

Ohlone Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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).

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Dr. Michelle Rodriguez, Superintendent
Email Address	michelle_rodriguez@pvusd.net
District Website Address	www.pvusd.net

2022-23 School Overview

Ohlone Elementary School is located in Monterey County, in the southern part of the Pajaro Valley Unified School District and serves kindergarten through fifth grade students. Our curriculum is based upon the Common Core State Standards as well as the new 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 two special day classes. 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.

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

2022-23 School Overview

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 2nd-5th 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..

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, school event posts on social media (Class Dojo), and automated phone calls or texts home..

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	61
Grade 2	65
Grade 3	64
Grade 4	75
Grade 5	78
Total Enrollment	402

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.5
White	0.7
English Learners	82.3
Foster Youth	0.2
Homeless	23.6
Migrant	18.9
Socioeconomically Disadvantaged	94.8
Students with Disabilities	13.2

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	3.30	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Benchmark Adelante/2019	Yes	0%
Mathematics	Bridges in Mathematics (Eng. & Span.) The Math Learning Center/2016	Yes	0%
Science	California Science, English & Spanish, Harcourt Achieve	Yes	0%
History-Social Science	Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve	Yes	0%
Foreign Language			NA
Health			NA
Visual and Performing Arts	Meet the Masters	Yes	NA
Science Laboratory Equipment (grades 9-12)	NA	Yes	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

10/13/2022

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			Room 17: Rug fringing. 3 lights are out. Room 26: Hole in wall. No window screen.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 20: Skunk under bldg. Broken outlet. Several roof leaks. Door jams.
Electrical	X			Room 17: Rug fringing. 3 lights are out. Room 20: Skunk under bldg. Broken outlet. Several roof leaks. Door jams. Room 4:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 1: no lever on faucet. Room 11: Sink counter damaged.
Safety: Fire Safety, Hazardous Materials	X			MPR: Fire Extinguisher
Structural: Structural Damage, Roofs	X			Office Area: damaged ceiling tiles. Room 20: Skunk under bldg. Broken outlet. Several roof leaks. Door jams. Room 24: Needs ceiling tiles. Back window doesn't close properly. Room 28: damaged ceiling tiles. Sign of roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 18: door closer needs adjustment. Room 20: Skunk under bldg. Broken outlet. Several roof leaks. Door jams. Room 24: Needs ceiling tiles. Back window doesn't close properly. Room 26: Hole in wall. No window screen.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	28	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	17	N/A	33

2021-22 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	215	210	97.67	2.33	25.36
Female	100	99	99.00	1.00	28.57
Male	115	111	96.52	3.48	22.52
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	212	207	97.64	2.36	24.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	162	161	99.38	0.62	14.38
Foster Youth	0	0	0.00	0.00	0.00
Homeless	49	48	97.96	2.04	16.67
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	192	189	98.44	1.56	24.47
Students Receiving Migrant Education Services	34	34	100.00	0.00	20.59
Students with Disabilities	36	31	86.11	13.89	3.23

2021-22 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	214	209	97.66	2.34	14.83
Female	100	99	99.00	1.00	13.13
Male	114	110	96.49	3.51	16.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	211	206	97.63	2.37	14.56
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	0	0	0.00	0.00	0.00
English Learners	161	160	99.38	0.62	6.88
Foster Youth	0	0	0.00	0.00	0.00
Homeless	49	48	97.96	2.04	14.58
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	191	188	98.43	1.57	14.36
Students Receiving Migrant Education Services	34	34	100.00	0.00	11.76
Students with Disabilities	35	30	85.71	14.29	0.00

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	18.99	7.1	16.22	28.5	29.47

2021-22 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	80	79	98.75	1.25	18.99
Female	40	40	100	0	17.5
Male	40	39	97.5	2.5	20.51
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	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	18.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	51	50	98.04	1.96	6
Foster Youth	0	0	0	0	0
Homeless	17	17	100	0	11.76
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	72	100	0	16.67
Students Receiving Migrant Education Services	12	12	100	0	16.67
Students with Disabilities	12	11	91.67	8.33	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	93%	93%	93%	93%	93%

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.

2022-23 Opportunities for Parental Involvement

Parents are invited and encouraged to participate in 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, posted on Class Dojo and in Google Classrooms, and all parents are invited to attend. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	413	165	40.0
Female	215	202	72	35.6
Male	220	211	93	44.1
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	428	406	163	40.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	3	3	2	66.7
English Learners	354	341	139	40.8
Foster Youth	3	2	1	50.0
Homeless	109	106	35	33.0
Socioeconomically Disadvantaged	413	394	156	39.6
Students Receiving Migrant Education Services	82	78	34	43.6
Students with Disabilities	71	69	34	49.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.41	3.68	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.46	0.02	4.40	0.20	3.17
Expulsions	0.00	0.00	0.00	0.12	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0.00
Female	0.00	0.00
Male	0.91	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.56	0.00
Foster Youth	0.00	0.00
Homeless	0.92	0.00
Socioeconomically Disadvantaged	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 virtual 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 closed campus is clean and safe, and reflects the pride that our staff, students and students' parents have in our school.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	23		3	
2	20	3	1	
3	20	3	1	
4	32		1	
5	29		2	
Other	16	2	1	

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	

2021-22 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

2021-22 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	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$67,516
Percent Difference - School Site and District	N/A	N/A	40.9	5.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	10.9	-21.2

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$46,666	\$54,370
Mid-Range Teacher Salary	\$64,722	\$82,681
Highest Teacher Salary	\$90,640	\$106,610
Average Principal Salary (Elementary)	\$101,669	\$135,283
Average Principal Salary (Middle)	\$107,221	\$141,244
Average Principal Salary (High)	\$117,462	\$152,955
Superintendent Salary	\$222,832	\$264,367
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Our district provides professional training opportunities every year. Two SBC Days were held before the students started school in August, and the third is in November.

As we return to in-person instruction after being in distance learning since March of 2020, our focus is on the social and emotional needs of students and accelerating their learning.

All teachers are provided with release time to attend grade level collaboration and training sessions on-site. We will also use the funds we have available in the Title I Professional Development budget to support professional learning in academic content areas and socio-emotional competencies.

The primary focus of professional development for the 2021-22 school year is on addressing social-emotional needs and Intellectual Planning Protocol for implementing our language arts and math programs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	