

Olivet Elementary Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

Approved by the
Governing Board
on January 14, 2026



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.

2025-26 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	Harmony Harvell
Email Address	hharvell@pousd.org
School Website	https://www.olivet.pousd.org/
Grade Span	
County-District-School (CDS) Code	49-70870-6066344

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Olivet Elementary Charter School

District Mission

As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth.

District Vision

Inspiring joyful and innovative learning in an ever-changing world.

School Mission

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

About Our School

Nestled on the edge of the Laguna de Santa Rosa on the western boundary of Santa Rosa, Olivet Elementary School is known for the quality education offered by experienced teachers and dedicated support staff. Serving approximately 320 students in grades TK–6th, Olivet embodies the motto "A Small School with a Big Heart."

Our highly qualified and professional staff is skilled at engaging all students in a caring and inclusive environment. The school has a welcoming, family-oriented atmosphere and benefits greatly from an active parent organization, Olivet Families, which sponsors more than 15 community events each year—from carnivals and talent shows to movie nights and harvest fairs.

2025-26 School Description and Mission Statement

Instructional Support

Olivet's **Program Assistants (PAs)** are an integral part of every classroom, supporting students daily under the guidance of the teacher. PAs work with individuals and small groups in math and language arts, monitor independent work, and help administer progress monitoring assessments that inform instruction. Because these dedicated adults also serve as recess supervisors, they develop strong, trusting relationships with students both in and out of the classroom.

Technology and Learning

Technology is seamlessly integrated into instruction.

* TK–2nd grade classrooms are equipped with iPads.

* 3rd–6th grade classrooms maintain a 1:1 Chromebook ratio, allowing for collaboration, research, writing, and online learning. Students regularly use technology for ELA and Math applications, tutorials, and online assessments.

Enrichment and Community Connection

Olivet offers a balanced, engaging educational experience where students thrive academically, socially, and creatively. Throughout the year, students participate in a variety of activities, including:

* Implementation of the Toolbox Social Emotional Learning program, which fosters a strong sense of community and self-awareness.

* Field trips (at least two per grade level) to local and regional destinations.

* Campus and community events such as parades, photography exhibitions, beautification days, festivals, movie nights, BBQs, and more.

* Art instruction exploring a variety of mediums and techniques for all grade levels.

* After-school enrichment opportunities including tutoring, art, music, computers, and sports for all grade levels.

* Leadership and Spirit Squad** programs for 4th–6th grade students.

Living Our Mission

The mission and vision of the Piner-Olivet Union School District are clearly reflected in the daily life of Olivet Elementary Charter School:

As a community, we engage in authentic, dynamic, and relevant learning that develops each student's academic, emotional, and social growth.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	46
Grade 2	39
Grade 3	48
Grade 4	46
Grade 5	46
Grade 6	28
Total Enrollment	323

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	1.2
Asian	2.2
Black or African American	1.5
Filipino	0.9
Hispanic or Latino	35.6
Two or More Races	5.6
White	51.7
English Learners	13.6
Migrant	0.3
Socioeconomically Disadvantaged	54.8
Students with Disabilities	9

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.

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)	13.5	100	47.9	87.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.2	0.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.3	2.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.8	3.45	11953.1	4.28
Unknown/Incomplete/NA	0	0	3.1	5.76	15831.9	5.67
Total Teaching Positions	13.5	100	54.4	100	279044.8	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.

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	100	45.3	84.61	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.6	8.75	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.9	3.58	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.6	3.02	14303.8	5.15
Total Teaching Positions	14	100	53.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	12.5	92.59	44.6	82.2	230039.4	100
Intern Credential Holders Properly Assigned	1	7.41	1.8	3.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	3.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.8	5.19	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.9	5.49	13705.8	4.91
Total Teaching Positions	13.5	100	54.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	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>.

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas and Pinnell Classroom Heineman Publisher Onton-Gillingham Phonics ISME Heggerty Phonemic Awareness Heggerty Lucy Calkins Writers Workshop Heineman Publisher Empowering Writers	0
Mathematics	Bridges in Mathematics The Math Learning Center Carnegie Math Carnegie Learning	0
Science	FOSS Science Delta and School Specialty	0
History-Social Science	Social Studies Alive! Teachers Curriculum Institute	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

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 Superintendent, the Supervisor of Buildings and Grounds, and the Principal in November 2025. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

November 2025

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		

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	30	35	34	47	48
Mathematics (grades 3-8 and 11)	25	23	25	26	35	37

2024-25 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	168	166	98.81	1.19	29.52
Female	87	86	98.85	1.15	25.58
Male	81	80	98.77	1.23	33.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	34.88
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	95	98.96	1.04	24.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	13.33

2024-25 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	168	166	98.81	1.19	22.89
Female	87	86	98.85	1.15	15.12
Male	81	80	98.77	1.23	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	16.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	87	86	98.85	1.15	27.91
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	95	98.96	1.04	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	13.33

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	21.95	20	18.75	16.67	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	45	100.00	0.00	20.00
Female	27	27	100.00	0.00	11.11
Male	18	18	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	21.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	24	100.00	0.00	12.50
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.

2024-25 California Physical Fitness Test Participation Rates

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	43.2	63.6	88.6	75	45.5

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.

2025-26 Opportunities for Parental Involvement

Olivet Elementary Charter School benefits from a high level of parent and community involvement. Parents, guardians, and family members play an essential role in supporting the academic and social success of students through volunteerism, participation in school events, and engagement in decision-making groups.

The school's parent organization, Olivet Families (PTO), is an active and supportive partner. Each year, Olivet Families generates thousands of dollars through fundraising efforts such as the Harvest Fair, Bingo Night, and Fun Run, as well as through Box Tops for Education and SCRIP programs. Funds raised are used to support field trips, playground equipment improvements, classroom enrichment, and other projects that enhance student learning.

Beyond fundraising, Olivet Families fosters a strong sense of community by organizing events such as Movie Night, Family Fun Day, the Harvest Fair, and Campus Beautification Days. Meetings are held on the second Monday of each month at 6:30 p.m. via Zoom or in person, and the group can be contacted at olivetfamilies@gmail.com

Parents also participate in school and district decision-making through several advisory groups, including:

*School Site Council (SSC): Meets four times per year to review school programs, budgets, and goals.

*English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC): Provide input on programs and services for English learners.

*LCAP and Youth Truth Surveys: Offer parents opportunities to share feedback on school programs and climate.

Parent volunteers are welcomed and encouraged to assist in classrooms, support small-group learning, and help with schoolwide events.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	343	336	65	19.3
Female	181	174	32	18.4
Male	162	162	33	20.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	126	123	38	30.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	18	1	5.6
White	175	172	23	13.4
English Learners	51	50	14	28.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	206	199	48	24.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	37	12	32.4

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.6	2.08	2.33	4.76	4.13	3.49	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.29	0	0	0.08	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0.29
Female	0.55	0.55
Male	4.32	0.00
Non-Binary	0.00	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	2.38	0.79
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.53	0.00
White	1.71	0.00
English Learners	1.96	1.96
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.43	0.49
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.89	2.63

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.

2025-26 School Safety Plan

Olivet Elementary Charter School's Comprehensive School Safety Plan is designed to ensure student and staff safety during the school day and in the event of emergencies, whether man-made or natural. The plan is reviewed, updated, and approved annually by staff and the School Site Council, with opportunities for parent input.

The Comprehensive School Safety Plan is in place and is updated and approved each February by the Board of Trustees. Our Safety Plan is discussed with school staff annually at our staff meeting in October; and shared with families via the Family Newsletter within the same month.

Regular safety drills, including fire, earthquake, and shelter-in-place drills, are conducted throughout the year to keep students and staff prepared. Following each drill, procedures are reviewed and staff receive additional training as needed.

The school maintains multiple systems for communication and emergency response:

A PA system allows for immediate communication during emergencies or medical situations.

Each classroom is equipped with walkie-talkies to maintain contact between staff members.

An emergency phone tree ensures rapid communication of critical information to all staff.

The district maintains a strong communication network with city, county, state, and federal emergency agencies for coordinated response and support services.

Parent communication through the use of ParentSquare, allowing for timely and accurate information sharing during emergencies or important updates.

Olivet promotes a positive and safe school climate through implementation of the Toolbox Project, Restorative Justice practices, and Positive Behavioral Interventions and Supports (PBIS). Classrooms also participate daily in community circles or mornings meetings. These frameworks encourage responsible behavior, empathy, and problem-solving. The school recognizes students monthly through Character Trait Awards for demonstrating positive citizenship and respect, as well as regular Positive Office Referrals.

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.

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	0	0
1	27	0	2	0
2	24	0	2	0
3	24	0	2	0
4	29	0	1	0
5	27	0	1	0
6	26	0	1	0
Other	22	0	1	0

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	0	8	0
1	20	8	0	0
2	26	0	8	0
3	24	0	8	0
4	29	0	4	0
5	31	0	4	0
6	27	0	4	0
Other	28	0	4	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		8	
1	23		8	
2	20	8		
3	25		8	
4	31		4	
5	32		4	
6	28		4	
Other	29		4	

2024-25 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

2024-25 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)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,429	\$2,093	\$9,334	\$92,908
District	N/A	N/A	\$7,041	\$97,792
Percent Difference - School Site and District	N/A	N/A	28.0	-5.1
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-17.7	-7.4

Fiscal Year 2024-25 Types of Services Funded

The Piner-Olivet Union School District provides a range of programs and supplemental services to support and assist students in meeting academic and social-emotional goals. These include Title I, Title II, Title III, Title IV, and Class Size Reduction programs, as well as the use of Program Assistants (PAs) in all classrooms.

Teachers and administrators receive ongoing professional development in new English Language Arts and Mathematics programs, as well as in Writer's Workshop. Program Assistants are trained to provide instructional support in reading and literacy development, allowing them to better assist teachers and students.

Olivet Elementary Charter School also offers a variety of enrichment opportunities.

Academic Intervention

Olivet provides a schoolwide system of academic intervention across grade levels, beginning in Kindergarten. At the conclusion of each school day, kindergarten students participate in focus groups based on individual needs, building early skills in letter recognition, phonemic awareness, and number sense to prepare them for reading and mathematics.

All students are assessed using the Fountas & Pinnell Guided Reading System. Based on assessment data, students receive small-group instruction tailored to their reading level and specific learning needs. After-school tutoring is also offered to students who need additional support to reach grade-level proficiency.

Social-Emotional and Behavioral Support

Olivet implements a comprehensive Multi-Tiered System of Support (MTSS) to address students' academic, social, and emotional well-being.

Tier 1 supports include the Toolbox Project, a schoolwide program that teaches students 12 tools for managing emotions, behavior, and interpersonal relationships. Students learn these tools through classroom lessons, student-led videos, and weekly whole-school assemblies.

The school also practices Restorative Justice strategies, which help students reflect on their choices and repair relationships, and has begun implementing Positive Behavioral Interventions and Supports (PBIS) to reinforce positive behaviors and recognize students for "doing the right thing." Mindfulness practices have been added to help students develop patience, focus, and emotional regulation.

Olivet also maintains a Sensory Room, which provides a calm and structured environment for students who need short breaks or sensory regulation during the school day.

When behavioral issues occur, parents are contacted, and a Behavior Intervention form may be sent home to ensure communication and promote a collaborative home-school approach. Restorative practices are frequently used to address and

Fiscal Year 2024-25 Types of Services Funded

resolve conflicts. Short-term wellness check-ins and support sessions are available for students who may need additional help.

Specialized and Related Services

Speech and Language: Provided through Presence Learning in alignment with student IEPs.

Resource Specialist Program (RSP): Offers differentiated instruction and support for students with IEPs.

Health Services: A part-time nurse and a full-time health technician serve Olivet and other district sites.

Physical Education and Library Services: Provided by a PE Technician and Assistant; and Library Clerk on site.

Counseling Services: Shared between Olivet Elementary and Piner-Olivet Charter School (POCS), offering individual and small-group sessions to support student mental wellness, goal setting, and coping skills.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$46,992	\$61,516
Mid-Range Teacher Salary	\$94,673	\$95,479
Highest Teacher Salary	\$121,529	\$125,208
Average Principal Salary (Elementary)	\$145,532	\$152,668
Average Principal Salary (Middle)	\$161,431	\$156,487
Average Principal Salary (High)	\$161,431	\$165,427
Superintendent Salary	\$224,414	\$242,781
Percent of Budget for Teacher Salaries	23.65%	29.76%
Percent of Budget for Administrative Salaries	6.07%	5.74%

Professional Development

Our district Professional Development Committee work together to prioritize our foci for this school year. Our focus during the 2025-2026 school year is:

Our Focus Question for the Year:

How can we backwards plan using our common formative assessments to align throughout the district to maximize student learning and academic achievement in order to create equitable learning environments?

District Foci:

District-wide focus on aligning our common formative assessments, yearlong plans, best teaching practices and assessment calendar.

District-wide implementation of creating equitable learning environments through our school social emotional curriculum, equity plans, restorative practices and trauma informed practices that focuses on building, maintaining and when necessary, repairing relationships among all members of a school community.

District-wide 1:1 Teacher/Student of Concern meetings with our aligned common formative assessments entered into Aeries Analytics to thoughtfully analyze common data and compassionately understand each student in order to create individual goals to advance academic achievement for all.

Professional Development

District-wide celebration of growth (academic, emotional and social growth of students) at Board Meetings and school sites.
 District-wide focus on increasing student attendance through school culture and building relationships.
 Tiered Levels of Support in Designated and Integrated Instruction for our Multilingual Learners

Elementary:

Implementing all our curriculum (FOSS, TCI: Social Studies, Bridges/Carnegie, Lucy Calkins/Empowering Writers, F and P, Orton-Gillingham) with fidelity through collaboration and observing best teaching practices
 Planning and implementing our Empowering Writers to support Writer's Workshop
 Enhancing our use of technology to support intervention and personalized instruction
 Creating math workshop/centers to provide intervention support in mathematics
 Learning about and implementing equitable learning environments to support our neurodivergent learners through behavioral strategies, Trauma Informed Practices and Restorative Practices

Leadership:

Leadership Retreats (July, January, June)
 Communities of Practice (CoP-Monthly: Elementary and Secondary)
 Leadership Meetings (Monthly)
 Structured ILT Meetings

Professional development is delivered after school on early release days 8 times a year and 2 full days that are non-student workdays. In addition, we have teachers that sign up for grade level planning days to plan and implement professional development for elementary school teachers in the district. Teachers are supported by site and district administrators, SCOE coach support team, and the District Director of Innovative Learning. Our teachers have the option to have day long planning days to analyze student data, plan yearlong scope and sequences, and create common formative assessments.

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 and technology programs
- Professional Development to provide teachers with strategies to support our Multilingual Learners
- Professional Development in implementing Behaviorist Training and Support
- Professional Development in differentiated instruction through the use of technology and math centers
- Teachers participate in district grade-level meetings to review report card assessments and yearlong planning
- 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:

- Professional Development on Supporting our Multilingual Learners
- Professional Development on Behaviorist Training and Support
 - 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	20	11