



Olive Street Elementary School

255 West Olive Avenue • Porterville, CA 93257 • (559) 782-7190 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Porterville Unified School District

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District Governing Board

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Pete Lara, Jr.
Tom Velasquez
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District Administration

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Superintendent

Nate Nelson, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andy Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

Principal's Message

Olive Street Elementary School 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 continued 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 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 more than 13,000 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, one magnet academy, one continuation high school, and two alternative sites. Olive Street School serves students in grades kindergarten through six on a traditional calendar schedule. 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 2015-16 school year, 720 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	97
Grade 2	95
Grade 3	116
Grade 4	96
Grade 5	92
Grade 6	96
Total Enrollment	709

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.3
Asian	0.1
Filipino	0.4
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0
White	3.1
Two or More Races	0.4
Socioeconomically Disadvantaged	96.2
English Learners	63
Students with Disabilities	2.1
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Olive Street Elementary School	14-15	15-16	16-17
With Full Credential	28	29	25
Without Full Credential	0	2	4
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Olive Street Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions	0	0	1

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.6	7.4
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Porterville Unified School District held a Public Hearing on August 25, 2016 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 2016, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
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%
Foreign Language	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%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0.0%

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.

The campus is currently comprised of 28 classrooms (including portables), a library, one computer lab, 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 June 2015.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/05/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rm. 9 broken ceiling tiles, Rms 1-4 restroom missing wall tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			broken lights/light restroom Rm 1-4, hand dryer not working restroom Rm 15-20, Rm. 25 light out and missing light cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm 36 missing faucet handle
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 06/05/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			tile Cafeteria-- Broken Ceiling Tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	15	21	30	37	44	48
Math	12	12	20	21	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	33	17	19	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.4	22.3	18.1

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	96	94	97.9	19.2
Male	50	48	96.0	16.7
Female	46	46	100.0	21.7
Hispanic or Latino	89	87	97.8	19.5
Socioeconomically Disadvantaged	93	91	97.9	19.8
English Learners	51	49	96.1	6.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	122	119	97.5	16.0
	4	96	96	100.0	17.7
	5	96	95	99.0	16.8
	6	95	95	100.0	35.8
Male	3	64	62	96.9	8.1
	4	53	53	100.0	11.3
	5	50	49	98.0	10.2
	6	47	47	100.0	27.7
Female	3	58	57	98.3	24.6
	4	43	43	100.0	25.6
	5	46	46	100.0	23.9
	6	48	48	100.0	43.8
Hispanic or Latino	3	112	109	97.3	14.7
	4	94	94	100.0	16.0
	5	89	88	98.9	17.1
	6	91	91	100.0	36.3
Socioeconomically Disadvantaged	3	116	113	97.4	14.2
	4	95	95	100.0	17.9
	5	93	92	98.9	17.4
	6	94	94	100.0	36.2
English Learners	3	79	79	100.0	11.4
	4	55	55	100.0	7.3
	5	51	50	98.0	4.0
	6	30	30	100.0	10.0
Students Receiving Migrant Education Services	3	14	14	100.0	7.1
	6	12	12	100.0	50.0

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics					
Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	122	119	97.5	18.5
	4	96	96	100.0	9.4
	5	96	96	100.0	5.3
	6	95	95	100.0	14.7
Male	3	64	62	96.9	12.9
	4	53	53	100.0	13.2
	5	50	50	100.0	4.1
	6	47	47	100.0	12.8
Female	3	58	57	98.3	24.6
	4	43	43	100.0	4.7
	5	46	46	100.0	6.5
	6	48	48	100.0	16.7
Hispanic or Latino	3	112	109	97.3	16.5
	4	94	94	100.0	9.6
	5	89	89	100.0	5.7
	6	91	91	100.0	15.4
Socioeconomically Disadvantaged	3	116	113	97.4	16.8
	4	95	95	100.0	9.5
	5	93	93	100.0	5.4
	6	94	94	100.0	14.9
English Learners	3	79	79	100.0	12.7
	4	55	55	100.0	1.8
	5	51	51	100.0	2.0
	6	30	30	100.0	3.3
Students Receiving Migrant Education Services	3	14	14	100.0	21.4
	6	12	12	100.0	16.7

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 Parenting Partners, 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, parents meetings, and volunteering in their child's classroom.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 June 2016 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	4.2	3.4
Expulsions Rate	6.3	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	25	25				3	5	5			
1	29	25	25				4	4	4			
2	28	23	23		1	1	4	4	4			
3	29	26	26				3	4	4			
4	32	33	33				2	1	1	1	2	2
5	34	34	34					1	1	2	2	2
6	28	33	33				3	2	2		1	1
Other	34									1		

Professional Development provided for Teachers

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 Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,592	\$44,958
Mid-Range Teacher Salary	\$70,374	\$70,581
Highest Teacher Salary	\$90,879	\$91,469
Average Principal Salary (ES)	\$142,276	\$113,994
Average Principal Salary (MS)	\$144,040	\$120,075
Average Principal Salary (HS)	\$162,400	\$130,249
Superintendent Salary	\$209,705	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

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

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 VII, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,415	\$899	\$4,516	\$69,318
District	♦	♦	\$6,336	\$75,802
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-28.7	-1.4
Percent Difference: School Site/ State			-3.7	-0.1

* Cells with ♦ do not require data.