Olive Street Elementary School

255 W. Olive Ave. • Porterville, CA 93257 • (559) 782-7190 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Porterville Unified School District
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District Governing Board

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Brad Rohrbach, Ed.D.
Assistant Superintendent Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent Instructional Services

Andrew Bukosky, Ed.D.
Assistant Superintendent Human Resources

Principal's Message

Olive Street Elementary School is a K-6 School. Its members share the belief that all students can learn. We believe that all students have the potential to become ethical and democratic citizens who are optimistic about the future. We see that maximizing the potential of each child as our responsibility and charge during their academic years at Olive Street Elementary School.

The teachers at Olive Street Elementary School are educators who value and understand the importance of working with young minds. As a professional learning community, we strive for continuous improvement of the academic program. Teachers are continuously engaged in collaborative research, problem-solving, and reflective dialogue that enables them to examine their practices with the ultimate goal of improving student achievement. Olive Street Elementary School continually strives to create a college-bound academic culture where students play a major role in their own learning and education.

We have emphasized the achievement of every student in every classroom. This approach makes sure that poor performance is not acceptable and each and every adult is accountable to the students that sit in front of them every day. By placing a relentless focus on individual performance, we have implemented a vital cycle of instruction, assessment, and intervention, followed by more instruction, assessment, and intervention. We believe in all of our students and will do whatever it takes to make them successful. The students have developed an attitude of "I can and I will" when it comes to their academic success.

School Mission Statement

The mission of Olive Street School is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. Olive Street School serves students in grades kindergarten through six on a traditional calendar schedule. The curriculum is based on improving reading and writing skills, with special emphasis placed on cultural awareness. Diverse literature selections and various multicultural observances promote a climate of tolerance and acceptance among students and faculty. During the 2018-19 school year, 665 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	100
Grade 2	95
Grade 3	77
Grade 4	81
Grade 5	102
Grade 6	113
Total Enrollment	654

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.3
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0.8
White	2
Two or More Races	0.5
Socioeconomically Disadvantaged	92.7
English Learners	63
Students with Disabilities	2.1
Foster Youth	0.3
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Olive Street	17-18	18-19	19-20
With Full Credential	25	26	25
Without Full Credential	4	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Olive Street Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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

Porterville Unified School District held a Public Hearing on September 12, 2019, and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	2016: McGraw Hill	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Mathematics	2015: McGraw Hill	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Science	2006: Glencoe 2001: Harcourt	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
History-Social Science	2007: Houghton Mifflin	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%
Health	2006: Harcourt	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Olive Street School was originally constructed in 1934 and has since undergone complete modernization. The school received upgrades to all restrooms and window replacements on all buildings in 1994. The cafeteria was also remodeled and expanded in January 2006. There were additional classroom upgrades during the summers of 2015, 2016. Additionally, the staff restrooms and the school library were updated in 2018.

The campus is currently comprised of 34 classrooms (including portables), a library, four staff restrooms, ten student restrooms, a cafeteria, three playgrounds, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	The following deficiencies were noted on the FIT report: Rm.1 - missing electrical covers Rm. 6- lights & ballast out Rm. 25- missing light covers & lights out Rm. 34 - no notes A maintenance request was submitted to correct these deficiencies.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Library Restroom- cracked tile A maintenance request was submitted to correct this deficiency.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Library - ceiling tiles stained A maintenance request was submitted to correct this deficiency.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Rm. 16 - entrance door needs to be painted Boys Restroom by rooms 15-20- window will not close properly A maintenance request was submitted to correct these deficiencies.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	46	44	44	50	50
Math	30	39	27	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	30.1	21.4	17.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	371	97.38	46.09
Male	206	203	98.54	38.42
Female	175	168	96.00	55.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	363	355	97.80	45.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	354	347	98.02	45.53
English Learners	288	280	97.22	45.36
Students with Disabilities	11	11	100.00	9.09
Students Receiving Migrant Education Services	40	38	95.00	50.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:
- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past year, teachers attended multiple workshops dealing with the shift to the Common Core Standards (WestEd), best teaching practices (WestEd), and iPad implementation in the classroom (EdTechTeacher).

For additional support in their profession, teachers may enlist the services of the district's Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	380	375	98.68	38.67
Male	205	203	99.02	34.48
Female	175	172	98.29	43.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	358	98.90	38.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	353	350	99.15	38.86
English Learners	288	285	98.96	40.00
Students with Disabilities	11	11	100.00	18.18
Students Receiving Migrant Education Services	40	40	100.00	45.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents and the community are very supportive of the educational programs in the Porterville Unified School District. The Parent Teacher Organization (PTO) plays an active role in the community and at each school site through fundraising and special activities. Contributions from Porterville College, and Porterville High School add to the programs available at Olive Street School. Additionally, parents play a pivotal role in the development of the school site plan through participation in the School Site Council and the English Language Advisory Committee. Through programs such as PBIS and PIQE, Olive Street School is able to reach out to our community and encourage an active role from our families. Parents are also encouraged to volunteer at Olive by attending school events, parent meetings, and volunteering in their child's classroom.

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.

School Safety Plan
The safety of students and staff is a primary concern of Olive Street Elementary School. Staff members supervise students on campus before school, after school, and during recess; noon duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. Once volunteers are cleared, they will receive an identification badge. Visitors are asked by the staff to display their passes at all times.

The School Site Safety Plan was most recently revised in Fall 2019 by the staff, including campus administration and the school's resource officer. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills and lockdown drills are held throughout the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	2.0	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.20
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	2.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		24		5		22	1	3	
1	24		3		24		4		25		4	
2	24		4		24		3		24		4	
3	24		4		24		4		26		3	
4	29		4		32		2	1	27		3	
5	33			3	29		3		34			3
6	31		3		32		1	3	28		4	
Other**												

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,400	$51,374
Mid-Range Teacher Salary	$79,147	$80,151
Highest Teacher Salary	$102,208	$100,143
Average Principal Salary (ES)	$160,646	$126,896
Average Principal Salary (MS)	$163,100	$133,668
Average Principal Salary (HS)	$176,811	$143,746
Superintendent Salary	$239,293	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,415	$899	$4,516	$69,318
District	N/A	N/A	$6,336	$82,921.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-28.7	-1.4
School Site/ State	-3.7	-0.1

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

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

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Student Support & Academic Enrichment
- Title VI, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

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

Internet Access

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