Olivehurst Elementary School

1778 McGowan Rd. • Olivehurst, CA 95961 • (530) 741-6191 • Grades K-6
Jimmie Eggers, Principal
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

School Description
Olivehurst School has been a part of the community for over 60 years. Our school prides itself in the belief that the education of a student includes the student, staff members, family, and community. With excellent teamwork and respect for one another, we will create an incredible learning environment where we will keep each other accountable for our responsibilities as educators, parents, and students.

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, the county, and the state. 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.

Professional Development provided for Teachers
The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation and trainings scheduled during and after school, teachers participate in 7 days of professional development on non-instructional days.

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 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 at (530) 741-6191 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	87
Grade 1	77
Grade 2	76
Grade 3	72
Grade 4	92
Grade 5	67
Grade 6	67
Total Enrollment	538

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	2.6
Asian	8.2
Filipino	0.2
Hispanic or Latino	50.4
White	34.9
Two or More Races	0.4
Socioeconomically Disadvantaged	89.2
English Learners	33.5
Students with Disabilities	12.1
Foster Youth	1.3

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			
Olivehurst Elementary School	13-14	14-15	15-16
With Full Credential	24	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	354
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olivehurst Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 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	100.0	0.0
Districtwide		
All Schools	95.6	4.4
High-Poverty Schools	95.6	4.5
Low-Poverty Schools	100.0	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 2015-16)

State law, effective July 29, 2009, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). The state adopted mathematics in January 2014, and English language arts/English language development is scheduled to be state adopted in 2016. The Marysville Joint Unified School District provided new state adopted mathematics curriculum beginning in 2014-15 and is slated to provide new English language arts/English language development curriculum in 2016-17.

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court, SRA/McGraw Hill (2002) High Point, Hampton Brown (2002) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Go Math!, Houghton Mifflin Harcourt (2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, MacMillan McGraw Hill (2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History Social Studies for California, Pearson Scott Foresman (2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			.
Structural: Structural Damage, Roofs	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	29.90	25.40	6.00

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	23	30	44
Math	23	21	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	36	35	29	48	48	47	59	60	56

* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	29
Male	34
Female	25
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	27
White	34
Socioeconomically Disadvantaged	0
English Learners	20
Students with Disabilities	26
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	55	26	16	3
	4	92	91	98.9	68	16	13	2
	5	67	67	100.0	49	25	21	4
	6	66	66	100.0	32	32	27	9
Male	3	74	41	55.4	71	15	12	2
	4	92	46	50.0	72	15	11	2
	5	67	32	47.8	63	25	6	6
	6	66	38	57.6	42	32	21	5
Female	3	74	32	43.2	34	41	22	3
	4	92	45	48.9	64	18	16	2
	5	67	35	52.2	37	26	34	3
	6	66	28	42.4	18	32	36	14

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3	74	2	2.7	--	--	--	--
	4	92	5	5.4	--	--	--	--
	5	67	1	1.5	--	--	--	--
	6	66	3	4.5	--	--	--	--
American Indian or Alaska Native	3	74	1	1.4	--	--	--	--
	4	92	1	1.1	--	--	--	--
	5	67	1	1.5	--	--	--	--
	6	66	1	1.5	--	--	--	--
Asian	3	74	6	8.1	--	--	--	--
	4	92	7	7.6	--	--	--	--
	5	67	6	9.0	--	--	--	--
	6	66	7	10.6	--	--	--	--
Hispanic or Latino	3	74	41	55.4	56	29	12	2
	4	92	44	47.8	68	20	11	0
	5	67	36	53.7	47	22	28	3
	6	66	38	57.6	32	34	26	8
White	3	74	23	31.1	52	26	17	4
	4	92	33	35.9	70	6	18	6
	5	67	23	34.3	48	26	17	9
	6	66	17	25.8	18	41	24	18
Two or More Races	4	92	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	74	65	87.8	57	23	17	3
	4	92	82	89.1	68	17	13	1
	5	67	60	89.6	52	25	20	3
	6	66	57	86.4	35	32	23	11
Students with Disabilities	3	74	13	17.6	77	15	8	0
	4	92	8	8.7	--	--	--	--
	5	67	13	19.4	100	0	0	0
	6	66	11	16.7	73	18	9	0
Students Receiving Migrant Education Services	3	74	2	2.7	--	--	--	--
	4	92	1	1.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	53	29	12	5
	4	92	92	100.0	42	40	13	4
	5	67	67	100.0	51	34	9	6
	6	66	66	100.0	26	30	23	21
Male	3	74	41	55.4	56	27	10	7
	4	92	47	51.1	36	47	15	2
	5	67	32	47.8	63	22	13	3
	6	66	38	57.6	32	32	16	21
Female	3	74	32	43.2	50	31	16	3
	4	92	45	48.9	49	33	11	7
	5	67	35	52.2	40	46	6	9
	6	66	28	42.4	18	29	32	21
Black or African American	3	74	2	2.7	--	--	--	--
	4	92	5	5.4	--	--	--	--
	5	67	1	1.5	--	--	--	--
	6	66	3	4.5	--	--	--	--
American Indian or Alaska Native	3	74	1	1.4	--	--	--	--
	4	92	1	1.1	--	--	--	--
	5	67	1	1.5	--	--	--	--
	6	66	1	1.5	--	--	--	--
Asian	3	74	6	8.1	--	--	--	--
	4	92	7	7.6	--	--	--	--
	5	67	6	9.0	--	--	--	--
	6	66	7	10.6	--	--	--	--
Hispanic or Latino	3	74	41	55.4	51	34	12	2
	4	92	45	48.9	47	31	18	4
	5	67	36	53.7	44	39	11	6
	6	66	38	57.6	29	32	21	18
White	3	74	23	31.1	61	17	17	4
	4	92	33	35.9	39	48	9	3
	5	67	23	34.3	57	26	9	9
	6	66	17	25.8	6	29	35	29
Two or More Races	4	92	1	1.1	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	74	65	87.8	54	29	12	5
	4	92	83	90.2	43	40	13	4
	5	67	60	89.6	55	32	7	7
	6	66	57	86.4	28	30	23	19
Students with Disabilities	3	74	13	17.6	85	8	0	8
	4	92	8	8.7	--	--	--	--
	5	67	13	19.4	100	0	0	0
	6	66	11	16.7	64	27	0	9
Students Receiving Migrant Education Services	3	74	2	2.7	--	--	--	--
	4	92	1	1.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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
Educating our children is a team effort. We rely on and welcome parent involvement to help us reach our goals and provide successful experiences for every child. There are several opportunities for parents to be a part of their children's learning experiences. These opportunities range from Site Council, ELAC, Garden Club and fundraising to volunteering in the classroom, chaperoning field trips, and serving on district committees. As volunteers and staff members, parents are a critical component and a welcoming addition to our school family.

Parent involvement coordinator: Jimmie Eggers (530) 741-6191
Kricia Ames   (530) 741-6191

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
Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.95	4.40	4.23
Expulsions Rate	0.17	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	10.90	9.33	8.43
Expulsions Rate	0.64	0.56	0.56
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		72.7

Average Class Size and Class Size Distribution (Elementary)												
	Average Class Size			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	28	27	22			1	3	4	3			
1	24	21	19			4	3	3				
2	21	23	19			4	4	3				
3	22	18	23	1	1		3	4	3			
4	24	31	30	1			3	2	3			
5	31	28	31				2	3	2			
6	23	30	25	1		1	2	2	1			1
Other		11	7		1	1						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	0.875
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,063	$42,315
Mid-Range Teacher Salary	$61,403	$66,451
Highest Teacher Salary	$88,480	$85,603
Average Principal Salary (ES)	$105,478	$105,079
Average Principal Salary (MS)	$108,050	$111,005
Average Principal Salary (HS)	$123,452	$121,310
Superintendent Salary	$168,000	$189,899
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	6%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,002	$1,930	$5,071	$60,664
District	♦	♦	$5,533	$64,386
State	♦	♦	$5,348	$69,257
Percent Difference: School Site/District			-8.3	-5.8
Percent Difference: School Site/ State			-5.2	-12.4

* Cells with ♦ do not require data.

Types of Services Funded

The district receives revenue limit and other apportionments to provide direct instruction and support to students. These monies pay for teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not preforming at grade level.