

Olivet Elementary Charter School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Olivet Elementary Charter School
Street	1825 Willowside Road
City, State, Zip	Santa Rosa, CA 95401
Phone Number	(707) 522-3045
Principal	Nyla Quintana Sturgis
Email Address	nquintanasturgis@pousd.org
School Website	
County-District-School (CDS) Code	49-70870-6066344

2022-23 District Contact Information

District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Steve Charbonneau
Email Address	scharbonneau@pousd.org
District Website Address	www.pousd.org

2022-23 School Overview

Olivet Elementary School is nestled on the edge of Laguna de Santa Rosa on the western boundary of the City of Santa Rosa. It is known for its quality education offered by experienced teachers and support staff. Olivet is a TK-6 school with approximately 310 students and 17 teachers. Olivet has a highly qualified, professional staff, skilled at working with all students in a caring manner. The school has a family feeling and thrives on being a "Small School with a Big Heart". Olivet is fortunate to have a very active parent group called "Olivet Families" which sponsors over 15 fun school events throughout a typical school year. During COVID, the group has continued to be involved by hosting contests, spirit days, and a read-a-thon.

We also have Program Assistants (PAs) who are used in all (zoom) classes on a daily basis. Under the tutelage of the teacher(s) they support, these dedicated individuals provide small group and individual instructional support to students who may need additional help in math or language arts; they also serve to relieve the teacher by monitoring students doing independent work, so that the teacher may provide intensive instruction as needed. PAs also administer progress monitoring assessments that provide valuable academic data to the teachers. What is special about these adults, is that they are also supervisors during recess; even during COVID, they would hold Lunch Bunch groups and supervise virtual recess. By doing this, PAs get a chance to know the students in and out of the classroom setting allowing trusting relationships to develop.

Technology is prevalent in all classrooms: Students in grades 1-2 have iPads in their classrooms, and in grades 3-6 each classroom has 1:1 Chromebooks to use for student collaboration, researching, writing, and typing programs; for accessing ELA and Math tutorials and applications, and for completion of on-line assessments. During Distance Learning, all students were provided with a device to use at home and those in need, were provided with hotspots to ensure strong connectivity.

Olivet Elementary Charter School is a well-balanced, elementary school where students enjoy multiple forms of learning activities and engage in 21st Century Learning experiences. During a typical year:

* Classrooms implement the Toolbox Social Emotional Learning program that fosters a keen focus and sense of school community for students, staff, and families that stay to listen to the assembly. Students and teachers are frequently presenters at the assemblies, to further encourage the sense of community and belonging.

*Field trips to museums, the Luther Burbank Center of the Arts, California Missions, Angel Island, the Exploratorium, Marin Headlands, local farms, pumpkin patches, fire stations, and more.

*Activities that include parades, Stone Age Days, photography, campus beautification days, carnivals, Hawaiian luaus, Crab

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Feed, Moving Night, talent shows, skate nights, star-gazing, BBQ's, harvest and book fairs, and more;

*Museum related exhibits and activities are held on campus from the Charles Schulz Museum, the Lawrence Hall of Science and special guest musical performers engage students in sing-a-long concerts. All these activities serve to engage and ignite students' enthusiasm for school;

*Art projects that include Asian calligraphy and painting, hand-painted crafts, window paintings, mosaics, masks, and more;

*After school tutorial, art, music, running, and gardening programs are offered on campus;

*Students provide service activities such as reading to special needs preschoolers who meet on our campus, and helping in our local community such as with the recycling program that helps fund our sixth grade science camp.

The district and school mission statement is clearly reflected at Olivet: As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth.

Olivet's Mission:

We provide 21st Century teaching and learning for ALL students. Our community of students, staff, and families works collaboratively as a team. Our families and community members are valued, respected, and included. We demonstrate our commitment to the whole child by nurturing their intellectual growth and social-emotional well-being. We appreciate one another and are recognized for our shared successes.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	48
Grade 2	39
Grade 3	44
Grade 4	35
Grade 5	39
Grade 6	30
Total Enrollment	295

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	1.0
Asian	5.1
Black or African American	2.0
Filipino	0.7
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.7
White	43.4
English Learners	21.0
Foster Youth	0.7
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	53.2
Students with Disabilities	7.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	96.55	49.30	91.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	3.45	0.70	1.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.90	5.39	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.90	1.70	12115.80	4.41
Unknown	0.00	0.00	0.00	0.15	18854.30	6.86
Total Teaching Positions	14.40	100.00	54.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Piner-Olivet Union School Districts uses State-adopted texts aligned with Common Core Standards, to support the learning of our students. Trainings are provided during the school year and during the summer to better assist the teachers using the materials.

Year and month in which the data were collected	January, 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas and Pinnell, adopted 2020	Yes	N/A
Mathematics	Bridges, adopted 2018; Carnegie Learning 2017 (grade 6)	Yes	0
Science	McMillan-McGraw Hill, adopted 2008	Yes	0
History-Social Science	Houghton-Mifflin, adopted 2007	Yes	N/A
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Safety, cleanliness and maintenance of facilities are a high priority at our school. Facilities and grounds are regularly cleaned and maintained. The site is staffed by one daytime and one nighttime custodian. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements. In the event of a power failure, the custodian and principal are trained on starting generators on the well to ensure the water supply is maintained during power outages. The facility was inspected by the Chief Business Official and Supervisor of Buildings and Grounds in January 2021. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

02/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	30	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	144	97.96	2.04	29.86
Female	73	72	98.63	1.37	36.11
Male	74	72	97.30	2.70	23.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	56	55	98.21	1.79	21.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	16	94.12	5.88	37.50
White	61	61	100.00	0.00	34.43
English Learners	33	30	90.91	9.09	6.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	23.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	14	93.33	6.67	0.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	145	98.64	1.36	21.38
Female	73	73	100.00	0.00	23.29
Male	74	72	97.30	2.70	19.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	56	55	98.21	1.79	10.91
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	17	17	100.00	0.00	29.41
White	61	61	100.00	0.00	27.87
English Learners	33	31	93.94	6.06	9.68
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	16.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	15	14	93.33	6.67	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	11.43	--	21.57	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	35	100	0	11.43
Female	15	15	100	0	13.33
Male	20	20	100	0	10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100	0	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100	0	25
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Olivet Elementary Charter School is fortunate to have a large group of caring parents who are actively involved. The 'Olivet Families' (PTO) is our local parent group that generates thousands of dollars each year through fundraising events (ex. Harvest Fair, Bingo Night, Crab Feed), Box Tops for education, and SCRIP monies. The funds that are generated may be used for field trips, purchase of improved sound systems used in the classrooms, to improve our big yard play equipment, and improvements to enhance the educational opportunities for our students. The biggest contributions come not from the funds, but through parent participation. Olivet parent volunteers are encouraged to assist in the classrooms and around the school with many activities. Olivet Families can be contacted via olivetfamilies@gmail.com. The meetings are held the second Monday of each month, 6:30 pm via zoom. During Distance Learning, the PTO has continued to meet regularly via Zoom. They have held virtual school spirit events, and encouraged participation in a virtual Read-a-thon. They have also reached out to the community by providing 'start of the year' gift bags filled with school supplies, giving holiday gift bags, and supporting Learning Tool pick-ups.

Each year the site and district parent organizations put on celebrations such as a gala and/or luau. Attendees have the opportunity to participate in silent and live auctions while they get to mingle with the other families, friends, and staff members from the school. There is a strong sense of camaraderie and community developed through such events. At the time of this publication, we are still in Distance Teaching and Learning, and no events are being held.

Parents can also participate by becoming part of the Site Council team, which meets 4x a year, or by participating in our ELAC/DELAC meetings.

Parents are usually encouraged to assist in the classrooms by helping with a small group of students or when they volunteer to plan events for that particular class. One parent, who is a trained physical educator, currently zooms into classrooms to teach health and exercise. Also, in a usual year, we would encourage community members to come and join us during our Bingo or our Movie Night and to spend some time with us at our Harvest Fair or at our Spring Carnival. If you have questions about parent participation, feel free to contact your child's teacher, or Azura Leon, our Office Manager, at (707) 522-3045.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	322	314	93	29.6
Female	165	158	43	27.2
Male	157	156	50	32.1
American Indian or Alaska Native	3	3	1	33.3
Asian	16	16	4	25.0
Black or African American	6	6	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	130	127	51	40.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	15	2	13.3
White	136	131	30	22.9
English Learners	70	69	25	36.2
Foster Youth	3	3	2	66.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	172	168	60	35.7
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	28	27	14	51.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.86	1.63	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.55	0.08	2.51	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.00
Female	0.00	0.00
Male	3.18	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.47	0.00
English Learners	1.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.00

2022-23 School Safety Plan

Our school safety plan is designed to assure student safety throughout the school day, and/or during man made and natural emergencies. It is updated annually. Frequent drills (emergency phone tree, fire and earthquake drills) keep students and staff updated on current safety skills. These skills include the ability to communicate with district office and outside agencies for ongoing support services through strong network of city, county, state and federal communication services. We have an emergency phone tree to contact all staff members with vital information when the need arises. We have a PA system to call for assistance to the office in time of medical needs so that we can service individuals. The Safety Plan is updated yearly, and the staff, parents and School Site Council review the procedures in the Safety Plan. Through School Site Council, families are invited to provide input in polishing the plan. Improvements are evident: new radios for office staff, principal, yard duty staff, and office manager are in use to expedite reaction time to needs on campus. The parents group has provided water and granola bars to have on hand in the case of an emergency as well. Parent communication has been improved with the use of the automatic dialing system where all parents can be telephoned with a message in less than 2 minutes. Staff receives regular training as needed, after drill practice sessions are reviewed.

When school is in person, students and staff use "The Toolbox Project", "Restorative Justice" practices, "and Positive Behavior Intervention Systems of Support," to develop a school climate that encourages children to do the right thing and feel safe with the peers and adults on campus. We also integrate the theme of Kindness throughout our daily practices and yearly participate in the national, "Great Kindness Challenge". Mindfulness tools have also been integrated as a means to further address the social/emotional needs of our students and staff. All of these tools/strategies continue to be taught and utilized during distance teaching so that the students will be familiar with them when we return to in-person school.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	23		2	
2	23		2	
3	24		2	
4	31		1	
5	31		1	
6	33			
Other	12	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	15	1	2	
2	11	4		
3	23		2	
4	11	2	1	
5	30	1		1
6	9	3	1	
Other	14	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	24		2	
2	20	2		
3	22		2	
4	23		1	
5	52			1
6	30		1	
Other	25		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,229	\$4,793	\$10,437	\$81,870
District	N/A	N/A	\$10,437	\$85,824
Percent Difference - School Site and District	N/A	N/A	0.0	-4.7
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	45.1	-3.3

2021-22 Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Class Size Reduction, and Program Assistants for each teacher. The district provides training for teacher and administrators on the new math and language arts programs, and Writer's Workshop. Assistants are provided with training on reading instructional support to better enable them to provide support for the teachers and students. We also offer oadditional programs including Music, Running Club, Gardening Club, after school tutoring, drumming, water color, basketball, and computers.

Olivet also has an intervention program across grade levels. It begins in Kindergarten. At the conclusion of each school day, kinder students are put into "focus groups" based on their needs. These groups learn about letter and number sense to set them up for reading and utilizing their math skills. All students are assessed using Fountas & Pinnell Guided Reading system. Students are then taught to read in small groups, based on the results of the guided reading assessment. These small groups have been developed and continued in Distance Teaching. During in-person teaching, after school tutoring has also been offered to students who need an extra boost to achieve grade level proficiency.

Social Emotional needs and programs include a Multi-tiered System of Support. The system begins with the Toolbox Programs that consists of 12 tools that students learn about and can used when managing their behavior at school and in life. The students learn how to use their tools through lessons in the classroom, creating student led videos, and at weekly whole-school assemblies. We also use Restorative Justice -questioning strategies to create a safe learning environment. Most recently, we are learning how to implement Positive Behavior Intervention Systems of Support - a "catch them doing something good" strategy. Mindfulness has also been added as a tool for students to use to give them patience and to feel calm, when they are irritated or stressed.

Presence Learning provides on-line Speech services in alignment with student IEPs.

An RSP Teacher provides resources and differentiated instruction to students with IEPs.

A part-time nurse and health tech are shared with other school sites within the district.

The PE Tech and Librarian were on campus during the 2019-2020 school year. These services were discontinued during the 2020-21 school year. It has been reinstated for the 2022-2023 school year.

Counseling services are shared with 2 other school sites in the district. The counselor provides individualized counseling as well as whole class "life skills" lessons.

During in-person instruction, when a child is egregious in their behavior their parent is called and/or a Behavior Intervention form is sent home. This action is to ensure that the parents are informed and allows a team - home/school - approach, to student management. Frequently, students spend time with the principal (or Office Manager) to discuss how to use the tools. Short-term counseling is also offered when a student is identified as needing it (usually, through teacher or principal referral). No persistent such issues have occurred during distance teaching.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,998	\$51,591
Mid-Range Teacher Salary	\$80,584	\$79,620
Highest Teacher Salary	\$111,443	\$104,866
Average Principal Salary (Elementary)	\$140,543	\$131,473
Average Principal Salary (Middle)	\$137,408	\$135,064
Average Principal Salary (High)	\$100,598	\$137,679
Superintendent Salary	\$165,536	\$205,661
Percent of Budget for Teacher Salaries	28%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Currently, the primary focus for professional development at Olivet Elementary School centers around Common Core English Language Arts and Mathematics standards, and 21st-century teaching, learning, and assessment. A safe and positive school climate is also a focus. All teachers and classified personnel have participated in Toolbox professional development, and we are participating in professional development and the practice of Restorative Justice Practices. Professional development is delivered after school on early release days, during non-student workdays, during dedicated days during summer, and by full and half-day release days. Teachers are supported by site and district administrators, district coaches, consultants, and the District Director of Innovative Learning. Olivet teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan instruction and intervention as well as determine needs for future staff development.

Professional Development

The district provides training based on identified goals for district staff which include:

- Equity is our focus; all staff participate in Equity and Inclusion training
- Training to support adopted instructional materials
- Training to provide teachers with the certification and skills necessary to work with English

Language Learners

- Teachers participate in regular district and grade-level meetings
- New teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Professional Learning Community (PLC) Training
- Response to Intervention (RTI) Training and Multiple Tiered System of Support (MTSS)
- All teachers are participating in Bridges Mathematics Curriculum training (K-5) and/or Carnegie

Training (6)

- All teachers are participating in Fountas and Pinnell Reading Curriculum training (K-6)
- All teachers participate in Fountas and Pinnell guided reading professional development
- Toolbox and Restorative Practice Training
- Other professional development opportunities are considered on an individual basis or related to the school and district mission and goals
- Tech. and Distance Learning Training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	35	6	6
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