Olive Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

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

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

School Description and Mission Statement (School Year 2019-20)

Perched amidst the foothills overlooking Orange, Olive Elementary School is a traditional track, kindergarten through sixth grade school of approximately 425 students and thirty-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 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 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 achievement 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 the 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 regularly to guide our staff through the process of effective research-proven strategies and practices. We have two mobile laptop carts, each with 40 laptops in our 6th grade classrooms, full Chromebook/HP Stream carts in first--fifth grade classrooms, as well as additional iPads in all classrooms so that every student has access to technology. 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 that they leave Olive Elementary with educational and personal experiences that have prepared students academically, and instilled problem 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!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	46
Grade 1	35
Grade 2	39
Grade 3	53
Grade 4	42
Grade 5	68
Grade 6	58
Total Enrollment	341

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	2.1
Hispanic or Latino	73.9
Native Hawaiian or Pacific Islander	0.3
White	14.7
Two or More Races	3.8
Socioeconomically Disadvantaged	61
English Learners	20.5
Students with Disabilities	11.7
Homeless	2.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	18	1122
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

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. 13-19-20 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 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
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%
Science	Amplify Science Program adopted in 2019 for Grades K-6. 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 for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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		N/A
Health	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 (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 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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 8/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Boys Restroom: Tile old and grout chipping out Gilrs Restroom: Tile old and grout chipping out Girls Restroom: Tile old and grout chipping out Gymnasium: Needs exterior and interior paint Room 7: 4. Ceiling tiles stained

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	P-3: 14.Dirt from embankment front of portable ramp
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	K-1: 14.Water shut off lid too high by fence P-3: 14.Dirt from embankment front of portable ramp
Overall Rating	Good	

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	40	57	57	50	50
Mathematics (grades 3-8 and 11)	20	21	43	44	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	219	100.00	0.00	39.73
Male	117	117	100.00	0.00	36.75
Female	102	102	100.00	0.00	43.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	161	100.00	0.00	37.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	46.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	142	142	100.00	0.00	33.10
English Learners	78	78	100.00	0.00	33.33
Students with Disabilities	36	36	100.00	0.00	19.44
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	219	100.00	0.00	21.00
Male	117	117	100.00	0.00	23.93
Female	102	102	100.00	0.00	17.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	161	100.00	0.00	15.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	30	30	100.00	0.00	36.67
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	142	142	100.00	0.00	12.68
English Learners	78	78	100.00	0.00	15.38
Students with Disabilities	36	36	100.00	0.00	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	25.0	20.6	16.2

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Parent volunteers are on campus daily, providing help in classrooms, project support, field study 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, sponsors the 100 Mile Club, and provides Art Masters learning for students in Kindergarten through Fourth grade. 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 the 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- meets regularly. ELAC is composed of staff and parents who are particularly interested in English Language Development (ELD) and its program at Olive for Olive's English 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.5	1.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 January 28, 2019, 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 School's Comprehensive Disaster Plan contains specific assigned roles 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 off-campus locations 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), morning announcements with a school wide pledge for positive behavior and weekly Words of Wisdom, Olive School News school-wide broadcast program, and Awards Assemblies each trimester. 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 through ROAR tickets, Golden Tickets, and monthly Character awards.

School wide, 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		2		30		2		32		2	
1	27		2									
2	25		2		29		2		29		2	
3	25		3		25		2		32		1	
4	29		2		25		2		32		1	1
5	31		1		31		2		34			2
6	33		2	1	32		2		29		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5812.20	0	$5812.20	$65581.09
District	N/A	N/A	$6616.90	$83,902.00
Percent Difference - School Site and District	N/A	N/A	-12.9	-24.5
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-25.4	-22.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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, Art Masters, 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 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 substitute coverage 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 Imagine Learning and non-fiction news articles for students, Traveling Scientist interactive assemblies, after school tutoring, parent involvement opportunities such as Disciplina Positiva, 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, purchase materials to support PBIS as needed, and employ noon duty supervision to ensure a safe learning environment for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,901	$48,612
Mid-Range Teacher Salary	$79,070	$74,676
Highest Teacher Salary	$106,421	$99,791
Average Principal Salary (Elementary)	$129,252	$125,830
Average Principal Salary (Middle)	$131,552	$131,167
Average Principal Salary (High)	$153,039	$144,822
Superintendent Salary	$256,476	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	17	16	18

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 teh start of the school year and another full day held in early November each year.

Staff Development opportunities were provided through peer coaching, staff meetings, conferences, school-based in-services, and by district level staff with curriculum development in identified areas of need based on staff surveys and student data, 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 2017-18 school year, Olive continued a Modified Wednesday schedule to allow for site and district professional development in the implementation of the newly adopted ELA curriculum, with a strong focus on the use of the curriculum's embedded ELD lessons and instructional technology tools. We have also maintained our focus on the effective use of GLAD strategies for English Learners, instructional strategies that support academic achievement, and 21st Century teaching and learning, and AVID instructional tools and strategies, with teachers in fifth and sixth grades being fully AVID trained teachers. These teachers attended the 2017 Summer AVID Institute, and met with teachers across the district in PLCs to further enhance AVID implementation at Olive. 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 will continue its work as an AVID Elementary Showcase school. We will collaborate with secondary to build articulation of AVID strategies for all students as they move through elementary school and into middle and high school. Olive's work with AVID and our 2019 SBAC data showed a need in the area of reading. Therefore, Olive teachers will be working to build their knowledge around how to implement the Critical Reading Process across all content areas. Teachers and the principal will actively seek opportunities for professional development in this area, so that we continue to offer a rigorous and 21st Century learning experience for all students. Olive teachers will also extend 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 will also provide the Power of One anti-bullying assembly for all grade levels.

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 School 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), math, social-emotional learning, technology, AVID, GLAD strategies, and strategies to support English Learners.