

Olive Street Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Olive Street Elementary School
Street	255 W. Olive Ave.
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7190
Principal	Elizabeth Torres
Email Address	etorres@portervilleschools.org
School Website	http://olive.portervilleschools.org/
Grade Span	K-6
County-District-School (CDS) Code	54-75523-6054258

2025-26 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website	portervilleschools.org

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

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 with 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	86
Grade 2	81
Grade 3	89
Grade 4	90
Grade 5	96
Grade 6	85
Total Enrollment	624

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
American Indian or Alaska Native	0.5
Filipino	0.2
Hispanic or Latino	96.8
Two or More Races	0.5
White	1.4
English Learners	46.2
Foster Youth	0.3
Homeless	2.7
Migrant	16.5
Socioeconomically Disadvantaged	98.7
Students with Disabilities	10.9

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.

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)	24.3	88.57	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.28	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	1.1	4.12	28.7	4.38	15831.9	5.67
Total Teaching Positions	27.4	100	655.2	100	279044.8	100

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.

2022-23 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)	19	78.71	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	3	12.43	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.29	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.54	17.1	2.73	14303.8	5.15
Total Teaching Positions	24.1	100	625.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.6	77.22	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	3.1	12.9	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	9.17	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.66	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	18.9	3.03	13705.8	4.91
Total Teaching Positions	24.1	100	624.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.00	2	1
Misassignments	0.00	0	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	2	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.1
Total Out-of-Field Teachers	0.00	0	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	13.6
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/Adopted 2016	0.0%
Mathematics	McGraw Hill My Math/Adopted 2015	0.0%
Science	McGraw Hill, Inspire Science/Adopted 2022	0.0%
History-Social Science	McGraw Hill, CA IMPACT/Adopted 2022	0.0%

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

School Facility Conditions and Planned Improvements

Olive Street Elementary 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. As well as student restrooms in 2018 & 2024.

The campus is currently comprised of 34 classrooms (including portables), a library, six 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 2024.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with four full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, the school's overall rating was "good".

Year and month of the most recent FIT report

July 2025

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		Wall damage: Rm 1, 2, 34, Ceiling damage: Rm 17, 32, Floor damage: Rm 1, 2, Cabinet damage: Rm 11, 13, Counter damage: Rm 6, Door damage: 11, Tackboard damage: Rm 15, Leaking water fountain: Rm. 32, Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Lighting: 20, Cafeteria Loose receptacle: Rm. 11, Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Faucet/sink damage: Rm. 16, 32 Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain accessibility and sanitation, as well as repair to structural or other needed items within the room.
Safety: Fire Safety, Hazardous Materials	X			Any safety hazards identified through inspections — including improper storage of hazardous materials — are corrected promptly.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exterior components that are found to be damaged will be repaired or replaced to ensure campus safety and security. Grounds and surfaces are restored to safe condition following inspection.

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	46	41	42	47	48
Mathematics (grades 3-8 and 11)	35	38	27	28	35	37

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2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	362	355	98.07	1.93	45.63
Female	189	187	98.94	1.06	46.52
Male	173	168	97.11	2.89	44.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	351	345	98.29	1.71	45.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	147	142	96.60	3.40	21.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	334	328	98.20	1.80	46.34
Students Receiving Migrant Education Services	59	59	100.00	0.00	37.29
Students with Disabilities	38	36	94.74	5.26	11.11

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	359	357	99.44	0.56	37.54
Female	188	187	99.47	0.53	37.43
Male	171	170	99.42	0.58	37.65
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	348	347	99.71	0.29	37.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	145	145	100.00	0.00	20.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	331	330	99.70	0.30	38.18
Students Receiving Migrant Education Services	59	59	100.00	0.00	35.59
Students with Disabilities	37	35	94.59	5.41	8.57

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.77	13.83	19.3	21.87	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00	0.00	13.83
Female	48	48	100.00	0.00	12.50
Male	46	46	100.00	0.00	15.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	92	100.00	0.00	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	39	39	100.00	0.00	2.56
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	11.76
Students Receiving Migrant Education Services	15	15	100.00	0.00	6.67
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	97%	97%	97%	97%	98%

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.

2025-26 Opportunities for Parental Involvement

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 Fresno State Parent University, 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff and community members.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	660	647	96	14.8
Female	325	321	47	14.6
Male	335	326	49	15.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	631	623	84	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	11	4	36.4
English Learners	333	326	35	10.7
Foster Youth	--	--	--	--
Homeless	27	26	9	34.6
Socioeconomically Disadvantaged	653	640	95	14.8
Students Receiving Migrant Education Services	112	110	5	4.5
Students with Disabilities	82	81	19	23.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.44	0.14	0.3	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.15	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.15
Female	0.00	0.00
Male	0.60	0.30
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.16
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.31	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 school'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 is continuously updated and revised as needed by the Safety Committee, most recently on January 27, 2026. 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.

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.

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	26	0	4	0
1	27	0	3	0
2	21	1	3	0
3	29	0	3	0
4	28	0	9	0
5	28	2	7	1
6	28	1	9	0
Other	16	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	2	0
1	25	0	3	0
2	27	0	3	0
3	28	0	3	0
4	31	0	9	0
5	26	2	7	1
6	27	3	6	1
Other	10	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	2	
1	27		3	
2	26		3	
3	28		3	
4	30		9	
5	29	1	9	
6	26	1	9	
Other	12	1		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$7,912	\$2,451	\$5,461	\$95,993
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	-37.9	-10.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-68.5	-7.8

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

Professional Development

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, veteran teachers are evaluated every third year or as needed.

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 work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focuses on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. The school-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one-to-one technology, and Linked Learning.

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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3