, state, and/or local funds for this school	\$234,244
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