

# Olive Grove Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

## 2023-24 School Contact Information

<b>School Name</b>	Olive Grove Elementary School
<b>Street</b>	7926 Firestone Way
<b>City, State, Zip</b>	Antelope, CA 95843
<b>Phone Number</b>	(916) 727-7400
<b>Principal</b>	Corrinne Clay
<b>Email Address</b>	cclay@dcjesd.us
<b>School Website</b>	<a href="https://ol.drycreek.k12.ca.us/">https://ol.drycreek.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	31-66803-6115596

## 2023-24 District Contact Information

<b>District Name</b>	Dry Creek Joint Elementary School District
<b>Phone Number</b>	(916) 770-8800
<b>Superintendent</b>	Brad Tooker, Ed.D.
<b>Email Address</b>	superintendent@dcjesd.us
<b>District Website</b>	www.drycreekschools.us

## 2023-24 School Description and Mission Statement

### Principal's Message

Olive Grove Elementary is a California Distinguished School serving students and families in Antelope, California. The school opened on April 6, 1999, in the southern portion of the district in Sacramento County. The Olive Grove staff is collectively dedicated to every child's intellectual and emotional growth. All students are welcomed and accepted as unique individuals. Each child is expected to meet or exceed grade-level proficiency yearly. Students are intellectually challenged and supported when needed to overcome academic, emotional, or social struggles. We aim to build relationships with each student and family that will foster self-worth, promote character, and develop academic confidence.

Parents can remain informed by reviewing our website, weekly eNews, digital newsletter, and following us on social media @olivegroveeagles.

Our motto is: "Together, we share the responsibility to make a difference."

### Mission Statement

The Parent Advisory Committee established the school's mission in February 1999. The community of Olive Grove Elementary School has the shared responsibility to:

- Model integrity, teamwork, citizenship, and self-discipline;
- Foster emotional, social, and academic expectations in students to become life-long learners;
- Promote respect, responsibility, accountability, and individuality

The ultimate mission of Olive Grove Elementary School is to "Do what we've always done better than we have ever done it."

Staff members are committed to making Olive Grove students academically successful by using Professional Learning Communities to support the school's mission. Grade-level teams provide students with a rigorous, well-coordinated curriculum that supports the District's standards for achievement. Enrichment opportunities are provided during the school day and after school, such as Drama Club, Glee Club, Science and Coding Clubs, Bi-literacy Club, and a very active Student Council. Grade-

## 2023-24 School Description and Mission Statement

level teams provide daily intervention in reading and math, and the site-based Learning Center gives intensive interventions to students identified as not meeting grade-level standards. As a school community, we are committed to building partnerships with the parents and families we serve in our diverse and involved neighborhood to further equity and ensure our students' academic, social, and emotional success. Counseling services and other social and emotional supports are also provided upon referral from parents or staff. Through the support of the staff, parents, and the community, the students of Olive Grove strive to become successful citizens modeling the components of our mission statement.

### School Profile

Olive Grove Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Olive Grove focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve not only academic but life-long success as well. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. Olive Grove supports cultural proficiency in directly reflecting our diverse, multicultural population. This includes language arts curricula focusing on cultural awareness and supplemented by literature in our classroom and school-wide libraries. Each year, staff, students, and parents enthusiastically participate in the annual Antelope World Fair, proudly celebrating our community's robust cultural diversity.

Olive Grove is rich with opportunities in science, technology, engineering, and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students. In 2023/2024, Chromebooks are used in grade 1-5 classrooms. We are fortunate to have a Chromebook/student ratio of one-to-one in grades 1-5. iPads are used in our kindergarten and transitional kindergarten programs to enhance learning experiences. Teachers use STEAM kits, Art Docent Curriculum, Design Challenges, and Coding Software to enrich and expand student experiences with technology, art, and the sciences.

During the 2023/2024 school year, 551 students are enrolled at Olive Grove, with classes arranged on a single-track, modified year-round calendar. Twenty-nine percent (29%) of the students attending Olive Grove speak another language besides English, representing over 18 languages worldwide. Olive Grove Elementary is considered a school-wide Title 1 school, with fifty-four percent (54%) of students coming from homes considered socioeconomically disadvantaged. Olive Grove Elementary is a California Distinguished School and a School of Excellence for the National PTA for its Parent Involvement. In 2019, Olive Grove also received a platinum medal from the California PBIS Coalition for school-wide PBIS implementation.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	93
Grade 2	88
Grade 3	92
Grade 4	80
Grade 5	91
<b>Total Enrollment</b>	<b>537</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
American Indian or Alaska Native	1.5%
Asian	10.4%
Black or African American	3.7%
Filipino	1.5%
Hispanic or Latino	21.2%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	11%
White	49.5%
English Learners	27.9%
Foster Youth	0.7%
Homeless	2.4%
Socioeconomically Disadvantaged	45.8%
Students with Disabilities	12.3%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.60	96.38	279.30	86.94	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	35.30	11.01	12115.80	4.41
<b>Unknown</b>	1.00	3.62	6.50	2.04	18854.30	6.86
<b>Total Teaching Positions</b>	27.60	100.00	321.20	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.90	90.69	280.50	88.01	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	1.82	0.50	0.16	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.91	27.50	8.63	11953.10	4.28
<b>Unknown</b>	1.80	6.55	10.10	3.20	15831.90	5.67
<b>Total Teaching Positions</b>	27.50	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
<b>Total Out-of-Field Teachers</b>	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	5.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
<b>Mathematics</b>	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
<b>Science</b>	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
<b>History-Social Science</b>	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		

## School Facility Conditions and Planned Improvements

Olive Grove Elementary opened in 1999, with construction completed in January 2000. Routine and scheduled maintenance are conducted as needed. The on-site staff typically generates work orders using a web-based work order system, which are addressed expeditiously.

Students have access to a complete facility with a library, playing field, large playground and apparatus area, a state-of-the-art multipurpose room, and an outdoor amphitheater area. The school has an outstanding safety record that can, in part, be attributed to the community's pride in the facility. Parent support and school-wide character education, in addition to the consistent, progressive disciplinary program, have also helped make the school a safe place for students to attend.

The District makes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	K1-1 light out, K2-4 lights out, Rm C3-2 lights out, Rm C5-1 light out, Rm D1-1 light out, Rm D5-1 light out, Rm D11-1 light out, Rm D14-3 lights out, Rm D15-Ballast going out, Rm D16-2 lights out - Work Order in place to fix
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys RR-Drinking fountain continuously running - Work Order in place to fix
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Playground is original equipment

## 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	55	53	56	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	46	53	45	46	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	268	263	98.13	1.87	53.23
<b>Female</b>	137	133	97.08	2.92	57.89
<b>Male</b>	131	130	99.24	0.76	48.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	30	100.00	0.00	46.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	52	100.00	0.00	51.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	57.69
<b>White</b>	148	143	96.62	3.38	56.64
<b>English Learners</b>	57	53	92.98	7.02	32.08
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	102	96.23	3.77	46.08
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	25.71

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	267	266	99.63	0.37	52.63
<b>Female</b>	136	135	99.26	0.74	49.63
<b>Male</b>	131	131	100.00	0.00	55.73
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	30	100.00	0.00	43.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	52	52	100.00	0.00	59.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	34.62
<b>White</b>	147	146	99.32	0.68	56.85
<b>English Learners</b>	56	56	100.00	0.00	33.93
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	105	104	99.05	0.95	44.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	35	100.00	0.00	25.71

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	37.63	34.07	44.80	41.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	93	93	100.00	0.00	33.33
<b>Female</b>	46	46	100.00	0.00	30.43
<b>Male</b>	47	47	100.00	0.00	36.17
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	20	100.00	0.00	25.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	51	51	100.00	0.00	43.14
<b>English Learners</b>	17	17	100.00	0.00	5.88
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	41	100.00	0.00	19.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	7.69

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	97%	100%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Parents are a vital component of our school's success. Between 10 to 15 parents volunteer at the school every day. Parental involvement is encouraged through the school's Parent Teacher Student Association (PTSA), opportunities for volunteering in the classroom library, and school-wide programs such as the art docent programs and Watch DOGS. The PTSA has monthly meetings and supports many school-wide activities to benefit our students in the classroom with instruction. This includes providing educational materials, funding field trips, supporting technology use in the classroom, and adding resources to the library. As part of the community, the PTSA has supported the Spring Carnival, building the shade structure and designing the artistic tile "Wall of Memories," reflecting our history and our focus on character education. As a school-wide Title 1 school for 2023/2024, Olive Grove continues to provide parent and community-building events to help families build literacy and learning in their homes. Biweekly, parents are invited to participate in the Future Eagles Literacy Club in the school library to develop vocabulary development, reading fluency, and comprehension strategies to be incorporated into daily routines in their homes. Parents are also invited to read storybooks to classrooms of students in their home language to heighten cultural awareness and broaden our students' global perspectives. The School Site Council also surveys parents to gather data on parent involvement. The ELAC/Title 1 Parent Committee evaluates school programs and advises staff on how to better serve English Learners at the school. Every year, the ELAC/Title 1 Committee joins other area schools in hosting and organizing the Antelope World Fair to showcase the many cultures supporting Olive Grove Elementary and the surrounding community.

You are encouraged to be involved with activities on the Olive Grove campus. Please volunteer your time either in the classroom or become a member of one of the advisory councils, such as the School Site Council, the ELAC/Title 1 Committee, and the Future Eagles Club.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Corrinne Clay at 916-727-7400.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	573	564	99	17.6
Female	288	285	50	17.5
Male	285	279	49	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	3	37.5
Asian	61	60	10	16.7
Black or African American	22	21	3	14.3
Filipino	8	8	1	12.5
Hispanic or Latino	125	122	34	27.9
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	62	60	11	18.3
White	282	280	36	12.9
English Learners	165	163	26	16.0
Foster Youth	5	4	3	75.0
Homeless	18	18	3	16.7
Socioeconomically Disadvantaged	299	293	61	20.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	84	25	29.8

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	0.83	1.57	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57	0
Female	0.69	0
Male	2.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.28	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.84	0
White	0.71	0
English Learners	0.61	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	2.01	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.14	0

## 2023-24 School Safety Plan

The safety of students and staff is a primary concern of Olive Grove Elementary. The school complies with all laws, rules, and regulations on hazardous materials and state earthquake standards. The school site safety plan is updated annually and is reviewed by the School Site Council. On February 18, 2022, the School Site Council reviewed and adopted Safe School goals for the 2022-2023 school year. Revisions are communicated to the staff and community at staff meetings, PTSA meetings, SSC meetings, and through monthly newsletters and weekly fliers. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted monthly throughout the school year. Lockdown drills are held twice a year.

Certificated and administrative staff supervise students before and after school in designated areas for student drop-off and pickup. The visitors' policy requires that all visitors to the campus, including parent volunteers, sign in at the front office using the RAPTOR system that conducts a quick background check matched to the National Registry of Sex Offenders. Once screened, visitors wear RAPTOR stickers indicating that the staff in the office have checked identification and have authorized the visitor to be on campus. Olive Grove is currently in its tenth year of PBIS implementation. The school offers a coordinated, school-wide program to support behavior and emotional strength and provides Tier 2 and Tier 3 behavior/emotion support for students who qualify. Each student and staff member at Olive Grove belongs to one of five Houses to build friendships throughout the school, promote character development, and ignite a passion for school pride and friendly competition. Houses are cross-grade level for a purpose, so older and younger students can interact, develop connections, and encourage one another throughout their time at Olive Grove. Staff members are also randomly mixed throughout the Houses to grow a deeper sense of community with all students at the school. Each House represents a character trait we want all students to live out through daily interactions with friends, family, and the community. Also, each House is named for a different region in our world to highlight the diversity that makes Olive Grove a fantastic place to learn.

Goals for school climate include increasing parent involvement, strong communication with families, and trusting and caring relationships between our school staff and our students.

## 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.

### 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	14	7		
1	18	2	6	
2	15	8		
3	18	5	4	
4	24	1	6	
5	26	1	6	
Other	12	2	1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	5	
1	17	3	6	
2	17	8	2	
3	22	1	6	
4	25	1	6	
5	26	1	6	
Other	6	3		



## 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	1	4	0
1	18	2	8	0
2	17	4	6	0
3	18	4	6	0
4	23	1	6	0
5	26	1	6	0
6	0	0	0	0
Other	14	1	0	0

## 2022-23 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	1074

## 2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	8470.49	2039.83	6430.66	84171.64
<b>District</b>	N/A	N/A	8540.32	\$89,219
<b>Percent Difference - School Site and District</b>	N/A	N/A	-28.2	-2.3
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	5.8	-3.6

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Medi-Cal Administrative Activities
- Mandated Cost Reimbursement
- Other State
- Lottery
- Extended Learning Opportunities Program
- Title 1
- ESSER II
- ESSER III
- Special Education
- Special Education: Preschool
- Title 2, Part A Teacher Quality
- Title 4, Part A
- Title 3, Immigrant
- Title 3, Limited English
- ARP Homeless
- Lottery: Instructional Materials
- Sp Ed Learning Recovery
- Sp Ed Mental Health
- Mental Health
- Discretionary Block Grant
- Class Summer Assist Program
- Expanded Learning Opport.
- ELP Paraprofessionals
- STRS on Behalf

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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>	\$45,688	\$54,215
<b>Mid-Range Teacher Salary</b>	\$79,733	\$86,843
<b>Highest Teacher Salary</b>	\$106,670	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$129,654	\$140,851
<b>Average Principal Salary (Middle)</b>	\$143,741	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$276,963	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	41.12%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	5.9%	5.15%

## Professional Development

### PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional round after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	