

Olympic View Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Olympic View Elementary School
Street	1220 S. Greensview Dr
City, State, Zip	Chula Vista, CA 91915
Phone Number	(619) 656-2030
Principal	Lisa Lines
Email Address	lisa.lines@cvesd.org
School Website	www.olympicviewgoldeneagles.org
County-District-School (CDS) Code	37-68023-6113021

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

School Description

Olympic View School is one of 50 schools in the Chula Vista Elementary School District, including charters. Olympic View was built in 1995. Each of its five academic buildings has four classrooms and a workroom. Fourteen permanent portables have been added to accommodate Olympic View's growth.

Mission Statement: Olympic View Golden Eagles belong, learn, and lead to succeed

Mission:

Olympic View Golden Eagles BELONG, LEARN, an LEAD to SUCCEED!

The Olympic View Community believes that ALL students, staff, parents and community members are leaders. We are a Leader in Me Lighthouse school and focus on developing the 7 habits of highly effective people. Students are encouraged to develop and share their passion by leading others. Students are given input on the decisions made at the school as well as developing clubs, leading initiatives, and leading activities and programs at our school.

We make decisions based on these 5 paradigms:

- Everyone has genius
- Everyone can be a leader
- Change starts with me
- Empower students to lead their own learning
- Educators and families partner to develop the whole person

Our children are at the center of all our decisions. Olympic View Elementary School provides a rigorous, well-balanced education, preparing students for the 21st Century.

We value the development of the whole child. At Olympic View, students reach their highest potential intellectually, physically, emotionally, and socially. Building on a strong foundation of academics, students acquire the skills to be literate, creative, constructive, and contributing citizens.

2023-24 School Description and Mission Statement

Olympic View students are prepared to compete in a technologically advanced world. They value tolerance, respect and diversity. Upon leaving Olympic View, students are responsible, resilient, lifelong learners who "make every minute count". Students appreciate Olympic View as an essential building block in their personal and academic growth.

Our entire community embodies the Olympic spirit by modeling positive human relations. Families, students, staff, community, and businesses work together to make decisions while accepting the responsibility for the success of our children. We ensure a safe environment in which all individuals have a sense of belonging and everyone is treated with dignity and respect. Olympic View serves as a center where activities and programs enrich the entire community in the areas of fine arts, academics, technology, and physical well being. The Olympic View community is dedicated to preparing our students for the ever-changing future. Olympic View's Shared Vision is the result of collaboration among students, staff, parents, EastLake High School, East Lake Middle School, the East Lake Educational Foundation, and community businesses.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	87
Grade 2	76
Grade 3	89
Grade 4	85
Grade 5	84
Grade 6	115
Total Enrollment	602

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
American Indian or Alaska Native	0.3%
Asian	5%
Black or African American	5.6%
Filipino	14.5%
Hispanic or Latino	55.6%
Two or More Races	8.6%
White	10.1%
English Learners	18.4%
Foster Youth	0.2%
Homeless	0.3%
Socioeconomically Disadvantaged	36.2%
Students with Disabilities	10.5%

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)	29.50	100.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	29.50	100.00	1383.70	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)	28.90	96.67	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.63	33.90	2.36	11953.10	4.28
Unknown	0.40	1.63	109.80	7.63	15831.90	5.67
Total Teaching Positions	29.90	100.00	1440.10	100.00	279044.80	100.00

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

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

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

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

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.40
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.40

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)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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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

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st-century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication.

Year and month in which the data were collected

July 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 and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Classroom space at Olympic View Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The District re-carpeted Olympic View facilities in July 2014. The Olympic View custodial staff performs basic cleaning operations daily while restrooms are monitored hourly.

Olympic View has a secured campus with six outside entry areas. There are two vehicle entrances into separate parking lots and drop-off/pick-up zones. Traffic patterns are monitored often to insure safety during times when students are picked up and dropped off. One of our noon duties has extended hours to monitor traffic flow in the South pick-up area. Adjustments to traffic patterns are discussed with the entire school community before permanent changes are made. There is always supervision in front of the school during dismissal time by the principal, and/or school staff. No student should remain on campus in an unsupervised area or activity. Students leaving campus during school hours must be checked out through the office by an adult listed on the student's emergency card. The teacher will be notified and the student will be dismissed to the office area. Any visitors to the school must check in and out through the main office's Raptor system.

Year and month of the most recent FIT report

12/4/2023

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		202 storage: stained ceiling tiles Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 403/404 office: 404 office side Ceiling tile stained // 603/604 Workroom: Stained ceiling tile / CR 301: 1 stain ceiling tile // 2 cabinets not secure CR 302: Broken handle on cabinet door CR 601: Ceiling tile corner broken off / VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4

School Facility Conditions and Planned Improvements

			<p>coats of 2-1 Carefree Finish. CR 604: Stained ceiling tile RR with Terrazzo Floor finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. CR 606: 7 ceiling tiles falling out. CR 701: Ripped tackboard under the TV // Décor- Material around electrical panel Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // Missing blind slats // CR 803: IT box open next to TV // 1 ceiling tile damaged // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) - under sink CR 903: *** Williams Compalint needs to be posted // Cracked tiles in front of TV // Stained ceiling tile // CR 906: 1 stained ceiling tile // * Vacuum cleaner in room (fire and safety concern - per district policy items are not allowed) CR 907: carpet stains * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt. Lounge: Hole in ceiling tile // Patio needs sweeping and powerwash Multipurpose Boys RR: Stains on floor - *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Multipurpose Womens RR: Terrazzo floor stained *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. Principal's Office: 1 broken ceiling tile</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>307(304 office): Completely full 402 office: Dirty vent, light switch blocked, 5 shelves not secure. 501 office: Very cluttered, shelves not secured 600 Boys Restroom: Terrazzo Floor - * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Paint is peeling where the terrazo and dry wall come together 600 Girls Restroom:</p>

School Facility Conditions and Planned Improvements

			<p>Health office: RR - has items stored Lunch Arbor: Concrete needs heavy cleaning - it is soiled and stain with food spills // Tables are not cleaned /disinfected on regular basis Multipurpose Girls RR: Loose toilet seat // Stained/Etched mirror // Cobwebs above door on the window frame *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scothgard. Stage: Fire riser room door drags on tile floor when closing // Floor is damage inside the Fire Riser room // back-stage floors are dirty</p>
<p>Electrical</p>	<p>X</p>		<p>CR 204: Open data port under TV CR 702: IT box is decorated // Fabric on the walls // * Untreated fabric on walls (proof of fire retardant treatment) // Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // Electrical plate cover is missing Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 CR 801: Open IT box on N wall // Extreme Skunk smell // Counter edge is missing laminate CR 802: Missing outlet face plate Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6 // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 803: IT box open next to TV // 1 ceiling tile damaged // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) - under sink</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>CR 304: Sink needs to be cleaned with Kleen-brite and treated with stainless steel polish CR 901: * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 // * Sink needs to be cleaned with Kleen-brite and treated with stainless steel polish Toilet bldg. Womens RR: Toilet seat loose on the HC Stall</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>	<p>200 custodian: Door sticks to frame // Fire Extinguisher on the floor not on wall bracket Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums. 202 storage: stained ceiling tiles Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-</p>

[fabrics/Title](#) 19 Div. 1, Section 3.08 300 center room: Storage above cabinets - * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 605 work room: Roof access is limited - * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Admin Alarm Room FACP: used as storage // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 CR 202: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 203: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame

retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 402: * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) CR 403: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 701: Ripped tackboard under the TV // Décor- Material around electrical panel Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor.

School Facility Conditions and Planned Improvements

			Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>200 custodian: Door sticks to frame // Fire Extinguisher on the floor not on wall bracket Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets.</p> <p>CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums.</p> <p>200 electrical: Cobwebs // Door not closing properly // Used for PE Equipment storage // Above door a blacktop speaker is missing CR 401: door not closing properly CR 502: Door doesn't close properly CR 504: weather strip on door is broken // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) under sink // Sagging tile // shades over lamps CR 604: Stained ceiling tile RR with Terrazzo Floor finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. *Terrazzo Floor need cleaning (Deep scrub with Pro-strip ultra Heavy-Duty Stripper (Waxie/Diversey) and 3M Diamond restoration system and sealed with scotchgard. CR 803: IT box open next to TV // 1 ceiling tile damaged // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) - under sink CR 902: Door doesn't close properly // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) Provide Clearance for Electrical Panel A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. CFC Section 604.3 Kinder play toy: needs powerwashing Play Toy: needs powerwashing Stage: Fire riser room door drags on tile floor when closing // Floor is damage inside the Fire Riser room // back-stage floors are dirty</p>

School Facility Conditions and Planned Improvements

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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)	61	61	54	53	47	46
Mathematics (grades 3-8 and 11)	53	58	41	43	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	376	368	97.87	2.13	60.60
Female	187	182	97.33	2.67	68.13
Male	189	186	98.41	1.59	53.23
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	81.25
Black or African American	21	21	100.00	0.00	38.10
Filipino	57	57	100.00	0.00	82.46
Hispanic or Latino	213	207	97.18	2.82	51.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	69.70
White	34	33	97.06	2.94	75.76
English Learners	55	50	90.91	9.09	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	131	95.62	4.38	42.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	26.67

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	376	373	99.20	0.80	57.91
Female	187	185	98.93	1.07	56.76
Male	189	188	99.47	0.53	59.04
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	64.71
Black or African American	21	21	100.00	0.00	19.05
Filipino	57	57	100.00	0.00	80.70
Hispanic or Latino	213	211	99.06	0.94	52.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	33	33	100.00	0.00	66.67
White	34	33	97.06	2.94	66.67
English Learners	55	55	100.00	0.00	23.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	135	98.54	1.46	45.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	28.89

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)	42.99	48.19	36.97	34.95	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	84	83	98.81	1.19	48.19
Female	43	42	97.67	2.33	47.62
Male	41	41	100.00	0.00	48.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	45	45	100.00	0.00	42.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	95.18%	95.18%	95.18%	95.18%	95.18%

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

Contact person: Linda Wong
Contact Person Phone Number: (619) 656-2030

Parents and parent organizations have been a continuing source of support and partnership for us. Parents, through School Site Council (SSC), Parent-Teacher Club (OPTC), Multicultural Family Association (MFA) also known as the English Learner Advisory Committee (ELAC), and schoolwide committees assist in decision-making at Olympic View. Volunteers provide valuable resources, giving their time, talent, and energy. Olympic View parents have generously donated hardware and software to the school. They also help us obtain these resources from their places of employment and other community member contacts.

Parents lead the way in many of our school activities. Some of these are: Packet Pick up Night, Back to School BBQ, Fall Festival, Book Fair, Fun Run, Kid's Heart Challenge, Valentine's Dance, Holiday Craft Night.

Parent volunteers have been extremely helpful in assisting with Safety Patrol, GATE program, library, classrooms, assemblies, and on field trips. Volunteers are honored each year by Olympic View administration, staff, and students at Volunteer Appreciation Assemblies and throughout the year.

Parents also have the opportunity to participate in our Measurable Results Survey each May.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	631	87	13.8
Female	322	320	37	11.6
Male	314	311	50	16.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	31	31	1	3.2
Black or African American	39	39	3	7.7
Filipino	91	90	5	5.6
Hispanic or Latino	353	350	71	20.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	53	53	5	9.4
White	66	65	2	3.1
English Learners	120	120	22	18.3
Foster Youth	2	2	1	50.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	242	240	60	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	80	15	18.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Student safety, well-being, and self-esteem are promoted by activities including shelter in place, secure campus, fire, emergency, and earthquake preparedness drills, bus evacuation drills, playground supervision, Adolescent Growth Education, child abuse awareness, anti-bullying assemblies, Leader In Me, a School Safety Patrol, Student Council, One Club, and Philanthropy Club that provides community service. Olympic View has the benefit of the entire community looking out for the safety of our students. Olympic View Elementary prides itself on the accepting environment we create for our students. Teachers, staff, and parents work together to ensure that all students feel safe when coming to school. Healthy choices, including walking to school is encouraged as well as our morning mileage club. This community lives the saying, 'It takes an entire village to raise a child.' Families keep a close eye on the school during, as well as after school hours, and on weekends. Many community groups and after school programs use the campus for positive activities.

The Olympic View Safe Schools Plan and Emergency Response Team Roster were reviewed by a committee composed of parents and teachers, then circulated to the staff for feedback, and approved by the SSC in Nov. 2023. The Board of Education approval date for the CSSP is January 17, 2024.

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	21	1	3	
1	21	1	3	
2	20	2	2	
3	20	2	3	
4	26	1	3	
5	25	1	3	
6	26	1	4	

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	22	1	3	
1	20	2	2	
2	21	1	3	
3	20	2	2	
4	21	1	3	
5	18	3	3	
6	26	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	0	0
1	22	1	3	0
2	19	3	1	0
3	22	0	4	0
4	28	0	3	0
5	28	0	3	0
6	29	0	4	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	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	1
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.9

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	13,529.38	4,745.47	8,783.91	91,731
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-0.9	7.0
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	28.5	5.0

Fiscal Year 2022-23 Types of Services Funded

Multiple funding sources provide additional personnel and instructional materials to strengthen our core curriculum:

- EastLake Educational Foundation (EEF) donations and site funds are used to fund a part-time Computer Lab Technology Assistant.
- Site funds are used to fund two part-time Library Media Techs.
- LCFF and site funds are used to provide a part-time LEP aide to support our second language learners and meet state compliance issues.
- LCFF funds are used to provide enrichment classes after school.
- OPTC provides grants to teachers for additional classroom support materials and school assemblies.
- LCFF funds are used to support funding needs for educational computer programs to support and increase student achievement, and also to provide enrichment classes for students on Fridays.
- Title I funds used for computers, instructional materials, as well as 1 Instructional IA.

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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

For the 23-24 School year, we are continuing our Leader in Me focus from 18-19 and going deeper. We are also focused on SEL and we received Gold Recognition for Tier I implementation. We are working on Tier II this year and focused on behavior supports. We are earned our Leader in Me Lighthouse status in May of 2023 .

We had 7 habits training in both July and October, as well as on site coaching from a Leader in Me Coach. We have developed a Lighthouse Team that is in charge of the timeline for roll out. Each teacher has committed to being on a passion team that is led by one of the lighthouse members. The Passion Teams consist of: Adult Professional Learning, Student Learning, Environment, Leadership Events, Family Learning, Student Learning.

We will also be participating in iReady Math training in collaboration as well as focusing on checking for understanding with our cohort.

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	4		