



The Single Plan for Student Achievement (SPSA): 2020-2021

OLIVENHAIN PIONEER ELEMENTARY SCHOOL

CDS Code: 37 680806112445

Date of this revision: November 5, 2020

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) requires each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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

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Position: Principal

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Encinitas Union School District

EUSD LCAP and SPSA Alignment

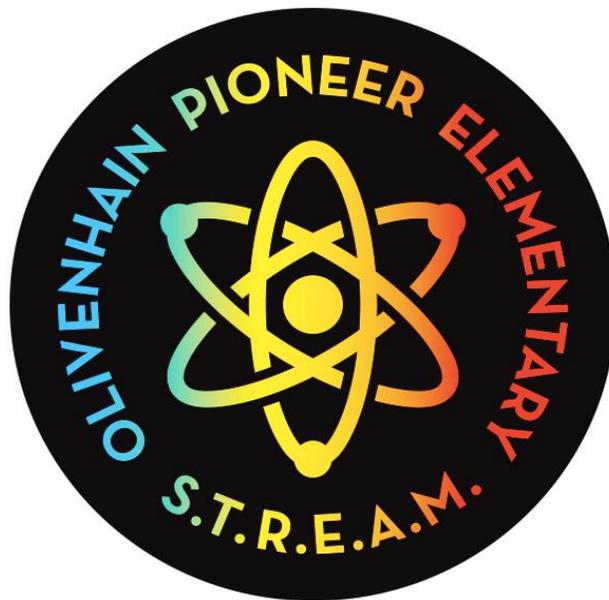
EUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The District Governing Board approved this revision of the School Plan on _____.

“Pioneers of Today, Leaders of Tomorrow”

Definition of Pioneer: A person or group who helps create or develop new ideas and methods.

At Olivenhain Pioneer Elementary School (OPE), we seek to develop optimistic, altruistic, curious students, who have a passion for life-long learning. Olivenhain Pioneer Elementary School is a place where creativity and innovation is encouraged, critical thinking and problem solving skills are developed, and engaging learning opportunities are ubiquitous. Our S.T.R.E.A.M. concept will provide an interdisciplinary approach to learning by integrating Science, Technology, Research, Engineering, Art and Mathematics throughout our standards based curriculum. This shift in approach is possible because of our generous and involved community, our collaborative teaching staff and a desire to lead the way in transforming education and preparing our children for the future. At OPE, we have specialized in environmental science and service learning, which qualified us for the 2014 California Distinguished School designation, an international recognition, Eco School Certification and a Service Learning Leadership award. We continue these initiatives and continue to grow our programs to meet the needs of our ever changing educational landscape. In 2017 and again in 2019, OPE was awarded the designation as an APPLE Distinguished School from 2017-2022.



School Profile:

Located in the beautiful north coastal region of San Diego County, Olivenhain Pioneer Elementary School (OPE) serves approximately 588 children in kindergarten through 6th grade in the Encinitas Union School District. Our exceptional, nurturing faculty and staff, small class sizes in grades K-3 (24 students per class), K-6 music, science, and art programs, powerful service learning projects, impressive parent involvement, extensive library collection, innovative technology programs, and beautiful campus, create an optimal learning environment that results in high academic achievement.

The Olivenhain Pioneer Elementary School serves students from the town of Olivenhain and from the cities of Encinitas and South Carlsbad. Olivenhain Pioneer Elementary School's fully credentialed teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience.

Our families and community are an integral part of our school's success. Parents can be found in countless classrooms, engaged in meaningful work. We encourage all parents to get involved with any of the invaluable committees at OPE. Our School Site Council (SSC), Parent Teacher Association (PTA) and Encinitas Education Foundation (EEF) groups offer opportunities for rewarding involvement.

The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. Olivenhain Pioneer Elementary School's staff, parents, and community dedication to excellence for their students has resulted in the school's National Blue Ribbon School of Excellence, the California Distinguished School status and the California Service Learning Award. Most recently, OPE received, the Carlsbad Chamber of Commerce Outstanding Educator Award for our new science program.

OPE's service learning programs characterize some of the more inspiring aspects of the OPE community. OPE offers service learning opportunities that link curriculum with serving the community and the world. Service Learning is a philosophy, pedagogy and model for community development that we use to meet learning goals and meet state content standards. Service learning is intentionally used as an instructional strategy to meet our goals. The purpose of our service-learning program is to create a culture of service minded leaders for our future. OPE is an Eco-Certified School. OPE recognizes that students thrive in environments where their accomplishments are celebrated. We have many programs in place that allow us to positively recognize students such as our OPE Read Ceremony, where students are given an engraved medal for reading 2000 minutes or more. We also have a newly revitalized character program where students are recognized for displaying characteristics from EUSD Health and Wellness curriculum. We recognize

student monthly at our all school assemblies. Students also have their names read over the intercom system.

At OPE we value the education of all students. We have a well-defined special education program for students at all levels. We have a successful Learning Center program with two Learning Center teachers. These teachers address academic needs within the general education classroom and in the Learning Center classroom. In addition, we also have a Special Day Class for students with more individualized academic needs. Our students in our Special Day Class are mainstreamed into the general education classes every day to enhance the lives of all of our students

School Accountability Report Card (SARC):

Information from the School Accountability Report Card (SARC) is required for an action plan under the Immediate Intervention/Under-performing School Program (II/USP). Although not required for other school plans, the SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- Pupil achievement, and progress toward meeting academic goals
- Progress in reducing dropout rates
- Expenditures per pupil and types of services funded
- Progress toward reducing class sizes and teaching loads
- The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence
- The quality and currency of textbooks and other instructional materials
- The availability of qualified personnel to provide counseling and other pupil support services
- The availability of qualified substitute teachers
- The safety, cleanliness, and adequacy of school facilities
- The adequacy of teacher evaluations and opportunities for professional improvement
- Classroom discipline and climate for learning, including suspension and expulsion rates
- Staff training and curriculum improvement
- The quality of instruction and school leadership
- The degree to which pupils are prepared to enter the work force
- The number of instructional minutes provided
- The number of minimum days scheduled

The School Accountability Report Card (SARC) can be found [here](#).

Olivenhain Pioneer Elementary SPSA Updates for 2020-21

COVID-19 Plan

The link to the EUSD Re-Opening Plan is provided here:

<https://drive.google.com/file/d/1dsqhAllQ1hIZBg3ipVdcTXB6LWrNMjk8/view>

Olivenhain Pioneer's COVID-19 Prevention Plan is available here:

<https://docs.google.com/document/d/1G2oREWo4zX9 X3q3Pw TljiyRB9BpMV3x4MAg2UBFwc/edit?usp=sharing>

Pupil Learning Loss

OPE SPSA: OPE teachers use Literably, Accelerated Reader, Read Naturally and Fountas and Pinnell as literacy assessments to determine students' reading levels. We use iReady

Diagnostic assessments and grade level developed math assessments to determine math levels. These scores inform our Tier 2 intervention groups. During our Hybrid Model, our intervention teachers are working with students virtually during at home days. OPE has three intervention teachers supporting students for 1st through 3rd grade small group literacy and math intervention, Everyone A Reader, 2nd through 4th grade reading intervention and 4th through 6th grade upper grade math instruction and intervention.

Mental Health and Social Emotional Well-being of Staff and Students

OPE SPSA: Our TRAC teacher provides one weekly in-person lesson to each class. In addition, our TRAC teacher works with small groups of students in a virtual setting during at-home days. Our TRAC teacher sends out a monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school. Our site TRAC teacher collaborates with our District Enrichment Teacher who provides weekly yoga, breathing and self-regulation techniques for a more comprehensive approach to SEL.

Pupil Engagement and Outreach

OPE SPSA: Our teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS. When a student is not engaging with the learning, our teachers reach out to the student to discuss the situation. After that, the teachers will communicate with the parents to determine what supports are needed. From there, the teachers will involve the principal or other staff who are able to support the student and/or the situation. At OPE, our TRAC teacher, School Psychologist and Intervention

Teachers are involved as an added layer of support to re-engage a student. OPE records and shares data on a spreadsheet for all the aforementioned support providers to access information on identified students on an ongoing basis. Our Response to Intervention process is also part of our Student Success Team (SST) process.

SCHOOL PERFORMANCE OVERVIEW

Olivenhain Pioneer Elementary

Explore the performance of Olivenhain Pioneer Elementary under California's Accountability System.



School Details

NAME Olivenhain Pioneer Elementary	ADDRESS 8000 Calle Acervo Carlsbad, CA 92009-8900	WEBSITE http://www.eusd.k12.ca...	GRADES SERVED K-6
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OLIVENHAIN PIONEER ELEMENTARY

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Green

60 points above standard

Declined 7.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics



Green

53.2 points above standard

Declined 8.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
45.5%

Level 3 - Moderately Developed
9.1%

Level 2 - Somewhat Developed
27.3%

Level 1 - Beginning Stage
18.2%

OLIVENHAIN PIONEER ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Orange

7.5% chronically absent

Increased 2.8% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	1 Blue	

OLIVENHAIN PIONEER ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

60 points above standard

Declined 7.4 Points ▼

Number of Students: 346

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

No Students



Green

Hispanic
White



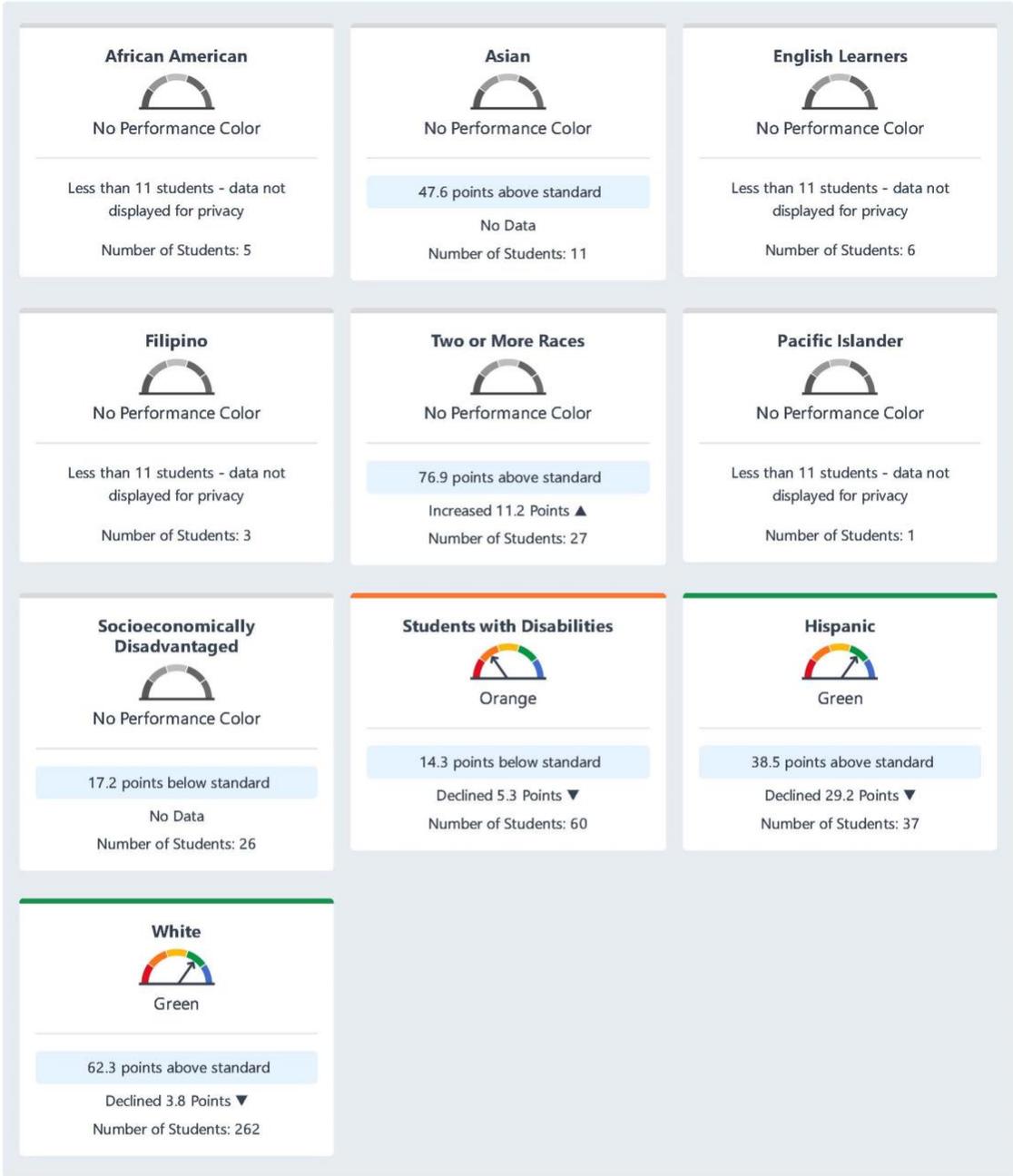
Blue

No Students



No Performance Color

African American
Asian
English Learners
Filipino
Two or More Races
Pacific Islander
Socioeconomically Disadvantaged



Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2016	2017	2018
All Students	N/A	67.4 points above standard	60 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	60.2 points above standard
No Data	No Data	Declined 6 Points ▼
Number of Students: 3	Number of Students: 3	Number of Students: 332

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Green

53.2 points above standard

Declined 8.2 Points ▼

Number of Students: 347

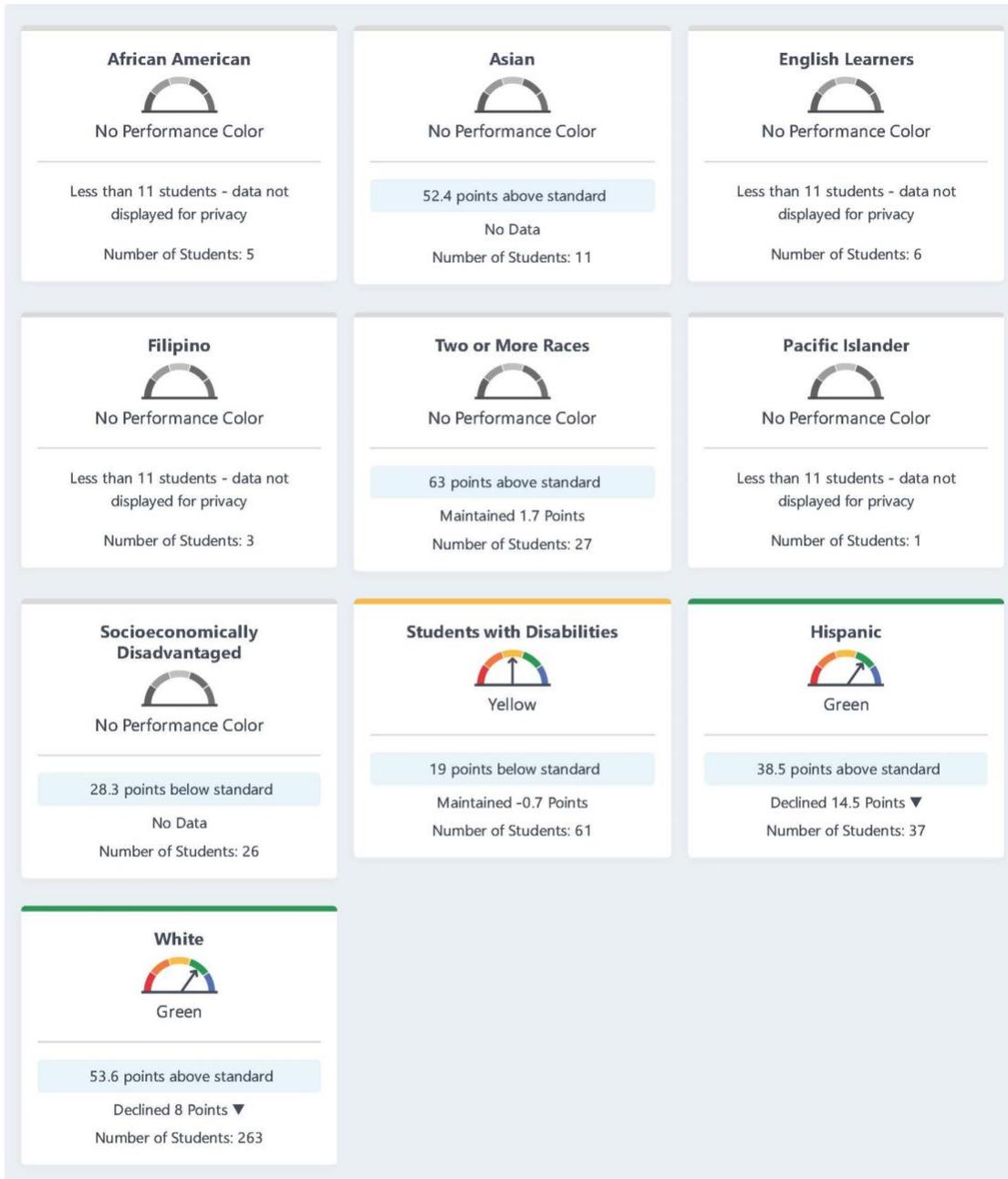
Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 Red No Students	 Orange No Students	 Yellow Students with Disabilities
 Green Hispanic White	 Blue No Students	 No Performance Color African American Asian English Learners Filipino Two or More Races

Pacific Islander
Socioeconomically Disadvantaged



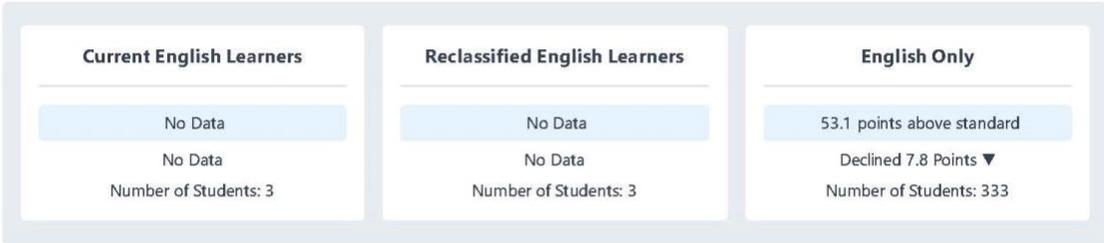
Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

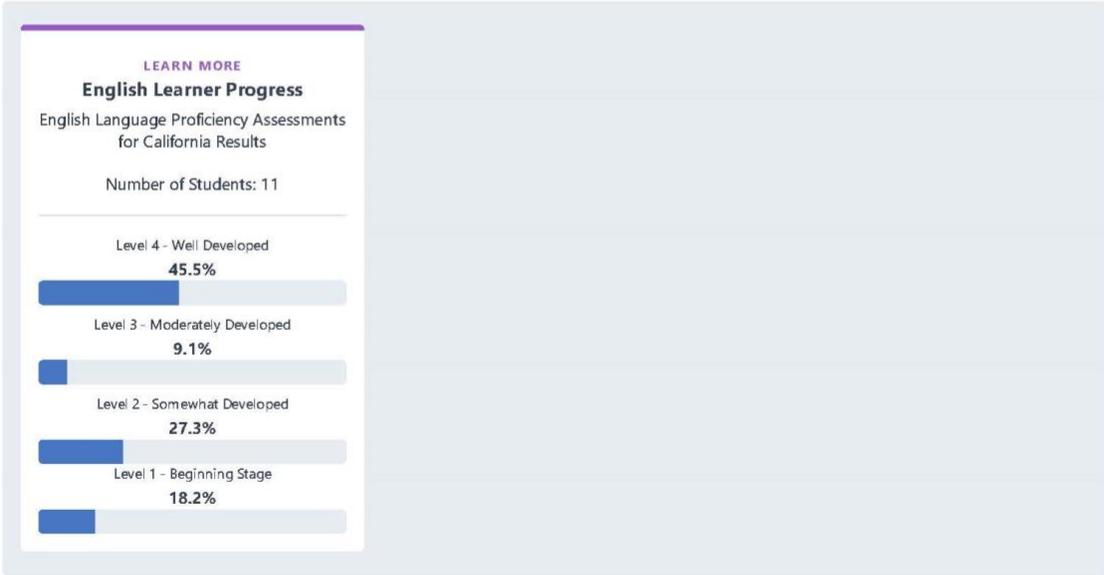
	2016	2017	2018
All Students	N/A	61.4 points above standard	53.2 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.



English Learner Progress



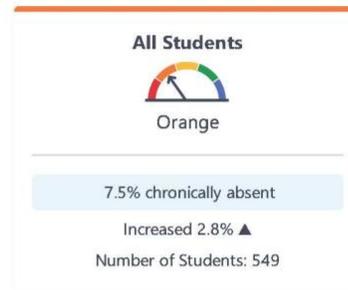
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

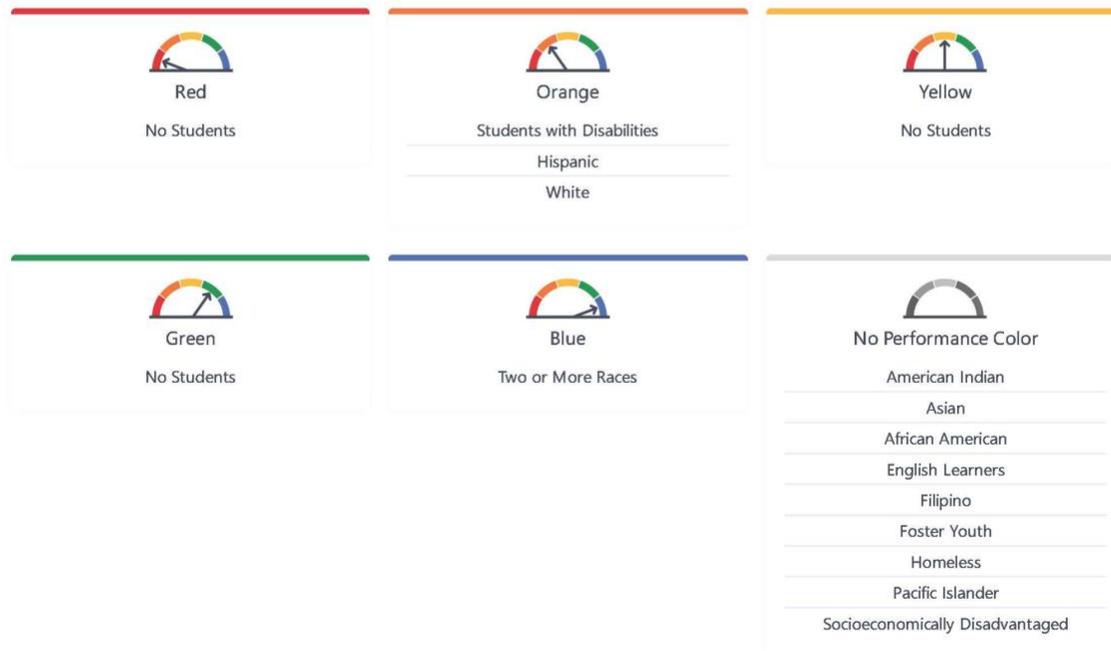
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

4.5% chronically absent

Maintained 0%

Number of Students: 22

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners



No Performance Color

9.1% chronically absent

Increased 9.1% ▲

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

20.9% chronically absent

Increased 20.9% ▲

Number of Students: 43

Students with Disabilities



Orange

7.6% chronically absent

Increased 2.9% ▲

Number of Students: 105

Hispanic



Orange

13.7% chronically absent

Increased 8.4% ▲

Number of Students: 51

White



Orange

7.7% chronically absent

Increased 3.1% ▲

Number of Students: 418

Two or More Races



Blue

2.4% chronically absent

Declined 4.3% ▼

Number of Students: 42

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

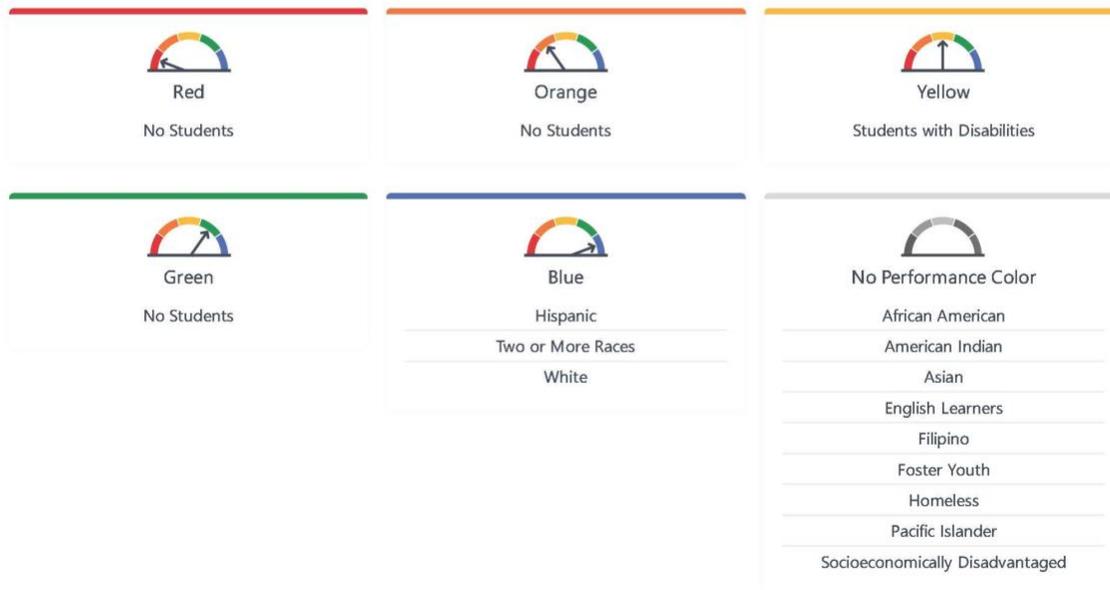
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 46

Students with Disabilities



Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 114

Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 56

Two or More Races



Blue

0% suspended at least once

Maintained 0%

Number of Students: 47

White



Blue

0.2% suspended at least once

Maintained 0.2%

Number of Students: 461

Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	N/A	N/A	0.2%



EUSD LCAP Goals 2017-20

GOAL
1

Demonstrate high levels of learning in English Language Arts, Math, Science and History/ Social Science

GOAL
2

Foster parent, staff and community engagement by involving them in District activities and keeping them informed through various communication forms in order to enhance learning

GOAL
3

Improve and maintain safe, green and innovative learning environments and promote health and wellness

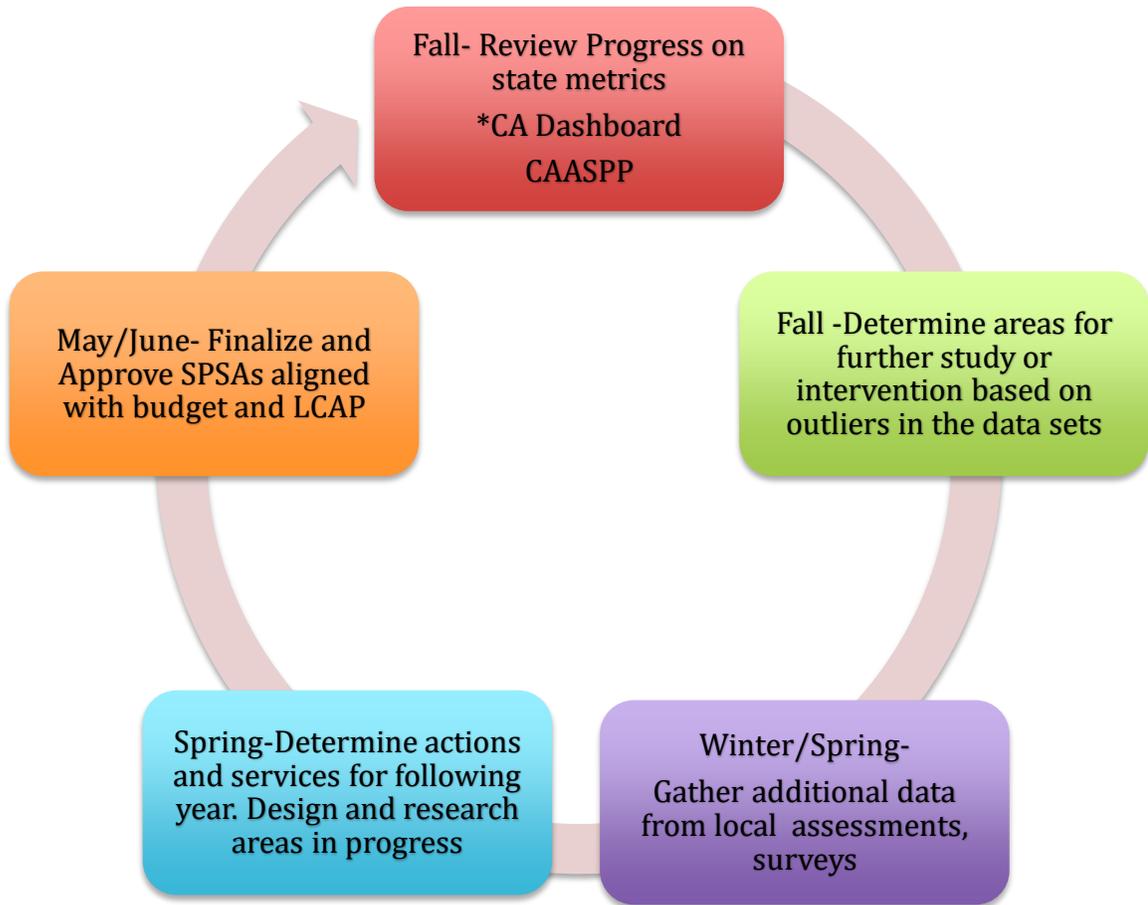
GOAL
4

Train and retain highly qualified staff to facilitate the personal and academic success of each student

GOAL
5

Ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

Single Plan for Student Achievement (SPSA) Timeline



**GOAL #1 -
Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.**

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Met Expectancies ___x___

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Resource allocations to support this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will attend and implement conceptual based pedagogy training in mathematics through Juli Dixon and/or CGI training.	August 2019 – June 2020	\$26,000 training Dixon CGI Training (TBD) Sub costs per teacher	District Funds
All teachers will participate in weekly grade level collaboration, bi-monthly staff collaboration and monthly professional development.	August 2019 – June 2020	District Enrichment and Site Enrichment Staff (see attached budget)	Site Donations and District Funds
All students will receive differentiated instruction to enable all learners to meet expectations. Math, Reading and Literacy Intervention will be provided to students needing remediation	August 2019 – June 2020	Intervention Specialists Supplemental Concentration \$22,966.00 + site funds (see attached budget)	Site Donations and District Funds
All teachers will receive support to develop high quality STREAM units to include NGSS, Social Studies, ELA and Mathematics, VAPA and Informational Literacy	August 2019 – June 2020	Grade Level Enrichment Wheel Planning time	Site Funds
Students will receive weekly Informational literacy lessons and have access to library resources	August 2019 – June 2020	Instructional Media Aide (see attached budget)	Site and District Funds

GOAL #2-

Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Met Expectancies __x__

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Monthly Principal's Chat will be calendared and held	August 2019 – June 2020	\$400	PTA Funds
Teachers will share data with parents twice a year at parent teacher conferences.	August 2019 – June 2020	None	N/A
Teachers will utilize Literably to monitor reading progress three times per year	August 2019 – June 2020	\$32,000	District Funds
Principal will use Parent Link to disseminate weekly information and updates via email, voicemail and text messages	August 2019 – June 2020	\$3.18 per pupil	District Funds
PTA and EEF will sponsor family events throughout the year such as Pancake Breakfast, Aloha Party, Grade Llevel Performances, etc	August 2019 – June 2020	\$10,000-\$15,000 (TBD)	PTA Funds
School will provide opportunities for parents to attend informational presentations such as Back to School Night, SSC hosted program highlights and Open House	August 2019– June 2020	None	N/A

GOAL #3 -

Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Met Expectancies ___x___

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Safety drills, walks and audits will be done regularly	August 2019 – June 2020	None	N/A
All staff will participate in safety trainings	August 2019 – June 2020	None	N/A
Students programs will provide opportunities to participate in Green initiatives such as Garden Club, SWPPP, Recycling Team, Student Council, etc	August 2019 – June 2020	SWPPP Costs (TBD)	District Funds
Students will engage in Innovative Learning in the STREAM Labs, Media Lab, MakerSpace, Greenroom, Outdoor Classrooms and Spaces such as the courtyard biomes.	August 2019 – June 2020	District Enrichment and Site Enrichment Staff (see attached budget)	Site and District Funds
All classrooms will be equipped with emergency supplies	August 2019 – June 2020	Supply Costs (TBD)	District Funds

**GOAL #4 -
Our site will train and retain highly qualified staff.**

District Areas of Focus:

- **Staff compensation**
- **Technology support**
- **New Teacher Support**
- **Dual Language Teacher Support**
- **Professional development for all staff**

Indicators used by the site to analyze progress:

- Personalized Professional Development Plans and Implementation
- Staff surveys
- PD reflections

Met Expectancies __x__

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Not all of OPE teachers used their PPD funds. Discussion of plans will begin at the Back to School meeting in August 2019.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
All teachers will participate in Personalized Professional Development.	October 2019 – June 2020	TBD	District Funds
All teachers will participate in monthly Professional Development (6 site and 4 district)	August 2019 – June 2020	None	N/A
New teachers will participate in BTSA program and receive principal coaching	August 2019 – June 2020	TBD	District Funds
All teachers will receive training on all district adopted instructional resources and tools	August 2019 – June 2020	TBD	District Funds

GOAL #5 -

Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

District Areas of Focus:

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indicators including Distance from 3 and sub-group movement

Met Expectancies __x__

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	Start Date / Completion Date:	Proposed Expenditures:	Funding Source:
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2019 – June 2020	None	N/A
Students will participate in project-based learning opportunities.	August 2019 – June 2020	None	N/A
Students will be given surveys throughout the year to monitor learning plans	August 2019 – June 2020	None	N/A
Students will participate in STREAM time/Personalized project hour and Free Choice Friday in a variety of formats throughout the school year	August 2019 – June 2020	None	N/A

Olivenhain Pioneer Projected Site Budget for 2019-20

	TITLE	Donation 60%	Donation LRC 60%	District 40%	District LRC 40%	Totals
	EARS READING INTERVENTION 100%	\$ 28,980.00	\$ 6,433.56			\$ 35,413.56
	LMA	\$ 6,785.80	\$ 2,103.80	\$ 22,479.60	\$ 6,969.35	\$ 38,338.55
	MATH-CORE CONTENT 100% Donation	\$ 27,496.00	\$ 6,104.11	\$ -	\$ -	\$ 33,600.11
	GENERAL ED INTERVENTION	\$ 2,000.00		\$ 14,700.00	\$ 3,263.40	\$ 19,963.40
SET 1	MUSIC/VAPA *	\$ 21,024.00	\$ 4,667.00	\$ 17,249.00	\$ 3,112.00	\$ 46,052.00
SET2	STEM K-3RD *	\$ 21,024.00	\$ 4,667.00	\$ 17,249.00	\$ 3,112.00	\$ 46,052.00
SET3	CAD (ART) K-6th*	\$ 21,024.00	\$ 4,667.00	\$ 17,249.00	\$ 3,112.00	\$ 46,052.00
SET	STEM 4TH-6TH *If takes the ACA Benefits (\$3233.00 included) 100% Donation	\$ 38,273.00	\$ 7,779.00			\$ 46,052.00
DET	Health & Wellness/PE 1.5 (\$48,000.)	\$ -	\$ -	\$ 57,060.00	\$17,517.00	\$ 74,577.00
	TRAC SEL 29 hours per week/33 weeks 50% Donation/ 50% District	\$ 13,398.00	\$ 2,974.36	\$ 13,398.00	\$ 2,974.36	\$ 32,744.72
	TOTAL	\$ 180,004.80	\$ 39,395.83	\$ 159,384.60	\$ 40,060.11	\$ 418,845.34

* District 100% paid portion of Health Benefits @ 12 Months is included in District Salary

Donation Total \$219,400.63(\$180,004.80 + \$39,395.83)

District Total \$199,444.71(\$159,384.60+ \$40,060.11)

Olivenhain Pioneer Projected Site Budget for 2020-21

ENRICHMENT TEACHER BUDGET 2020/2021

	TITLE	Donation	Donation LRC	District	District LRC	Totals
	EARS READING INTERVENTION 100%	\$ 11,632.16	\$ 2,359.06	\$ 17,557.84	\$ 3,543.16	\$ 35,092.22
	LMA			\$ 20,363.00	\$ 6,304.00	\$ 26,667.00
	General Ed Intervention 4th-6th 100% Donation	\$ 27,496.00	\$ 5,559.69	\$ -	\$ -	\$ 33,055.69
	General Ed Intervention 1st-3rd 100% Donation	\$ 27,496.00	\$ 5,559.69			\$ 33,055.69
SET	STEM K-3rd	\$ 16,310.00	\$ 3,295.00	\$ 14,028.00	\$2,842.00	\$ 36,475.00
SET	STEM 4th - 6th	\$ 16,072.00	\$ 3,245.00	\$ 13,860.00	\$2,817.00	\$ 35,994.00
DET	Health & Wellness			\$ 41,840.00	\$ 7,688.00	\$ 49,528.00
DET	TRAC			\$ 35,800.00	\$ 6,467.00	\$ 42,267.00
	TOTAL	\$ 99,006.16	\$ 20,018.44	\$ 143,448.84	\$ 29,661.16	\$ 292,134.60

*District 100% paid portion of Health Benefits@ 12 Months is included in District Salary

Donation Total \$119,024.60(\$99,006.16+ \$20,018.44)

District Total \$173,110.00 (\$143,448.84+ \$29,661.16)

Potential Site Areas for Design and Research based on analysis:

How do we support all students through differentiated and personalized instruction to ensure success at all levels?

How do best plan for all levels of learners through community engagement?

How do we embed social/emotional development in the classroom?

How do we support students on distance learning days?

How do we minimize student learning loss?

Recommendations and Assurances

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

1. The School Site Council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The School Site Council reviewed its responsibilities under state law a district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:

 X School Advisory Committee for State Compensatory Education Program

 X School Staff

 X OPE Parents via input at School Site Council Meetings

 X OPE Parents via input at PTA General Meetings

4. The School Site Council reviewed the content requirements for school plans of programs included in the Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions prosed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 5, 2020

Attested:

Beth A. Cameron  Date: 11-9-2020
Principal Signature of school principal

Erika Lozuk  Date: 11-9-2020
SSC Chairperson Signature of SSC chairperson

School Site Council Membership

Education Code Section 64001 (g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to and through the consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Member	Staff	Parent
Matt Bosse		X
Beth Cameron	X	
Jon Jerotz		X
Brad Lineberger		X
Erika Lozuk		X
Kathy Morberg	X	
Lynn Okuma		X
Eileen Zimmerman		X