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



Ohlone
Elementary School

## 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. <br><br> - 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/. <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. <br><br> - 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

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|---|---|
| **School Name** | Ohlone Elementary School |
| **Street** | 21 Bay Farms Road |
| **City, State, Zip** | Watsonville |
| **Phone Number** | 8317286977 |
| **Principal** | Gina Elisalde |
| **Email Address** | gina_elisalde@pvusd.net |
| **School Website** | https://ohl-pajaro-ca.schoolloop.com/ |
| **County-District-School (CDS) Code** | CA |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | Pajaro Valley Unified School District |
| **Phone Number** | (831) 786-2100 |
| **Superintendent** | Murry Schekman, Interim Superintendent |
| **Email Address** | murry_schekman@pvusd.net |
| **District Website** | www.pvusd.net |

## 2023-24 School Description and Mission Statement

Ohlone Elementary School is located in Monterey County, in the southern part of the Pajaro Valley Unified School District and serves kindergarten through sixth grade students. Our curriculum is based upon the Common Core State Standards as well as the state standards for ELD, the Next Generation Science Standards (NGSS), Social Studies and the Arts. We are a data-driven school and use the data we collect from formative assessments to inform our classroom instruction. Through grade level collaborative data analysis and planning we create lessons that directly and clearly address the CCSS and our students' areas of need. We take steps to make sure that the students have clarity about what it is that we expect them to learn and what grade level work needs to include. Our teachers do this daily by posting and reviewing each day's lesson goals (Learning Intentions) and offering examples and supports that show the students what successful work consists of (Success Criteria). We provide appropriate supports for our students with special needs, including a Resource Specialist Program and a special day class. We also provide both an English/SEI program and a transitional bilingual program for students in kindergarten through third grade. For students in 4th and 5th grades all our classes provide English/SEI instruction.We are transitioning to a full dual language program beginning with kindergarten in the 2024-2025 school year.

The data analysis process we use is based upon established achievement goals for our students. We teach to those goals and use assessment data to determine our students' progress toward meeting those goals. Through analysis of the student work we determine what skills our students need to meet our goals and then we determine the most effective strategies for teaching to those needs. As our students meet the goals we set for them we move on to focus on another set of goals using high-leverage strategies. We use the district's early release restructured Wednesdays to meet and collaborate on this process as well as other days when we hire substitutes to release our teachers so that they may collaborate. This extra time is also used for curriculum planning and professional development focused on the Common Core State Standards and English Language Development.

We have a comprehensive After School Program targeted at serving kiner-6th grade students. The After School Program has three main components - Academics, Enrichment and Homework support. The academic component has a strong focus on English Language Development, Language Arts and writing; The enrichment component includes technology, science, art, nutrition and fitness; The homework component gives students consistent time and support to work on their homework. The After School Program serves approximately 260 students..

## 2023-24 School Description and Mission Statement

At Ohlone School we strive to provide our students with a safe, orderly and beautiful school that sets the stage for a motivating and rigorous learning environment. We are committed to raising the academic achievement of our students. We encourage our parents and community to participate in our School Site Council (SSC) and English Learner Advisory Council (ELAC).. All meetings are held once a month on a schedule that is set for the year and are advertised in advance by fliers, our online monthly newsletter, school event posts on social media, and automated phone calls or texts home..

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 56 |
| Grade 1 | 63 |
| Grade 2 | 66 |
| Grade 3 | 66 |
| Grade 4 | 66 |
| Grade 5 | 72 |
| Total Enrollment | 389 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.1% |
| Male | 51.9% |
| Asian | 0.3% |
| Filipino | 0.3% |
| Hispanic or Latino | 97.9% |
| Native Hawaiian or Pacific Islander | 0.3% |
| Two or More Races | 0.5% |
| White | 0.8% |
| English Learners | 83.3% |
| Foster Youth | 0.3% |
| Homeless | 17% |
| Migrant | 17.7% |
| Socioeconomically Disadvantaged | 96.4% |
| Students with Disabilities | 15.2% |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.70 | 84.84 | 675.70 | 75.64 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 12.00 | 1.35 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 5.05 | 129.30 | 14.48 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 16.30 | 1.82 | 12115.80 | 4.41 |
| Unknown | 1.90 | 10.06 | 59.80 | 6.70 | 18854.30 | 6.86 |
| Total Teaching Positions | 19.70 | 100.00 | 893.30 | 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.00 | 82.35 | 643.50 | 73.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.50 | 1.08 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.00 | 11.76 | 169.10 | 19.21 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 14.70 | 1.67 | 11953.10 | 4.28 |
| Unknown | 1.00 | 5.88 | 43.40 | 4.93 | 15831.90 | 5.67 |
| Total Teaching Positions | 17.00 | 100.00 | 880.20 | 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 | 1.00 | 2.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 2.00 |

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 | 0.00 |
| Total Out-of-Field Teachers | 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.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 3.3 | 11.7 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.1 | 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

Textbooks
We have sufficient materials in all areas. In all cases our textbooks and adopted materials are chosen from lists that have been approved by the California Department of Education. We are using curricular materials that are aligned with the Common Core State Standards in language arts, the NGSS in science and the California Standards for English Language Development in ELD . We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course for the current school year. The Common Core

State Standards and other content standards for each each grade level can be found on the Web site of the California Department of Education (See http://www.cde.ca.gov/be/st/ss/).

Computers
All students have been provided a Chromebook and if necessary, a hotspot. We have one fully functioning computer lab with 34 computers, so that our students may develop computer literacy as well as greater language arts and math skills. All students enrolled in the school also a Chromebook to use. We have a computer technician two days a week who maintains the computers in the labs and classrooms. Teachers have their students conduct research online using the computer labs and the Chromebooks in order to create papers and multimedia presentations on specific topics. During this school year, students used their devices to engage in distance learning during the COVID-19 pandemic. All teachers and classified staff have access to email and the Internet. Students who attend the After School Program also use the large computer lab.

| 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 |
|---|---|---|---|
| **Reading/Language Arts** | Benchmark Advance/2019; 6th grade My perspectives, Pearson/2017 | Yes | 0% |
| **Mathematics** | K-5 Bridges, The Math Learning Center/2016; 6th grade iReady, Curriculum Associates/2023 | Yes | 0% |
| **Science** | K-2: TWIG, Imagine Learning/2023; 3-5 California Science, Harcourt Achieve/2007; 6th grade Amplify/2020 | Yes | 0% |
| **History-Social Science** | Reflections California, Harcourt Achieve/2006; History Alive! The Ancient World, TCI/2018 | Yes | 0% |
| **Foreign Language** | | | NA |
| **Health** | | | NA |
| **Visual and Performing Arts** | Meet the Masters | Yes | NA |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | NA |

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

| Year and month of the most recent FIT report | 9/8/2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | | X | 10:00 1: 2 missing light cover no handle on faucet |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | 12: missing light cover<br>15: needs 2 - T- 8's<br>16: needs 2 - T- 8's<br>21: ceiling tiles need replacing<br>28: ramp is uneven creating trip hazard water stained ceiling tile<br>29: 25% of the rooms ceiling tiles water stained<br>4: 2 missing light covers<br>7: ceiling tiles water stained need filter 3 missing light covers |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | R.R B/G: water station needs new filter |
| **Electrical** | X | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | 1: 2 missing light cover no handle on faucet<br>6: water runs constantly<br>7: ceiling tiles water stained need filter 3 missing light covers |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | |
| **Structural:**<br>Structural Damage, Roofs | | X | 20: secure file Cab + rack to wall<br>22: ramp needs repair<br>23: secure cabinet + rack ceiling tiles dirty (9)<br>24: ramp has holes/ door won't close<br>27: secure racks + bookcase<br>28: ramp is uneven creating trip hazard water stained ceiling tile<br>3: (under sink) door falling off hinges<br>Work room: secure file cabinet |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | 14:00<br><br>13: trip hazard missing wood in between concrete |

## 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 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 25 | 21 | 28 | 26 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 15 | 17 | 17 | 17 | 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 |
|---|---|---|---|---|---|
| All Students | 203 | 198 | 97.54 | 2.46 | 21.21 |
| Female | 96 | 94 | 97.92 | 2.08 | 22.34 |
| Male | 107 | 104 | 97.20 | 2.80 | 20.19 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 198 | 193 | 97.47 | 2.53 | 19.69 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 139 | 135 | 97.12 | 2.88 | 9.63 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 42 | 40 | 95.24 | 4.76 | 10.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 193 | 190 | 98.45 | 1.55 | 19.47 |
| Students Receiving Migrant Education Services | 27 | 27 | 100.00 | 0.00 | 29.63 |
| Students with Disabilities | 36 | 33 | 91.67 | 8.33 | 0.00 |

## 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 |
|---|---|---|---|---|---|
| All Students | 202 | 197 | 97.52 | 2.48 | 16.75 |
| Female | 96 | 94 | 97.92 | 2.08 | 19.15 |
| Male | 106 | 103 | 97.17 | 2.83 | 14.56 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 197 | 192 | 97.46 | 2.54 | 16.15 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 138 | 134 | 97.10 | 2.90 | 11.19 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 42 | 40 | 95.24 | 4.76 | 7.50 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 192 | 189 | 98.44 | 1.56 | 16.40 |
| Students Receiving Migrant Education Services | 27 | 27 | 100.00 | 0.00 | 18.52 |
| Students with Disabilities | 36 | 33 | 91.67 | 8.33 | 6.06 |

## 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 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 18.99 | 18.92 | 16.22 | 16.11 | 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 |
|---|---|---|---|---|---|
| All Students | 74 | 74 | 100.00 | 0.00 | 18.92 |
| Female | 32 | 32 | 100.00 | 0.00 | 15.63 |
| Male | 42 | 42 | 100.00 | 0.00 | 21.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 72 | 72 | 100.00 | 0.00 | 18.06 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 39 | 39 | 100.00 | 0.00 | 7.69 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 16 | 16 | 100.00 | 0.00 | 6.25 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 70 | 70 | 100.00 | 0.00 | 17.14 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 14 | 14 | 100.00 | 0.00 | 0.00 |

## 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 | 85.3 | 89.3 | 89.3 | 86.7 | 89.3 |

| 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 invited and encouraged to participate in our school governance committees, School Site Council (SSC) and the English Learners Advisory Council (ELAC). The Site Council is responsible for overseeing the development and enactment of the School Improvement Plan. The English Learners Advisory Committee meets to discuss issues relevant to students who are learning English as a second language. They advise the Site Council on the writing and follow through of the Single School Plan. Notices of meetings are sent out through fliers and phone messages in advance, and are available in our school newsletter, and all parents are invited to attend. In addition to the governance committees, parents are invited to attend family events with their children, such as Family Science Night, Family Math or Literacy Nights, Open House, back to School Night, and our Spring and Fall Carnivals. We also have recognition celebrations several times per year to honor student achievement and growth on the SBAC state test, the MAP test, and the Accelerated Reader program. Parents also regularly volunteer to chaperone on field trips and help in the classrooms. To learn how you can become involved with our school, please call (831) 728-6977.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 416 | 401 | 167 | 41.6 |
| Female | 202 | 195 | 74 | 37.9 |
| Male | 214 | 206 | 93 | 45.1 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 408 | 393 | 163 | 41.5 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 2 | 2 | 0 | 0.0 |
| White | 3 | 3 | 3 | 100.0 |
| English Learners | 343 | 335 | 136 | 40.6 |
| Foster Youth | 2 | 2 | 2 | 100.0 |
| Homeless | 77 | 75 | 26 | 34.7 |
| Socioeconomically Disadvantaged | 400 | 387 | 163 | 42.1 |
| Students Receiving Migrant Education Services | 73 | 72 | 29 | 40.3 |
| Students with Disabilities | 90 | 86 | 40 | 46.5 |

## 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** | 0.00 | 0.46 | 0.96 | 0.02 | 4.40 | 4.72 | 0.20 | 3.17 | 3.60 |
| **Expulsions** | 0.00 | 0.00 | 0.00 | 0.00 | 0.12 | 0.07 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.96 | 0 |
| **Female** | 0 | 0 |
| **Male** | 1.87 | 0 |
| **Non-Binary** | | |
| **American Indian or Alaska Native** | 0 | 0 |
| **Asian** | 0 | 0 |
| **Black or African American** | 0 | 0 |
| **Filipino** | 0 | 0 |
| **Hispanic or Latino** | 0.98 | 0 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 |
| **Two or More Races** | 0 | 0 |
| **White** | 0 | 0 |
| **English Learners** | 0.58 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | 1.3 | 0 |
| **Socioeconomically Disadvantaged** | 1 | 0 |
| **Students Receiving Migrant Education Services** | 1.37 | 0 |
| **Students with Disabilities** | 2.22 | 0 |

## 2023-24 School Safety Plan

Our site staff includes safety monitors and yard supervisors supervise the school grounds before school, during morning recess, lunch recess, and afternoon recesses. Students are also supervised in the afternoon as they leave for home on school buses. Teachers are assigned to yard duty before school and during morning and afternoon recess, and bus duty on a rotating basis. Administrators regularly supervise the grounds before school, at morning and afternoon recesses, lunchtime, and after school. At the beginning of the school year, the principal reviews school safety rules and expectations for behavior on the playground with staff and holds grade level assemblies with the students to do ensure universal awareness of the rules and expectations. Every effort is made to establish and maintain the school culture on positive terms. Ohlone is a PBIS school, where all students are encouraged to maintain a "Positive Attitude, Act Responsibly, Work Together and Show Respect." These goals are shared during weekly announcements and students are rewarded for demonstrating these values. Visitors must enter through the main office and sign in at the office, where they receive a visitor's pass to wear throughout their stay. Regularly scheduled fire drills, earthquake drills, and lock-down drills are conducted school-wide. Our campus is clean and safe, and reflects the pride that our staff, students and students' parents have in our school. In December of 2023 we added a fence and gate in back of the school, so the entire campus can now be closed and all visitors are only able to enter through the front gate by the office during school hours.

## 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 | 24 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 24 | | 6 | |
| 3 | 24 | | 6 | |
| 4 | 27 | 1 | 4 | |
| 5 | 28 | 1 | 4 | |
| Other | 15 | 4 | 2 | |

## 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 | 24 | | 2 | |
| 1 | 25 | | 2 | |
| 2 | 21 | 1 | 2 | |
| 3 | 21 | 1 | 2 | |
| 4 | 33 | | 1 | 1 |
| 5 | 28 | | 2 | |
| Other | 20 | 1 | 2 | |

## 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 | 24 | 0 | 2 | 0 |
| 1 | 24 | 0 | 4 | 0 |
| 2 | 18 | 3 | 3 | 0 |
| 3 | 21 | 4 | 2 | 0 |
| 4 | 25 | 0 | 4 | 0 |
| 5 | 27 | 0 | 4 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 20 | 2 | 3 | 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** | 0 |

## 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 2 |

## 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 |
|---|---|---|---|---|
| School Site | $14,819.74 | $2,606.21 | $7,355.20 | $71,434.68 |
| District | N/A | N/A | $4,858.33 | $72,675 |
| Percent Difference - School Site and District | N/A | N/A | 40.9 | -1.7 |
| State | N/A | N/A | $7,607 | $90,632 |
| Percent Difference - School Site and State | N/A | N/A | -3.4 | -23.7 |

## Fiscal Year 2022-23 Types of Services Funded

Our school receives federal Title I funds as a school with a high percentage of low-income families and LCFF funding from the State of California. Title I funds are designated as being school-wide. Title I funds pay for our intervention reading teachers, academic coordinator, supplemental materials, supplies for classrooms, and other supplemental resources including library books and Accelerated Reader books.

## 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 |
|---|---|---|
| Beginning Teacher Salary | $50,666 | $55,550 |
| Mid-Range Teacher Salary | $68,722 | $84,645 |
| Highest Teacher Salary | $94,640 | $111,284 |
| Average Principal Salary (Elementary) | $101,857 | $139,860 |
| Average Principal Salary (Middle) | $107,410 | $146,440 |
| Average Principal Salary (High) | $117,662 | $158,447 |
| Superintendent Salary | $222,832 | $278,268 |
| Percent of Budget for Teacher Salaries | 25.51% | 32.21% |
| Percent of Budget for Administrative Salaries | 4.88% | 4.89% |

## Professional Development

Our district calendar allows for three full professional development days per school year. This year there were two days before school began, and one in November. In addition, we have an early release day every Friday for teachers to attend professional development sessions and collaborate with colleagues on data review and lesson development. Each teacher is provided either 120 or 150 minutes (depending on their grade level) per week of individual release time during school hours to do individual lesson planning, communicate with parents and families, meet with administration, observe colleagues, and participate in individual professional development. Throughout the year, we use Title 1 funds to release grade levels to have additional professional development and collaboration time.

PVUSD provides professional development for teachers and instructional aides in a variety of areas. The primary focus of PVUSD professional development this year in the upper grades is language arts and literacy. In K-2 the focus has been training teachers to implement our new science program. The focus for our site professional development this year is the science of reading and the implementation of SOR-aligned practices in the classroom.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | | 10 |