

School Year: **2023-24**



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	November 17, 2023	December 5, 2023

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.

- Student Youth Truth surveys on school climate were conducted in February 2023. Here are the results of this survey:

88% of students felt positively that the degree to which they perceive high expectations and feel engaged with their school and their education.

75% of students felt positively that their teacher encouraged them to try their best.

78% of students felt positively that they had a strong, supportive relationship with their teacher.

82% of students felt positively that their teachers respected them.

31% of students felt positively that teachers were respected by students.

88% of students felt positively that teachers cared about them.

13% of students felt positively that their classrooms are an orderly and respectful environment.

26% of students felt positively that they feel welcome at school.

- Family Youth Truth surveys on school climate were also conducted in February 2023. Here are the results of this survey:

80% of families felt positively they are engaged in their school and empowered to influence decision making.

75% of families felt positively that their child is getting a high quality education.

69% of families felt positively that the school sets high expectations for their child.

90% of families felt positively that their child experiences positive relationships in their school based on respect, care and approachability.

90% of families felt positively that teachers and students respect each other.

84% of families believe their school fosters shared goals, respect, fairness, and diversity.

65% of families feel the discipline at the school is fair.

52% of families feel the school encourages staff to speak out against racism.

- Staff Youth Truth surveys on school climate and culture were also conducted in February 2023. Here are the results of this survey:

93% of staff feel engaged in their work and empowered to influence their schools.

96% of staff feel positively that students are getting a high quality education.

93% of staff feel positively that the school sets high expectations for students.

100% of staff feel positively that they experience positive relationships in their school based on respect, care and approachability.

93% of staff feel positively that staff treat students respectfully.

75% of staff feel positively that students treat staff respectfully.

96% of staff feel positively that staff and students care about each other.

79% of staff believe that their school fosters a culture of shared vision, respect, and effective communication.

79% of staff feel the discipline at the school is fair.

93% of staff feel the school encourages families to speak out against racism.

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 regularly 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)
2022-2023 CAASPP and Galileo (ESGI for Kindergarten and 1st Grade) 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 2nd - 5th graders and ESGI data for our 1st - 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 but two teachers and all classified 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. The 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)

English Language Development Specialist Teacher
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: November 6, 2023

School Site Council (SCC)

Participants: Parents, Certificated Staff, and Classified Staff

Meeting Date: November 17, 2023

Title I Parent Meeting

Participants: Parents

Meeting Date: November 6, 2023

Olive Instructional Leadership Team (ILT)

Participants: Teacher leaders from each grade level team

Meeting Date: October 17, 2023

Parent Teacher Association (PTA)

Participants: Members from PTA including Certificated Staff

Meeting Date: November 8, 2023

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	65	68	76	19.1%	20.8%	21.5%
Fluent English Proficient (FEP)	38	34	29	11.2%	10.4%	8.2%
Reclassified Fluent English Proficient (RFEP)	8			12.3%		

Conclusions based on this data:

1. 1. Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of ELs not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 CFR Section 200.25[a]; EC Section 64001[g][2][B])
ELPAC scores along with the Galileo assessment that is administered three times a year will be reviewed by Data Specialist and site EL Coordinator. The Data Specialist and site EL Coordinator will support teachers in identifying EL goals, areas of growth, and progress monitoring towards meeting benchmark standards.

2. 2. a. Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])
b. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

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

Site Goal #2 - Strategy #2 (focus on EL students)
Reading Intervention Teacher will provide small group and 1:1 support in Reading three days a week.

Strategy #4
An Intervention Instructional Assistant will provide classroom small group and 1:1 support.

3. 3. Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])

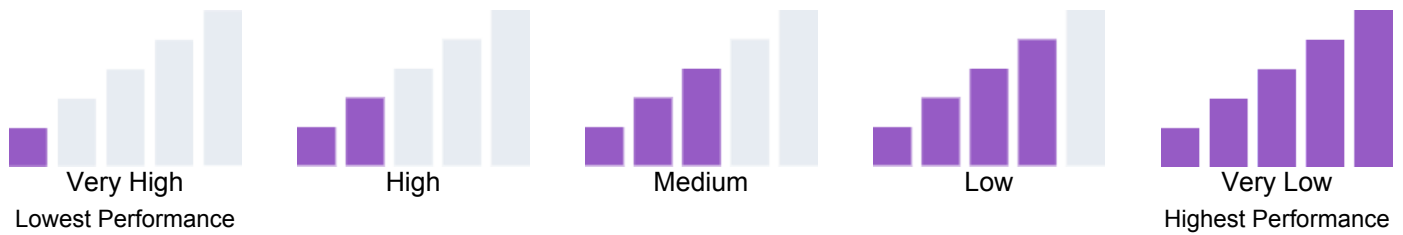
\$55,000 will be paid out of Title I funds and \$6662 will be paid out of LCFF Supplemental funds for the Reading Intervention Teacher.
\$4,430 will be paid out of LCFF Supplemental funds for the Intervention Instructional Assistant.

School and Student Performance Data

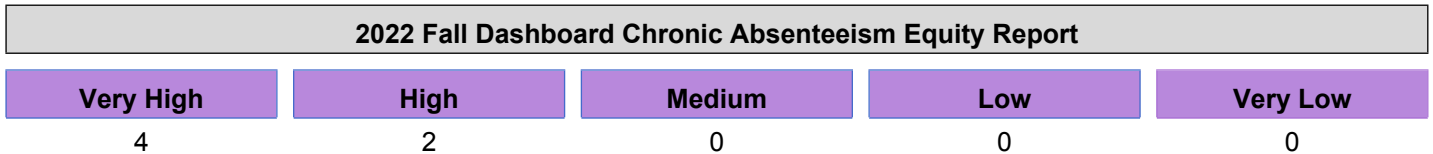
Academic Engagement Chronic Absenteeism

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

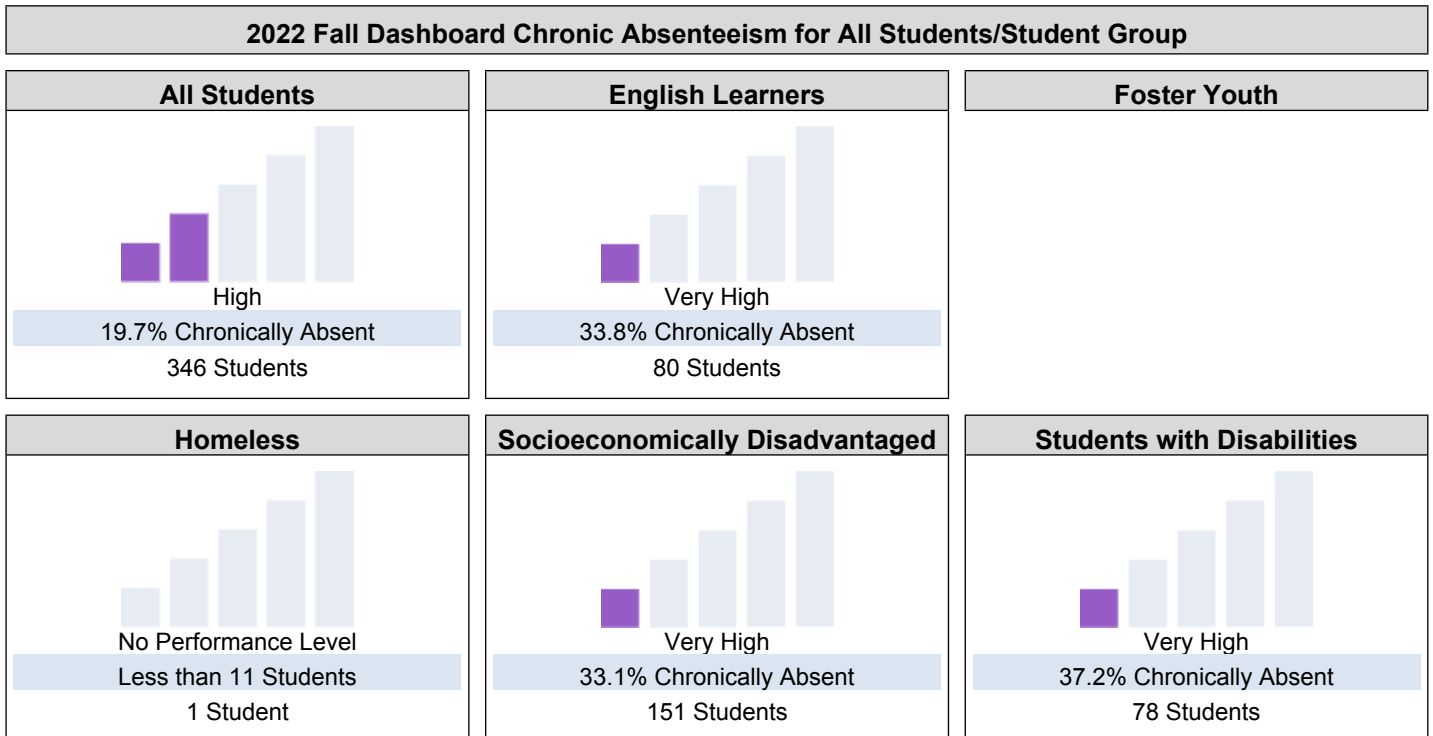
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



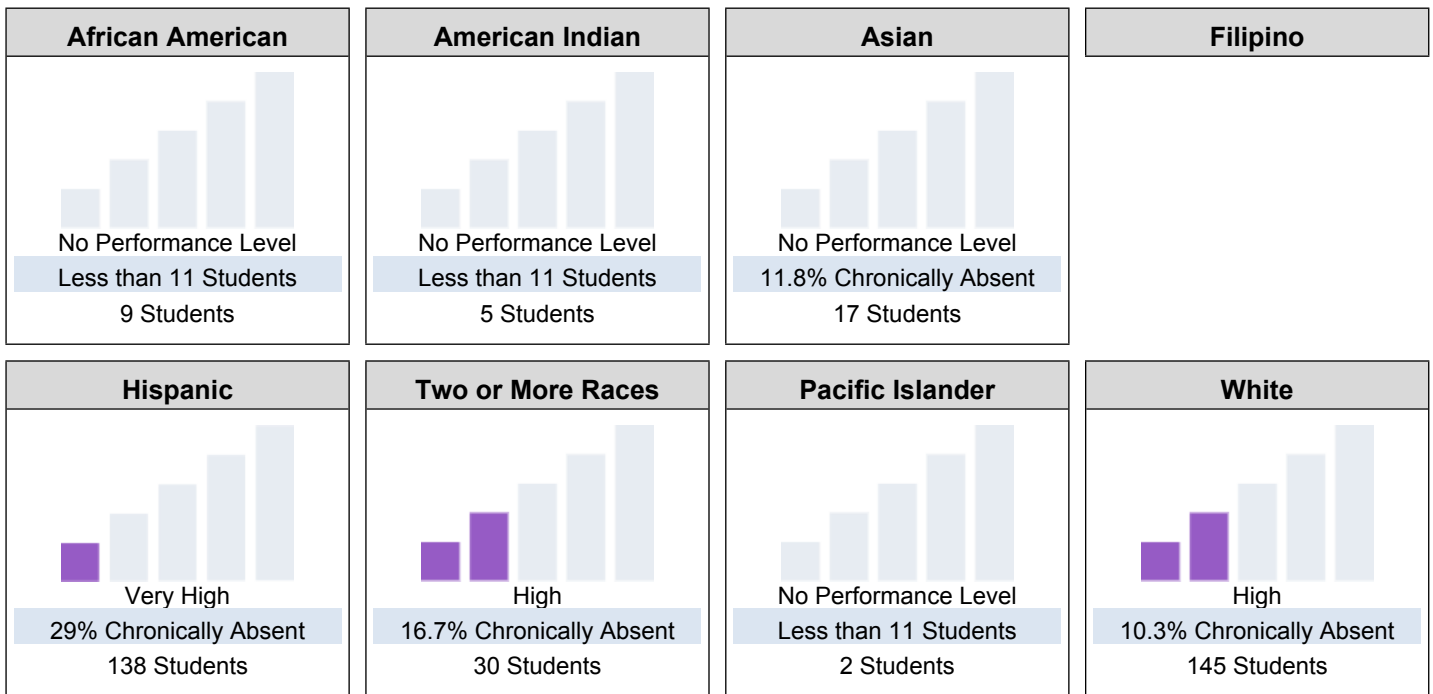
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Our students English Learner, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic populations have very high chronically absent percentages.
2. Overall, we have a high percentage of chronically absent students.
3. In 2023-2024 we need to focus on our attendance and target the four chronically absent populations.

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

All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

Olive staff will successfully address the social emotional needs of our students through intervention, service and support to foster an equitable and inclusive culture.

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

Continue to refine the implementation of Tier 1 behavioral interventions, supports and procedures through the implementation of PBIS expectations. Begin work on identifying Tier 2 and Tier 3 interventions and supports for meeting the needs of students with significant social, emotional, behavioral needs. 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	31% of students felt positively that teachers were respected by students. 13% of students felt positively that their classrooms are an orderly and respectful environment. 26% of students felt positively that they feel welcome at school.	Increase the percentage of students who feel teachers are being respected by students from 31% to 41% Increase the percentage of students who feel their classrooms are an orderly and respectful environment from 13% to 23% Increase the percentage of students who feel positively that they feel welcome at school from 26% to 36%
Youth Truth Family Survey	69% of families felt positively that the school sets high expectations for their child.	Increase the percentage of families who feel school sets

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	65% of families feel the discipline at the school is fair. 52% of families feel the school encourages staff to speak out against racism.	high expectations for their child from 69% to 74% Increase the percentage of families who feel discipline at the school is fair from 65% to 70% Increase the percentage of families who feel the school encourages staff to speak out against racism from 52% to 57%
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 2022-23 (TK - 5th grade) Strong: 24%; Typical: 68%; Need: 8% Spring 2023 Strong: 36%; Typical 59%; Need: 5% Fall 2023-2024 (TK - 5th grade) Strong: 19%; Typical: 75%; Need: 7%	Decrease the percentage of students in DESSA Mini scoring Red/Need from 7% to 4%
AERIES Attendance monitoring	2022 - 2023 Attendance Overall Attendance Rate: 93.8%	Increase Overall Attendance Rate to 95% 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)

5,528

Source(s)

District Funded

Centralized District Funds - Posters and rewards

Annual Review

SPSA Year Reviewed: 2022-23

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 2022 - 2023 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 five days a week to support students. Teachers created calming corners in their classrooms to support the social emotional well-being of our students. We were able to provide a yoga instructor, poetry teacher, and coding instructor 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. Although PBIS was not implemented last year, the PBIS team (along with all stakeholders) created common expectations for each area of campus using common language. We also implemented a monthly assembly to recognize students who displayed the focused character trait of the month. Our reset room and indoor recess areas created a space for students who had difficulty with unstructured outdoor play. We were not able to meet our goal of increasing the student responses to academic challenge and culture to 2.6 on the Youth Truth survey. However, we did meet our goal of 2.6 on instructional method and increased our student responses to overall culture from 2.11 to 2.15. We will need to continue to work on creating an academic challenging environment for our students by increasing rigor. We surpassed our Youth Truth survey goal in engagement for our parent community from 3.63 to 3.97 and almost met our goal in the resources we provide from 3.68 to 3.77.

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, enrichment programs, and our Community Liaison, there will be a foundational change in culture with the introduction of PBIS (Positive Behavior Interventions and Supports) by implementing our common expectations and creating creative ways to recognize students who follow the common expectations. Due to limited space, we had to move our reset room to a shared office space with our Data Specialist and we are unable to continue the indoor recess space.

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.
 b. Decrease chronic absenteeism from 20% to 15% and average daily attendance from 93% to 95%

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 other populations of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced ELA	CAASPP ELA 2022 - 2023 Percent of students meeting or exceeding grade level standards: All students: 48.85% English Learners - 15.39% Socioeconomically Disadvantaged - 24.29% Latino students - 27.28%	Each student group will demonstrate 3% growth on CAASPP ELA assessment.
CAASPP Smarter Balanced Math	CAASPP Math 2022-2023 Percent of students meeting or exceeding grade level standards: All students: 44.26% English Learners - 19.23% Socioeconomically Disadvantaged - 20% Latino Students - 21.21%	Each student group will demonstrate 3% growth on CAASPP Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo (Reading)	Galileo - EOY 2023 Percent of students meeting or exceeding grade level standards at the end of the year: All students: 50% English Learners - 6% Socioeconomically Disadvantaged - 27% Latino students - 27%	Each student group will demonstrate 3% growth on Galileo Reading assessment.
Galileo (Math)	Galileo - EOY 2023 Percent of students meeting or exceeding grade level standards at the end of the year: All students: 39% English Learners - 0% Socioeconomically Disadvantaged - 13% Latino students - 17%	Each student group will demonstrate 3% growth on Galileo Math assessment.
ELPAC	2022 - 2023 Percent of EL students scoring moderate/well-developed - 45.83%	Students who score moderate/well-developed will increase by 5%
AERIES	Overall Attendance Rate: 93.8%	Increase Attendance Rate to 95%

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

Centralized District Funds - 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)

District Funded

Centralized District Funds

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 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)

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

Instructional Assistant will provide general support for small groups or 1:1 in Reading and Math one day 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)

4400

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

Instructional Assistants will provide Kindergarten, 1st grade, and 2nd grade small groups and 1:1 support 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)

26,000

Source(s)

District Funded
Centralized District Funds - Instructional Assistants - ELO Grant

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

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)

4,000

Source(s)

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

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)

23,263

Source(s)

District Funded
Centralized District Funds - EL Specialist
LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries

25,916

Strategy/Activity 8

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, Students with Disabilities, and Hispanic populations

Strategy/Activity

Decreasing chronic absenteeism through positive interventions and rewards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

District Funded

Centralized District Funds

Annual Review

SPSA Year Reviewed: 2022-23

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 2022 - 2023 school year, our Data Specialist continued supporting 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. We saw a large decrease in our overall growth on our CAASPP ELA and Math scores and an even greater decrease 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.

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 EL Specialist position will increase from two days a week to four days a week to support our EL's with language acquisition along with foundational reading and math skills. 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 continue four days a week, our Data Specialist will be available to support teachers and students five days a week. The Math Intervention teacher will increase from 2.5 days last year to five days a week. Our district will also be supported by an outside consultant to help us

increase our average daily attendance and decrease our chronic absenteeism through positive interventions and parent communication.

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

Utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth.

Olive students will demonstrate significant growth toward mastery of the CCSS in ELA and Math as measured by multiple indicators (ESGI, SBAC, Galileo, District Writing Benchmark) by June 2024

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	CAASPP ELA 2022 - 2023 Percent of students meeting or exceeding grade level standards: All students: 48.85% English Learners - 15.39% Socioeconomically Disadvantaged - 24.29% Latino students - 27.28%	Each student group will demonstrate 3% growth on CAASPP ELA assessment.
CAASPP Smarter Balanced Math	CAASPP Math 2022-2023 Percent of students meeting or exceeding grade level standards: All students: 44.26% English Learners - 19.23% Socioeconomically Disadvantaged - 20% Latino Students - 21.21%	Each student group will demonstrate 3% growth on CAASPP Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Galileo (Reading)	Galileo (Reading) Percent of students meeting or exceeding grade level standards at the end of the year: All students: 50% English Learners - 6% Socioeconomically Disadvantaged - 27% Latino students - 27%	Each student group will demonstrate 3% growth on Galileo Reading assessment.
Galileo (Math)	Galileo (Math) Percent of students meeting or exceeding grade level standards at the end of the year: All students: 39% English Learners - 0% Socioeconomically Disadvantaged - 13% Latino students - 17%	Each student group will demonstrate 3% 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)

1300

Source(s)

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)

2000

Source(s)

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)

2000

Source(s)

Title II Part A: Improving Teacher Quality
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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students identified as socio economically disadvantaged

Strategy/Activity

Project Coordinator will be responsible for making sure programs are appropriately serving our students and will work with the Community Liaison on parent workshops and outreach.

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)
10,000	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries
5160	In Kind 2000-2999: Classified Personnel Salaries
5000	General Fund 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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 in 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. The implementation of Data Cycles supported work with PBE and targeting instruction to support

students who needed a better understanding of the essential standards. However, our CAASPP and Galileo scores took a dip so we will need to examine our Tier I instruction.

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.

Our work around PBE will continue, but grade levels will now create common assessments across the district. Our data cycles will continue with teachers choosing an essential standard as a focus and center intervention strategies around the essential standard, proficiency scale and a common assessment. Our 3rd - 5th grade teachers will do some work around getting ready for CAASPP by reinforcing test taking skills and strategies.

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	\$97,526.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$115,567.00

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 Part A: Basic Grants Low-Income and Neglected	\$66,316.00
Title II Part A: Improving Teacher Quality	\$4,000.00

Subtotal of additional federal funds included for this school: \$70,316.00

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 (\$)
District Funded	\$6,528.00
General Fund	\$5,000.00
In Kind	\$5,160.00
LCFF - Supplemental	\$23,263.00
Lottery: Instructional Materials	\$5,300.00

Subtotal of state or local funds included for this school: \$45,251.00

Total of federal, state, and/or local funds for this school: \$115,567.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sean Cannon	Classroom Teacher
Lisa Nyquist	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 11/17/2023.

Attested:



Principal, Lori Nuno on 11/17/2023



SSC Chairperson, Emma Detwiler on 11/17/2023