

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	31-66803-6115596	May 29, 2025	June 12, 2025

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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

In order to address the academic disparities across our Socio-Economically Disadvantaged, SWD, and Hispanic populations we will be continuing to refine our practices in our PLC's using Response to Intervention tracking through collaborative conferences, grade level Tier 2 instruction, and a professional development goal focusing on high quality Tier 1 instruction.

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 (2024 PBIS Bronze Recognition Award; 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, Robotics Team, Science Club, and Running Club. All students at each grade level hope to 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 and connections 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" teaches 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 focus on providing financial support for classroom field trips and can include funding class instructional materials and supplementing materials for our school library. 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 more than twenty (20) 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 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 2025 and April of 2026. ELAC committee met in November of 2025 and February of 2026 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.

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.

All areas of the 2024 CA Dashboard were yellow or better except for the area of Suspension. We have continued to address the needs by increasing our Check In Check Out supports through our PBIS teams. We have increased the amount of students who received counseling groups and continued to increase our PBIS

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.

The following subgroups have an overall performance level of red or orange. Socioeconomically disadvantaged, English Learner, Hispanic, and Students with disabilities 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. We will also continue to address the discrepancies in Chronic absenteeism in students of two more more races and White students.

Other Needs

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

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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.91%	1.29%	1.69%	5	7	9
African American	3.45%	3.70%	3.76%	19	20	20
Asian	13.27%	16.08%	16.54%	73	87	88
Filipino	1.64%	1.66%	1.13%	9	9	6
Hispanic/Latino	18.91%	18.85%	19.36%	104	102	103
Pacific Islander	1.09%	0.92%	1.32%	6	5	7
White	49.09%	45.29%	43.42%	270	245	231
Multiple/No Response	11.09%	11.28%	12.03%	61	61	64
Total Enrollment				550	541	532

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		26	42
Kindergarten	81	74	67
Grade 1	74	81	78
Grade 2	94	78	80
Grade3	87	93	74
Grade 4	98	92	93
Grade 5	91	97	98
Total Enrollment	550	541	532

Conclusions based on this data:

1. The Olive Grove Elementary School population has fluctuated over the last three years ending this year with 532 students. In the 25-26 school year, the Hispanic population increased, while the White student group decreased.
2. Most grade level's enrollment remained fairly consistent from the previous year. The incoming kindergarten class had less students from the year before. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	151	137	120	27.9%	27.5%	22.6%
Fluent English Proficient (FEP)	54	55	52	8.9%	9.8%	9.8%
Reclassified Fluent English Proficient (RFEP)	39	43		7.1%	7.1%	

Conclusions based on this data:

1. At Olive Grove, English Learner enrollment has decreased slightly while the overall enrollment has stayed consistently in the high twenty percentages.
2. EL students who are Fluent English Proficient (FEP) increased by a half 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	88	85	90	84	82	89	84	82	89	95.5	96.5	98.9
Grade 4	79	91	90	79	89	88	79	89	88	100.0	97.8	97.8
Grade 5	91	93	92	90	91	92	90	91	92	98.9	97.8	100
All Grades	258	269	272	253	262	269	253	262	269	98.1	97.4	98.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2436.	2414.	2423.	25.00	24.39	25.84	23.81	14.63	23.60	29.76	32.93	20.22	21.43	28.05	30.34
Grade 4	2498.	2477.	2473.	35.44	30.34	28.41	27.85	24.72	28.41	18.99	19.10	18.18	17.72	25.84	25.00
Grade 5	2506.	2536.	2525.	22.22	34.07	28.26	32.22	32.97	36.96	21.11	18.68	14.13	24.44	14.29	20.65
All Grades	N/A	N/A	N/A	27.27	29.77	27.51	28.06	24.43	29.74	23.32	23.28	17.47	21.34	22.52	25.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.43	13.41	13.48	65.48	65.85	66.29	13.10	20.73	20.22
Grade 4	31.65	17.98	20.45	59.49	68.54	61.36	8.86	13.48	18.18
Grade 5	23.33	24.18	21.74	62.22	63.74	63.04	14.44	12.09	15.22
All Grades	25.30	18.70	18.59	62.45	66.03	63.57	12.25	15.27	17.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.48	10.98	17.98	66.67	59.76	55.06	17.86	29.27	26.97
Grade 4	22.78	15.73	13.64	58.23	64.04	60.23	18.99	20.22	26.14
Grade 5	14.44	21.98	16.30	70.00	62.64	69.57	15.56	15.38	14.13
All Grades	17.39	16.41	15.99	65.22	62.21	61.71	17.39	21.37	22.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.52	12.20	11.24	78.57	73.17	71.91	11.90	14.63	16.85
Grade 4	11.39	13.48	15.91	78.48	73.03	65.91	10.13	13.48	18.18
Grade 5	13.33	21.98	25.00	77.78	69.23	64.13	8.89	8.79	10.87
All Grades	11.46	16.03	17.47	78.26	71.76	67.29	10.28	12.21	15.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.48	15.85	19.10	65.48	69.51	61.80	19.05	14.63	19.10
Grade 4	27.85	20.22	15.91	63.29	62.92	72.73	8.86	16.85	11.36
Grade 5	20.00	23.08	27.17	61.11	68.13	65.22	18.89	8.79	7.61
All Grades	20.95	19.85	20.82	63.24	66.79	66.54	15.81	13.36	12.64

Conclusions based on this data:

1. In ELA, 57.25.70% of students in grades 3-5 scored "Standard Met" or "Standard Exceeded."
2. Listening was the strongest ELA claim with 89% of students in grades 3-5 scoring "Above Standard and At or Near Standards." Writing was the area of greatest struggle with 22% of students scoring "Below Standard."
3. With 98.9% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	87	85	90	86	84	90	86	84	90	98.9	98.8	100
Grade 4	79	91	90	79	91	90	79	91	90	100.0	100	100
Grade 5	91	93	92	91	92	92	91	92	92	100.0	98.9	100
All Grades	257	269	272	256	267	272	256	267	272	99.6	99.3	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2442.	2435.	2429.	17.44	19.05	21.11	39.53	38.10	25.56	23.26	17.86	26.67	19.77	25.00	26.67
Grade 4	2510.	2498.	2488.	26.58	24.18	24.44	41.77	32.97	31.11	21.52	30.77	24.44	10.13	12.09	20.00
Grade 5	2493.	2523.	2510.	23.08	25.00	20.65	17.58	21.74	22.83	27.47	38.04	33.70	31.87	15.22	22.83
Grade 11															
All Grades	N/A	N/A	N/A	22.27	22.85	22.06	32.42	30.71	26.47	24.22	29.21	28.31	21.09	17.23	23.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.58	27.38	27.78	51.16	50.00	46.67	23.26	22.62	25.56
Grade 4	27.85	28.57	31.11	59.49	57.14	48.89	12.66	14.29	20.00
Grade 5	19.78	21.74	20.65	49.45	58.70	52.17	30.77	19.57	27.17
Grade 11									
All Grades	24.22	25.84	26.47	53.13	55.43	49.26	22.66	18.73	24.26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.09	17.86	17.78	62.79	57.14	57.78	15.12	25.00	24.44
Grade 4	29.11	26.37	20.00	55.70	58.24	56.67	15.19	15.38	23.33
Grade 5	20.88	27.17	13.04	50.55	56.52	63.04	28.57	16.30	23.91
All Grades	23.83	23.97	16.91	56.25	57.30	59.19	19.92	18.73	23.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.42	19.05	15.56	66.28	66.67	61.11	9.30	14.29	23.33
Grade 4	35.44	30.77	24.44	56.96	54.95	57.78	7.59	14.29	17.78
Grade 5	12.09	17.39	16.30	62.64	68.48	65.22	25.27	14.13	18.48
All Grades	23.44	22.47	18.75	62.11	63.30	61.40	14.45	14.23	19.85

Conclusions based on this data:

1. In Mathematics, 48.5% of students in grades 3-5 scored "Standard Met" or "Standard Exceeded." This represents a decrease of 4.5% overall when compared to grade 3-5 scores on the 2024 CAASPP.
2. 55.5% of fourth graders met or exceeded standard on the 2025 CAASPP assessment.
3. At 100% 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1428.0	1433.0	1444.0	1433.3	1439.5	1450.5	1415.4	1417.4	1428.5	27	25	17
1	1489.2	1454.8	1477.4	1488.4	1456.3	1480.6	1489.4	1452.8	1473.7	19	26	23
2	1481.6	1489.0	1498.0	1482.7	1490.1	1513.3	1480.0	1487.2	1482.2	26	17	24
3	1507.9	1494.5	1515.5	1512.0	1488.7	1517.4	1503.4	1499.8	1513.3	27	28	13
4	1539.8	1550.9	1520.6	1525.8	1565.3	1511.7	1553.3	1536.0	1529.1	12	22	27
5	1524.6	1532.8	1550.4	1511.2	1533.4	1553.9	1537.4	1531.6	1546.4	17	11	14
All Grades										128	129	118

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.81	16.00	11.76	37.04	44.00	70.59	37.04	40.00	17.65	11.11	0.00	0.00	27	25	17
1	36.84	7.69	21.74	36.84	42.31	52.17	26.32	38.46	26.09	0.00	11.54	0.00	19	26	23
2	19.23	35.29	8.33	42.31	23.53	75.00	23.08	23.53	16.67	15.38	17.65	0.00	26	17	24
3	44.44	14.29	23.08	37.04	42.86	38.46	7.41	32.14	38.46	11.11	10.71	0.00	27	28	13
4	50.00	59.09	14.81	25.00	22.73	62.96	0.00	9.09	18.52	25.00	9.09	3.70	12	22	27
5	23.53	45.45	42.86	47.06	18.18	50.00	11.76	9.09	7.14	17.65	27.27	0.00	17	11	14
All Grades	29.69	26.36	18.64	38.28	34.88	60.17	19.53	27.91	20.34	12.50	10.85	0.85	128	129	118

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.63	12.00	17.65	25.93	44.00	64.71	29.63	36.00	17.65	14.81	8.00	0.00	27	25	17
1	52.63	11.54	43.48	26.32	53.85	43.48	15.79	23.08	4.35	5.26	11.54	8.70	19	26	23
2	26.92	47.06	66.67	42.31	23.53	25.00	19.23	11.76	8.33	11.54	17.65	0.00	26	17	24
3	55.56	35.71	46.15	29.63	28.57	23.08	3.70	17.86	15.38	11.11	17.86	15.38	27	28	13
4	58.33	77.27	44.44	16.67	13.64	40.74	16.67	4.55	11.11	8.33	4.55	3.70	12	22	27
5	35.29	45.45	78.57	41.18	36.36	21.43	5.88	0.00	0.00	17.65	18.18	0.00	17	11	14
All Grades	41.41	35.66	49.15	31.25	34.11	37.29	15.63	17.83	9.32	11.72	12.40	4.24	128	129	118

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.00	11.76		48.00	52.94		36.00	35.29		8.00	0.00		25	17
1		11.54	21.74		30.77	39.13		42.31	30.43		15.38	8.70		26	23
2		11.76	0.00		47.06	62.50		17.65	20.83		23.53	16.67		17	24
3		3.57	7.69		46.43	53.85		35.71	38.46		14.29	0.00		28	13
4		18.18	11.11		50.00	55.56		18.18	29.63		13.64	3.70		22	27
5		18.18	14.29		36.36	28.57		18.18	57.14		27.27	0.00		11	14
All Grades	11.72	10.85	11.02	45.31	43.41	50.00	25.00	30.23	33.05	17.97	15.50	5.93	128	129	118

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	20.00	17.65	70.37	80.00	82.35	18.52	0.00	0.00	27	25	17
1	57.89	23.08	56.52	36.84	69.23	43.48	5.26	7.69	0.00	19	26	23
2	26.92	47.06	54.17	61.54	35.29	45.83	11.54	17.65	0.00	26	17	24
3	51.85	25.00	38.46	37.04	60.71	46.15	11.11	14.29	15.38	27	28	13
4	50.00	77.27	48.15	33.33	18.18	48.15	16.67	4.55	3.70	12	22	27
5	41.18	45.45	14.29	41.18	36.36	85.71	17.65	18.18	0.00	17	11	14
All Grades	37.50	37.21	41.53	49.22	53.49	55.93	13.28	9.30	2.54	128	129	118

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.63	16.00	5.88	40.74	72.00	94.12	29.63	12.00	0.00	27	25	17
1	42.11	11.54	17.39	52.63	73.08	69.57	5.26	15.38	13.04	19	26	23
2	50.00	52.94	50.00	42.31	35.29	50.00	7.69	11.76	0.00	26	17	24
3	62.96	35.71	61.54	25.93	42.86	23.08	11.11	21.43	15.38	27	28	13
4	66.67	77.27	22.22	25.00	13.64	66.67	8.33	9.09	11.11	12	22	27
5	70.59	54.55	100.00	11.76	27.27	0.00	17.65	18.18	0.00	17	11	14
All Grades	51.56	37.98	38.14	34.38	47.29	55.08	14.06	14.73	6.78	128	129	118

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.52	4.00	5.88	66.67	88.00	88.24	14.81	8.00	5.88	27	25	17
1	52.63	34.62	34.78	36.84	42.31	39.13	10.53	23.08	26.09	19	26	23
2	11.54	11.76	0.00	61.54	58.82	83.33	26.92	29.41	16.67	26	17	24
3	7.41	3.57	15.38	62.96	64.29	53.85	29.63	32.14	30.77	27	28	13
4	33.33	4.55	3.70	41.67	77.27	66.67	25.00	18.18	29.63	12	22	27
5	11.76	18.18	14.29	64.71	45.45	71.43	23.53	36.36	14.29	17	11	14
All Grades	20.31	12.40	11.86	57.81	64.34	66.95	21.88	23.26	21.19	128	129	118

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.74	48.00	70.59	44.44	44.00	29.41	14.81	8.00	0.00	27	25	17
1	10.53	3.85	4.35	89.47	76.92	91.30	0.00	19.23	4.35	19	26	23
2	11.54	29.41	25.00	88.46	64.71	70.83	0.00	5.88	4.17	26	17	24
3	62.96	0.00	23.08	29.63	100.00	76.92	7.41	0.00	0.00	27	28	13
4	66.67	54.55	25.93	8.33	40.91	70.37	25.00	4.55	3.70	12	22	27
5	35.29	27.27	14.29	47.06	54.55	85.71	17.65	18.18	0.00	17	11	14
All Grades	36.72	25.58	26.27	53.91	65.89	71.19	9.38	8.53	2.54	128	129	118

Conclusions based on this data:

1. This data provides information on Olive Grove's English Language Learners' (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Of the 118 students tested, the data shows that 18% of the EL students (K-5) are at the highest English Proficiency, Level 4. Students at this level have well-developed English language skills. The data reflect that 60% of our EL students are at Level 3 Proficiency, which means that these students have moderately developed English Skills. Both Level 3 and 4 are considered

within the Bridging Proficiency Level. Twenty percent (20%) of students are at Level 2 and Less than one percent (1%) are in the lowest proficiency Level 1.

2. Students area of growth would be considered Written Language as only 60% of our students were proficient in this area.
3. The domain of Listening was a strength with 41% of students demonstrating well developed skills in English. The domain of Reading was the area of greatest relative need with 11% of students demonstrating well developed skills in English.

School and Student Performance Data

Student Population

The 2025 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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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	53.2%	25.3%	0.7%
Total Number of Students enrolled in Olive Grove Elementary.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	25.3%
Foster Youth	4	0.7%
Homeless	16	3%
Socioeconomically Disadvantaged	288	53.2%
Students with Disabilities	75	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.7%
American Indian	7	1.3%
Asian	87	16.1%
Filipino	9	1.7%
Hispanic	102	18.9%
Two or More Races	61	11.3%
Pacific Islander	5	0.9%
White	245	45.3%

Conclusions based on this data:

- With 541 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 53% 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

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

1. Based upon multiple measures in 2024-25 school year, Olive Grove's academic performance Mathematics and ELA decreased slightly. Olive Grove's number of students identified as Chronically Absent remained a concern but continue to decline.
2. When compared to California targets, Olive Grove students performed in the high medium category for ELA and Math. Chronic Absenteeism was ranked medium 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 5 points above standard Declined 4.2 points 270 Students	English Learners Orange 12.1 points below standard Maintained 2.4 points 105 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged Orange 6.1 points below standard Maintained 0.4 points 154 Students

Students with Disabilities  Red 72.3 points below standard Declined 21.5 points 46 Students	African American  No Performance Color 5.4 points above standard 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 19.2 points above standard Declined 12.6 points 39 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 20.2 points below standard Declined 15.3 points 56 Students
Two or More Races  No Performance Color 26 points above standard Maintained 2.3 points 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 6.6 points above standard Maintained -2.3 points 133 Students

Conclusions based on this data:

1. All students were 5 points above the standards in English/Language Arts in 2024-25.
2. Students of Hispanic descent showed 20 points below standards in the 24-25 SBAC. On the contrary, students of two or more races performed at 26 points above standard.

School and Student Performance Data

Academic Performance Mathematics

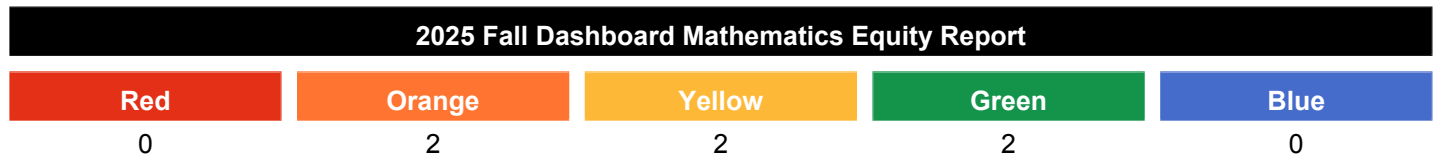
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 6.8 points below standard Declined 9.9 points 271 Students	English Learners  Yellow 13.2 points below standard Declined 4.7 points 106 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Yellow 16.3 points below standard Declined 9.5 points 155 Students

Students with Disabilities  Orange 73.9 points below standard Declined 21.1 points 46 Students	African American  No Performance Color 21.4 points below standard 11 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 1.8 points above standard Declined 24 points 40 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Orange 28.5 points below standard Declined 17.1 points 56 Students
Two or More Races  No Performance Color 19.3 points below standard Declined 22.5 points 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 2.3 points above standard Maintained -0.4 points 133 Students

Conclusions based on this data:

1. Overall, in the 2024-25 school year, students at Olive Grove showed average points with 6.8 points below standard in Mathematics.
2. Our largest subgroups, EL's and Socioeconomically Disadvantaged, were under standard. Students With Disabilities were our lowest subgroup at 74 points below the standards.

School and Student Performance Data

Academic Performance Science

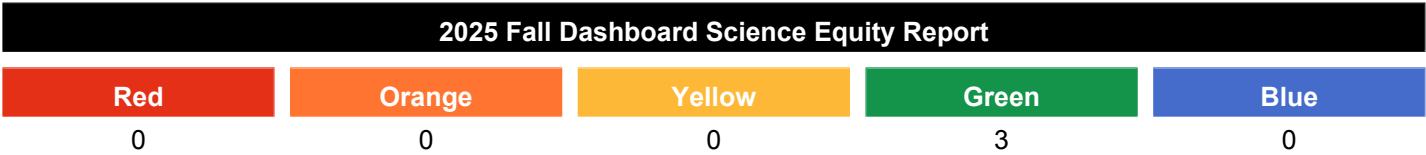
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 62.2 science points Declined 2.1 points 95 Students	English Learners  Green 58.9 science points Maintained 1.7 points 41 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Green 57.7 science points Declined 2.7 points 54 Students

Students with Disabilities  No Performance Color 53.1 science points 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 69.6 science points 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 60.9 science points Maintained 0.5 points 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Green 60.4 science points Declined 5.9 points 47 Students

Conclusions based on this data:

1. Our students continue to perform well on the Science CAST test with 62 points above standard.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
67 making progress.	making progress.
Number Students: 97 Students	Number Students: 0 Students

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.

2025 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
8.3%	24%	6.3%	61.5%

Conclusions based on this data:

1. In grades Kindergarten through 5th grade, 67 students continue to acquire English proficiency in speaking, reading, writing, and listening. 61% of EL students progressed at least one English Language Proficiency Indicator (ELPI) level between the two school years.
2. 24% of our ELS students maintained ELPI levels between the school years and 8% students decreased one level.
3. Overall, English Language Development levels are in the high level of performance which is an increase from the year prior.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

10.3% Chronically Absent

Declined 1.9

546 Students

English Learners



Green

8.4% Chronically Absent

Declined 3.1

143 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

5% Chronically Absent

Declined 6.1

20 Students

Socioeconomically Disadvantaged



Yellow

11.2% Chronically Absent

Declined 3.6

322 Students

Students with Disabilities  Yellow 13.1% Chronically Absent Declined 9.4 99 Students	African American  No Performance Color 11.1% Chronically Absent Increased 6.1 18 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Green 9% Chronically Absent Declined 3.2 89 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 11.5% Chronically Absent Declined 9.8 104 Students
Two or More Races  Orange 10.6% Chronically Absent Increased 1.2 66 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Orange 9.7% Chronically Absent Increased 0.9 248 Students

Conclusions based on this data:

1. Overall, the percentage of students with Chronic Absenteeism is ranked medium at Olive Grove with 10.3% of students chronically absent in the 24-25 school year, which is a decline of almost 2 points from the year prior.
2. Hispanics, Socioeconomically Disadvantaged, and Students With Disabilities all ranked in the high levels for Chronic Absenteeism.
3. All sub groups have declined in percentage of chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

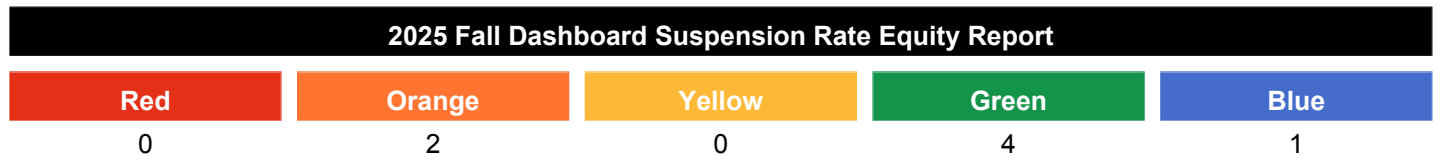
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.4% suspended at least one day Declined 0.8% 560 Students	English Learners  Blue 0% suspended at least one day Declined 0.6% 147 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Socioeconomically Disadvantaged  Green 1.2% suspended at least one day Declined 1.2% 327 Students

Students with Disabilities  Orange 3.9% suspended at least one day Increased 1.9% 102 Students	African American  No Performance Color 5% suspended at least one day Maintained 0% 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  Orange 1.1% suspended at least one day Increased 1.1% 94 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Green 1% suspended at least one day Declined 1.8% 104 Students
Two or More Races  Green 2.9% suspended at least one day Declined 3.3% 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green 1.2% suspended at least one day Declined 0.6% 251 Students

Conclusions based on this data:

1. In 2024-25, Olive Grove fell in the low range for student suspensions with 1.4% of all students.
2. Our highest subgroup was students of Two or More Races at 2.9% which is a decrease of 3.3%.

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: Education - Provide targeted professional development for staff in effective instructional practices to increase student achievement. Support the development of critical thinking skills through analysis, reflection, and purposeful problem-solving. Promote and support student attendance to strengthen engagement and maximize learning opportunities.

Site Goal #1:

By May of 2027, 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 classroom, 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 Socioeconomically 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	LA 2026 End of Year Assessments: Upper Case ID: 80% proficient (20/26 letters) Lower Case ID: 70% proficient (20/26 letters) Letter Sounds: 65% proficient Math 2026 End of Year Assessments: Counting 1:1 correspondence: 100% proficient Counting to 30: 68% proficient Number ID: 95% proficient	ELA: By June 2027, all TK students will be proficient in foundational reading skills, as shown on the following common district summative assessments: • Upper Case ID • Lower Case ID • Letter Sounds • Confirm Understanding of a Text MATH: By June 2027, all TK students will count to tell the number of objects and understand the relationship between numbers and quantities as shown on the following common district summative assessments: • Number Recognition • Counting 1:1 Cardinality • Counting to 30
Kindergarten ELA and Math Assessments	ELA 2026 End of Year Assessments: Upper Case ID: 100% proficient (24/26 letters) Lower Case ID: 100% proficient (24/26 letters) Sounds: 100% proficient (>28 sounds) Comprehension/Benchmark #2: 93.6% proficient (4/5) Math 2026 End of Year Assessments: Number ID: 96.8% proficient (20/21) Counting to 100: 77% proficient (100/100) Performance Task 88.7% proficient (2/3)	ELA: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth on the following common district summative assessments: • Upper Case ID • Lower Case ID • Beginning Sounds • Comprehension Benchmark #2 MATH: By June 2027, all kindergarten students will score proficient or demonstrate one year's growth problem solving at grade level as measured by the following common district summative assessments: • Number ID • Counting to 100 • Trimester 3 Performance Task
1st Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: SIPPS Mastery Test: 47% proficient IXL: 58% proficient (180+) Comprehension/Benchmark #2: 62% proficient (9/11) MCLASS Composite: 79% proficient	ELA: By June 2027, all 1st grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • SIPPS • IXL

	Math 2026 End of Year Assessments: IXL: 90% proficient (180+) Performance task: 85% proficient (3/4)	• Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 1st grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Performance task
2nd Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 58% proficient (280+) Comprehension/Benchmark #2: 40% proficient (12/16) MCLASS Composite: 69% proficient Math 2026 End of Year Assessments: IXL: 69% proficient (280+) DCJESD Gr2 Math EOY Summative 85% proficient (11/14)	ELA: By June 2027, all 2nd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 2nd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
3rd Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 53% proficient (380+) Comprehension/Benchmark #2: 24% proficient (5+) MCLASS Composite: 61% proficient Math 2026 End of Year Assessments: IXL: 55% proficient (380+) DCJESD Gr3 Math EOY Summative: 67% proficient (12/16)	ELA: By June 2027, all 3rd grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS Composite MATH: By June 2027, all 3rd grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative

4th Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 63% proficient (480+) Comprehension/Benchmark #2: 7% proficient (5+) MCLASS MAZE: 42% proficient Math 2026 End of Year Assessments: IXL: 51% proficient (480+) DCJESD Gr4 Math EOY Summative: 51% proficient 18/25)	ELA: By June 2027, all 4th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS MAZE MATH: By June 2027, all 4th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
5th Grade ELA and Math Assessments	ELA 2026 End of Year Assessments: IXL: 54% proficient (580+) Comprehension/Benchmark #2: 21.5% proficient (5+) MCLASS MAZE: 70% proficient Math 2026 End of Year Assessments: IXL: 45% proficient (580+) DCJESD Gr5 Math EOY Summative: 57% proficient (12/17)	ELA: By June 2027, all 5th grade students will score proficient or demonstrate one year's growth on the following end of the year district summative assessments: • IXL • Comprehension/Benchmark 2 • MCLASS MAZE MATH: By June 2027, all 5th grade students will score proficient or demonstrate one years growth problem solving at grade level as measured by the following common district summative assessments: • IXL • Math EOY Summative
CAASPP Scores 3rd-5th	On the 24-25 CAASPP ELA Assessment 57% of our 3rd-5th grades met or exceeded standards. On the 24-25 CAASPP Math Assessment 49% of our 3rd-5th grades met or exceeded standards.	By May of 2027, 70% of our 3rd-5th graders will meet 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, four days a week. Three 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	30387 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. 6090 Lottery 4000-4999: Books And Supplies Funds used to purchase online and hardbound intervention programs such as Rewards, SIPPS, IXL Math, Lexia, etc 4814 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. Two grade levels will also participate in a GLAD training refresh for the 25-26 school year.	All Students	6040 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. Subs will also be needed for 3 days for 6 teachers of refresher training
1.5	Provide salary and benefits for 1.4 FTE intervention teacher to support Title I and EL identified students and support programs.	Title I/EL/At-Risk Students	45093 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. 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.	All students	

	Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity. PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.		
1.8	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. School-wide Strategies: Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students. Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff. 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.	At-risk students	1200 Lottery 1000-1999: Certificated Personnel Salaries Provide substitutes for collaborative conferences 1 time a year.
1.9	Parental Involvement opportunities will be offered on-site and accessible to all Olive Grove Families. School-Wide Strategy: 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). Adult learning classes will be offered on site i.e., Counselor topic meetings.	All Olive Grove Students	691 Title 1 1000-1999: Certificated Personnel Salaries Extra duty for Family Nights; Homework Club, World's Fair, etc.
1.10	Each Grade Level: Goal: By May 2025, all students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district, and state assessments. Strategies: Teachers will use direct instruction focusing on narrative, opinion, and informative writing. Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e., Close reading, re-reads, pre-read questioning and non-fiction).	All Students	660 Lottery 4000-4999: Books And Supplies Extension learning resources to remediate learning loss through targeted intervention.

	Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will level students and use the daily instructional aide to assist with rotations. Teachers will continue implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students (Tier III). 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. Teachers will provide support for identified students during extended day (after-school) instruction with small groups. Teachers will implement Go Math!(K) / Expressions (1-5) curriculum with Think Central to drive instruction, as well as model multiple Math strategies. Teachers will continue to use Math curriculum (including math routine) to cover the concepts and Domains.		
1.15	Olive Grove will host an annual reception 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 identified as RFEP.	650 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: 2025-26

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 2024-25 school year, strategies and activities included district-wide implementation of PLC time, three 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, grades 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, or strategies in 2025-26 School Plan. Expenditures will reflect increases in costs for employee salaries and benefits. Metrics may need to change with a shift in district assessment implementation at the district level.

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:

Safety - Enhance campus safety through a layered approach that leverages behavioral health instruction and intervention, strategic security measures, and systematic staff training.

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 SWIS data and implementing Tiers of all

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 2026 SEL Survey, 96% of students in grades 4-5 reported that they have at least one adult at school they trust. On the 2026 SEL Survey, 55% of students in grades 4-5 reported that they can explain their feelings to others. On the 2026 SEL Survey, 93% of parents and 94% of staff reported that students feel safe at school.	On the 2027 SEL Survey, 93% or more of students in grades 4-5 will report that they have at least one adult at school they trust. On the 2027 SEL Survey, 58% of students in grades 4-5 will report that they can explain their feelings to others. On the 2026 SEL Survey, we will maintain or increase the number of parents and staff who report that students feel safe at school.
Site discipline data for the 24-25 school year.	In 2025-2026 Olive Grove has a suspension rate of 1.5%. Average referrals per day per SWIS Suite: 2.06	We will decrease or maintain our total suspensions. We will maintain or decrease our referrals per day.

	Average major referrals per day per SWIS Suite: 0.83	
Annual average daily attendance rate by grade level spans Chronic absenteeism metric	Our average daily attendance rate for our grade level spans in 25-26: Kinder: 94.57% 1st-3rd: 95.58% 4th-5th: 95.18%	For the 26-27 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. 900 Supplemental Grant 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. 2800 Supplemental Grant 2000-2999: Classified Personnel Salaries Used to hire substitutes for PBIS training and planning for our certificated team members
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 socioeconomically disadvantaged families.	136 Supplemental Grant 1000-1999: Certificated Personnel Salaries Extra pay for teachers to support building family literacy and social emotional learning in homes.
2.5	Olive Grove families and staff will support an annual Culture Fair to highlight our communities' diverse cultural heritage.	All students at Olive Grove and students in neighboring school communities.	300 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	Continued Implementation and review of PBIS Actions include - 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, Character Awards. An intervention team, comprised of the principal, counselor, resource teacher, School Psychologist, General Ed teacher, and Mental Health Clinician, will meet to discuss student interventions with a focus on students who need social-emotional support. Additionally, we will monitor students' attendance and monitor chronically absent students. The following strategies will be utilized to increase daily attendance and decrease chronic absenteeism: - Attendance Challenges - Family meetings to find and support barriers - Parent education through newsletters, messaging, videos, and events	All Olive Grove students as needed	700 Title 1 5000-5999: Services And Other Operating Expenditures SWIS Suite Database
2.11	Social-emotional needs of our students and family community will be addressed at the site with tiered supports and services. 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 and social skills groups to support the SEL needs of students. 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 social justice. Continued training and resources will be given to school staff to implement these programs.	All Olive Grove students as needed	

Annual Review

SPSA Year Reviewed: 2025-26

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 2024-25 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 attendance 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 a slight improvement in our attendance data from the 23-24 school year to the 24-25 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 removing the Tier 1 Social Emotional curriculum to our Site with a focus on common language using our SEL strategies of Circle of Control, Size of the Problem, and Expected vs. Unexpected behaviors.

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	\$106,911.00
Total Federal Funds Provided to the School from the LEA for CSI	\$89565

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	\$77,821.00

Subtotal of additional federal funds included for this school: \$77,821.00

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	\$20,440.00
Supplemental Grant	\$8,650.00

Subtotal of state or local funds included for this school: \$29,090.00

Total of federal, state, and/or local funds for this school: \$106,911.00

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	77821	0.00
Supplemental Grant	8650	0.00
Lottery	20,440	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	20,440.00
Supplemental Grant	8,650.00
Title 1	77,821.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,660.00
2000-2999: Classified Personnel Salaries	38,001.00
4000-4999: Books And Supplies	9,550.00
5000-5999: Services And Other Operating Expenditures	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	12,740.00
4000-4999: Books And Supplies	Lottery	7,700.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	136.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	7,614.00

4000-4999: Books And Supplies	Supplemental Grant	900.00
1000-1999: Certificated Personnel Salaries	Title 1	45,784.00
2000-2999: Classified Personnel Salaries	Title 1	30,387.00
4000-4999: Books And Supplies	Title 1	950.00
5000-5999: Services And Other Operating Expenditures	Title 1	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,625.00
Goal 2	11,286.00

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
Danica Ugboma, Chairperson	Parent or Community Member
Kourtney Kearney	Parent or Community Member
Kathy Cleveland	Parent or Community Member
Dustin Thompson, Vice Chairperson	Parent or Community Member
Anastasia Orlova	Parent or Community Member
Kris Okamoto	Classroom Teacher
Sarah Cook	Classroom Teacher
Amy Haver	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



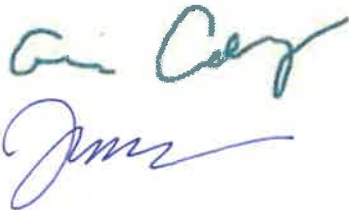
English Learner Advisory Committee

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 5/29/25.

Attested:



Principal, Corrinne Clay on 5/21/26

SSC Chairperson, Danica Ugboma on 5/21/26

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



Olive Grove School Site Council
2026-27 Planning Calendar
(Agenda items subject to change)

August 27, 2026

Introduction of Members
Purpose/Roles School Site Council
Bylaws
Review Uniform Complaint Policy

September 24, 2026

SSC Year in Review
Review School and District Goals for Current Year
Review and analyze baseline site/district assessments
Review preliminary CAASPP

October 22, 2026

Intro School Safety Plan and Goals
PBIS Tiered Supports
Academic Tiers

November 19, 2026

Approve School Safety Plan and Goals
Review Student data 25/26 School year

January 21, 2027

SPSA overview (2026-27)
Dashboard Analysis
Review/ Analyze District assessments.

February 25, 2027

SPSA/LCAP (Goals 1-2)
Local Indicator #3 Parent Rubric

March 18, 2027

SPSA/LCAP
Review and analyze TRI 2 site/district assessments

April 22, 2027

Review SPSA Goals 2027-28
Parent/Student Survey results review

May 20, 2027

Final SPSA Approval 2027-28
Review and analyze EOY site/district assessments
Share SSC 2027-28 Meetings
Review Site Council Balloting Process

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 August 22nd, February 26th, and April 3rd of the 2025-2026 school year.*
 - *School Site Council meetings will occur once a month on Thursdays, per the calendar.*
 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 I 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 House Assemblies 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.*

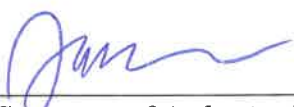
15. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative 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 October 23, 2025 and was adopted by the ELAC/Title 1 Committee on August 22, 2025. The policy will be in effect until the fall of 2026. 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, 2026. 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
 12/10/25
 Date

OLIVE GROVE ELEMENTARY SCHOOL
SCHOOL PLEDGE
PARTNERS IN LEARNING
2026-2027

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 (Show Respect, Make Good Decisions, Solve Problems) at school and outside of school.
- Limit my TV/ screen watching and read books, play outside, or use my imagination instead.
- Remember that school is a safe place and I can help keep it that way by using kind words and keeping my hands to myself
- 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 screen time and help select worthwhile programs that support 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.

Grade Level Assessments

	2022-23		2023-24		2024-25	
Kindergarten	Site	District	Site	District	Site	District
EOY Number ID (K.CC.3)	87%	94%	95%	92%	97%	96%
EOY Addition (K.OA.1)	98%	97%	97%	99%	96%	96%
EOY Subtraction (K.OA.1)	93%	96%	96%	97%	97%	95%
EOY ELA Uppercase Letter ID (K.R.F1.D)	97%	98%	97%	98%	100%	99%
EOY ELA Lowercase Letter ID (K.R.F1.D)	95%	97%	100%	97%	100%	99%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	92%	93%	100%	93%	99%	97%
EOY ELA High Frequency Words (K.R.F.3.C)	73%	73%	93%	73%	86%	92%
Grade 1	Site	District	Site	District	Site	District
EOY Math Assessment	64%	75%	80%	83%	89%	78%
DC Early Literacy Screener (RF 1.3)	72%	79%	53%	58%	89%	82%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	57%	68%	68%	65%	64%	78%
Comprehension - Fiction (RL 1.3, RF 1.3)	66%	73%	57%	65%	75%	78%
Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	77%	65%	83%	72%	87%	77%

Olive Grove Elementary School District and State Assessments

Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	77%	81%	88%	82%	80%	85%
Language Arts EOY Comprehension Summative (RI 2.1)	36%	31%	44%	47%	42%	49%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	71%	70%	78%	73%	79%	75%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	39%	43%	42%	38%	69%	37%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	77%	67%	75%	72%	69%	59%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	46%	39%	42%	47%	47%	39%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	45%	55%	51%	48%	67%	50%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	67%	66%	48%	51%	68%	61%

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 2024-25 school year. This data provides information on Olive Grove's student 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 were above the district percentile, and all other ELA scores are near or above the district percentile except for high frequency words.*
- *Number ID increased by 2% and exceeds district percentile (96%) by 1 percentage point. Math areas of addition and subtraction stayed in the higher 90's range. Subtraction was slightly above the district average.*

1st Grade:

- *Early Literacy screener percentile (89%) is 11% above the district (78%). The district and site increase from the year prior.*
- *First grade students fell under the average in Non-fiction and Fiction comprehension standards but excelled in Math.*

2nd Grade:

- *End Of Year Math Assessment (87%) is above that of the district percentile (77%) for the 3rd year in a row.*
- *Language Arts EOY Comprehension Summative percentiles by OG 2nd graders (80%/) is below the district average (85%) and the second Language Arts EOY is below the district average (42%/ 49%).*

3rd Grade:

- *Students in 3rd grade showed growth in Math Assessment. With 79% of students proficient. A 4% increase above the district 69%.*
- *The 3rd grade Language Arts EOU Comprehension Summative had a 69% proficiency rate, which is much higher compared to the district average of 37%.*

4th Grade:

- *Overall proficiency demonstrated in the Fourth grade Math is low at both the site and district level.*
- *End Of Year Math Assessment (69%) is a 10% above that of the district percentile (59%).*
- *Fourth Grade OL students scored 10% higher than 4th graders across the district in ELA- 47% proficiency.*

5th Grade

- *Overall proficiency demonstrated in the Fifth grade ELA and Math are higher than the district average.*
- *EOY Math assessment was above the district average with 67% of Olive Grove students passing compared to 50% of all district students.*
- *ELA proficiency at OL was 68% which was 7% points above the district average.*

Smarter Balanced CAASPP Performance Assessments

	2022-23		2023-24		2024-25	
Grade 3	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	56%	58	57%	54%	47%	51%
<i>ELA % Met Achievement Standard</i>	49%	52	39%	50%	49%	48%
Grade 4	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	69%	54	57%	51%	56%	53%
<i>ELA % Met Achievement Standard</i>	63%	52	55%	52%	57%	55%
Grade 5	Site	District	Site	District	Site	District
<i>Math % Met Achievement Standard</i>	41%	47	46%	45%	43%	43%
<i>ELA % Met Achievement Standard</i>	54%	56	67%	59%	65%	57%

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 2024-2025 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Third Grade:

- Third grade students at Olive Grove scored 47% standard met or exceeded on the Smarter Balanced math assessment during the 2024-2025 school year. Third grade students scored 49% standard met or exceeded on the Smarter Balanced ELA assessment during the 2024-2025 school year. Third grade students at Olive Grove scored 1% above the district average in ELA.
- During the 2025-2026 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 additional instructional assistants to increase tier two and tier three intervention support in the school's Learning Center. Also, funds are being utilized to pay for certificated and classified staff members to provide after-school tutoring. Intervention programs have been purchased to include IXL, Lexia, and

Olive Grove Elementary School District and State Assessments

Raz Kids to increase reading and math proficiency. Title I 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 56% standard met or exceeded on the Smarter Balanced math assessment during the 2024-2025 school year. Fourth grade students at Olive Grove scored 3% above the district average in math of 53%. Fourth grade students scored 57% standard met or exceeded on the Smarter Balanced ELA assessment during the 2024-2025 school year. Fourth grade students at Olive Grove scored 2% above the district average in ELA.
- During the 2025-2026 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. Intervention programs have been purchased to include IXL, Lexia, Raz Kids, and Generation Genius for science. Title I 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 43% standard met or exceeded on the Smarter Balanced math assessment during the 2024-2025 school year. Fifth grade students scored 65% standard met or exceeded on the Smarter Balanced ELA assessment during the 2023-2024 school year. Fifth grade students at Olive Grove scored 8% above the district average in ELA of 57%.
- During the 2025-2026 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. Intervention programs have been purchased to include IXL, Lexia, Raz Kids, and Generation Genius for science. Title I funds are also being used to purchase SEL supports for students to be used by the school counselor and classroom teachers.

- **Parent Survey:** A total of 89 parents completed the survey in 25-26.
- **Staff Survey:** 53%TK-5 grade staff participated in the survey (24 staff members).
- **Student Survey:** 168 students in grades 4-5 participated in the school survey.

Student Engagement

	2023-24		2024-25		2025-26	
<i>Students...</i>	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	93%	93%	96%	96%	97%	100%
wants to do well in school.	96%	100%	96%	96%	93%	94%
comes to class prepared.	95%	93%	96%	83%	93%	88%
likes going to school.	94%	100%	91%	100%	87%	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 2025-2026 school year. Particularly, 97% of parents and 100% of staff report that students care about their school, and 87% of parents and 100% of staff stated confidently that students like coming to school.

Learning Environment

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
is clean.	97%	88%	92%	79%	96%	67%
maintains its resources well.	78%	88%	91%	83%	87%	78%
has facilities with up-to-date technology.	85%	81%	85%	78%	77%	67%
want(s) students to succeed.	100%	100%	97%	100%	96%	100%
provide(s) a well-rounded curriculum.	92%	100%	92%	91%	96%	93%
offer(s) challenging classes.	73%	93%	81%	96%	7%	80%
focus(es) on students' character.	86%	100%	91%	100%	87%	94%

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 2025-2026 school year. In particular, 96% of parents and 100% of staff stated confidently that the school provides a well-rounded curriculum and 100% of staff and 96% of parents reported that the school wants all students to succeed. Eighty-Seven percent (87%) of parents and 94% 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

	2023-24		2024-25		2025-26	
<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.	69%	73%	78%	91%	79%	80%
set(s) high expectations for student achievement.	78%	87%	84%	100%	86%	100%
success in college or a career.	66%	93%	74%	81%	77%	88%
encourage(s) a healthy lifestyle.	81%	60%	86%	82%	85%	69%

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 2025-2026 school year. At Olive Grove, 86% of parents and 100% of staff reported that the school sets high expectations for student achievement.

Student Support

	2023-24		2024-25		2025-26	
<i>My [child's] school....</i>	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	82%	100%	80%	100%	80%	100%
Students receive the resources and support they need.	81%	67%	86%	73%	88%	94%
I understand what types of social-emotional support are available to students.	78%	100%	78%	100%	76%	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 2025-2026 school year. Eighty percent (80%) 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 76% 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

	2023-24		2024-25		2025-2026	
<i>Teachers and staff at district schools....</i>	Parent	Staff	Parent	Staff	Parent	Staff
use technology to teach.	98%	100%	97%	100%	94%	100%
try to make class interesting.	94%	100%	97%	100%	95%	100%
encourage collaboration among students.	97%	100%	97%	100%	97%	100%
encourage critical thinking.	95%	87%	96%	100%	96%	94%
listen to students.	90%	100%	95%	100%	94%	100%
encourage students on a regular basis.	98%	100%	96%	100%	95%	100%
help my child when he/she doesn't understand something.	93%		95%		97%	
nurture creativity.	97%	93%	96%	100%	97%	94%

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 2025-2026 school year. Ninety-five (95%) and above of parents and 100% of staff stated that teachers and staff encourage students on a regular basis and try to make class interesting. Ninety-seven percent (97%) of parents confidently said that teachers and staff help their child when he/she doesn't understand something.

Social Climate

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	86%	100%	90%	100%	85%	100%
students from different cultural backgrounds become friends.	97%	88%	96%	100%	93%	100%
students have friends at school.	98%	100%	95%	100%	96%	100%
students respect the teachers and staff.	94%	81%	96%	92%	94%	89%
all staff are treated fairly.	81%	81%	86%	92%	79%	100%
all students are treated fairly.	82%	94%	89%	92%	81%	94%
students get along with each other and respect their differences.	85%	94%	85%	96%	85%	94%
students feel safe at school.	84%	88%	91%	96%	92%	94%
students are comfortable talking to school staff.	89%	94%	91%	100%	88%	94%
staff feel safe at school.	96%	81%	85%	88%	92%	94%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	30%	6%	33%	0%	37%	17%

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 2025-2026 school year. Ninety-Six percent (96%) of parents and 100% of staff reported that students have friends at school. Moreover, 93% of parents and 100% of staff agreed that students from different cultural backgrounds become friends. Thirty-seven percent (37%) of parents and 17% 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

Olive Grove Elementary School Parent/Staff/Student Survey 2025-2026

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

	2023-24		2024-25		2025-26	
<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	94%		96%		94%	
Teachers keep me well informed about my child's progress.	89%		94%		90%	

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 2025-2026 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. Ninety percent (90%) of parents reported that the teachers keep them well informed about their child's progress. 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 "Fill the Wings" and communicating positive messages to our students and their families as another way of communicating success.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	97%		97%		99%	
No	2%		2%		1%	
N/A/ I have not needed to communicate with teachers or staff	2%		1%		0%	

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 2025-2026 school year. Ninety-Nine percent (99%) of parents stated that they are able to communicate with teachers and staff as needed. Only 1% 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

	2023-24		2024-25		2025-26	
<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	81%		78%		82%	
School and/or District Newsletters	63%		52%		58%	
School and/or District website	22%		26%		28%	
Communications from my child's teacher	78%		69%		73%	
Social Media	16%		9%		12%	
Employees of the district	11%		5%		7%	
Other	5%		4%		0%	
None of the above	0%		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. 82% 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-Eight (28%) of parents said they receive most of their information about their child's school through the School and/or District website. Twelve percent (12%) of parents receive most of their information about their child's school through Social Media. 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 2026-2027 school year.

Stakeholder Engagement - Communication with Parents

	2023-24		2024-25		2025-26	
<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	92%		91%		82%	
Text messages	49%		54%		51%	
School and/or District Newsletters	44%		34%		34%	
School and/or District website	21%		18%		24%	
Social media	3%		5%		16%	
Mail/letters	14%		14%		9%	
Phone calls	16%		20%		15%	
School or district meetings	0%		3%		4%	
Other	2%		2%		6%	

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 2025-2026 school year. Eighty-Two percent (82%) of parents stated they would prefer to receive information from the school through email. Fifty-One percent (51%) and 34% 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

	2023-24		2024-25		2025-26	
<i>My [child's] school...</i>	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	90%	93%	91%	100%	90%	94%
encourage(s) parental involvement.	90%	100%	94%	100%	94%	94%
encourage(s) involvement from community members and organizations.		85%		90%		69%
has/have parents who are highly involved.	93%	50%	87%	59%	91%	53%

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 2025-2026 school year. Ninety percent (90%) of parents and 94% of staff reported that the school communicates effectively with parents. Likewise, 94% of parents and 94% of staff stated that the school encourages parental involvement. Ninety-One percent (91%) of parents and 53% 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. We will also be implementing a volunteer program called Sight Word Busters to train parents and community members in sight word review in Kinder and First grade classrooms.

Parental Involvement

	2023-24		2024-25		2025-26	
<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	77%		72%		78%	
School or class event, such as a play, sports event, or award assemblies	55%		68%		69%	
Parent-teacher conference with child's teacher	89%		84%		85%	
Volunteering at my child's school	50%		39%		51%	
Family/Parent Events	23%		24%		29%	
Parent Teacher Association	31%		17%		25%	
School committee or council such as Site Council or ELAC	8%		4%		7%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	6%		1%		1%	
Other	5%		6%		4%	
None of the above	8%		2%		4%	

Summary:

In 2025-2026 eighty-five percent (85%) 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. Four percent (4%) of parents said they attended none of the events posted.

Parental Involvement

	2023-24		2024-25		2025-26	
<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	20%		29%		30%	
More information on involvement opportunities	28%		27%		24%	
More communication between school and parents	25%		18%		25%	
More participation opportunities at the school level	25%		14%		10%	
More events offered in the evening	45%		41%		45%	
More participation opportunities at the district level	11%		9%		13%	
More convenient locations for participation	9%		7%		7%	
More communication in our family's primary language	5%		9%		3%	
More events offered in the morning	8%		9%		3%	
Other	2%		4%		4%	
None of the above	23%		20%		12%	
Virtual Event (Ex. Zoom)	22%		23%		19%	

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 2025-2026 school year. Thirty percent (30%) 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

	2023-24		2024-25		2025-26	
<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	87%		83%		78%	

Summary:

When asked if the school/district values parent participation and input on engagement activities, 78% 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 provides 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 host an event to celebrate the cultures and diversity within our community.

Self-Awareness

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I feel positive about my future.	76%	92%	92%
I know what I am good at.		96%	96%
I can do most things if I try.	75%	96%	95%
I am happy with who I am.	78%	88%	90%
I can explain my feelings to others.	39%	46%	55%
I know when I am feeling overwhelmed.	78%	93%	96%

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 2025-2026 school year. Ninety-Six percent (96%) of students reported that they know when they are feeling overwhelmed, and 95% of students stated they can do most things if they try. Ninety percent (90%) 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. Fifty-five percent (55%) of students said they can explain their feelings to others which has consistently been an area of need for the past three years and represents a 9 point growth. 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can usually solve my problems.	71%	91%	92%
I keep trying, even when things are hard.	81%	94%	95%
I can make the best out of a bad situation.	60%	70%	75%
I am a hard worker.	89%	98%	98%
I can learn from my mistakes.	86%	95%	94%
I feel confident in my ability to learn new things.	82%	91%	96%

Summary:

A high percentage of the Olive Grove students have a growth mindset as evidenced by the annual DCJESD student survey for the 2025-2026 school year. A growth mindset is defined as the ability to persevere despite experiencing challenges, and this characteristic has been proven by 94% of students reported they can learn from their mistakes, and 95% of students stated they keep trying, even when things are hard. Ninety-Six percent (96%) of students stated that they feel confident in their ability to learn new things, and 98% are not deterred by having to work hard. 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I keep my promises.	81%	96%	96%
I know right from wrong.	86%	96%	98%
I follow the rules.	85%	98%	95%
I finish whatever I begin.	71%	78%	84%
I know how to identify my feelings		82%	81%

Summary:

Self-management is an important character trait that contributes to increased focus on learning tasks, engagement in learning, and overall student achievement. Most of the Olive Grove students feel confident in their ability to self-manage as evidenced by the annual DCJESD student survey for the 2025-2026 school year. Ninety-Five percent (95%) of students said they follow the rules, and 98% of students said they know right from wrong. Ninety-Six percent (96%) of students reported that they keep their promises with other people. Eighty-Four percent (84%) of students reported persevering through projects until things are finished from the beginning. 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

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how often have you...</i>	Student	Student (%Agree)	Student (%Agree)
I wait patiently in line.	83%	91%	93%
I wait for my turn to talk in class.	88%	95%	87%
I think about what will happen before making a decision.	60%	73%	78%
I pay attention in class.	86%	96%	94%
I tell the truth even when it is hard.	75%	85%	91%
I can calm myself down when upset.	59%	73%	78%

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 2025-2026 school year. Ninety-Four percent (94%) of students stated they paid attention in class highlighting strong student engagement in the classroom. Ninety-Three percent (93%) of students waited patiently in line, and 87% of students reported waiting their turn to talk in class. Two areas to focus attention on improvement include our students' abilities to think and before taking action. Seventy-Eight percent (78%) of students reported they thought about what may happen before making a decision, and 78% stated they know how to calm themselves down when upset. This represents a great increase over the last two years. 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I accept others for who they are, even if they are different than me.	96%	99%	100%
I treat people with respect.	96%	100%	99%
If someone is sad, I try to help them.	91%	95%	98%
I can tell when someone is upset.	85%	93%	94%
I am happy for my friends when they do well in school.	94%	100%	99%

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 2025-2026 school year. Ninety-Nine percent (99%) of students stated it is important to treat others with respect and are happy for their friends when they do well in school. Ninety-Four percent (94%) 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I can talk easily with other kids in my grade.	75%	88%	90%
I feel comfortable working in a team with other students.	67%	83%	89%
I have friends at school.	92%	99%	99%
I feel like my classmates include me.		81%	85%

Summary:

Relationship skills factor into the success and achievement of students at school. 99% of the students at Olive Grove reported having friends at school according to the annual DCJESD student survey. Eighty-Nine percent (89%) of students stated they feel comfortable working in a team with other students. Ninety percent (90%) of students feel they can easily talk with other students in my grade, and only 85% of students feel like their peers include them. 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am knowledgeable about what is happening in the world.	72%	91%	92%
I care about my community.	90%	99%	96%
I believe that I can make a difference in my community.	61%	73%	82%

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 2025-2026 school year. Ninety-six percent (96%) of students stated that they care about the community. Ninety-Two percent (92%) of students reported that they are knowledgeable about what is happening in the world. Eighty-Two percent (82%) 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
Adults at school listen when I have something to say.	71%	92%	96%
Adults at school care about me.	81%	94%	94%
I feel like I belong at school.	63%	80%	87%
I have at least one adult at school that I trust.	84%	93%	96%
My teachers believe that I will be successful.	85%	97%	96%
Adults at school support me when I need help	73%	89%	94%

Summary:

At Olive Grove, the majority of students feel supported by staff as evidenced by the annual DCJESD student survey for the 2025-2026 school year. Ninety-Six percent (96%) of students reported that their teachers believe that they will be successful. Ninety-Four percent (94%) of students stated that adults at school care about them. Eighty-Seven percent (87%) 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

	2023-24	2024-25	2025-26
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0 times	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together	Student **Scale Shortened - Often, Sometimes, Never % is equal to sometimes and never added together
I feel sad.	17%	81%	87%
I feel lonely.	32%	86%	83%
I feel like not talking to anyone.	23%	83%	85%
I have trouble falling asleep.	21%	63%	68%
I worry about school work.	25%	69%	74%
I feel worried.	25%	75%	84%
I could not focus in school.	26%	87%	85%

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 2025-2026 school year. Eighty-five percent (85%) of students have felt like they had difficulty focusing in school sometimes or never. Sixty-Eight percent (68%) of students said they sometimes or never 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

	2023-24	2024-25	2025-26
<i>Since the start of the school year, how often have you experienced the following:</i>	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	78%	75%	70%
I have been verbally bullied by students at school.	60%	61%	55%
I have been electronically bullied by students (e.g., text messages, email, social media).	84%	85%	87%

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 2025-2026 school year. Seventy percent (70%) of students have never been physically bullied by students at school, and 55% of students have never been verbally bullied by students at school. Only 13% 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

	2023-24	2024-25	2025-26
<i>Where in school have you been bullied?</i>	Student	Student	Student
During recess or outside time.	75%	75%	72%
In a classroom.	26%	32%	23%
At the cafeteria.	36%	29%	28%
In hallways.	6%	5%	11%
In the bathroom.	8%	11%	9%
In the locker room.		1%	1%
Online	24%	28%	6%
Other	18%	20%	16%

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 2025-2026 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, 72% of these students reported the bullying occurs during recess, 6% reported having it occur online, and 16% 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

	2023-24	2024-25	2025-26
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student (%Agree)	Student (%Agree)
I am proud to be part of my school.	81%	91%	96%
School activities are fun.	77%	97%	94%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	44%	78%	84%
My school is a safe place.	80%	94%	91%
My school has a positive environment.		83%	95%

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 96% feel proud to be part of Olive Grove. Ninety-Four (94%) reported that the activities are interesting, and 91% of students feel that the school is safe. Eighty-Four percent (84%) 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.