

**Olive Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2015-16 School Year**  
**Published During 2016-17**

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

**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.

**About This School**

**Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Olive Elementary School
<b>Street</b>	3038 N. Magnolia Ave.
<b>City, State, Zip</b>	Orange, CA 92865
<b>Phone Number</b>	(714) 637-8218
<b>Principal</b>	Heather Darrow
<b>E-mail Address</b>	hdarrow@orangeusd.org
<b>Web Site</b>	
<b>CDS Code</b>	30-66621-6029870

<b>District Contact Information</b>	
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Michael L. Christensen
<b>E-mail Address</b>	superintendent@orangeusd.k12.ca.us
<b>Web Site</b>	www.orangeusd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Perched a midst the foothills overlooking Orange, Olive Elementary School is a traditional track, kindergarten through sixth grade school of approximately 415 students and thirty staff members. The school is situated on a historical site which has consistently housed various elementary schools since June 6, 1876. The original school bell is mounted at the entrance to Olive 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 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 with language as the centerpiece of learning. We focus upon the development of a balance of skills, knowledge, and understanding. Olive Elementary is committed to providing a success-oriented and safe learning environment for all students.

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 the 21st Century Teaching and Learning: the 4 Cs: communication, collaboration, critical thinking and creativity. We recognize that 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 regularly to guide our staff through the process of effective research-proven strategies and practices. We have a fully equipped computer lab and additional iPads and Chromebooks in the classrooms so that every student has access to technology. 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 that they leave Olive Elementary with educational experiences that have prepared students academically, and instilled problem solving and critical thinking skills necessary to become successful 21st Century Learners. We provide each students with a challenging and rigorous curriculum that addresses Common Core State Standards. We believe every child can achieve academic success. Our staff is dedicated to providing every student with quality instructional experiences which recognize, support, and maintain high expectations. Our school district provides staff development 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 never before, 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 and this is the year 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 greatest potential!

Excellence! Every Student! Every Day!

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	62
Grade 1	48
Grade 2	73
Grade 3	62
Grade 4	59
Grade 5	78
Grade 6	79
<b>Total Enrollment</b>	<b>461</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	2.4
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.9
White	18.4
Two or More Races	2.2
Socioeconomically Disadvantaged	58.4
English Learners	26.7
Students with Disabilities	7.4
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	17	17	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Current adoption includes Houghton Mifflin Medallion Edition.	Yes	0%
Mathematics	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 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. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was 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 to all students.	Yes	N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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 will work together to resolve hazards in a timely manner.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/29/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Admin Office, Lounge, MPR: 4: Some offices need paint touched up Portables 1 to 4: 4: Carpet worn and needs replacement
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/29/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/29/2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	38	43	50	53	44	48
<b>Mathematics</b>	22	26	38	40	34	36

Note: 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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	61	61	100.0	27.9
	4	58	57	98.3	42.1
	5	81	79	97.5	57.0
	6	78	77	98.7	40.3
<b>Male</b>	3	34	34	100.0	20.6
	4	32	31	96.9	38.7
	5	38	37	97.4	54.0
	6	40	40	100.0	27.5
<b>Female</b>	3	27	27	100.0	37.0
	4	26	26	100.0	46.1
	5	43	42	97.7	59.5
	6	38	37	97.4	54.0
<b>Black or African American</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	4	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	40	40	100.0	25.0
	4	33	33	100.0	30.3
	5	53	53	100.0	54.7
	6	48	48	100.0	33.3
<b>Native Hawaiian or Pacific Islander</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	13	12	92.3	58.3
	5	16	15	93.8	53.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	17	16	94.1	43.8
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	34	34	100.0	14.7
	4	35	35	100.0	40.0
	5	40	39	97.5	43.6
	6	48	47	97.9	27.7
English Learners	3	18	18	100.0	
	4	--	--	--	--
	5	--	--	--	--
	6	13	13	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	61	100.0	29.5
	4	58	57	98.3	29.8
	5	81	79	97.5	21.8
	6	78	77	98.7	25.0
Male	3	34	34	100.0	29.4
	4	32	31	96.9	35.5
	5	38	37	97.4	25.0



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	40	40	100.0	17.9
Female	3	27	27	100.0	29.6
	4	26	26	100.0	23.1
	5	43	42	97.7	19.1
	6	38	37	97.4	32.4
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	40	40	100.0	22.5
	4	33	33	100.0	21.2
	5	53	53	100.0	13.5
	6	48	48	100.0	23.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
White	3	--	--	--	--
	4	13	12	92.3	41.7
	5	16	15	93.8	26.7
	6	17	16	94.1	18.8
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	34	34	100.0	20.6
	4	35	35	100.0	20.0
	5	40	39	97.5	7.9
	6	48	47	97.9	17.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	18	18	100.0	11.1
	4	--	--	--	--
	5	--	--	--	--
	6	13	13	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	65	53	62	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	81	78	96.3	61.5
Male	38	36	94.7	69.4
Female	43	42	97.7	54.8
Hispanic or Latino	53	52	98.1	61.5
White	16	15	93.8	53.3
Socioeconomically Disadvantaged	40	38	95.0	44.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.8	22.8	21.5

Note: 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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (School Year 2016-17)**

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, District Advisory Committee (DAC), and Community Advisory Committee(CAC). 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. The OPTC is an integral part of the overall school program. The OPTC uses fundraisers and volunteer hours to enhance the instructional program at Olive. Parent volunteers are on campus daily providing help in classrooms, project support, field study trips, content related assemblies and a variety of other services. The OPTC raises additional funds as scholarships to ensure every student is able to participate in offered learning opportunities. Olive OPTC coordinates Scholastic Book Fair, Red Ribbon Week, Imagination Machine, sponsors the 100 Mile Club, school picture day, yearbook, support the R.O.A.R. store and much more. The OPTC also provides social opportunities such as the spaghetti dinner night, 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 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: Single 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 increase student achievement, and monitor the categorical expenditures as outlined in the plan. The SSC meets monthly and is open to all interested parents. SSC members are nominated and voted onto the committee in September of each school year.

Olive's English Language Advisory Committee-ELAC- meets once a month. ELAC is composed of staff and parents which are particularly interested in English Language Development (ELD) and its program at Olive for Olive's second language learners. ELAC members, as an advisory group, review the goals outlined in the school plan for EL students and have input to the School Site Council. The ELAC meets a minimum of 4 times during the school year and all parents of Limited English Proficient students are invited to attend.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	2.0	2.3	1.0	3.6	2.8	3.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

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 Child Welfare and Attendance. The office of Child Welfare and Attendance 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 March 2016. 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 Fall and periodically 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 lockdown drills are both 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 School's Comprehensive Disaster Plan contains specific assigned jobs in the event of an emergency situation. The school's staff is divided into teams for major disasters, and there are specific fire and disaster procedures which are rehearsed regularly during school-wide drills. Each classroom has an emergency backpack and an evacuation route. The school has on-site evacuation locations and two that are off-campus, as well. A large sea container on the playground houses all of our disaster supplies. Providing a safe environment for our students is of paramount concern at Olive.

Our Safe School Plan includes PBIS (Positive Behavior Interventions and Support), "Expect Respect" anti-bullying campaign, Olive School News school-wide broadcast program, and Awards Assemblies. Our school is a place where children demonstrate strong academic progress, follow the school rules, and attend school regularly. Staff incorporates character education into the daily program and students are recognized regularly for positive behavior and good citizenship.

School wide, classroom and bus rules are reinforced throughout the school by teachers, principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Bus, bike and walking 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

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2	1	28		2		28		2	
1	28		2		30		2		30		2	
2	29		2		29		3		29		3	
3	31		3		26		2		26		2	
4	33		1	1	32		1	2	32		1	2
5	34			2	28		2		28		2	
6	33		1	2	32		1	2	32		1	2

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4793.64	365.83	4427.81	73890.15
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	7.2	0.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-23.1	1.3

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

**Types of Services Funded (Fiscal Year 2015-16)**

The Olive Parent Teacher Club helps provide several outstanding supplemental programs to our students. Included in these programs are John Yeiser’s Music Assemblies, Traveling Scientist, Red Ribbon Week and assistance with Sixth Grade Outdoor Education. In addition, students enjoy standards -related field trips, Philharmonic concerts, and cultural programs through the Orange County Performing Arts Center. In addition, OPTC has funded our Positive Behavior Intervention Support (PBIS) program this year.

Olive Elementary uses LCFF funds to support the educational programs for students, especially English Learners, low-income, and foster youth. LCFF funds provided professional development opportunities for teachers in research-based instructional strategies, supplemental materials to support district adopted curriculum for instruction of Common Core State Standards, parent involvement opportunities such as Disciplina Positiva and parent workshops, 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 purchase additional library books to support our implementation of CCSS, development of units of study, and expose students to content rich vocabulary.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

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Staff Development opportunities were provided through teacher-to-teacher, RtI2 Coaching, staff meetings, conferences and school-based in-services, district level staff with curriculum development in identified areas of need based on staff survey, Instructional Leadership Team feedback, and principal discretion. A comprehensive, standards based professional development program is essential in achieving a balanced curriculum to meet the needs of our students. During the 2015-16 school year, Modified Wednesdays were used for after school staff development and included RtI, 21st Century teaching and learning, GLAD strategies for English Learners and training to expand our repertoire of instructional strategies for support of students' academic achievement and opportunities to create units of study. During the 2016-17 school year, Olive has continued a Modified Wednesday schedule to allow for site and district professional development in writing, purposeful use of classroom technology to enhance student learning, as well as follow up from 2015-16 PD to sustain effective use of GLAD strategies for English Learners, instructional strategies that support academic achievement, and 21st Century teaching and learning.

Olive has a mix of highly seasoned teachers with multiple years of teaching experience and a few that are newer to the profession who contribute new ideas. Our staff models the belief that learning is a life long journey. There are numerous district and on-site opportunities for staff to learn best instructional strategies and acquire new skills. Olive's Single Plan for Student Achievement specifies all activities and LCFF utilized by Olive to meet the needs of students. To reach our goals, professional development opportunities are designed and implemented to assist the principal, teachers, and paraprofessionals in supporting all students in meeting the rigorous standards. The District also provides training and support to all teachers in areas such as 21st Century Teaching, writing (Write From the Beginning), technology, Units by Design, GLAD strategies, and strategies to support English Learners.