

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olive Grove Elementary School	31-66803-6115596	May 16, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Olive Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Additional targeted support and improvement was noted in the area of Suspension for Students with Disabilities.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Olive Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Additional targeted support and improvement was noted in the area of Suspension for Students with Disabilities.

In order to address the suspension rate of our students with disabilities, our staff will be working on monitoring behavior goals and incentive systems more regularly. The school principal will be supporting in the proper placement and services for students with disabilities. The classroom and Special Ed teachers will work with families and staff to support in replacement behaviors when needed. Classroom and Special Ed teachers will teach problem solving skills in classroom and small groups.

School Vision and Mission

The community of Olive Grove Elementary School has the shared responsibility to:

- Model integrity, teamwork, citizenship, and self-discipline
- Foster emotional, social, and physical well-being of all students
- Challenge students to reach beyond academic expectations and take hold of their full potential as life-long learners
- Promote respect, responsibility, accountability and individuality

The mission of Olive Grove Elementary School is to "Do what we've always done better than we have ever done it."
(Adopted February 2, 1999)

Olive Grove Motto: We share the responsibility to make a difference.

School Profile

Olive Grove Elementary, home of the Eagles, is an award-winning school (2019 PBIS Platinum Award; 2016 Honor Roll Award; 2007 CA Distinguished School Award) serving the Antelope/Dry Creek community since 1999.

It is our goal to provide all children the growth they need in all academic, social and emotional areas. Professional Learning Communities are the engines driving our amazing school program.

Olive Grove has been identified as a Title I school. Title I funds are intended to assist students who are at-risk of not meeting common core state standards. Title I funds are allocated to schools based upon the student count socio-economically disadvantaged, and foster/homeless youth. Each year, our school staff commits to continually improving our collective response to student learning and the use of assessment data to inform our classroom instruction and intervention efforts. Our content area focus for this school year is the continuation of excellent work in building reading comprehension skills and math problem-solving skills. We have a robust Multi-Tiered System of Supports (MTSS) system of intervention to support students in academics, social, and emotional support. Response to Intervention (RTI) support includes intervention blocks for all students in math, english language arts (ELA), and social emotional skills four days a week. Our school Learning Center includes a Title I and EL support teacher and three site funded instructional assistants. Olive Grove has a part-time counselor who works with individual and small groups of students to build relationships and self-regulation skills. Our students have opportunities to participate in a number of clubs and extra-curricular activities. These activities may include Student Council, Drama Club, Glee Club, Science Club, and Running Club. All students at each grade level attend at least one field trip. Recent field trips have included learning experiences at the Sacramento History Museum, Bishops Hamburger Farm, and the Sacramento Zoo.

Each student and staff member at Olive Grove belongs to one of five Houses. The purpose of the House System is to build friendships throughout the school, promote character development, and ignite a passion for school pride and

friendly competition. Houses are cross-grade level so older and younger students can interact, develop connections, and encourage one another throughout their time at Olive Grove. The students remain in the same house throughout their tenure at Olive Grove. Staff members are also randomly mixed throughout the Houses to grow a deeper sense of community with all students at the school. Each House represents a character trait we want all students to live out through their daily interactions with friends, family, and the community. Also, each House is named with a different language to highlight the diversity that makes Olive Grove an amazing place to learn.

The safety and welfare of each child is the primary consideration in implementing and enforcing the Olive Grove Elementary School-Wide Positive Behavioral Interventions and Supports (PBIS). Our primary mission is to develop a structure of consistency in behavior using a positive and proactive approach where students develop a respect for others, make good decisions about their learning, and proactively solve problems. Our "Eagle 3" allows our students to get along with all others and provides for a safe school environment. Our staff positively assist students in correcting inappropriate behavior by helping students understand which rule is being violated, possible ways to correct the situation, and developing an action plan for students to improve their choices and restore relationships with others. A part-time counselor is available to support students individually or in small groups during the school year.

All students at Olive Grove are continually recognized for positive school achievement in academics, attendance, behavior, and citizenship. These awards include Monthly Character Trait Awards, Outstanding Students of the Trimester Awards, and Soaring Eagles.

We have a strong network of community support and parent volunteers. The PTSA believes that by bringing together parents, school staff, students and the community, we can develop beneficial programs and activities that enrich the educational experiences of all students at Olive Grove. The Olive Grove PTSA's goals for this school year include funding class instructional materials, supplementing materials for our school library, organizing various online programs for families and students to assemble virtually, and providing financial support for classroom field trips. The PTSA has also sponsored events that build our community such as the Antelope World Fair, the Watch D.O.G.S. program, and the annual Spring Carnival.

Olive Grove Elementary (OL) is a school-wide, Title I program that currently has 548 students enrolled in grades TK-5. Fifty percent (50%) of students qualify for free or reduced lunch. Thirty-six percent (36%) of students at Olive Grove are bilingual. Fifteen percent (15%) of bilingual students speak Russian, 7% speak Ukrainian, 5% speak Punjabi, and 2% speak Spanish. Thirty percent (30%) of students are currently identified as English Learners representing eighteen (18) combined languages. Four percent (4%) of students are identified as Gifted and Talented Education (GATE). This neighborhood school is a complete facility with a library, playfields, a large playground and apparatus area, a multipurpose room, and an outdoor amphitheater area. Students in grades 1-5 have one-to-one access to Chromebooks each day. Kindergarten students use iPads daily to support learning. Grade TK-3 classes are targeted at twenty-four (24) students per class. Classes in the 4th and 5th grades are targeted at thirty (30) students per class.

Educational Partner Involvement

How, when, and with whom did Olive Grove Elementary 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

At Olive Grove, we believe that all educational partners should be involved in the development, maintenance, and review of all school goals and programs. On an ongoing basis school staff, the ELAC committee, and School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our educational partners groups. Our SSC reviewed survey data and academic data in September of 2023 and April of 2024. ELAC committee met in November of 2023 and January of 2024 to review similar information.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

At Olive Grove Elementary there is a discrepancy in the area of Suspension Rate for our students with disabilities. See additional areas for plan to address the discrepancy.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange. Socioeconomically disadvantaged students in the area of ELA. We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition, Olive Grove Elementary met eligibility for ATSI in Suspension Rate for Students with disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Olive Grove Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.31%	1.49%	0.91%	7	8	5
African American	3.92%	3.72%	3.45%	21	20	19
Asian	11.57%	10.43%	13.27%	62	56	73
Filipino	1.12%	1.49%	1.64%	6	8	9
Hispanic/Latino	19.40%	21.23%	18.91%	104	114	104
Pacific Islander	0.56%	0.74%	1.09%	3	4	6
White	49.44%	49.53%	49.09%	265	266	270
Multiple/No Response	12.69%	10.99%	11.09%	68	59	61
Total Enrollment				536	537	550

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	119	93	81
Grade 1	77	93	74
Grade 2	86	88	94
Grade 3	76	92	87
Grade 4	87	80	98
Grade 5	91	91	91
Total Enrollment	536	537	550

Conclusions based on this data:

1. The Olive Grove Elementary School population has fluctuated over the last three years ending this year with 537 students. In the 22-23 school year, the African American and Asian population slightly decreased, while the Hispanic student group grew.
2. Most grade level's enrollment remained fairly consistent from the previous year. The incoming kindergarten class had 27 less students than the previous year, while the third grade enrollment increased by 18 students. These were the largest differences from year to year analysis.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	158	150	151	24.80%	29.5%	27.5%
Fluent English Proficient (FEP)	42	48	54	10.60%	7.8%	9.8%
Reclassified Fluent English Proficient (RFEP)	24	39		14.8%	15%	

Conclusions based on this data:

1. At Olive Grove, English Learner enrollment has decreased slightly while the overall enrollment has not, 150 of 536 students (27.9%)
2. EL students who are Fluent English Proficient (FEP) increased by a percentage point.
3. At Olive Grove, Students are provided targeted instruction through both whole group and small group lessons in their classroom. EL Learners receive targeted small group learning opportunities, or 1:1 instruction, focused on developing their English language.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	77	88	79	75	84	79	75	84	98.8	97.4	95.5
Grade 4	84	83	79	84	82	79	84	82	79	100.0	98.8	100.0
Grade 5	82	93	91	82	90	90	82	90	90	100.0	96.8	98.9
All Grades	246	253	258	245	247	253	245	247	253	99.6	97.6	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2422.	2451.	2436.	27.85	36.00	25.00	18.99	22.67	23.81	24.05	24.00	29.76	29.11	17.33	21.43
Grade 4	2482.	2475.	2498.	26.19	26.83	35.44	32.14	24.39	27.85	21.43	28.05	18.99	20.24	20.73	17.72
Grade 5	2538.	2520.	2506.	31.71	24.44	22.22	35.37	34.44	32.22	23.17	20.00	21.11	9.76	21.11	24.44
All Grades	N/A	N/A	N/A	28.57	28.74	27.27	28.98	27.53	28.06	22.86	23.89	23.32	19.59	19.84	21.34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	24.05	28.00	21.43	54.43	58.67	65.48	21.52	13.33	13.10
Grade 4	17.86	14.63	31.65	73.81	76.83	59.49	8.33	8.54	8.86
Grade 5	25.61	20.00	23.33	63.41	70.00	62.22	10.98	10.00	14.44
All Grades	22.45	20.65	25.30	64.08	68.83	62.45	13.47	10.53	12.25

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.72	21.33	15.48	53.16	57.33	66.67	29.11	21.33	17.86
Grade 4	10.71	15.85	22.78	69.05	62.20	58.23	20.24	21.95	18.99
Grade 5	26.83	20.00	14.44	56.10	60.00	70.00	17.07	20.00	15.56
All Grades	18.37	19.03	17.39	59.59	59.92	65.22	22.04	21.05	17.39

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.59	14.67	9.52	78.48	76.00	78.57	13.92	9.33	11.90
Grade 4	16.67	15.85	11.39	80.95	70.73	78.48	2.38	13.41	10.13
Grade 5	19.51	11.11	13.33	76.83	81.11	77.78	3.66	7.78	8.89
All Grades	14.69	13.77	11.46	78.78	76.11	78.26	6.53	10.12	10.28

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.25	28.00	15.48	62.03	53.33	65.48	17.72	18.67	19.05
Grade 4	21.43	10.98	27.85	71.43	75.61	63.29	7.14	13.41	8.86
Grade 5	29.27	16.67	20.00	60.98	68.89	61.11	9.76	14.44	18.89
All Grades	23.67	18.22	20.95	64.90	66.40	63.24	11.43	15.38	15.81

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Conclusions based on this data:

1. In ELA, 55.33% of students in grades 3-5 scored "Standard Met" or "Standard Exceeded". assessment.
2. Reading was the strongest ELA claim with 25% of students in grades 3-5 scoring "Above Standard". Writing was the area of greatest struggle with 17% of students scoring "Below Standard".
3. With 98% of students completing the test, Olive Grove has met the threshold/requirement of a minimum of 95% of students completion. These results will be instrumental in the coming years to determine steady growth in the area of English Language Arts and Literacy. A continued focus on SMART goal practices and responding to areas with a focus on writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	77	87	79	77	86	79	77	86	98.8	100.0	98.9
Grade 4	84	83	79	84	83	79	84	83	79	100.0	100.0	100.0
Grade 5	82	93	91	80	93	91	80	93	91	97.6	100.0	100.0
All Grades	246	253	257	243	253	256	243	253	256	98.8	100.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2440.	2442.	17.72	23.38	17.44	31.65	32.47	39.53	27.85	22.08	23.26	22.78	22.08	19.77
Grade 4	2493.	2481.	2510.	19.05	18.07	26.58	35.71	27.71	41.77	34.52	34.94	21.52	10.71	19.28	10.13
Grade 5	2521.	2509.	2493.	27.50	24.73	23.08	16.25	16.13	17.58	32.50	36.56	27.47	23.75	22.58	31.87
All Grades	N/A	N/A	N/A	21.40	22.13	22.27	27.98	24.90	32.42	31.69	31.62	24.22	18.93	21.34	21.09

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.32	27.27	25.58	46.84	54.55	51.16	27.85	18.18	23.26
Grade 4	28.57	25.30	27.85	64.29	48.19	59.49	7.14	26.51	12.66
Grade 5	25.00	25.81	19.78	51.25	43.01	49.45	23.75	31.18	30.77
All Grades	26.34	26.09	24.22	54.32	48.22	53.13	19.34	25.69	22.66

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.99	32.47	22.09	54.43	45.45	62.79	26.58	22.08	15.12
Grade 4	22.62	18.07	29.11	64.29	57.83	55.70	13.10	24.10	15.19
Grade 5	18.75	13.98	20.88	61.25	62.37	50.55	20.00	23.66	28.57
All Grades	20.16	20.95	23.83	60.08	55.73	56.25	19.75	23.32	19.92

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.25	25.97	24.42	68.35	62.34	66.28	11.39	11.69	9.30
Grade 4	25.00	15.66	35.44	60.71	68.67	56.96	14.29	15.66	7.59
Grade 5	17.50	17.20	12.09	71.25	63.44	62.64	11.25	19.35	25.27
All Grades	20.99	19.37	23.44	66.67	64.82	62.11	12.35	15.81	14.45

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In Mathematics, 54.69% of students in grades 3-5 scored "Standard Met" or "Standard Exceeded". This represents an increase of 7% overall when compared to grade 3-5 scores on the 2022 CAASPP.
2. 68.35% of fourth graders met or exceeded standard on the 2023 CAASPP assessment.
3. At 99.6% of the student population Olive Grove has met the threshold/ requirement of a minimum of 95% of students completing the test. These results will be instrumental in the coming years to determine steady growth in the area of Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1426.4	1433.7	1428.0	1436.6	1443.1	1433.3	1402.5	1411.7	1415.4	28	36	27
1	1470.0	1444.1	1489.2	1459.3	1448.8	1488.4	1480.3	1438.9	1489.4	32	28	19
2	1528.7	1510.4	1481.6	1517.9	1507.7	1482.7	1538.7	1512.8	1480.0	19	28	26
3	1510.0	1471.7	1507.9	1489.1	1470.6	1512.0	1530.2	1472.4	1503.4	21	14	27
4	1537.7	1517.8	1539.8	1532.3	1507.9	1525.8	1542.8	1527.4	1553.3	15	24	12
5	*	1496.9	1524.6	*	1509.4	1511.2	*	1483.9	1537.4	7	20	17
All Grades										122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	19.44	14.81	28.57	33.33	37.04	39.29	36.11	37.04	10.71	11.11	11.11	28	36	27
1	18.75	14.29	36.84	53.13	46.43	36.84	21.88	14.29	26.32	6.25	25.00	0.00	32	28	19
2	42.11	17.86	19.23	57.89	67.86	42.31	0.00	10.71	23.08	0.00	3.57	15.38	19	28	26
3	19.05	21.43	44.44	47.62	57.14	37.04	33.33	0.00	7.41	0.00	21.43	11.11	21	14	27
4	33.33	41.67	50.00	53.33	41.67	25.00	13.33	4.17	0.00	0.00	12.50	25.00	15	24	12
5	*	30.00	23.53	*	30.00	47.06	*	15.00	11.76	*	25.00	17.65	*	20	17
All Grades	26.23	23.33	29.69	46.72	45.33	38.28	22.95	16.00	19.53	4.10	15.33	12.50	122	150	128

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	27.78	29.63	28.57	30.56	25.93	28.57	33.33	29.63	14.29	8.33	14.81	28	36	27
1	28.13	42.86	52.63	31.25	21.43	26.32	34.38	14.29	15.79	6.25	21.43	5.26	32	28	19
2	57.89	42.86	26.92	31.58	50.00	42.31	10.53	3.57	19.23	0.00	3.57	11.54	19	28	26
3	14.29	21.43	55.56	61.90	57.14	29.63	23.81	0.00	3.70	0.00	21.43	11.11	21	14	27
4	66.67	75.00	58.33	26.67	12.50	16.67	0.00	4.17	16.67	6.67	8.33	8.33	15	24	12
5	*	55.00	35.29	*	10.00	41.18	*	10.00	5.88	*	25.00	17.65	*	20	17
All Grades	37.70	44.00	41.41	34.43	29.33	31.25	21.31	13.33	15.63	6.56	13.33	11.72	122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	8.33	7.41	21.43	38.89	33.33	46.43	33.33	40.74	17.86	19.44	18.52	28	36	27
1	18.75	7.14	15.79	56.25	46.43	57.89	18.75	21.43	21.05	6.25	25.00	5.26	32	28	19
2	31.58	10.71	7.69	63.16	64.29	50.00	5.26	17.86	19.23	0.00	7.14	23.08	19	28	26
3	23.81	35.71	7.41	33.33	28.57	55.56	42.86	14.29	22.22	0.00	21.43	14.81	21	14	27
4	13.33	16.67	33.33	40.00	54.17	41.67	46.67	12.50	0.00	0.00	16.67	25.00	15	24	12
5	*	10.00	11.76	*	20.00	29.41	*	45.00	35.29	*	25.00	23.53	*	20	17
All Grades	20.49	12.67	11.72	41.80	44.00	45.31	31.97	24.67	25.00	5.74	18.67	17.97	122	150	128

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	36.11	11.11	64.29	47.22	70.37	14.29	16.67	18.52	28	36	27
1	28.13	39.29	57.89	65.63	46.43	36.84	6.25	14.29	5.26	32	28	19
2	57.89	42.86	26.92	42.11	53.57	61.54	0.00	3.57	11.54	19	28	26
3	28.57	35.71	51.85	71.43	42.86	37.04	0.00	21.43	11.11	21	14	27
4	73.33	58.33	50.00	26.67	33.33	33.33	0.00	8.33	16.67	15	24	12
5	*	25.00	41.18	*	45.00	41.18	*	30.00	17.65	*	20	17
All Grades	36.07	40.00	37.50	59.02	45.33	49.22	4.92	14.67	13.28	122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.14	25.00	29.63	42.86	69.44	40.74	25.00	5.56	29.63	28	36	27
1	15.63	35.71	42.11	75.00	32.14	52.63	9.38	32.14	5.26	32	28	19
2	63.16	28.57	50.00	31.58	71.43	42.31	5.26	0.00	7.69	19	28	26
3	19.05	42.86	62.96	66.67	35.71	25.93	14.29	21.43	11.11	21	14	27
4	66.67	58.33	66.67	26.67	29.17	25.00	6.67	12.50	8.33	15	24	12
5	*	65.00	70.59	*	15.00	11.76	*	20.00	17.65	*	20	17
All Grades	36.89	40.00	51.56	50.00	46.00	34.38	13.11	14.00	14.06	122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	13.89	18.52	78.57	75.00	66.67	14.29	11.11	14.81	28	36	27
1	53.13	21.43	52.63	40.63	57.14	36.84	6.25	21.43	10.53	32	28	19
2	31.58	17.86	11.54	68.42	75.00	61.54	0.00	7.14	26.92	19	28	26
3	14.29	14.29	7.41	57.14	50.00	62.96	28.57	35.71	29.63	21	14	27
4	6.67	12.50	33.33	86.67	62.50	41.67	6.67	25.00	25.00	15	24	12
5	*	10.00	11.76	*	50.00	64.71	*	40.00	23.53	*	20	17
All Grades	25.41	15.33	20.31	63.93	64.00	57.81	10.66	20.67	21.88	122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	33.33	40.74	42.86	50.00	44.44	21.43	16.67	14.81	28	36	27
1	18.75	7.14	10.53	71.88	71.43	89.47	9.38	21.43	0.00	32	28	19
2	47.37	42.86	11.54	52.63	50.00	88.46	0.00	7.14	0.00	19	28	26
3	33.33	50.00	62.96	66.67	28.57	29.63	0.00	21.43	7.41	21	14	27
4	13.33	45.83	66.67	86.67	37.50	8.33	0.00	16.67	25.00	15	24	12
5	*	30.00	35.29	*	40.00	47.06	*	30.00	17.65	*	20	17
All Grades	29.51	33.33	36.72	63.11	48.67	53.91	7.38	18.00	9.38	122	150	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2023, the English Language Development of 128 students were assessed at Olive Grove. Of the students assessed, 67.97% of students were currently at Level 3 or Level 4 of ELD.
2. Only five (5) fifth-grade students and only four (4) fourth-grade students were not at a Level 3 or Level 4 of English Language Development. Many of these students are newcomers. This data suggests that English Learner students receive tremendous support in ELD during the first few years spent at Olive Grove. Students are reclassified and continue to be proficient in ELD.
3. The domain of Listening was a strength with 44% of students demonstrating well developed skills in English. The domain of Reading was the area of greatest relative need with 25% of students demonstrating well developed skills in English.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
537	45.8	27.9	0.7
Total Number of Students enrolled in Olive Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	27.9
Foster Youth	4	0.7
Homeless	13	2.4
Socioeconomically Disadvantaged	246	45.8
Students with Disabilities	66	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.7
American Indian	8	1.5
Asian	56	10.4
Filipino	8	1.5
Hispanic	114	21.2
Two or More Races	59	11
Pacific Islander	4	0.7
White	266	49.5

Conclusions based on this data:

1. With 537 students from grades Pre-K to 5th Grade, Olive Grove is one of the smallest elementary schools in the Dry Creek Joint Elementary School District.
2. Olive Grove is a school-wide Title 1 school program. Approximately 50% of students at Olive Grove qualify for free or reduced school lunch and/or breakfast. Over the past three years, the number of Economically Disadvantaged students has increased at Olive Grove.
3. At Olive Grove, the majority of EL students speak Russian, Ukrainian, and Romanian. Students with backgrounds from Eastern Europe represent our largest ethnic student population, but these numbers are not reflected in California state percentages. Olive Grove's second largest ethnic student population are students of Hispanic decent followed by students with backgrounds from Asia.

School and Student Performance Data






Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. Based upon multiple measures in 2022-23 school year, Olive Grove increased academic performance in English Language Arts and Mathematics. Olive Groves number of students identified as Chronically Absent remained a concern.
2. When compared to California targets, Olive Grove students performed in the high category for ELA and medium category for Mathematics. Chronic Absenteeism was ranked high and our suspension rate low.

School and Student Performance Data

Academic Performance English Language Arts

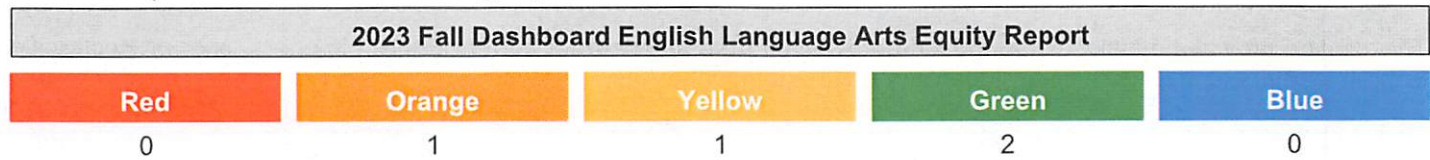
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>13.2 points above standard</div> <div>Maintained -1.4 points</div> <div>250 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>1.5 points above standard</div> <div>Increased +5.1 points</div> <div>93 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>9 points below standard</div> <div>Maintained +1.1 points</div> <div>119 Students</div>	<div>Students with Disabilities</div> <div>40 points below standard</div> <div>Increased Significantly +30.7 points</div> <div>32 Students</div>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 2 Students	12.3 points above standard Decreased -12.8 points 28 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 points above standard Decreased Significantly -16 points 51 Students	17.4 points above standard Maintained +1 points 25 Students	 No Performance Color 0 Students	 Green 18.4 points above standard Increased +6.6 points 135 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
35.2 points below standard Increased Significantly +16 points 49 Students	42.4 points above standard Decreased Significantly -15.4 points 44 Students	15.3 points above standard Decreased -7.2 points 146 Students

Conclusions based on this data:

- All students were 13.2 points above the standards in English/Language Arts in 2022-23.
- Students of Hispanic decent showed 3.9 points above standards in the 22-23 SBAC. Likewise, students of two or more races performed at 17.4 points above standard. All significant race groups are scoring above standard. No performance gap in reading is evident at Olive Grove Elementary.
- English Learners showed a significant increase moving to 1.5 point above standard. In 2022-23, Olive Grove students in grades 3-5 outperformed students in reading when compared to several schools in surrounding areas with more English Only students and more Economically Advantaged students.

School and Student Performance Data

Academic Performance Mathematics

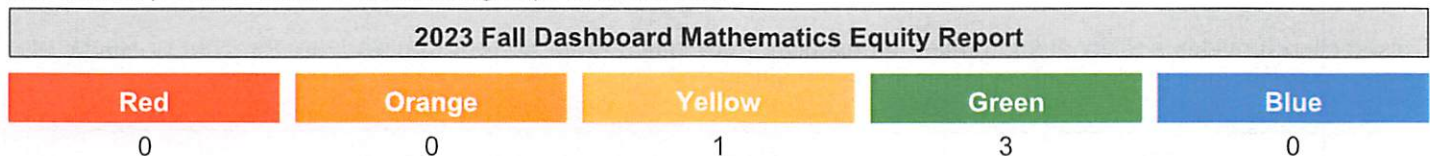
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 0.8 points above standard Increased +3 points 250 Students	English Learners Green 3.6 points below standard Increased +10.5 points 93 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Green 20.8 points below standard Increased +3.6 points 119 Students	Students with Disabilities 59.8 points below standard Increased +6.9 points 32 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 2 Students	6.1 points above standard Increased +8.6 points 28 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.5 points below standard Maintained +1.6 points 51 Students	20.7 points below standard Decreased Significantly - 20.1 points 25 Students	 No Performance Color 0 Students	 Green 9.4 points above standard Increased +7.1 points 135 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
31.1 points below standard Increased Significantly +23.1 points 49 Students	27 points above standard Decreased -10.6 points 44 Students	0.1 points above standard Decreased -3.3 points 146 Students

Conclusions based on this data:

- Overall, in the 2022-23 school year, students at Olive Grove showed average points with just 0.8 points above standard in Mathematics, which is a 3 point increase from the prior year.
- Our largest subgroups, EL's and socio-economically disadvantaged were under standard. Hispanic students were our lowest ethnic group with 4.5 points below the standards

School and Student Performance Data

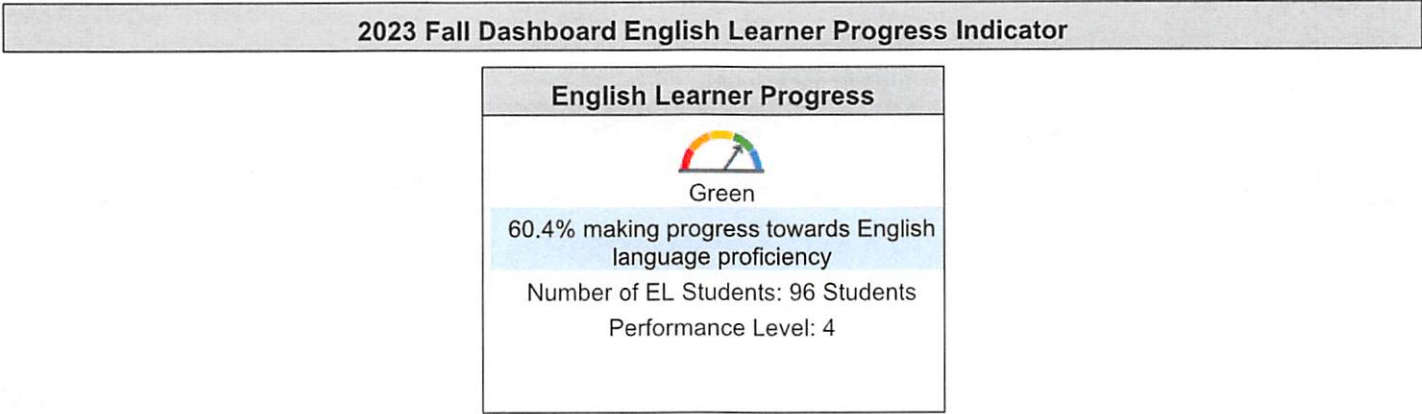
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	23	4	53

Conclusions based on this data:

1. In grades Kindergarten through 5th grade, 100 students continue to acquire English proficiency in speaking, reading, writing, and listening. 53% of EL students progressed at least one English Language Proficiency Indicator (ELPI) level between the two school years.
2. Twenty-Two (22) students maintained ELPI levels between the school years and 14 students decreased one level.
3. Overall, English Language Development levels are in the high level of performance.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Yellow</p> <p>17.6% Chronically Absent</p> <p>Declined Significantly -7.9</p> <p>564 Students</p>		<p>Yellow</p> <p>16% Chronically Absent</p> <p>Declined Significantly -6.4</p> <p>163 Students</p>		<p>Less than 11 Students</p> <p>4 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>16.7% Chronically Absent</p> <p>0</p> <p>18 Students</p>		<p>Yellow</p> <p>20.8% Chronically Absent</p> <p>Declined Significantly -8.1</p> <p>293 Students</p>		<p>Orange</p> <p>29.8% Chronically Absent</p> <p>Declined -7.1</p> <p>84 Students</p>	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 14.3% Chronically Absent Declined -6.5 21 Students	American Indian Less than 11 Students 8 Students	Asian  Orange 16.7% Chronically Absent Increased 3.6 60 Students	Filipino Less than 11 Students 8 Students
Hispanic  Orange 27.9% Chronically Absent Declined -5.2 122 Students	Two or More Races  Orange 18% Chronically Absent Maintained 0 61 Students	Pacific Islander Less than 11 Students 4 Students	White  Yellow 12.9% Chronically Absent Declined Significantly -13.9 280 Students

Conclusions based on this data:

- Overall, the percentage of students with Chronic Absenteeism is ranked medium at Olive Grove with 17% of students chronically absent in the 22-23 school year.
- English Learners, Socioeconomically disadvantaged, and students with disabilities all ranked in the medium or high levels for Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate

Suspension Rate

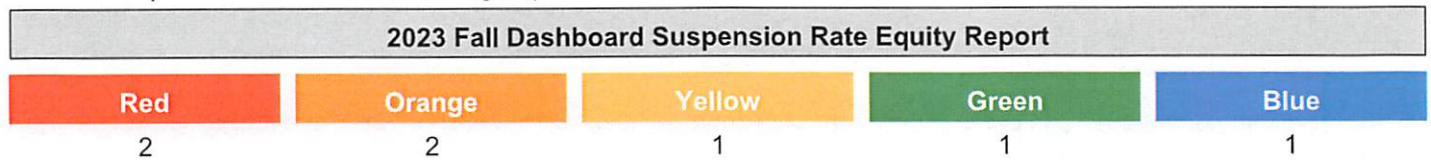
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.6% suspended at least one day Increased 0.7 573 Students	English Learners  Yellow 0.6% suspended at least one day Increased 0.6 165 Students	Foster Youth Less than 11 Students 5 Students
Homeless 5.6% suspended at least one day Declined -1.1 18 Students	Socioeconomically Disadvantaged  Orange 2% suspended at least one day Increased 1.7 299 Students	Students with Disabilities  Red 8.1% suspended at least one day Increased 6.9 86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 4.5% suspended at least one day Increased 4.5 22 Students	American Indian Less than 11 Students 8 Students	Asian  Orange 3.3% suspended at least one day Increased 3.3 61 Students	Filipino Less than 11 Students 8 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 125 Students	Two or More Races  Red 6.3% suspended at least one day Increased 3.6 63 Students	Pacific Islander Less than 11 Students 4 Students	White  Green 0.7% suspended at least one day Declined -0.3 282 Students

Conclusions based on this data:

1. In 2022-23, Olive Grove fell in the low range for student suspensions with 1.6% of all students.
2. Students with Disabilities had a 6.9% increase and was the highest suspended subgroup with 8.1% of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Board Goal #1: Student Achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1:

By May of 2025, all TK-5 students will show understanding of grade level comprehension and math standards with improvement of at least one year's growth as measured by district and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is a discrepancy for our socio-economically disadvantaged students in the area of ELA and we will continue to support with additional tutoring, parent education, and tier 2 intervention. We will continue to meet with our teams during PLC's and in trimester Collaborative Conferences to analyze state and district data to identify needs for academics. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	<p>In May of 2024, 83% of TK students met the benchmark for identifying uppercase and lowercase letters.</p> <p>The standard for confirming an understanding of a text read aloud by answering questions about key details is assessed in the third trimester.</p> <p>100% of TK students met the benchmark for identifying numbers. 58% of TK students met the benchmark for counting.</p>	<p>80% or higher TK students will meet the End of the Year target for identifying lowercase and upper case letters.</p> <p>80% or higher TK students will meet the End of the Year target for confirming an understanding of a text read aloud by answering questions about key details as measured by common summative district assessments.</p> <p>80% or higher TK students will meet the End of the Year target for identifying numbers 0-10, and for counting.</p>
Kindergarten ELA and Math Assessments	<p>In May of 2024; 99% of Kindergarten students met the end of year benchmark for identifying lowercase letters.</p> <p>97% of Kindergarten students met the benchmark for identifying uppercase letters.</p> <p>88% of kindergarten students met the benchmark for identifying numbers and counting.</p>	<p>80% or higher Kindergarten students will meet the End of the Year target for retelling familiar stories, identifying main topics and retelling key details, and identifying major events and elements of stories as measured by common summative district assessments.</p> <p>80% or higher Kindergarten students will meet the End of the Year target for representing addition and subtraction and for solving addition and subtraction word problems as measured by common summative district assessments.</p>
1st Grade ELA and Math Assessments	<p>Seventy percent (70%) first-grade students passed a Running Record 18 or higher and met the end of year benchmark for reading comprehension in May of 2024.</p> <p>As measured by the STAR math assessment in May 2024, 42% of first grade students were At or Above benchmark in math problem solving.</p>	<p>80% or higher first-grade students will meet the End of the Year target for Running Record and on common summative district assessments by the end of the school year.</p> <p>80% or higher first-grade students will score At or Above Benchmark in math problem solving as measured by the STAR assessment and common summative district assessments by the end of the school year.</p>
2nd Grade ELA and Math Assessments	<p>As measured by the STAR reading assessment in May 2024, 86% of second-grade students were At or Above benchmark in reading comprehension.</p> <p>90% of second-grade students passed the District Summative Assessment for reading comprehension.</p>	<p>80% or higher second-grade students will score At or Above Benchmark in reading comprehension as measured by the STAR assessment and common summative district assessments by the end of the school year.</p> <p>80% or higher second-grade students will score At or Above Benchmark in</p>

	As measured by the STAR math assessment in May 2024, 59% of second-grade students were At or Above benchmark in math problem solving.	math problem solving as measured by the STAR assessment and common summative district assessments by the end of the school year.
3rd Grade ELA and Math Assessments	<p>As measured by the STAR reading assessment in May 2024, 61% of third-grade students were At or Above benchmark in reading comprehension and 47% of third-grade students passed the District Summative Assessment for reading comprehension.</p> <p>As measured by the STAR math assessment in May 2024, 52% of third-grade students were At or Above benchmark in math problem solving.</p>	<p>80% or higher third-grade students will score At or Above Benchmark in reading comprehension as measured by the STAR assessment and common summative district assessments by the end of the school year.</p> <p>80% or higher third-grade students will score At or Above Benchmark in math problem solving as measured by the STAR assessment and common summative district assessments by the end of the school year.</p>
4th Grade ELA and Math Assessments	<p>As measured by the STAR reading assessment in May 2024, 61% of fourth-grade students were At or Above benchmark in reading comprehension and 53% of fourth-grade students passed the District Summative Assessment for reading end of year reading comprehension.</p> <p>As measured by the STAR math assessment in May 2024, 70% of fourth-grade students were At or Above benchmark in math problem solving.</p>	<p>80% or higher fourth-grade students will score At or Above Benchmark in reading comprehension as measured by the STAR assessment and common summative district assessments by the end of the school year.</p> <p>80% or higher fourth-grade students will score At or Above Benchmark in math problem solving as measured by the STAR assessment and common summative district assessments by the end of the school year.</p>
5th Grade ELA and Math Assessments	<p>As measured by the STAR reading assessment in May 2024, 65% of fifth-grade students were At or Above benchmark in reading comprehension and 57% of fifth-grade students passed the District Summative Assessment for end of year reading comprehension.</p> <p>As measured by the STAR math assessment in May 2024, 74% of fifth-grade students were At or Above benchmark in math problem solving.</p>	<p>80% or higher fifth-grade students will score At or Above Benchmark in reading comprehension as measured by the STAR assessment and common summative district assessments by the end of the school year.</p> <p>80% or higher fifth-grade students will score At or Above Benchmark in math problem solving as measured by the STAR assessment and common summative district assessments by the end of the school year.</p>
CAASPP Scores 3rd-5th	<p>140/ 253 Met standard on the 22-23 ELA CAASPP. This is 55% of our 3rd-5th graders.</p> <p>140/253 met standard on the 22-23 Math CAASPP. This is 55% of our 3rd-5th graders.</p>	By May of 2025, 70% of our 3rd-5th graders will met or exceed standard on the ELA and Math CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Grade levels will implement a Tier II block of instruction for Reading and Math intervention. School staff will implement blocks of Tier III intervention during school hours three days a week. Four instructional assistants will be hired to support student learning in these intervention programs in both ELA and Math. After-school tutoring will be offered to students in need of re-teaching and homework help in ELA and Math.	At-Risk Student Groups	32,169 Title 1 2000-2999: Classified Personnel Salaries Instructional assistants will work in small groups and push-in classroom support in grades K-5 in both ELA and Math in both a Tier II and Tier III capacity. 6000 Lottery 4000-4999: Books And Supplies Funds used to purchase online and hardbound intervention programs such as Rewards, SIPPS, IXL Math, Lexia, and Typing Club. 7,721 Supplemental Grant 2000-2999: Classified Personnel Salaries Instructional assistants will work in small groups and push-in classroom support in grades K-5 in both ELA and Math in both a Tier II and Tier III capacity.
1.4	For Tier I instruction, teachers will implement the district-adopted curriculum daily. Teachers will continue to frequently check for student understanding and use GLAD instructional strategies, Brief Constructed Responses, shared writing, and sentence frames. Teachers will continue to use inquiry-based instructional strategies to promote student problem-solving skills. Teachers will work on increasing the amount of daily writing in the classrooms.	All Students	950 Lottery 1000-1999: Certificated Personnel Salaries Funds will be provided for substitutes to give teachers a GLAD planning day with teams to build and create GLAD units.
1.5	Provide salary and benefits for 2.0 FTE intervention teacher to support Title I and EL identified students and support programs.	Title I/EL/At-Risk Students	65,417 Title 1 1000-1999: Certificated Personnel Salaries Partial salary for 2.0 FTE Title 1 and EL teacher to support learning of at-risk students in the Learning Center.
1.7	School-wide Strategies: School-wide ongoing focused professional development and re-visitation of principles, tenets and best practices associated with well functioning Professional Learning Communities.	All students	

	<p>Site assessment of current reality of three major concepts of PLC: (1) Focus on Learning, (2) Collaborative Culture, (3) Governing by Results. Subsequent implementation of PLC norms, and essential commitments of PLC.</p> <p>Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.</p> <p>PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.</p>		
1.8	<p>Three times a year, grade levels will meet with the Intervention Team in Collaborative Conferences in which student data is assessed and students are assigned Tier II and Tier III intervention groups.</p> <p>School-wide Strategies:</p> <p>Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students.</p> <p>Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff.</p> <p>Resulting Tier II/III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.</p>	At-risk students	<p>850</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Provide substitutes for collaborative conferences 1 times a year.</p>
1.9	<p>Parental Involvement opportunities will be offered on site and accessible to all Olive Grove Families.</p> <p>School Wide Strategy:</p> <p>Parents and students will have opportunities for involvement in extracurricular school programs (World's Fair, Family Educational Nights, Reading, Writing, and Math Nights, and other events).</p> <p>Adult learning classes will be offered on site i.e. Counselor topic meetings.</p>	All Olive Grove Students	<p>500</p> <p>Title 1</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Extra duty for Family Nights; Homework Club, World's Fair, etc.</p>
1.10	<p>Each Grade Level:</p> <p>Goal: By May 2024, all students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p>	All Students	<p>286</p> <p>Title 1</p> <p>4000-4999: Books And Supplies</p> <p>Extension learning resources to remediate learning loss through targeted intervention.</p>

	<p>Teachers will use direct instruction focusing on narrative, opinion, and informative writing.</p> <p>Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning and non-fiction).</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will level students and use the daily instructional aide to assist with rotations.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III).</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide support for identified students during extended day (after school) instruction with small groups.</p> <p>Teachers will implement Go Math!(K) / Expressions (1-5) curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use Math curriculum (including math routine) to cover the concepts and Domains.</p>		
1.15	Olive Grove will host an annual dinner at the school to honor and recognize students and their families who were successfully re-designated as fluent in English proficiency.	EL students who have been identifies as RFEP.	300 Title 1 4000-4999: Books And Supplies Title 1 Parent Involvement funds to be used to pay for supplies, and eating utensils.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, four site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Each one of these strategies contributed to 83% of students in Tier 3 interventions making academic growth. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds for IXL allowed for all students, grade 1-5, to receive additional targeted practice and assistance.

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 intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Positive School Climate

Board Goal #2:

Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal #2:

At Olive Grove Elementary School, we will maintain a safe and orderly school with a positive, engaging and supportive climate as measured by parent/student surveys, annual attendance and discipline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the annual Hanover Parent, Staff, and Student Survey was used to form a baseline for improvement and will be used to measure growth during the school year.	On the 2024 SEL Survey, 80% of students in grades 4-5 reported that they have at least one adult at school they trust. On the 2024 SEL Survey, 39% of students in grades 4-5 reported that they can explain their feelings to others. On the 2024 SEL Survey, 84% of parents and 88% of staff reported that students feel safe at school.	On the 2025 SEL Survey, 85% of students in grades 4-5 will report that they have at least one adult at school they trust. On the 2025 SEL Survey, 52% of students in grades 4-5 will report that they can explain their feelings to others. On the 2025 SEL Survey, 87% of parents and 92% of staff will report that students feel safe at school.
Site discipline data for the 21-22 school year.	In 2023-2024 Olive Grove has a suspension rate of 1.6%. Average referrals per day per SWIS Suite: 1.64 Average major referrals per day per SWIS Suite: 01.0	We will decrease or maintain our total suspensions. We will maintain or decrease our referrals per day.
Annual average daily attendance rate by grade level spans Chronic absenteeism metric	Our average daily attendance rate for our grade level spans in 23-24: Kindergarten: 94.47% (3% increase) 1st-3rd Grade: 94.7% (. 2% increase) 4th-5th Grade: 95.36% (1% increase)	For the 24-25 school year we will increase average daily attendance rates to 97% or above.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All teachers and staff will fully implement the PBIS program. Implemented items will include the daily use of Soaring Eagles as a positive method for student recognition, a focus on building strong, supportive relationships with students, and the use of lessons created by teachers to model The Eagle 3 school-wide behavior expectations throughout campus. A Tier I PBIS team will meet monthly to identify trends and school-wide plans of action to improve school climate. All teachers and staff will fully implement the Olive Grove House Program to promote and build inclusivity, student relationships, and reinforce expectations for character development.	All Students	950 Lottery 4000-4999: Books And Supplies Funds to purchase materials and supplies to promote and continue the implementation of PBIS and the Olive Grove House Program.
2.4	Parents will be invited to teacher-led educational nights for purpose of at home support and instruction.	All students will be served with an emphasis on supporting families of English Learners and	100 Supplemental Grant 1000-1999: Certificated Personnel Salaries

		socio-economically disadvantaged families.	Extra pay for teachers to support building family literacy and social emotional learning in homes.
2.5	Olive Grove families and staff will support the annual Antelope World Fair to highlight our communities' diverse, cultural heritage.	All students at Olive Grove and students in neighboring school communities.	500 Title 1 4000-4999: Books And Supplies Materials and Supplies
2.7	Certificated staff will provide clubs and enrichment opportunities for students to grow in strengths, develop confidence, and deepen connections to the school and community.	All Students	5,500 Lottery 1000-1999: Certificated Personnel Salaries Stipends for clubs and enrichment programs.
2.10	<p>Continued Implementation and review of PBIS</p> <p>Actions include</p> <ul style="list-style-type: none"> Collection of data and input of data into SWIS or documentation process. Continued implementation of Tier 1 strategies school-wide and in classrooms. Prize incentives, Soaring Eagles, Be the Difference Awards. <p>An intervention team, comprised of the principal, counselor, resource teacher, School Psychologist, and Mental Health Clinician will meet to discuss student interventions with a focus on students who need social-emotional support.</p> <p>Additionally, an Attendance Review team comprised of the Attendance Clerk, School Counselor, Principal, and General Education Teacher will meet regularly to discuss students attendance and monitor chronically absent students. The following strategies will be utilized to increase daily attendance and decrease chronic absenteeism:</p> <ul style="list-style-type: none"> AttenDANCE Parties for classes with 100% attendance for the day, incentives for classroom attendance Attendance Challenges Family meetings to find and support barriers Parent education through newsletters, messaging, videos, and events 	All Olive Grove students as needed	750 Title 1 5000-5999: Services And Other Operating Expenditures SWIS Suite Database 500 Title 1 2000-2999: Classified Personnel Salaries Additional Campus Supervision to run Intramurals and recess structured play during lunch recess.
2.11	<p>Social-emotional needs of our students and family community will be addressed at the site with tiered supports and services.</p> <p>School-wide strategies: Counselor will work with students, teachers, and families to address emotional and behavioral needs and provide Tier III behavioral support. Counselor to host Lunch Bunch to support the SEL needs of students.</p>	All Olive Grove students as needed	500 Title 1 1000-1999: Certificated Personnel Salaries Counselor provided educational night for families in SEL strategies used here at Olive Grove.

	Tier II behavior and emotional interventions will be implemented to support students. Programs will include self-regulation groups based upon behavioral Toolbox strategies and the Zones of Regulation, solution teams to prevent bullying, Check In/Check Out with staff mentors, individual and group counseling focusing on grief and anxiety, and restorative practices to promote equity and social justice. Continued training and resources will be given to school staff to implement these programs.		
2.12	TK-5 Staff will implement Second Step lessons across the year to focus on Growth mindset and goal setting, Empathy and Kindness, Problem Solving, and Emotion Management as a TIER 1 social- emotional curriculum.	All Olive Grove Students	1856 Supplemental Grant 4000-4999: Books And Supplies Purchase of Second Step Social Emotional classroom curriculum

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals, but we have seen an increase in positive school climate improvement as seen in our parent survey. Along with our focus on attendance and attendance incentives, we have seen an improvement in our attendance data from the 22/23 school year to the 23/24 school year.

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 occurred.

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.

We will be adding a Tier 1 Social Emotional curriculum to our Site plan for the upcoming year to address the increase in parent's concern around bullying.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$124849
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,849.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$101,772.00

Subtotal of additional federal funds included for this school: \$101,772.00

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 (\$)
Lottery	\$13,400.00
Supplemental Grant	\$9,677.00

Subtotal of state or local funds included for this school: \$23,077.00

Total of federal, state, and/or local funds for this school: \$124,849.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title 1	101772	0.00
Supplemental Grant	9,677	0.00
Lottery	13,400	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	13,400.00
Supplemental Grant	9,677.00
Title 1	101,772.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,817.00
2000-2999: Classified Personnel Salaries	40,390.00
4000-4999: Books And Supplies	9,892.00
5000-5999: Services And Other Operating Expenditures	750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	6,450.00
4000-4999: Books And Supplies	Lottery	6,950.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	100.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	7,721.00

4000-4999: Books And Supplies	Supplemental Grant	1,856.00
1000-1999: Certificated Personnel Salaries	Title 1	67,267.00
2000-2999: Classified Personnel Salaries	Title 1	32,669.00
4000-4999: Books And Supplies	Title 1	1,086.00
5000-5999: Services And Other Operating Expenditures	Title 1	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	114,193.00
Goal 2	10,656.00

School Site Council Membership

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

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

Name of Members	Role
Rosa Esparza, Chairperson	Parent or Community Member
Danica Ugboma	Parent or Community Member
Syuzanna Zatikyan, Vice Chairperson	Parent or Community Member
Dustin Thompson,	Parent or Community Member
Ashleigh Owens	Parent or Community Member
Alysia Medina	Classroom Teacher
Sarah Cook	Classroom Teacher
Sarah Counter	Classroom Teacher
Kari Back, Secretary	Other School Staff
Corrinne Clay	Principal

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 5/16/24.

Attested:



Principal, Corrinne Clay on 5/17/24

SSC Chairperson, Rosa Esparza on 5/22/24

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	93%	97%	100%	92%	87%	94%
<i>EOY Addition (K.OA.1)</i>	92%	97%	70%	96%	98%	97%
<i>EOY Subtraction (K.OA.1)</i>	95%	96%	67%	93%	93%	96%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	96%	98%	87%	86%	97%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	94%	97%	77%	94%	95%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	70%	90%	80%	88%	92%	93%
<i>EOY ELA High Frequency Words (K.R.F.3.C)</i>	75%	79%	68%	72%	73%	73%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	71%	78%	64%	75%	80%	83%
<i>Running Record (RF 1.4)</i>	90%	93%	71%	75%	58%	66%
<i>DC Early Literacy Screeners (RF 1.3)</i>	55%	69%	72%	79%	53%	58%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	70%	71%	57%	68%	68%	65%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	68%	82%	66%	73%	57%	65%

Olive Grove Elementary School District and State Assessments

Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	88%	63%	77%	65%	83%	72%
Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	85%	82%	77%	81%	88%	82%
Language Arts EOY Comprehension Summative (RI 2.1)	58%	39%	36%	31%	44%	47%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	26%	38%	71%	70%	78%	73%
Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	33%	42%	39%	43%	42%	38%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	46%	28%	77%	67%	75%	72%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	45%	24%	46%	39%	42%	47%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	20%	20%	45%	55%	51%	48%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	50%	52%	67%	66%	48%	51%

Summary:

All students in grades K-5 at Olive Grove Elementary were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2022-23 school year. This data provides information on Olive Grove's student's proficiency levels as compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Olive Grove Elementary School District and State Assessments

Kindergarten:

- *High frequency words match the district percentile, however all other ELA scores are slightly below the district percentile.*
- *Number ID (87%) baseline data is 7% below that of the district percentile (94%). Math areas of addition and subtraction increase from the previous year. Subtraction was slightly below the district average.*

1st Grade:

- *With 4% percentage points below the district percentile, Running Record was average for the First grade in the 22-23 school year.*
- *Early Literacy screener percentile (53%) is a minimal 5% behind the district (58%). Interesting that the district and site average dropped from the prior year.*

2nd Grade:

- *End Of Year Math Assessment (83%) is significantly above that of the district percentile (72%).*
- *Language Arts EOY Comprehension Summative percentiles by OG 2nd graders (88%/) is above the district average (82%) while the second Language Arts EOY is below the district average (44%/ 47%).*

3rd Grade:

- *Students in 3rd grade showed growth in Math Assessment. With 78% of students proficient. A 5% increase above the district 70%.*
- *The 3rd grade Language Arts EOU Comprehension Summative had a 42% proficiency rate, which is above the district average of 38%.*

4th Grade:

- *Overall proficiency demonstrated in the Fourth grade ELA and Math are low at both the site and district level.*
- *End Of Year Math Assessment (75%) is a slight 3% above that of the district percentile (72%).*

5th Grade

- *Overall proficiency demonstrated in the Fifth grade ELA and Math are low at both the site and district level.*
- *EOY Math assessment was slightly above the district average with 51% of Olive Grove students passing compared to 48% of all district students.*

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
<i>Grade 3</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	49%	53%	55.85%	55.99%	56%	58
<i>ELA % Met Achievement Standard</i>	47%	51%	58.67%	53.24%	49%	52
<i>Grade 4</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	56%	52%	45.78%	48.68%	69%	54
<i>ELA % Met Achievement Standard</i>	60%	53%	51.22%	53.68%	63%	52
<i>Grade 5</i>	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	44%	42%	40.86%	45.92%	41%	47
<i>ELA % Met Achievement Standard</i>	67%	59%	58.88%	60.70%	54%	56

Summary:

This data provides information on Olive Grove's students' proficiency levels on The Smarter Balanced Assessment as compared to their peers within the Dry Creek JESD. All students in grades 3-5 at Olive Grove Elementary School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Please note the state test was changed/modified in the 2020-2021 school year; therefore, when analyzing and comparing scores over multiple years this fact should be taken into consideration. In addition, DCJESD was one of the few districts that chose to take the CAASPP in the 2020-2021 school year.

Third Grade:

- Third grade students at Olive Grove scored 56% standard met or exceeded on the Smarter Balanced math assessment during the 2022-2023 school year. Third grade students scored 49% standard met or exceeded on the Smarter Balanced ELA assessment during the 2022-2023 school year. Third grade students at Olive Grove scored 2% below the district average in Math of 58%.
- During the 2023-2024 school year, additional funds and resources are being used to supplement the instructional program at Olive Grove to reverse the impacts of learning loss for students due to the COVID-19 pandemic. In third grade, these additional resources include using Title I funds to provide

Olive Grove Elementary School District and State Assessments

additional instructional assistants to increase tier two and tier three intervention support in the school's Learning Center. Also, Title I funds are being utilized to pay for certificated and classified staff members to provide after-school tutoring. Extended Learning Opportunities (ELO) grant monies are being utilized to pay for additional hours of daily support to extend existing instructional assistant positions. Intervention programs have been purchased to include IXL, Lexia, and Raz Kids to increase reading and math proficiency. Title I and ELO funds are also being used to purchase SEL supports for students to be used by the school counselor and classroom teachers.

Fourth Grade:

- Fourth grade students at Olive Grove scored 69% standard met or exceeded on the Smarter Balanced math assessment during the 2022-2023 school year. Fourth grade students at Olive Grove scored 15% above the district average in math of 54%. Fourth grade students scored 63% standard met or exceeded on the Smarter Balanced ELA assessment during the 2022-2023 school year. Fourth grade students at Olive Grove scored 11% above the district average in ELA of 52%.
- During the 2023-2024 school year, additional funds and resources are being used to supplement the instructional program at Olive Grove to reverse the impacts of learning loss for students due to the COVID-19 pandemic. In fourth grade, these additional resources include using Title I funds to provide additional instructional assistants to increase tier two and tier three intervention support in the school's Learning Center. Also, Title I funds are being utilized to pay for certificated and classified staff members to provide after-school tutoring. Extended Learning Opportunities (ELO) grant monies are being utilized to pay for additional hours of daily support to extend existing instructional assistant positions. Intervention programs have been purchased to include IXL, Lexia, Raz Kids, and Generation Genius for science. Title I and ELO funds are also being used to purchase SEL supports for students to be used by the school counselor and classroom teachers.

Fifth Grade:

- Fifth grade students at Olive Grove scored 41% standard met or exceeded on the Smarter Balanced math assessment during the 2022-2023 school year. Fifth grade students at Olive Grove scored 7% below the district average in math of 47%. Fifth grade students scored 54% standard met or exceeded on the Smarter Balanced ELA assessment during the 2022-2023 school year. Fifth grade students at Olive Grove scored 2% below the district average in ELA of 56%.
- During the 2023-2024 school year, additional funds and resources are being used to supplement the instructional program at Olive Grove to reverse the impacts of learning loss for students due to the COVID-19 pandemic. In fifth grade, these additional resources include using Title I funds to provide additional instructional assistants to increase tier two and tier three intervention support in the school's Learning Center. Also, Title I funds are being utilized to pay for certificated and classified staff members to provide after-school tutoring. Extended Learning Opportunities (ELO) grant monies are being utilized to pay for additional hours of daily support to extend existing instructional assistant positions. Intervention programs have been purchased to include IXL, Lexia, Raz Kids, and Generation Genius for science. Title I and ELO funds are also being used to purchase SEL supports for students to be used by the school counselor and classroom teachers.

Olive Grove Elementary School Parent/Staff/Student Survey 2023-2024

- **Parent Survey:** Please note that 68 Olive Grove parents completed the survey in the 2023-2024 school year. (In the 2022-2023 school year 114 parents had completed the survey; therefore, 8% more parents participated in the 2022-2023 school year.) Parent survey results should be looked at with caution due to the relatively low response rate.
- **Staff Survey:** 57%TK-5 grade staff participated in the survey (28 staff members).
- **Student Survey:** 167 students in grades 4-5 participated in the school survey.

Student Engagement

	2021-22		2022-23		2023-24	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	96%	100%	96%	94%	93%	93%
wants to do well in school.	91%	100%	96%	87%	96%	100%
comes to class prepared.	89%	83%	97%	93%	95%	93%
likes going to school.	89%	100%	94%	100%	94%	100%

Summary:

Student engagement in the classroom and in school-related activities is an indicator of increased overall student achievement, self-efficacy, and social/emotional well-being. A high percentage of parents and staff at Olive Grove reported significant student engagement at the school as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Particularly, 96% of parents and 94% of staff report that students care about their school, and 94% of parents and 100% of staff stated confidently that students like coming to school.

Learning Environment

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	98%	93%	91%	75%	97%	88%
maintains its resources well.	98%	73%	89%	81%	78%	88%
has facilities with up-to-date technology.	98%	67%	84%	50%	85%	81%
want(s) students to succeed.	98%	100%	95%	100%	100%	100%
provide(s) a well-rounded curriculum.	94%	92%	90%	87%	92%	100%
offer(s) challenging classes.	86%	92%	66%	80%	73%	93%
focus(es) on students' character.	98%	100%	86%	100%	86%	100%

Summary:

The Learning Environment plays an important role in helping students to feel valued, safe, supported and challenged while participating in their educational experience. A high percentage of parents and staff at Olive Grove believe the school provides a positive learning environment as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. In Particular, 92% of parents and 100% of staff stated confidently school provides a well-rounded curriculum and 100% of staff and parents reported that the school wants all students to succeed. Eighty-six percent (86%) of parents and 100% of staff believed that the school focuses on students' character. This year, Olive Grove is continuing to nurture character development through the House System. The five character traits include Optimism, Friendship, Courage, Creativity, and Selflessness. Each House name represents one of these strong character traits and comes from a particular region of our world. Throughout the year, all students will participate in House Assemblies where all students will cheer one another's accomplishments, grow in confidence, and participate in some friendly competition. Students will be able to contribute to the success of their House by treating one another with respect, care, and honor. Individual goals and accomplishments of House members will be regularly celebrated by the entire school, and House members will be taught how to encourage others and work as a team to accomplish goals. Every Friday is House Spirit Day and all children are encouraged to wear House colors!

Expectations

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	73	50	60%	63%	69%	73%
set(s) high expectations for student achievement.	96	92	79%	88%	78%	87%
success in college or a career.	74	92	66%	75%	66%	93%
encourage(s) a healthy lifestyle.	85	77	85%	63%	81%	60%

Summary:

The expectations a school sets has a direct impact on student success and achievement. The majority of parents and staff reported that Olive Grove sets high expectations for student achievement as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. At Olive Grove, 78 % of parents and 87% of staff reported that the school sets high expectations for student achievement.

Student Support

	2021-22		2022-23		2023-24	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	83%	83%	81%	88%	82%	100%
Students receive the resources and support they need.	88%	62%	90%	81%	81%	67%
I understand what types of social-emotional support are available to students.	89%	92%	76%	81%	78%	100%

Summary:

Supporting students academically, socially, and emotionally is important for student success in school. Both parents and staff members feel that the Olive Grove students enjoy support academically, socially, and emotionally as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Eighty-two percent (82%) of parents and 100% of staff reported that they understand the types of academic support available to students. One hundred percent (100%) of staff stated that they understand the types of social-emotional support available to students, while 78% of parents reported the same understanding. Olive Grove will continue the Future Eagles Club where parents and their young children meet the librarian and get a book to build family literacy and to foster increased connectedness as a community of learners. This year, Title I funds are being used to hire instructional assistants to continue existing Learning Center capacity to increase the school's Tier 2 and Tier 3 intervention programs in reading and math.

Student Support

	2021-22		2022-23		2023-24	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	100%	92%	95%	100%	98%	100%
try to make class interesting.	98%	100%	95%	100%	94%	100%
encourage collaboration among students.	100%	100%	97%	100%	97%	100%
encourage critical thinking.	96%	100%	100%	100%	95%	87%
listen to students.	98%	100%	95%	100%	90%	100%
encourage students on a regular basis.	96%	100%	96%	100%	98%	100%
help my child when he/she doesn't understand something.	98%		91%		93%	
nurture creativity.	98%	92%	92%	94%		93%

Summary:

Supporting all students academically, socially, and emotionally by providing opportunities to think critically, work collaboratively, and to nurture creativity is important for student success in school. Both parents and staff members feel that the Olive Grove students have ample opportunities to use technology, become critical thinkers, and flourish in creative ways as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety-four (95%) and above of parents and 100% of staff stated that teachers and staff use technology to teach, listen to students, and try to make class interesting. Ninety-three percent (93%) of parents confidently said that teachers and staff help their child when he/she doesn't understand something.

Social Climate

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	96%	100%	88%	100%	86%	100%
students from different cultural backgrounds become friends.	96%	100%	94%	100%	97%	88%
students have friends at school.	98%	100%	94%	100%	98%	100%
students respect the teachers and staff.	100%	86%	95%	88%	94%	81%
all staff are treated fairly.	80%	87%	83%	94%	81%	81%
all students are treated fairly.	84%	93%	84%	94%	82%	94%
students get along with each other and respect their differences.	93%	87%	86%	81%	85%	94%
students feel safe at school.	82%	87%	84%	94%	84%	88%
students are comfortable talking to school staff.	87%	93%	84%	100%	89%	94%
staff feel safe at school.	82%	87%	80%	75%	96%	81%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	13%	7%	25%	13%	30%	6%

Summary:

The Social Climate of a school has a tremendous impact on overall student achievement and success. The Social Climate of a school lays the foundation for making students feel safe, supported and valued while participating in their educational experience. A high percentage of parents and staff believe the school climate at Olive Grove continues to have a positive impact on students as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety-Eight percent (98%) of parents and 100% of staff reported that students have friends at school. Moreover, 97% of parents and 88% of staff agreed that students from different cultural backgrounds become friends. Thirty percent (30%) of parents and 6% of staff reported that bullying is a problem which is an increase from the prior year. This year Olive Grove is continuing to focus on addressing the Social Emotional issues that often give rise to bullying or unresolved issues of conflict. By using Toolbox Lessons, Class Meetings, House Meetings, the Great Kindness Challenge, A Touch of Understanding, Sami Circuit, and our Parent Counselor check ins. The school aims to promote a positive, welcoming school climate where each individual is valued. This year the house committee will run monthly character lessons and students who demonstrate these will be rewarded with Pizza with the Principal.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Please indicate how much you disagree or agree with the following statements.</i>	Parent	Staff	Parent	Staff	Parent	Staff
The school keeps me well informed about events and activities	98%		92%		94%	
Teachers keep me well informed about my child's progress.	98%		97%		89%	

Summary:

Stakeholder engagement and communication with parents is an important part of student achievement. A high percentage of parents believe that the school communicates and engages the stakeholders in our community as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety-Four percent (94%) of parents reported that the school keeps them well informed about events and activities. School administration began to send weekly email newsletters to families in the 2020-2021 school year and will continue this pattern of communication for the current school year. Eighty- Nine percent (89%) of parents reported that the teachers keep them well informed about their child's progress. This represents an 8% decrease over the last year. This year, Olive Grove teachers are holding Parent Teacher Conferences for all students. Likewise, classroom teachers are rewarding students going above and beyond with a trip to the office to help "Grow the Tree" and communicating positive messages to our students and their families as another way of communicating success.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	98%		99%		97%	
No	2%		1%		2%	
N/A/ I have not needed to communicate with teachers or staff	2%		0%		2%	

Summary:

Creating and maintaining strong two-way communication with parents is an important part of student achievement and working as partners in each child's education. A high percentage of parents believe they have easy access to communication with their child's teacher as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety-Seven percent (97%) of parents stated that they are able to communicate with teachers and staff as needed. Only 2% of parents stated that they were not able to communicate with teachers and staff as needed. This year Olive Grove is continuing to reach out to families throughout the school year through email and in person events, such as Back to School Night, Open House, PTA sponsored events, and the Parent Educational nights.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How do you receive most of your information about your child's school?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Electronic communications sent to me from my child's school	93%		81%		81%	
School and/or District Newsletters	55%		46%		63%	
School and/or District website	31%		26%		22%	
Communications from my child's teacher	83%		78%		78%	
Social Media	10%		14%		16%	
Employees of the district	10%		10%		11%	
Other	5%		1%		5%	
None of the above	1%		1%		0%	

Summary:

Stakeholder engagement is an important part of overall student achievement, and it is important for a school to determine the most useful communication tools and patterns. 81% of parents reported that they receive most of their information about their child's school through electronic communications sent to them from their students' school. Twenty-Two (22%) of parents said they receive most of their information about their child's school through the School and/or District website. Sixteen percent (16%) of parents receive most of their information about their child's school through Social Media representing an increase of 2% over the previous school year. This year Olive Grove is continuing to provide up to date information through our school website, newsletters, and Instagram. Due to the increase of parents using the school newsletter to gather information about the school, school newsletters will continue to be sent to homes via email once a week for the entire 2024-2025 school year.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>	Parent	Staff	Parent	Staff	Parent	Staff
Emails	100%		94%		92%	
Text messages	50%		54%		49%	
School and/or District Newsletters	40%		18%		44%	
School and/or District website	17%		14%		21%	
Social media	12%		9%		3%	
Mail/letters	17%		13%		14%	
Phone calls	14%		21%		16%	
School or district meetings	7%		2%		0%	
Other	1%		2%		2%	

Summary:

Stakeholder engagement and communication with parents is an important part of student achievement. A high percentage of parents believe that the school communicates with and engages the stakeholders as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety- Two percent (92%) of parents stated they would prefer to receive information from the school through email. Forty-Nine percent (49%) and 44% said they prefer text messages and school/district newsletters respectively. This year Olive Grove will continue to send newsletters and information through email, text messaging and the school website. The addition of our ParentSquare app allows parents to go back in and review previous communications in the app. As needed parents will receive phone calls and mailed letters.

Parent Involvement

	2021-22		2022-23		2023-24	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	96%	100%	96%	94%	90%	93%
encourage(s) parental involvement.	96%	85%	94%	88%	90%	100%
encourage(s) involvement from community members and organizations.		75%		53%		85%
has/have parents who are highly involved.	92%	46%	93%	50%	90%	67%

Summary:

Parental Involvement is an important contributor to student achievement when school staff and families work as partners to provide opportunities for the academic and social growth of all children in the community. A high percentage of parents and staff believe that parents are involved at Olive Grove as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Ninety percent (90%) of parents and 93% of staff reported that the school communicates effectively with parents. Likewise, 90% of parents and 100% of staff stated that the school encourages parental involvement. Ninety percent (90%) of parents and 67% of staff reported that parents are highly involved. This year Olive Grove is continuing the parent-school partnership through in-person Back to School Night, Open House, Parent Conferences, grade level performances and other school-wide events. Likewise, Olive Grove will be looking to implement grade level parent educational evenings and events for parents to connect with teachers and each other.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>Which parent or community activity(ies) have you participated in this year?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house	60%		73%		77%	
School or class event, such as a play, sports event, or award assemblies	33%		45%		55%	
Parent-teacher conference with child's teacher	78%		82%		89%	
Volunteering at my child's school	44%		41%		50%	
Family/Parent Events	42%		34%		23%	
Parent Teacher Association	47%		24%		31%	
School committee or council such as Site Council or ELAC	13%		5%		8%	
District committee or council such as DELAC, GATE or Health	2%		4%		6%	
Other	7%		3%		5%	
None of the above	9%		8%		2%	

Summary:

In 2023-2024 eighty-nine percent (89%) of parents participated in Parent-Teacher Conferences which represents the largest event for community participation. The next most popular event is Back to School night and/or Open House. Two percent (2%) of parents said they attended none of the events posted.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>I feel that the school and/or district valued my participation or input in...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Parent-teacher conference with child's teacher	100%		95%		98%	
School or class event, such as a play, sports event, or awards assemblies	93%		83%		88%	
Back to school night or open house	85%		89%		92%	
Parent Teacher Association (PTA)	89%		83%		79%	
Volunteering at my child's school	100%		88%		91%	
Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.)	100%		88%		87%	
School committee or council such as Site Council or ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE, or Health	100%		100%		50%	
Other	100%		100%			

Summary:

In 2023-2024 most parents felt their participation was valued by the group or event they attended. Ninety-Eight percent (98%) of parents who attended Parent-Teacher Conferences felt their participation was valued along with 92% of parents who attended Back to School or Open house. One Hundred percent (100%) of families participating in school and district committees felt valued.

Parental Involvement

	2021-22		2022-23		2023-24	
<i>What would help parents become more involved in Dry Creek?</i>	Parent	Staff	Parent	Staff	Parent	Staff
More information on how to support students at home	22%		28%		20%	
More information on involvement opportunities	33%		34%		28%	
More communication between school and parents	18%		20%		25%	
More participation opportunities at the school level	20%		24%		25%	
More events offered in the evening	44%		37%		45%	
More participation opportunities at the district level	4%		13%		11%	
More convenient locations for participation	11%		8%		9%	
More communication in our family's primary language	13%		6%		5%	
More events offered in the morning	4%		7%		8%	
Other	2%		4%		2%	
None of the above	24%		12%		23%	
Virtual Event (Ex. Zoom)	27%		24%		22%	

Summary:

At Olive Grove Elementary, we are continually exploring new ways to get parents involved in their child's education because parent involvement has been proven to be a key indicator of student academic, social, and emotional success. A high percentage of parents and staff believe that parents are involved at Olive Grove as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Twenty percent (20%) of parents said that more information on how to support students at home would be helpful. To continue to support this need, the school is going to have grade level specific events to support parents at home. These will address specific homework and content supports for each grade level or grade level span.

Parental Involvement

	2021-2022		2022-23		2023-24	
<i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i>	Parent	Staff	Parent	Staff	Parent	Staff
Back to school night or open house.	100%		95%		97%	
School or class events, such as play, sports events, or award assembly.	96%		95%		92%	
Parent-teacher conferences with my child's teacher.	100%		96%		98%	
School committees or councils such as Site Council or ELAC.	91%		79%		82%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	93%		83%		87%	
District committees or councils such as DELAC, GATE or Health.	91%		77%		75%	
Volunteering at my child's school.	93%		92%		94%	
The Parent Teacher Association (PTA)	89%		84%		82%	
Virtual events.	84%		76%		75%	

Summary:

When asked about the importance of parental involvement opportunities, 98% of parents highlighted the significance of parent conferences. Ninety-Seven percent (97%) of parents mentioned Back to School Night and Open House, and 92% the importance of class or grade level performances, events, assemblies, and sports events. This year, Olive Grove is continuing to promote community connection through evening events such as Back to School Night, Open House, the Outstanding Students of the Trimester Assemblies, Parent Conferences, and grade level performances.

Parental Involvement

	2021-2022		2022-23		2023-24	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent	Staff
Agree/ Strongly Agree	73%		80%		87%	

Summary:

When asked if the school/district values parent participation and input on engagement activities, 87% of families stated that they agreed or strongly agreed that the school and/or district continued to actively value parent engagement. The school's PTSA is, once again, providing opportunities for parents to become involved in fundraising activities and community events. At Olive Grove, teachers are inviting parents to volunteer, to visit the classrooms, to read picture books in their home languages, to immerse our students into our diverse community, and to grow cultural awareness. Likewise, Olive Grove will participate in the Antelope World's Fair celebrating and learning about different cultures throughout Antelope.

Self-Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can do most things if I try.	83%	84%	75%
I know when I am feeling overwhelmed.	81%	80%	78%
I feel positive about my future.	76%	79%	76%
I have a lot of strengths.	71%	75%	82%
I am happy with who I am.	76%	83%	78%
I can explain my feelings to others.	42%	42%	39%

Summary:

Self-awareness is a student's ability to use a growth mindset and positivity to persevere in the face of challenging circumstances and has been proven to be an indicator for student achievement. The Olive Grove students have a strong sense of self-awareness in most areas as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Seventy-Eight percent (78%) of students reported that they know when they are feeling overwhelmed, and 75% of students stated they can do most things if they try. Seventy-Six percent (76%) of Olive Grove students stated they are happy with who they are. The staff at Olive Grove continually promotes positivity, self-esteem, and self-confidence in daily classroom instruction and activities. This includes daily conversations about self-awareness in Restorative Circles and in one-to-one conversations between staff members and students. Students are encouraged to share their feelings, set goals to grow academically and socially, and to interact with their fellow students in collaborative learning. Students are encouraged and asked to demonstrate their learning in front of their peers to promote self-confidence and to build classroom community. Forty-Two percent (42%) of students said they can explain their feelings to others which has consistently been an area of need for the past three years. This year, Olive Grove is continuing to implement the use of Toolbox lessons and Social Emotional read-alouds, like The Little Spot curriculum, to teach students how to articulate their feelings to others. Counseling groups at the school also focus on building self-confidence and social skills.

Growth Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I can learn from my mistakes.	87%	88%	86%
I feel confident in my ability to learn new things.	84%	84%	82%
I can usually solve my problems.	78%	74%	71%
I keep trying, even when things are hard.	80%	80%	81%
I am a hard worker.	82%	89%	89%
Challenging myself makes me smarter.	75%	71%	72%
I can make the best out of a bad situation.	54%	55%	60%
If I'm not good at something, I'd rather quit.	10%	10%	14%

Summary:

A high percentage of the Olive Grove students have a growth mindset as evidenced by the annual DCJESD student survey for the 2023-2024 school year. A growth mindset is defined as the ability to persevere despite experiencing challenges, and this characteristic has been proven 6%) of students reported they can learn from their mistakes, and 81% of students stated they keep trying, even when things are hard. Eighty-Two percent (82%) of students stated that they feel confident in their ability to learn new things, and they are not deterred by having to work hard. This is also evidenced by the 14% of students who said they would quit if they were not good at something. For the fifth consecutive year, Olive Grove teachers are implementing inquiry-based instructional strategies in the area of math and science. Inquiry-based instruction encourages students to persevere while attempting novel problems with multiple steps. These habits and routines encourage a growth-mindset and learning from mistakes.

Self- Management

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I know right from wrong.	83%	81%	86%
I have goals and plans for my future.	82%	88%	82%
I keep my promises.	83%	81%	81%
I follow the rules.	87%	86%	85%
I finish whatever I begin.	68%	72%	71%
I know how to handle stress.	49%	49%	45%

Summary:

Self-management is an important character trait that contributes to increased focus on learning tasks, engagement in learning, and overall student achievement. Many of the Olive Grove students feel confident in their ability to self-manage as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Eighty- Five percent (85%) of students said they follow the rules, and 86% of students said they know right from wrong. Eighty-One percent (81%) of students reported that they keep their promises with other people, and 82% of students in grades 3-5 reported having identified personal goals for their future. Seventy-One percent (71%) of students reported persevering through projects until things are finished from the beginning. Students continued to report struggles with being able to handle stress in their lives with 45% reporting that they know how to handle stress. In order to help students set and reach goals and to learn ways to cope with stress and practice self-care, this year Olive Grove is using Toolbox lessons and Social Emotional read-alouds to model ways to practice self-care and handle stress. Olive Grove is also utilizing coaching and mentoring from our school counselor and will continue to participate in Sami Circuit activities to replace negative thinking and use exercise to relieve stress. Our House system will also focus on setting goals and celebrating successes!

Responsible Decision-Making

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student
waited patiently in line?	84%	83%	83%
paid attention in class?	85%	82%	86%
waited for your turn to talk in class?	74%	83%	88%
told the truth even though it is hard?	66%	69%	75%
thought about what may happen before making a decision?	62%	59%	60%
calmed yourself down when upset?	50%	53%	59%

Summary:

Students who make responsible decisions set goals for themselves and understand the impact their actions have on others. These qualities are important for academic success and for building strong amounts of empathy and understanding throughout the school community. A high percentage of students at Olive Grove have the ability to practice patience, pay attention, and take turns as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Eighty-Six percent (86%) of students stated they paid attention in class highlighting strong student engagement in the classroom. Eighty-Three percent (83%) of students waited patiently in line, and 83% of students reported waiting their turn to talk in class. Two areas to focus attention on improvement include our students' abilities to think and calm themselves before taking action. Sixty percent (60%) of students reported they thought about what may happen before making a decision, and 59% stated they know how to calm themselves down when upset. To continue to support students in responsible decision-making, the staff at Olive Grove continue to implement the three levels of PBIS to include showing respect, making decisions, and solving problems. Students receive daily recognition for exemplifying these characteristics. This year Olive Grove continues Toolbox lessons and the Zones of Regulation to practice making good decisions, to use good self-care, and to implement calming strategies.

Social Awareness

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
It is important to treat people with respect.	95%	94%	96%
I am happy for my friends when they do well in school.	97%	94%	94%
I accept others for who they are, even if they are different than me.	93%	92%	96%
I can tell when someone is upset.	88%	88%	85%
If someone is sad, I try to help him or her.	83%	86%	91%

Summary:

Social awareness is a valuable part of building positive relationships with other people and growing cultural competency as a school community. A high percentage of students at Olive Grove treat others with respect, celebrate other people's accomplishments, and accept others for who they are as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Ninety-Six percent (96%) of students stated it is important to treat others with respect, and 94% of students are happy for their friends when they do well in school. Eighty-Five percent (85%) of students reported that they can tell when someone is upset. This year to continue building social awareness, Olive Grove continues to purchase picture books to supplement classroom libraries featuring main characters reflective of our diverse community of learners. Likewise, students in all grades participate in daily Restorative Circles to join in collectively celebrating successes and solving problems in constructive ways. This year our House Committee is implementing monthly school wide character trait lessons and students are recognized from each classroom for showing the trait of the month.

Relationship Skills

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I have friends at school.	94%	96%	92%
I feel comfortable working in a team with other students.	70%	69%	67%
I can talk easily with other kids in my grade.	66%	79%	75%
I feel like my peers leave me out of things.	27%	27%	27%

Summary:

Relationship skills factor into the success and achievement of students at school. 92% of the students at Olive Grove reported having friends at school according to the annual DCJESD student survey. Sixty-Seven percent (67%) of students stated they feel comfortable working in a team with other students. Seventy-Five percent (75%) of students feel they can easily talk with other students in my grade, and only 27% of students feel like their peers leave them out of things. This year, Olive Grove is focusing on teamwork, through our House System. The purpose of our House System is to give all children at our school the opportunity to build positive relationships with other students in other grades and in other classrooms. In doing so, all our children will also interact with more school staff determined to leave a positive impact. Our ultimate goal at Olive Grove is for each and every child to feel loved and appreciated every single day.

Civic Mindset

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I care about my community.	93%	94%	90%
I am knowledgeable about what is happening in the world.	81%	80%	72%
I read or talk about current events.	65%	68%	65%
I believe that I can make a difference in my community.	67%	72%	61%

Summary:

Having a Civic Mindset is important in building a community of successful students. At Olive Grove a very high percentage of students care about the community and have knowledge of what is happening in the world as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Ninety percent (90%) of students stated that they care about the community. Seventy-Two percent (72%) of students reported that they are knowledgeable about what is happening in the world. Sixty-One percent (61%) said they believe that they can make a difference in the community. House Meetings are focused around positive character traits each month. Monthly students from every classroom are recognized for displaying character traits and making decisions that make a difference in our community.

Social Support

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
My teachers believe that I will be successful.	89%	88%	85%
I have at least one adult at school that I trust.	75%	80%	84%
I feel like I belong at school.	71%	65%	63%
Adults at school care about me.	84%	81%	81%
Adults at school listen when I have something to say.	79%	80%	71%
Adults at school support me when I need help		82%	73%

Summary:

At Olive Grove, the majority of students feel supported by staff as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Eighty-Five percent (85%) of students reported that their teachers believe that they will be successful. Eighty-One percent (81%) of students stated that adults at school care about them. Sixty-Three percent (63%) of students say they feel like they belong at school. This year, Olive Grove is focusing on relationships through our House System. The purpose of our House System is to give all children at our school the opportunity to build positive relationships with other students in other grades and in other classrooms. In doing so, all our children will also interact with more school staff determined to leave a positive impact. Overall, we want to remove artificial barriers at Olive Grove to encourage a larger and stronger school connection for each of our students. Our ultimate goal at Olive Grove is for each and every child to feel loved and appreciated every single day.

Emotional Well-being

	2021-22	2022-23	2023-24
<i>Within the past two weeks, how many times have you....</i>	Student	Student **Number of students reporting 0 times	Student **Number of students reporting 0 times
worried about school work?	20%	18%	25%
had trouble falling asleep?	24%	26%	21%
felt like not talking to anyone?	19%	30%	23%
felt sad?	26%	20%	17%
felt anxious?	18%	36%	25%
felt like you could not focus in school?	14%	28%	26%
felt lonely?	19%	38%	32%

Summary:

A student's emotional well-being impacts their ability to achieve in the classroom and to maintain strong personal relationships with their peers and adults. At Olive Grove most students are experiencing healthy emotions and feel like they are able to focus in school as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Twenty- Six (26%) of students have felt like they had difficulty focusing in school, and 25% of students reported that they did not feel anxious within a two week period. Twenty-One percent (21%) of students said they had trouble falling asleep. This year at Olive Grove our counselor is working with classes to teach self care and healthy habits. Likewise, the school counselor offers groups of support to deal with anxiety, how to navigate social relationships in a positive manner by making friends, and how to improve communication between peers and adults.

Frequency of Bullying

Olive Grove Elementary School Parent/Staff/Student Survey 2023-2024

	2021-22	2022-23	2023-24
<i>Since the start of the school year, how often have you experienced the following:</i>	Student	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been verbally bullied by students at school.	13%	65%	60%
I have been electronically bullied by students (e.g., text messages, email, social media).	6%	90%	84%
I have been physically bullied by students at school.	3%	80%	78%

Summary:

Feeling safe at school is critical to student achievement. Some students at Olive Grove have experienced bullying as evidenced by the annual DCJESD student survey for the 2023-2024 school year. Seventy-Eight percent (78%) of students have never been physically bullied by students at school, and 60% of students have never been verbally bullied by students at school. Only 16% of students reported being electronically bullied by students. This Year Olive Grove will continue to build a school climate that promotes the Eagle 3 with our PBIS program, our House System, and our Toolbox lessons, and Class Meetings.

Location of Bullying

	2021-22	2022-23	2023-24
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	78%	79%	75%
In a classroom.	20%	22%	26%
At the cafeteria.	20%	27%	36%
In hallways.	10%	8%	6%
In the bathroom.	7%	2%	8%
Online	14%	19%	24%
Other	19%	29%	18%

Summary:

Feeling safe at school is critical to student achievement. Very few students at Olive Grove have experienced bullying as evidenced by the annual DCJESD student survey for the 2023-2024 school year. According to the students as evidenced in the annual DCJESD student survey, when bullying does occur it happens mostly at recess, at the cafeteria, or in the classroom. Of the small number of students reporting being bullied, 75% of these students reported the bullying occurs during recess, 24% reported having it occur online, and 18% reported having it occur in other locations. This year Olive Grove will continue to build a school climate that promotes the Eagle 3 with our PBIS program, our House System and our Toolbox lessons, and Class Meetings.

School Environment

	2021-22	2022-23	2023-24
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student
I am proud to be part of my school.	83%	76%	81%
My school is a safe place.	80%	75%	80%
School activities are interesting.	81%	80%	77%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	44%	52%	44%
Students at my school are motivated to learn.	61%	69%	61%

Summary:

The school environment plays a crucial role in student success. The majority of the students at Olive Grove feel the school is a positive environment, and 81% feel proud to be part of Olive Grove. Seventy-Seven (77%) reported that the activities are interesting, and 80% of students feel that the school is safe. Forty-Four percent (44%) of the students stated that they have a say in school decisions. This year at Olive Grove, we are working to remove artificial barriers at Olive Grove to encourage a larger and stronger school connection for each of our students through our weekly House assemblies and events. These assemblies are hosted by our Student Council who select activities, solicit student volunteers, and model school spirit.

Olive Grove School Site Council
2024-25 Planning Calendar
(Agenda items subject to change)

August 29, 2024

Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy
SPSA Approval

September 26, 2024

Review School and District Goals for Current Year
Review and analyze site/district assessments

October 24, 2024

Review School Safety Plan and Goals

November 21, 2024

Review/Update School Safety Plan and Goals
RTI review

January 23, 2025

Approve School Safety Plan
Mid Year Review LCAP

February 27, 2025

Review LCAP (Goals)
Review Dashboard Analysis

March 27, 2025

LCAP update
Local Indicator #3 Parent Rubric

April 24, 2025

Review SPSA Goals 2025-26
Parent/Student Survey results review

May 29, 2025

Final SPSA Approval 2025-26
Set SSC 2025-26 Meetings
Review Site Council Balloting Process

All meetings are in the school's library or on Zoom from 3:00-4:00.

OLIVE GROVE ELEMENTARY SCHOOL
SCHOOL PLEDGE
PARTNERS IN LEARNING
2024-2025

We know that children learn from adults and that love and caring, encouragement, positive support, and a wholesome, nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote Olive Grove's achievement.

As a student, I pledge to:

- Work as hard as I can on my school assignments.
- Tell my parents what I am learning in school.
- Ask my teacher for help when I don't understand something.
- Follow the Eagle 3 at school and outside of school.
- Limit my TV watching and read books instead.
- I have read, understand, and agree to the following conditions in the District Instructional Technology Use Policy.

Student Signatures: _____

As a parent, I pledge to:

- Provide a quiet study time at home and encourage good study habits.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, and being involved with the school.
- Participate in decisions that affect my child's education.
- Encourage my child to read by reading to him/her and by reading myself.
- Limit my child's TV viewing and help select worthwhile programs.
- Any other activities that I feel are important to supporting learning.
- **I have read, understand, and agree to support the District Instructional Technology Use Policy and student agreement.**

Parent Signature: _____

As a teacher, I pledge to:

- Provide motivating and interesting learning experiences in my classroom.
- Explain my goals, expectations, and grading system to students and parents.
- Find out what teaching methods and materials work best for my students.
- Explain the Eagle's 3 Pledge to my students.

Teacher's Signature: _____

As an administrator, I pledge to:

- Create a welcoming and positive learning environment at our school.
- Talk with students and parents about the school's mission and goals.
- Ensure a safe and orderly learning environment.
- Support the partnership between parent, student, and staff.
- Encourage parents to be involved in decisions that affect their child's education.
- Provide appropriate in-service and training for teachers and for parents.

Please return to your classroom teacher.

**Olive Grove Elementary School
SCHOOL SITE COUNCIL BYLAWS**

ARTICLE I: Name of Committee

The name of this committee will be the Olive Grove Elementary School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these bylaws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council

The council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the council if elected by the parents of the school. The council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year.

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term by the appointment of the chairperson.

ARTICLE IV: Officers

Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, and a recording secretary.

Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate, copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the

address and telephone number of each member of the Council and, in general, perform all duties incident to the office of recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.

A. The principal of the school is automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal or designee at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: September 15, 2016

Olive Grove Elementary School

School Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

The staff of Olive Grove Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The staff of Olive Grove Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - *Review and revise the Parent Involvement Policy and school compact at School Site Council and ELAC/Title 1 meetings.*
 - *Training is provided to the SSC and ELAC/Title 1 Committee members on their roles and responsibilities.*
 - *Include the school compact in the student handbook.*

- *Continue to send out notices from the school to parents concerning upcoming evening and day events such as Back to School Night, Open House, Family Nights, School Site Council Meetings, ELAC Meetings, and PTSA events.*
2. The staff of Olive Grove Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - *The District Parental Involvement Policy is available annually to all parents during the open enrollment registration and returning student registration process.*
 - *The School Parental Involvement Policy is located in the school handbook.*
 - *The School Parental Involvement Policy will be placed on the school website and will be made available by hard copy in the school office.*
 - *Put dates and times of SSC meetings and ELAC/Title 1 meetings in the school newsletter and post agendas in the school office.*
 3. The staff of Olive Grove Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - *The SSC and ELAC/Title 1 Committee will annually review the School Parental Involvement Policy.*
 4. The staff of Olive Grove Elementary will convene an annual meeting to inform parents of the following:
 - *A meeting notice will be sent home to parents via email and a notice will be placed in the school newsletter announcing ELAC/Title 1 meetings. At the meetings, community members will be given ideas to help their children at home to become more involved in technology, writing, and reading.*
 5. The staff of Olive Grove Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - *ELAC/Title 1 meetings will occur on October 20th, January 19th, and March 16th of the 2022-2023 school year.*
 - *School Site Council meetings will occur on the third Thursday of every month unless otherwise noted.*
 6. The staff of Olive Grove Elementary will provide timely information about Title I programs to parents of participating children:
 - *After Collaborative Conferences, parents of students receiving Tier 3 support, and/or counseling services will be given notice by the school that their students are receiving these supports during the school day. Parents of students receiving after-school tutoring will be notified by the classroom teacher.*

7. The staff of Olive Grove Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- *Standards Assessment Brochures will be posted on the school and district websites and hard copies are available at the school office.*
- *At Back to School Night and at ELAC/Title 1 meetings, the following will be covered: curriculum, assessment tools, EL reclassification steps, and ideas to help children at home.*

8. The staff of Olive Grove Elementary will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- *Parents are invited to their child's Parent Conferences.*
- *Parents will be invited to meet with their child's teacher to develop a plan for students that are at risk of not meeting grade level standards.*
- *At the request of parents or school personnel, parents may be invited to participate in Student Success Team meetings to determine intervention strategies.*

9. The staff of Olive Grove Elementary will submit to the district any parent comments if the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- *The SSC will assist in the development of the school-wide plan for using Title I resources to support student academic, behavioral, and emotional growth.*
- *Parents can provide input at meetings in writing or in person.*
- *Parents will be directed to write a letter to the principal with their concerns.*
- *If concerns continue, parents will be directed to write a letter to the Superintendent with their concern.*

10. The staff of Olive Grove Elementary will to the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand and/or other accommodations as needed.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC

ACHIEVEMENT

11. The staff of Olive Grove Elementary will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Parents will be invited to tour the school during school hours.*
- *Parents will be invited to participate in the Watch DOGs, PTSA, and Art Docent Programs.*

- *Parents will be invited to participate in campus beautification days.*
- *Parents will be invited to the School Carnival and other PTSA events throughout the year.*

12. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- *The School Compact will be discussed by all stakeholders and become a part of the school parental involvement policy.*

13. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- *Parents will be invited to attend parent conferences, Back to School Night, Open House, and ELAC/Title 1 meetings.*

14. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- *The SSC will review parent survey data with the goal to improve parent involvement in the school.*

15. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

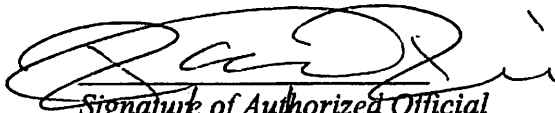
- *Schools that have 15% of any one language will send out materials in English and in the other language.*
- *District documents will be translated for the top three major languages in the district.*
- *Interpreters will be available for parent conferences, SST's, IEP's and other meetings as needed.*
- *Language Line will be available for office and classroom teachers to communicate with parents.*
- *School staff will make personal phone calls to families of at-risk students inviting parents to school events. These phone calls will be conducted in the primary languages of parents.*

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Site Council.

This policy was adopted by the School Site Council of Olive Grove Elementary on August 17, 2023, and was adopted by the ELAC/Title 1 Committee on TBD. The policy will be in effect until the fall of 2024. The school will distribute this policy to all parents of participating Title I, Part A children and the local

community on or before January 15, 2024. The Olive Grove Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.


Signature of Authorized Official
8/31/23
Date

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
 7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
 8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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