



2016-2017

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Olita Elementary School

CDS Code: 19647666020200

Principal

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RESULTS FROM PREVIOUS YEAR'S GOALS

Goal A:

By May 2016, 80% of teachers will rate themselves at a "4" or "5" comfort level regarding grade level California Standards as measured by a 5 point scale survey.

Met XPartially Met Not Met

We reviewed the following data:

Teacher surveys given in May of 2016.

The results tell us:

The teachers were given a survey to rank their comfort level about teaching Common Core Standards in both ELA and Math. The results of the survey were that 75% of Olita teachers feel "Good" (4) to "Very Good" (5) about the ELA standards and 86% of the teachers feel "Good" to "Very Good" (5) about teaching the Math standards.

Goal B:

By August 2016, the percentage of 3rd to 6th grade students scoring "Below Standard" will be reduced by 4% from 34% to 30% in ELA Claim 1 as measured by the CAASPP Reading Area overall below standard score. (Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text)

XMet Partially Met Not Met

We reviewed the following data:

ELA CAASPP Results for 2016

The results tell us:

Our students performed well in the area of Reading on the CAASPP (Claim 1). We surpassed the goal of decreasing the percentage of students not meeting the standard from 4% to 7%. We will continue to research materials that promote close reading and comprehension.

Goal C:

By May 2016, we will improve our average attendance rate by .6% from 96.4% to 97% as measured by attendance data from P2.

Met Partially Met XNot Met

We reviewed the following data:

Attendance rate for P2.

The results tell us:

We were not able to improve the attendance percentage at Olita as it was at ????. We will continue the several incentive programs that are currently in place also regularly disinfect and wipe down counters, desks, and high traffic areas in the classrooms.

Goal D:

Met Partially Met Not Met

We reviewed the following data:

The results tell us:

MISSION STATEMENT

Our mission is to encourage each child to develop individual excellence and a desire for lifelong learning so that they can become contributing members of society. To accomplish this we provide a positive, engaging, and challenging learning environment where all students are given equal access to the core curriculum. We believe that each child is a unique learner and that children thrive with personal recognition for academic progress and effort.

With parents as partners, we have established a nurturing and supportive learning community. Our staff works collaboratively and cohesively and shares in the responsibility of assisting Olita students in demonstrating positive character traits, tolerance, social skills, effective communication, critical and creative thinking, problem solving and decision making.

Olita's learning environment supports and empowers each child to become a responsible and productive citizen.

We, the educational professionals of Olita Elementary School, believe in providing a standards based instructional program that allows all students to be successful and become lifelong learners.

SCHOOL PROFILE

Olita Elementary School is located on 950 South Briercliff Drive in La Habra, California, and is one of five elementary schools in the Lowell Joint School District. Our school serves students in grades kindergarten through sixth grade with an enrollment of 464 students. There are three Special Day classrooms on campus; one mild/moderate classroom for grades K - 2, one mild/moderate classroom for grades 3 - 6 and one moderate/severely handicapped classroom for students in grades K-6. Grades one and two have classroom sizes of 24:1, while upper grade classrooms try to maintain a 34:1 or fewer ratio. There are 18 teachers, 12 instructional aides, and 15 support staff members.

114 parents at Olita Elementary School have graduated from college, 82 who have attended graduate school or have a graduate degree. 175 parents have some college experience. Only 63 parents hold only a high school diploma.

The flavor of Olita Elementary School can best be captured in the yearly school-wide themes that we have had over the years: Olita Ranch - Roping in Knowledge, Olita Ranch - The Brand of Excellence, Camp Olita - The Adventure Begins, Camp Olita - The Adventure Continues, Olita Has Star Power - Watch Us Shine, We Celebrate Learning, We Are Olita's All-Star Team, We Cultivate Minds and Values - Watch Us Grow, Olita - A Sea of Knowledge, Olita - We Are Dino - Might! Each theme sets the tone for high expectations, attainment of excellence, and a lifetime adventure for learning. Our theme for this school year is "Olita - Where Learning = Success."

The school's vision is for students to have enthusiasm for learning coupled with strong character traits that will carry them through the years as lifelong learners. This vision is the shared responsibility of students, staff, parents, and community. Staff stresses personal integrity, social responsibility, and our national heritage.

Character building is a strong component of everyday instruction. We have a sequential, spiraled Character Education program that starts in Kindergarten and follows through to sixth grade. Monthly qualities are taught, rewarded, communicated to parents, and displayed on our marquee and monthly bulletin boards.

Teaming and collaborative planning have provided the backbone for a strong academic program that sets a school-wide vision where every part of the school skeleton is joined. Certificated and classified staff members work in harmony to provide a learning environment that is safe, creative, challenging, and appropriate for the various levels of learners. There is a common vision for behavior, student and staff recognition, excellence, and time on task.

Olita parents are actively involved in the education of their children. Parents work in classrooms and participate in fundraising and expanded curricular events. Parents serve on Olita Elementary's School Site Council, and PTA Executive Board as well as PTA committees. Attendance at Back-To-School Night and Open House are extraordinary with classrooms averaging 85%-100% parent participation.

STUDENT ENROLLMENT BY RACE/ETHNICITY

Ethnic Group	%
African-American	2.8%
American Indian/Alaskan Native	0.0%
Asian	3.2%
Hispanic/Latino	67.8%
Pacific Islander	0.4%
Caucasian	23.3%
Multi-Racial	0.7%
Declined to State	%

FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2012	2013	2014	2015
K	49	61	52	66
1st	69	55	66	57
2nd	65	69	60	64
3rd	71	66	73	61
4th	67	69	65	73
5th	78	74	72	68
6th	68	81	73	74
7th	N/A	N/A	N/A	NA
8th	N/A	N/A	N/A	NA
9th	N/A	N/A	N/A	NA
10th	N/A	N/A	N/A	NA
11th	N/A	N/A	N/A	NA
12th	N/A	N/A	N/A	NA
Total	467	475	461	463

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT, LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

Single Plan for Student Achievement (SPSA)*

The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

Local Control Accountability Plan (LCAP)

Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

- AREA 1** LCAP Priority - Basic Services
- AREA 2** LCAP Priority - Implementation of the Common Core State Standards
- AREA 3** LCAP Priority - Parent Involvement
- AREA 4** LCAP Priority - Student Achievement
- AREA 5** LCAP Priority - Student Engagement
- AREA 6** LCAP Priority - School Climate
- AREA 7** LCAP Priority - Course Access
- AREA 8** LCAP Priority - Other Student Outcomes

Strategic Goals

The Strategic Goals provide the essential framework required for the District to create a “roadmap” for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

- GOAL #1** Academic Excellence:
We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.
- GOAL #2** A Highly Qualified Staff:
We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.
- GOAL #3** Safe and Respectful Environment:
We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community
- GOAL #4** Family and Community Partnerships:
We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

GOAL #5

Fiscal Excellence:

We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources

**The SPSA is specifically designed to align with the state's eight priorities of the LCAP and LUSD's Strategic Goals.*

Area 1 LCAP Priority - Basic Services		
Basic Services		
	Findings	Documentation
Teacher Misassignment	0.0%	School Accountability Report Card
Facilities in Good Repair	Fair	Facilities Inspection Tool Report
Student Access to Standards Aligned Instructional Materials	100%	School Accountability Report Card

**Data from 2014-2015 School Accountability Report Card (SARC)*

Area 2 LCAP Priority – Implementation of Common Core State Standards (CCSS)	
Implementation of Common Core State Standards	
Strengths	Areas for Growth
CCSS instructional pacing guides for English Language Arts/Literacy and Mathematics. Implementation of math adoption (Go Math for Grades K-5 and Big Ideas Grade 6). Successful implementation of California Assessment of Student Performance and Progress (CAASPP). Formative assessments given throughout trimesters to measure academic achievement.	Professional development for teachers to have Visible Learning instruction. Continued research for effective California Standards materials for English LanguageArts/Literacy

Area 3 LCAP Priority – Parent Involvement

Annual Parent Survey

Strengths	Areas for Growth
Teachers have high expectations for student learning. Ongoing communication between school and home. Student safety.	Increase extracurricular activities. Preparing students for next level of learning to be college and career ready.

Parental Involvement

Efforts to Seek Parent Input **Promotion of Parent Participation**

Parent Teacher Association School Site Council Parent Survey District English Language Advisory Council Title 1 meetings School Compact	School Messenger messages via telephone and email Welcome Back meeting Monthly Citizenship assemblies Remind app text messages Public relations (parking lot and circle drive supervision) Parent conferences Family nights with Parent Teacher Association
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Olita Elementary School Title I Parental Involvement Policy

VISION STATEMENT:

Olita Elementary School knows that parental involvement is the key to student success. Parents are their children's most influential teachers and working together as a school/home team contributes significantly to student achievement and conduct. It is imperative that a parent involvement policy and program be an integral component of Olita's school plan that fosters a partnership between home, school and community.

RESPONSIBILITIES

The staff at Olita Elementary School understands that the education of our students is a responsibility shared with parents. Our staff recognizes the responsibility of providing a high-quality curriculum and instructional program for all students. Providing a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Standards. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

PROVIDING INFORMATION:

Information is shared with parents/guardians of Title 1 children through Title 1 meetings, along with:

- + Invitations to participate in PTA school functions
- + Inviting parents to School Site Council meetings
- + School Messenger messages via telephone and email
- + Newsletters via website

The principal and school staff shall provide timely information regarding curriculum, district and state assessment results, and the proficiency levels students are expected to meet. Parents will be informed on an ongoing basis about student support programs, classroom and school-wide activities.

BUILDING CAPACITY FOR PARENT INVOLVEMENT

The Olita staff is committed to supporting partnerships by using the following levels of involvement:

Communication - We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely school-to-home methods. An emphasis will be made to communicate effectively with those parents with limited proficiency in English or literacy challenges.

Volunteering - We will expand the recruitment, training, and recognition of family and community volunteers. Opportunities for families and community members to contribute from home or the workplace will be extended.

Learning at Home - We will promote family involvement in learning activities at home including homework and other curriculum-related activities appropriate to the grade level and development of the student.

ACCESSIBILITY

Olita School, to the extent practical, will provide parents with Limited English Proficiency opportunities to fully participate in school-sponsored events by using translation at meetings and by sending written notices in a language that parents understand.

Olita Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

As a school staff, we know the importance of the school experience for the whole community and therefore agree to share the following responsibilities:

- Provide a safe, healthy, and nurturing learning environment for children
- Work to address the individual needs of every student
- Teach the district curriculum emphasizing grade level skills and concepts

- Correct and return class work in a timely manner
- Communicate homework and class work expectations to each child through written, verbal, and personal contact
- Motivate my students to learn
- Communicate regularly with families about student progress
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make school accessible and a welcoming place for families which help each student achieve the school's high academic standards
- Respect the school, the students, and our families

Student Pledge

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to the following responsibilities:

- Be responsible for my own behavior
- Know and follow all school and class rules
- Treat all school staff members and my fellow students with respect
- Attend school regularly and be on time for class every day
- Bring necessary materials to class each day
- Return completed homework on time
- Ask for help when I need assistance
- Put forth my very best effort at all times
- Discuss what I am learning at school with my parents
- Limit my TV watching and instead study or read every day after school

Family/Parent Pledge

I understand that participation in my child's education will greatly help his/her achievement and attitude. Therefore, I agree to carry out the following to the best of my ability:

- Encourage my child to complete his/her homework and turn it in on time
- Make time to talk to my child about his/her school activities everyday
- Encourage my child to put forth his/her best effort

- Provide a quiet place and specific time for my child to do homework and monitor TV viewing
- Make sure my child gets adequate sleep and a healthy diet
- Encourage my child to read by reading with or to him/her every night
- Support the school’s discipline and attendance policies
- Communicate with the teacher or the school when I have a concern
- Make every effort to attend Back to School Night, Open House, Parent/Teacher Conferences, PTA meetings, and other school events
- Communicate the importance of education and learning to my child
- Volunteer at my child’s school when possible

Student **Teacher** **Parent/Guardian**

Area 4 **LCAP Priority – Student Achievement**

Academic Performance Index (API)

The California accountability system measures the performance and progress of a school or district based on results of statewide tests administered in grades two through twelve. A school’s Academic Performance Index (API) is a composite number representing the results of these tests and is reported as a numeric index (or scale) ranging from 200 to 1000.

The test results used in calculating a school’s API have different emphases. The amount of emphasis each subject or content area has in the API for a particular school or district is determined by statewide test weights and by the number of students taking each type of test.

2013		2014		2015		Three-Year Average*
Base	Growth	Base	Growth	Base	Growth	
862	860	N/A	N/A			859

**The State Board of Education has suspended API for the 2013-2014 academic year. The formula to calculate the three-year average is: 2013 API + 2014 API + 2015 API divided by three.*

English Learner Language Data

English Learner Progress Toward Language Proficiency

	2012-13	2013-14	2014-15	2015-16

	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase
# of Students	4	13	16	4	12	16	8	18	20	2	10	16
Percentage	12.1%	39.4%	48.5%	12.5%	37.5%	50.0%	17.4%	39.1%	43.5%	1%	32%	52%

NOTE: Numbers in this chart do not reflect the entire EL population, as kindergarten students are excluded as well as any student who does not have two years of California English Language Development Test (CELDT) scores.

English Learner Reclassification**											
RFEP = Reclassified Fluent English Proficient											
2012-13			2013-14			2014-15			2015-16		
ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs
62	8	15	60	6	6	69	12	4	72	27	22

NOTE: EL numbers include those students prior to being Reclassified.

***Eligible ELs:** For students in K-2, English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking. For students in 3-12, English Learners must also have a minimum CST scale score of 300 or above in English-language arts and mathematics.

****Reclassification Criteria:** 1) English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking; 2) A minimum CST scale score of 300 or above in English-language arts and mathematics; 3) A score of BASIC or above in the core subjects on the Elementary Report Card; 4) Teacher evaluation; and 5) Parent input.

CAASPP Results (All Students) – English Language Arts/Literacy									
Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	59	96.7	59	2415.9	20	20	31	29
Grade 4	72	69	95.8	69	2475.6	30	22	22	26
Grade 5	68	65	95.6	65	2508.4	18	32	31	18
Grade 6	77	73	94.8	73	2538.0	15	38	32	15
All Grades	278	266	95.7	266		21	29	29	22

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	27	46	27	24	54	22	19	63	19	14	54	32
Grade 4	33	35	32	33	43	23	25	61	14	19	55	26
Grade 5	12	60	28	29	48	23	11	77	12	28	63	9
Grade 6	18	51	32	29	53	18	15	78	7	22	66	12
All Grades	23	48	30	29	50	21	17	70	13	21	60	20

CAASPP Results (All Students) – Mathematics

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	61	59	96.7	59	2431.2	15	27	41	17
Grade 4	72	70	97.2	70	2469.9	19	34	24	23
Grade 5	68	66	97.1	66	2505.5	18	20	36	26
Grade 6	77	73	94.8	73	2533.5	18	29	36	18
All Grades	278	268	96.4	268		18	28	34	21

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	29	51	20	22	53	25	22	59	19
Grade 4	37	29	34	17	57	26	26	49	26
Grade 5	21	50	29	24	44	32	14	52	35
Grade 6	30	37	33	15	53	32	19	66	15

All Grades	29	41	29	19	52	29	20	56	24
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Analysis of Educational Practices - Educational Practices Survey	
Strengths	Areas for Growth
<p>Olita has a clear vision for student growth and learning.</p> <p>Assessment data is collected and is used to determine levels of intervention needed for students.</p> <p>The school environment demonstrates caring, concern, and high expectations for students that honors individual differences and is conducive to learning.</p>	<p>Staff will develop intervention strategies and tools based on student need.</p> <p>Teachers and staff will regularly review current practices to determine focus area for successful student learning.</p> <p>All teachers will use technology to assist students in achieving academic standards.</p>

Analysis of Educational Practices - Professional Learning Communities Survey	
Strengths	Areas for Growth
<p>Teachers work collaboratively to choose appropriate research-based instructional strategies to ensure all students meet standards.</p> <p>Teachers choose appropriate research-based instructional strategies to ensure all students meet standards.</p> <p>Teachers collaboratively analyze assessment results and use the results to improve individual and collective practices.</p>	<p>Teachers will establish criteria used to evaluate the quality of student work.</p> <p>Teachers will use current data to progress monitor students not meeting academic standards.</p>

Area 5	LCAP Priority – Student Engagement			
Four-Year Attendance Rate				
	2012-13	2013-14	2014-15	2015-16
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Olita Elementary School	96.56%	96.92%	96.40%	96.65%
District	96.70%	96.86%	96.66%	96.80%

Chronic Absenteeism				
Defined as a student who is absent for any reason on ten percent or more of the school days in the school year				
	2012-13	2013-14	2014-15	2015-16
	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate

Olita Elementary School	7.9%	5.8%	7.3%	4.9%
District	6.0%	5.7%	6.0%	4.4%

Area 6 LCAP Priority – School Climate

Four-Year Suspensions/Expulsions				
	2012-13	2013-14	2014-15	2015-16
Suspensions	0.39	2.33	0.41	TBD
Expulsions	0.00	0.00	0.00	0.00

**Suspension data represents the total number of partial or full-day suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.*

Four-Year Mobility Rate

	2012-13	2013-14	2014-15	2015-16
Mobility				

Area 7 LCAP Priority – Course Access

Number of Students On-Track for Graduation – Olita Elementary School

GRADE	2013			2014			2015			2016		
	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track

Area 8 LCAP Priority – Other Student Outcomes

Physical Fitness

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

5	21%	34%	17%
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CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Olita Elementary School has selected to focus on the following:

State Priorities	Challenges
LCAP Priority - Basic Services	
LCAP Priority - Implementation of the Common Core State Standards	Increase teacher resources for implementing the English Language Arts/Literacy California Standards.
LCAP Priority - Parent Involvement	
LCAP Priority - Student Achievement	Increase students' ability to comprehend literature and informational text.
LCAP Priority - Student Engagement	Increase awareness with importance of attendance and increase percentage rates of students attending school.
LCAP Priority - School Climate	
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	

ACTION PLAN

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): 2.2) Student achievement will increase 3% over the 2016 scores for all students as measured by the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts and Math.

School Goal:

By August 2017, the percentage of 3rd to 6th grade students scoring "Below Standard" will be reduced by 3% from 27% to 24% in ELA Claim 1 and from 21% to 18% in Claim 2 as measured by the CAASPP Reading and Writing Area overall standard score.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Teachers will meet in PLCs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.	August 2016 and May 2017		
Provide teachers with professional development opportunities to support understanding of the California grade level standards and progressions.	August 2016 to May 2017		
Teachers will receive refresher training with Step Up To Writing skills.	October 2016 to May 2017		
Provide all teachers the app for Common Core State Standards.	October 2016 to May 2017		
Teachers will evaluate student work samples to monitor standards and DOK level.	October 2016 to May 2017		
Teachers will provide Success Criteria for students to gauge their progress on assignments.	August 2016 to May 2017		
Teachers will post learning objectives on board in classroom.	August 2016 to May 2017		
Students will continue to be identified for at-risk and	September 2016 to April 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
provided intervention services for Reading Fluency and Comprehension during before school intervention classes.			
The school will continue to implement DIBELS and AR as a means of monitoring student progress.	August 2016 to May 2017		
Teachers will be trained in the implementation of Thinking Maps to support close reading and organization of thinking with literary and informational text.	January 2017 to		

District Strategic Goal:**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): The percentage of English Language Learners attaining proficiency who have been in the United States five years or longer will increase from 44% to 50% as measured by the California English Language Development Test (CELDT).

School Goal:

The following actions will support the district goal.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
First grade through sixth grade before school ELA intervention will be offered to students identified as needing intervention based on SBAC ELA scores and teacher recommendation.	September 2016 to May 2017		
Kindergarten intervention before school to assist students not meeting standards in ELA.	September 2016 to May 2017		
Identify students by score on ELA Claim 1 and Claim 2 to provide intervention during class.	September 2016 to May 2017		
Monitor student intervention groups every six weeks to check for effectiveness and potential reassignment based on need.	October 2016 to May 2017		
Kindergarten through third grade teachers will identify students needing intensive reading interventions and will send students to the Leveled Literacy Intervention class each day for 30 minutes.	August 2016 to May 2017		
Training will be provided for teachers to implement intervention tools effectively.	October 2016		
The school will continue to implement DIBELS and AR as a means of monitoring student progress.	Submitted by each teacher at the first week of each month		
Teachers will be trained in the implementation of Thinking Maps to support close reading and organization of thinking with literary and	January 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
informational text.			
EL students will receive additional ELD support through our bilingual aide three days per week.	October 2016 to May 2017		

District Strategic Goal:

Safe and Respectful Environment:

We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community

LCAP Priority Area(s): 3.3) Maintain the average attendance rate district wide at 96.5% or higher as measured by P2 attendance data.

School Goal:

By May 2017, we will improve our average attendance rate by 1% from last year's average as measured by attendance data from P2 (2017).

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Classrooms will earn a letter to spell "ATTENDANCE" every day there is 100% attendance. Once the word is spelled, the students earn a reward.	August 2016 to May 2017		
Classrooms (one in each grade level) are recognized each month at our Awards Assembly for having the best attendance rate for the preceding month. Classrooms get the Attendance Owls for the month.	September 2016 to May 2017		
Letters will be sent home to parents of students who are absent (after 3, 9, 12, and 15 occurrences).	August 2016 to May 2017		
Phone calls to parents from the principal when student becomes chronically absent or truant. The new district SARB procedures will be put into place this year.	August 2016 to May 2017		

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): The percentage of English Learners attaining English proficiency who have been in the United States five years or longer will increase from 37% to 45% as measured by the California English Language Development Test (CELDT).

School Goal:

The following actions will support the district goal.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Identify EL students scoring in the Standards Not Met on SBAC in ELA.	September 2016		
Teachers will implement GLAD strategies.	August 2016 to May 2017		
LTEs will be identified and achievement data will be reviewed for possible Alternative Reclassification. LTEs will continue to receive interventions to build English skills.	September 2016 to May 2017		
Teachers will provide a separate 30 minute block of time devoted to ELD instruction every day.	August 2016 to May 2017		
EL students scoring Standard Not Met in ELA will receive strategic interventions.	September 2016 to May 2017		

TITLE I, PART A – SCHOOLWIDE PROGRAM

Olita School will be applying for the authorization by the California Department of Education to operate a Schoolwide Title 1 program. The school will receive resources from the state and federal governments that enable us to upgrade the educational program in order to help all students meet the challenging CCSS. The main purpose of the Title 1, Part A schoolwide program at Olita School is to ensure all students have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments. The following will be accomplished at Olita School as required by NCLB Section 1114 (b) (1) for Title 1 schoolwide program plans:

Component 1: Olita has conducted a comprehensive needs assessment using the Content Standards, CELDT, AYP, and District Benchmarks data. Focus areas for the school year are a direct result of this comprehensive study.

Component 2: Schoolwide intervention strategies are currently in place to provide opportunities for all children to meet the state's proficiency standards as described in NCLB Section 1111 (b) (1) (d). Teachers use research-based methods and instructional strategies that strengthen the core academic program at Olita School. English Learners receive extra support daily in order to close the educational gap. Teachers have access to a data management system - Illuminate- to access student results in both formative and summative assessments.

The Single School Plan for Olita School is in alignment with the goals of the Governing Board, the Local Education Agency Plan, and the Local Control Accountability Plan (LCAP).

Component 3: Olita School students are instructed by highly qualified teachers. All teachers at Olita School are highly qualified as specified by NCLB.

Component 4: Teachers and staff are provided with high quality professional development. These activities include topics related to District -wide goals, school specific areas for improvement, as well as individual professional growth plans.

Component 5: Lowell Joint School District continues to attract the highest quality teachers. We offer a competitive salary schedule and support new teachers through the BTSA Consortium.

Component 6: Parental involvement is a priority at Olita School. Our parents continuously volunteer in most classrooms and provide support to teachers by reading with students and/or copying papers or filing paperwork.

Component 7: Students entering kindergarten are provided with support through our transitional kindergarten program if they meet the age/birthdate requirement. Parents are also invited to an orientation night in the spring before their children enroll.

Component 8: Teachers are working on providing input into decisions regarding the use of the results from state assessments. As teachers become more familiar with the use of data (Illuminate) to help drive instruction, decisions regarding student needs have become more teacher driven.

Component 9: Effective, timely assistance for students struggling to meet the standards is provided through interventions.

Component 10: All programs are coordinated and integrated at Olita School as outlined through the SPSA plan.

TITLE I ACTION PLAN: PARENT AND COMMUNITY SUPPORT

As a requirement under Title I, 1% or more of school funds will be used for Parent Support.

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Parent teacher conferences will be held at least twice a year with follow-up conferences as needed.	September 2016 to May 2017	\$0		
The school will provide clear information on all school policies and programs (first day packet pamphlet with school policies).	August 2016 to May 2017	\$0		
The principal and teachers will provide information for families on knowledge and skills required for students in all subject areas to reach grade level standards.	August 2016 to May 2017	\$0		
Spanish language translators will be used to assist families, as needed.	August 2016 to May 2017	\$259		
Website link to Home/School Connection newsletters.	September 2016	\$0		
Parent information/permission slip for before school intervention classes (printing cost).	October 2016 to May 2017	\$100		

TITLE I PROFESSIONAL DEVELOPMENT SET-ASIDE

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Thinking Map training will be provided to teachers to support student achievement.	January 2017			
Leveled Literacy Intervention aide	August 2016 to May 2107	\$30,000		
Lexia Program Support (additional licenses above District purchased licenses and Professional Development to support implementation).	October 2015	\$500		
Printing of materials needed for intervention training, standards and DoK, and DIBELS.	October 2015 to May 2016	\$100		

OTHER TITLE I EXPENDITURES

Actions to be taken to reach this goal	Timeline	Amount	Mid-year Evaluation	End-of-Year Results
Reading Plus Licenses for Before School Intervention		\$1500		

FEDERAL BUDGET

The plan describes the activities to be conducted at the school for federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Federal Programs under the Elementary Secondary Education Act		Allocation
X	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$36,000

SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Krista Van Hoogmoed	X				
Ahmed El Sayed				X	
Aida Arcega				X	
Tim Green				X	
Kerri Ospital		X			
Jody Green				X	
Lue Janson			X		
Katie Allsman		X			
Jan Fukushima		X			
Claire Courselle				X	
Numbers of members of each category:	1	3	1	5	

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 6, 2016.

Attested:

Krista Van Hoogmoed

Typed Name of School Principal

Signature of School Principal

Date

Claire Courselle

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date