

# Olive Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Olive Elementary School
<b>Street</b>	3038 N. Magnolia St.
<b>City, State, Zip</b>	Orange, CA 92865
<b>Phone Number</b>	(714) 637-8218
<b>Principal</b>	Heather Darrow
<b>Email Address</b>	hdarrow@orangeusd.org
<b>School Website</b>	<a href="https://www.orangeusd.org/olive-elementary-school">https://www.orangeusd.org/olive-elementary-school</a>
<b>County-District-School (CDS) Code</b>	30-66621-6029870

## 2021-22 District Contact Information

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	www.orangeusd.org

## 2021-22 School Overview

Perched amidst the foothills overlooking Orange, Olive Elementary School is a traditional track, TK through sixth grade school of approximately 380 students and forty-five staff members. The school is situated on a historical site which has consistently housed various schools since June 6, 1876. The original school bell is mounted at the entrance to Olive Elementary School. The gymnasium, once the Olive Civic Center building, has been designated a historical landmark by the U.S. Department of the Interior. Prior to Olive's opening as a school, the property was a stopping point on the El Camino Real, a rest stop halfway between the San Juan Capistrano and San Gabriel of Los Angeles Missions. Olive Elementary School was re-opened as a public school by the Orange Unified School District in September of 1999.

We value and honor our cultural diversity and are proud of the cross-cultural participation in school events. We provide a strong, integrated curriculum which includes Language Arts, Math, Science, Social Sciences, Social Emotional Learning, and the incorporation of Instructional Technology. We focus on the development of a balance of skills, knowledge, understanding, and application. Olive Elementary is committed to providing a success-oriented and safe learning environment for all students. As an AVID Elementary Showcase School, Olive teachers and staff are committed to closing the opportunity gap and helping all students develop college and career readiness skills for future success.

It is my pleasure to invite you to read our School Accountability Report Card. Our staff models the belief that learning is a life-long journey. We have a strategic framework for whole school improvement based upon an analysis of student achievement and the selection of research based instructional strategies. Teachers are trained in a variety of instructional strategies with an emphasis on 21st Century Teaching and Learning: the 4 Cs: Communication, Collaboration, Critical Thinking and Creativity. We recognize that in order to empower our students and prepare them for the demands of the future, we also need to empower ourselves. We have an Instructional Leadership Team which meets monthly to guide our staff through the process of effective, research-proven strategies and practices. All students have access to one-to-one technology devices. Instructional technology is used to increase and enhance student and teacher access to information, their ability to use data, their productivity and creativity.

Our Olive families and staff share a common vision to create a community of life-long learners who possess strong character traits of respect and responsibility. The staff is committed to treating students with dignity and creating an environment that provides maximum opportunities for learning. Our goal is to provide students with a strong educational foundation so they leave Olive Elementary with educational and personal experiences that have prepared students academically, and instilled problem

## 2021-22 School Overview

solving and critical thinking skills necessary to become successful 21st Century Learners. We provide each student with a challenging and rigorous curriculum that addresses Common Core State Standards. We believe every child can and will achieve academic success with proper supports. Our staff is dedicated to providing every student with quality instructional experiences which recognize, support, and maintain high expectations for academics and behavior. Our school district supports our vision by providing staff development, instructional coaching, and support district wide.

The mission of Olive Elementary School is to become a high performing community school that engages all students in exemplary teaching and learning experiences that are rigorous, differentiated, meaningful and take place in a safe and orderly environment!

As always, we will focus on making our vision and mission the core of our daily work with children, teachers and parents. We are creating a culture of college readiness as we will build shared understandings about what it means, and ways parents and teachers can work together to ensure every student works to meet his/her greatest potential!

Excellence! Every Student! Every Day!

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	66
Grade 2	49
Grade 3	43
Grade 4	46
Grade 5	55
Grade 6	45
<b>Total Enrollment</b>	<b>376</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	3.2
Black or African American	1.3
Filipino	2.4
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.3
White	14.1
English Learners	23.4
Foster Youth	1.9
Homeless	1.1
Socioeconomically Disadvantaged	60.1
Students with Disabilities	22.1

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 15-21-22 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials, and science lab equipment (9-12) was approved on September 30, 2021.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Mathematics</b>	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Science</b>	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>History-Social Science</b>	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

## School Facility Conditions and Planned Improvements

School facilities will be properly maintained and monitored for Health and Safety Conditions as measured by the monthly inspections. (Williams settlement) Administration, custodial staff, and district maintenance staff work together to resolve hazards in a timely manner. Work orders for repairs will be submitted to OUSD as needed and monitored on an ongoing basis to make sure Olive is a safe environment for students and staff.

Year and month of the most recent FIT report

10/4/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X		:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		7: Outlet burned out, evidence of termites
<b>Electrical</b>	X		7: Outlet burned out, evidence of termites K1/K2 Girls Restroom: Light out P-2: Light out P-4: Light diffuser broken
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		11: Spray paint, chemicals under sink
<b>Structural:</b> Structural Damage, Roofs	X		Boys Restroom: Floor tile damaged Girls Lower Restroom: Floor tile damaged P-1: Skirting on bottom damaged
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Lower Playground: Sand needs rototilling

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	6	3.03	96.97	--
Female	89	1	1.12	98.88	--
Male	109	5	4.59	95.41	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	4	2.76	97.24	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	0	0	100	--
White	30	0	0	100	--
English Learners	48	1	2.08	97.92	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	3	2.34	97.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	6	12	88	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	198	5	2.53	97.47	--
Female	89	0	0.00	100.00	--
Male	109	5	4.59	95.41	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	145	4	2.76	97.24	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	0	0.00	100.00	--
White	30	0	0.00	100.00	--
English Learners	48	1	2.08	97.92	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	3	2.34	97.66	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	5	10.00	90.00	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	196	195	99.49%	0.51%	16.92%
Female	88	88	100.00%	0.00%	15.91%
Male	108	107	99.07%	0.93%	17.76%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	5	5	100.00%	0.00%	60.00%

<b>Black or African American</b>	3	3	100.00%	0.00%	33.33%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	143	142	99.30%	0.70%	13.38%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	0.00%
<b>Two or More Races</b>	13	13	100.00%	0.00%	15.38%
<b>White</b>	30	30	100.00%	0.00%	26.67%
<b>English Learners</b>	47	46	97.87%	2.13%	4.35%
<b>Foster Youth</b>	2	2	100.00%	0.00%	0.00%
<b>Homeless</b>	5	5	100.00%	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	123	122	99.19%	0.81%	15.57%
<b>Students with Disabilities</b>	50	50	100.00%	0.00%	2.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	196	196	100.00%	0.00%	15.82%
<b>Female</b>	88	88	100.00%	0.00%	14.77%
<b>Male</b>	108	108	100.00%	0.00%	16.67%
<b>American Indian or Alaska Native</b>	0	0	0.00%	0.00%	0.00%
<b>Asian</b>	5	5	100.00%	0.00%	40.00%
<b>Black or African American</b>	3	3	100.00%	0.00%	33.33%
<b>Filipino</b>	2	2	100.00%	0.00%	0.00%
<b>Hispanic or Latino</b>	143	143	100.00%	0.00%	12.59%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00%	0.00%	0.00%
<b>Two or More Races</b>	13	13	100.00%	0.00%	15.38%
<b>White</b>	30	30	100.00%	0.00%	26.67%
<b>English Learners</b>	47	47	100.00%	0.00%	2.13%
<b>Foster Youth</b>	2	2	100.00%	0.00%	0.00%
<b>Homeless</b>	5	5	100.00%	0.00%	20.00%
<b>Socioeconomically Disadvantaged</b>	123	123	100.00%	0.00%	10.57%
<b>Students with Disabilities</b>	50	50	100.00%	0.00%	6.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	55	NT	NT	NT	NT
<b>Female</b>	27	NT	NT	NT	NT
<b>Male</b>	28	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	44	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	18	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Olive Elementary is proud of the generous support and involvement of its parents and community. Parents volunteer at Olive in the classroom, at assemblies, health screenings, after school enrichment programs and a number of other activities. Parents serve on the Olive Parent Teacher Club (OPTC), English Language Advisory Committee (ELAC), School Site Council (SSC) and District committees such as the DELAC. Parental involvement is an essential part of helping to educate our children at Olive.

Olive Elementary is very fortunate to have a tremendously involved parent teacher club, Olive Parent Teacher Club. OPTC is an integral part of the overall school program. OPTC uses fundraisers and volunteer hours to enhance the instructional program at Olive. When safe to do so, parent volunteers are on campus daily, providing help in classrooms, project support, field trips, content related assemblies and a variety of other services. OPTC raises additional funds as scholarships to ensure every student is able to participate in offered learning opportunities. OPTC coordinates Scholastic Book Fairs, Red Ribbon Week, and sponsors the 100 Mile Club each year. Members of OPTC also assist with school picture day, yearbook, provide support for the R.O.A.R. store and other PBIS incentives, and much more. OPTC also provides social opportunities such as Trunk or Treat, Spring Carnival, Fun Run Nights, Family events, and class celebrations. More information about the OPTC can be found on the OPTC Facebook page.

The Olive Elementary School Site Council, is composed of staff and parents who review the instructional program and approves the annual budget for additional state funding - Local Control Funding Formula (LCFF) - for staff development, supplemental educational materials, technology to support instruction, and other items as outlined in the School Plan for Student Achievement. One of the main goals of the SSC is to review the actions set forth in the plan, revise them as necessary to support increased student achievement, and monitor the categorical expenditures as outlined in the plan. The SSC meets regularly and is open to all interested participants. SSC members are nominated and voted onto the council at the beginning of each school year. Olive's English Language Advisory Committee (ELAC) is a parent advisory group comprised of parents of English Learners. The ELAC reviews the goals outlined in the school plan, particularly in regards to EL students, giving input to the School Site Council for decision-making. The ELAC meets a minimum of 4 times during the school year and all parents of Limited English Proficient students are invited to attend.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	405	52	12.8
Female	193	190	22	11.6
Male	218	215	30	14.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	12	0	0.0
Black or African American	6	6	1	16.7
Filipino	9	9	0	0.0
Hispanic or Latino	294	292	46	15.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	0	0.0
White	61	58	5	8.6
English Learners	101	100	15	15.0
Foster Youth	7	7	0	0.0
Homeless	7	7	0	0.0
Socioeconomically Disadvantaged	246	245	42	17.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	19	18.6

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.03	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.22	2.03	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2021-22 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their School Safety Plan. Each school forwards its School Safety Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

The Olive Elementary School Safety Plan, was updated February 8, 2021, and continues to be updated each year. Olive's School Safety Plan is monitored by the School Site Council and the Site Safety Committee. The plan is reviewed with the staff each year and revised as needed during the year as we implement our plan.

Our staff is committed to providing a safe and orderly learning environment. Fire evacuation drills are held monthly and earthquake and lock down drills are conducted quarterly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Olive Elementary's Comprehensive Disaster Plan contains specific assigned roles in the event of an emergency. Each classroom has an emergency backpack and an evacuation route. The school has on-site evacuation locations and two off-campus locations as well. Providing a safe environment for our students is of paramount concern at Olive.

Our Safe School Plan includes PBIS (Positive Behavior Interventions and Support), daily incentives to show responsibility, on-task behavior, act safely, and show respect, monthly recognition of positive character on campus, and Awards Assemblies each trimester. Staff incorporates character education into the daily program and students are recognized regularly for positive behavior and good citizenship through ROAR tickets, Golden Tickets, and monthly Character awards. Schoolwide, classroom and bus rules are reinforced throughout the school by teachers, principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Safety procedures are addressed in age appropriate class discussions and assemblies. Parents are informed through a strong home-school communication system if their child is involved in any inappropriate or dangerous behavior.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	32		2	
1				
2	29		2	
3	32		1	
4	32		1	1
5	34			2
6	29		2	

## 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	3	
1	25		2	
2	25		1	
3	62			1
4	31		1	
5	32		1	
6	33		1	
Other	19	3	2	

## 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	21	1	2	
1	29		2	
2	29		1	
3				
4	33			
5	22	2	3	
6	17	4	1	
Other	23	3	3	

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$5520.52	0	\$5520.52	\$59398.75
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-18.1	-38.1
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-41.9	-35.1

## 2020-21 Types of Services Funded

The Olive Parent Teacher Club helps provide several outstanding supplemental programs to our students. Included in these programs are Music Assemblies, 100-Mile Club, Red Ribbon Week, PBIS incentives, and assistance with fundraising for Sixth Grade Outdoor Education. In addition, students enjoy standards-related field trips, Philharmonic concerts, and cultural programs through the Orange County Performing Arts Center. OPTC has continued funding for our Positive Behavior Intervention Support (PBIS) program each year.

Olive Elementary uses LCFF funds to support the educational programs for students, especially English Learners, Low-income, and Foster Youth. LCFF funds provide substitute coverage and extra earnings so teachers have time to conduct data analysis and collaborate for improving student achievement, professional development opportunities for teachers in research-based instructional strategies and data analysis, supplemental materials to support district adopted curriculum for instruction of Common Core State Standards such as iReady and non-fiction news articles for students, Traveling Scientist interactive assemblies, Art Masters Lessons, after school tutoring, parent involvement opportunities, parent workshops and family science nights, translation of materials and presentations for our bilingual families, as well as technology (hardware and online subscriptions) to support the implementation of CCSS at Olive Elementary.

Olive Elementary uses Lottery funds to update emergency supplies and purchase materials to support PBIS as needed to ensure a safe learning environment for students.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$53,446	\$50,897
<b>Mid-Range Teacher Salary</b>	\$83,885	\$78,461
<b>Highest Teacher Salary</b>	\$109,082	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$131,863
<b>Average Principal Salary (Middle)</b>	\$137,808	\$137,086
<b>Average Principal Salary (High)</b>	\$165,215	\$151,143
<b>Superintendent Salary</b>	\$256,476	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Staff Development is offered as part of the OUSD Modified Wednesdays, with 90 minute professional development sessions offered each month. There are also two full-day professional development sessions at the start of the school year and another full day held in early November each year.

Staff Development opportunities are provided through peer coaching, staff meetings, conferences, school-based in-services, AVID Workshops, and by district level staff with curriculum development in identified areas of need based on staff surveys and student data, Instructional Leadership Team/AVID Site Team feedback, and principal discretion. A comprehensive, standards based professional development program is essential in achieving a balanced instructional program to meet the needs of our students.

During the 2018-19 school year, Olive staff continued our AVID implementation for the third year. This required teachers to attend AVID professional development sessions. Nine teachers and the principal attended the 2019 AVID Summer Institute, 1 teacher attended the AVID Paths training with OUSD in September, and 4 teachers attended the AVID K-2 Paths training in November, which completed classroom teacher AVID training. Olive Elementary worked with the OUSD AVID coordinator and the Regional AVID Director to become an AVID Elementary Showcase school during the 2018-19 school year. Professional development was provided for teachers so that AVID can be effectively used in all academic content areas. As a CA SUMS Initiative MTSS pilot school, Olive also provided professional development in the area of social emotional learning and how to best create an emotionally safe learning environment for all. We also continued our work around creating and maintaining effective PLCs and our work together to use assessments to guide instruction for increased student success in areas such as reading comprehension, math concepts, instructional technology integration, AVID implementation, and social-emotional competency.

During the 2019-20 school year, Olive continued a Modified Wednesday schedule to allow for site and district professional development in the implementation of the newly adopted Science curriculum, with a strong focus on the use of instructional technology tools. We have also maintained our focus on the effective use of AVID strategies for all students, which support academic achievement, and 21st Century teaching and learning. All new general education and SDC teachers completed their Foundational AVID training, and previously trained teachers attended AVID SI to deepen their AVID practice to further enhance AVID implementation at Olive. Olive's work with AVID and our 2019 SBAC data showed a need in the area of reading.

Therefore, Olive teachers worked to build their knowledge around how to implement the Critical Reading Process across all content areas. Olive added the use of iReady Math Pilot during the 2019-20 school year. PD was provided for teachers and admin in best practices with iReady. Olive teachers also extended their understanding of how to support social-emotional learning of students by attending professional development in Restorative Practices. Olive has used Restorative Circles to build community in classes and across our campus. Olive also provided the Power of One anti-bullying assembly for all grade levels. During the 20-21 school year, Olive continued AVID training through summer PD sessions (AVID DigitalXP), as well as expansion of iReady PD and work to include iReady Reading for all students. Since sub days were limited due to sub shortages and distance learning, Olive used Modified Wednesdays and after school hours to provide necessary PD sessions. OUSD offered an array of virtual PDs for teachers in the area of instructional technology. Olive teachers, under the guidance of the AVID Site Team, worked to build vertical articulation of focused note-taking, with an emphasis of how to apply the new knowledge in written format. This work helped Olive educators identify writing as a need for continued focus at all grade levels. This will continue to be a focus for the 2021-22 school year.

During the 2021-22 school year, Olive will keep writing as an instructional focus, creating a writing committee to guide the work of the school. Teachers will apply their learning from AVID DigitalXP (Cultivating Writing Schoolwide) to support one another with best instructional strategies for student learning. Olive Instructional Leadership Team/AVID Site Team will use align this work with the writing process focus for Olive teachers in order to build overall literacy skills for all students, particularly EL, Low Income, and Foster Youth. Olive will continue to support PD for teachers and by teachers through after school PD sessions each month.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	15	17

# Orange Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	www.orangeusd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11928	2026	16.99	83.01	54.10
<b>Female</b>	5816	1016	17.47	82.53	58.84
<b>Male</b>	6112	1010	16.52	83.48	49.36
<b>American Indian or Alaska Native</b>	20	7	--	65.00	--
<b>Asian</b>	1093	216	19.76	80.24	83.33
<b>Black or African American</b>	143	26	18.18	81.82	30.77
<b>Filipino</b>	186	44	23.66	76.34	70.45
<b>Hispanic or Latino</b>	7162	1097	15.32	84.68	43.09
<b>Native Hawaiian or Pacific Islander</b>	27	4	14.81	85.19	--
<b>Two or More Races</b>	509	75	14.73	85.27	65.33
<b>White</b>	2788	557	19.98	80.02	62.48
<b>English Learners</b>	2223	204	9.18	90.82	14.29
<b>Foster Youth</b>	73	12	16.44	83.56	41.67
<b>Homeless</b>	254	22	8.66	91.34	18.18
<b>Military</b>	28	5	17.86	82.14	--
<b>Socioeconomically Disadvantaged</b>	5836	872	14.94	85.06	41.66
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1594	271	17.00	83.00	12.18

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.