

Olivet Elementary Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	https://www.olivet.pousd.org/
Grade Span	TK-6
County-District-School (CDS) Code	49-70870-6066344

2024-25 District Contact Information

District Name	Piner-Olivet Union School District
Phone Number	(707) 522-3000
Superintendent	Tony Roehrick
Email Address	troehrick@pousd.org
District Website	www.pousd.org

2024-25 School Description and Mission Statement

The Mission of the Piner-Olivet Union School District is "As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional and social growth". The District's Vision is "Inspiring joyful and innovative learning in an ever-changing world".

The Mission of our school is "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

2024-25 School Description and Mission Statement

appreciate one another and are recognized for our shared successes".

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 320 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.

We also have Program Assistants (PAs) who are used in all 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. 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 TK-2nd 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.

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, the Exploratorium, Marin Headlands, local farms, pumpkin patches, fire stations, and more.
- *Activities that include parades, photography, campus beautification days, carnivals, Movie Night, talent shows, skate nights, BBQ's, harvest fair and more;
- *Museum related exhibits and activities are held on campus from the Charles Schulz Museum, the Lawrence Hall of Science, SF Opera, 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 instruction that include dance, musical theatre, and fine art through different modalities.
- *After school enrichment that includes tutoring, computers, art, music, sports, and gardening programs
- *Leadership for grades 4th-6th lead assemblies and help with making posters for events and with putting up the flags each day.

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	39
Grade 2	51
Grade 3	48
Grade 4	45
Grade 5	43
Grade 6	27
Total Enrollment	320

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.4
Male	45.6
American Indian or Alaska Native	1.3
Asian	1.9
Black or African American	1.6
Filipino	0.9
Hispanic or Latino	40.9
Two or More Races	5.3
White	46.9
English Learners	17.2
Homeless	1.3
Socioeconomically Disadvantaged	53.4
Students with Disabilities	7.8

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/Incomplete/NA	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)	13.50	100.00	47.90	87.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.20	0.37	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.30	2.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.80	3.45	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.10	5.76	15831.90	5.67
Total Teaching Positions	13.50	100.00	54.40	100.00	279044.80	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.

2022-23 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)	14.00	100.00	45.30	84.61	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.60	8.75	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.90	3.58	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.60	3.02	14303.80	5.15
Total Teaching Positions	14.00	100.00	53.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The curriculum is standards-based and was selected from the state adopted materials through a district curriculum committee, which best matched the needs of our students.

Year and month in which the data were collected September 2024

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 Classroom Heineman Publisher Onton-Gillingham Phonics	Yes	0
Mathematics	Bridges in Mathematics The Math Learning Center Carnegie Math Carnegie Learning	Yes	0
Science	FOSS Science Delta and School Specialty	Yes	0
History-Social Science	Social Studies Alive! Teachers Curriculum Institute	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	N/A

Note: Cells with N/A values do not require data.

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 December 2024. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

12/2024

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			Two roof leaks need to be addressed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	35	36	35	46	47
Mathematics (grades 3-8 and 11)	24	25	30	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	165	159	96.36	3.64	35.22
Female	91	86	94.51	5.49	38.37
Male	74	73	98.65	1.35	31.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	62	93.94	6.06	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	78	78	100.00	0.00	37.18
English Learners	29	28	96.55	3.45	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	81	95.29	4.71	30.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	25.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	165	159	96.36	3.64	25.32
Female	91	85	93.41	6.59	20.24
Male	74	74	100.00	0.00	31.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	63	95.45	4.55	12.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	78	77	98.72	1.28	32.47
English Learners	29	29	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	81	95.29	4.71	18.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	16.67

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.22	21.95	25.00	18.75	30.29	30.73

2023-24 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	43	41	95.35	4.65	21.95
Female	26	24	92.31	7.69	29.17
Male	17	17	100.00	0.00	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	15	93.75	6.25	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	20	90.91	9.09	15.00
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.

2023-24 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. The administration of the PFT requires only participation results 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
Grade 5	97.6%	0%	100%	0%	100%

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.

2024-25 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, Fun Run), Box Tops for education, and SCRIP monies. The funds that are generated may be used for field trips, 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.

Parents receive opportunities for providing feedback through surveys, which include Youth Truth and LCAP Surveys or meetings.

Each year the site and district parent organizations put on celebrations such as a gala. 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.

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

Parents are 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. Olivet Families host several family events throughout the year such as Movie Night, Harvest Fair, Family Fun day, and school beautification days. 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	327	92	28.1
Female	181	178	50	28.1
Male	156	149	42	28.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	136	49	36.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	2	11.8
White	156	151	34	22.5
English Learners	63	61	19	31.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	178	175	61	34.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	32	9	28.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.55	0.60	2.08	2.51	4.76	4.13	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.08	0.00
Female	1.66	0.00
Male	2.56	0.00
Non-Binary		
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	1.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.76	0.00
White	1.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 (shelter in place, 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. Each classroom also has walkie talkies to communicate with each other. 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. . Parent communication has been improved with the use of parent square.. Staff receives regular training as needed, after drill practice sessions are reviewed.

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 Character awards each month. Mindfulness tools have also been integrated as a means to further address the social/emotional needs of our students and staff.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	3		
1	27		2	
2	24		2	
3	24		2	
4	29		1	
5	27		1	
6	26		1	
Other	22		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		3	
1	20	2		
2	39		2	
3	24		2	
4	29		1	
5	31		1	
6	27		1	
Other	28		1	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,359	\$1,844	\$8,514	\$81,174
District	N/A	N/A	\$10,101	\$91,916
Percent Difference - School Site and District	N/A	N/A	-17.1	-12.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-23.4	-14.8

Fiscal Year 2023-24 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 additional 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. 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 use 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. We also have a sensory room that provides a space for students to take breaks or recenter themselves if they become dys-regulated.

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 this school year.

Counseling services are provided by a community partner agency Keystone. The mental wellness supports provides individualized goal setting, and small group sessions.

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. We also utilized Restorative Practices to resolve behavioral situations in class or on the playground. Short-term wellness support can also offered when a student is identified as needing extra support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,754	\$57,839
Mid-Range Teacher Salary	\$90,164	\$90,040
Highest Teacher Salary	\$115,741	\$118,647
Average Principal Salary (Elementary)	\$149,566	\$144,639
Average Principal Salary (Middle)	\$149,265	\$148,270
Average Principal Salary (High)	\$149,265	\$161,275
Superintendent Salary	\$209,536	\$229,986
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Our district Professional Development Committee work together to prioritize our foci for this school year. Our focus during the 2023-2024 school year is:

Our Focus Question for the Year:

How can we use our district curriculum and district instructional strategies to engage all students in dynamic learning experiences that align with state standards and embrace competencies such as critical thinking and problem-solving that carry into other domains of life?

District-wide focus on creating dynamic learning experiences through backwards planning of our curriculum, best teaching practices and assessment calendar.

District-wide implementation of our 2022-2023 PD such as equity plans and restorative practices that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community.

District-wide 1:1 teacher meetings with data from Aeries Analytics to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance achievement for all.

District-wide celebration of growth (academic, emotional and social growth of students) at Board Meetings and school sites following each grading cycle.

Elementary Professional Development:

Backwards planning to integrate all of our curriculum and best teaching practices

Implementing all our curriculum (FOSS, Social Studies, Bridges/Carnegie, Writers Workshop, F and P) with fidelity through collaboration, teacher leaders and observing best teaching practices

Increased support for English Language Learners through implementation of GLAD strategies

Art and community integration through Art and Soul and the SF Opera.

Professional development are delivered after school on early release days 8 times a year and 2 full days that are non-student workdays, in addition, we have teacher leaders that sign up for full day release days to help plan and implement professional development for elementary school teachers in the district. Teachers are supported by site and district administrators, teacher leaders, SCOE support team, and the District Director of Innovative Learning. Our teachers attend grade span and/or grade level meetings to assess and analyze student data and collaborate to plan yearlong scope and sequences and common assessments.

Professional Development

Professional Development for Certificated Staff:

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

- Professional Development to support adopted instructional materials
- Professional Development to provide teachers with the certification and skills necessary to work with English Language Learners
- Professional Development in Restorative Practices
- Teachers participate in regular district and grade-level meetings
- Most new teachers participate in the Induction Program through the North Coast School of Education
- All staff regularly take courses in First Aid and CPR
- Other professional development opportunities are considered on an individual basis or related

to the school and district mission and goals

Professional Development for Classified Staff:

- Monthly Professional Development on Trauma Informed Practices
- Monthly Professional Development based on Classified Needs: Technology Training, Building Community and Team Collaboration

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	12	20