



Olive View Elementary School

1402 Fig St. • Corning , CA 96021-3452 • 530.824.7715 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Corning Union Elementary School District

1590 South Street
Corning, CA 96021
530.824.7700

<https://corning-ca.schoolloop.com/>

District Governing Board

Steven Kelish
Member

Helen Pitkin
President

Ronda Holland
Secretary

Martin Mathisen
Member

Jessie Trotter
Member

District Administration

Richard Fitzpatrick
Superintendent

Dave Sweringen
Assistant Superintendent

Heather Igarta
Chief Business Official

School Description

Olive View Elementary School is a TK-6th grade school with one State Pre-School classroom. Olive View School serves students in the Corning Union Elementary School District in Corning. In addition to Olive View School, the district has 7 other schools; two TK-5 schools, one TK-8, 4-8 CDS, K-3 CDS, 6th-8th grade STEM academy and middle school. The district area includes a head start program and a state preschool. Olive View educates approximately 550 students, 26 full time teachers, plus support staff including the following shared district employees; art teacher, PE instructor, and band teacher. 75% of Olive View's students are Hispanic, 58.3% English Learners, 85.9% qualify for free and reduced meals, and has an average mobility rate of 16%.

Corning is a small town, 115 miles north of Sacramento, is supported by an agricultural and Interstate 5 travel-based economy. Corning is proud to be known as the "Olive City" for the many beautiful olive orchards in the area and the olive industries in town. The district serves communities in a 170 square mile area, and its residents are somewhat disadvantaged, with the median family income in Tehama County being \$42,512 (reported in 2017). All elementary schools in the district offer the same number of instructional minutes, including a full-day transitional kindergarten program that is equal in length to the primary school day. Minimum days are scheduled every Monday to provide staff with professional development opportunities as well as vertical/grade level collaboration.

Olive View Elementary School Mission Statement:

- To reach established academic goals at all grade levels,
- To encourage self-esteem,
- To promote pride in their school and community, and
- To instill an appreciation for life-long learning.

Types of Services Funded

Olive View School is a Title 1 school. Release days for grade level articulation are funded by Title I. Additional materials were purchased in support of our high EL population needs. Title 1 also provides funding for after school tutoring. Classroom aides are funded by Title 1. Professional development for all Olive View staff has been provided in the areas of; ELA (Benchmark) including writing, ELD, technology, i-Ready adaptive computer instruction training in math and ELA, and GLAD instruction. Elementary School Grant funding is provided for 1 full time counselor position to address student social/behavioral services.

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.

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	96
Grade 1	77
Grade 2	88
Grade 3	74
Grade 4	83
Grade 5	84
Grade 6	44
Total Enrollment	546

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	1.3
Asian	1.1
Hispanic or Latino	76.6
Native Hawaiian or Pacific Islander	0.2
White	20.7
Socioeconomically Disadvantaged	88.3
English Learners	53.7
Students with Disabilities	12.5
Foster Youth	0.2
Homeless	1.8

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 View Elementary	17-18	18-19	19-20
With Full Credential	28	27	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Corning Union	17-18	18-19	19-20
With Full Credential	♦	♦	92
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Olive View 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	0	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)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math Expressions (K-5); CPM (6), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Olive View School is in good condition overall with a 93.7% rating as of the last FIT report. Monthly site inspections occur by custodial staff.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 36 rust above ceiling tiles interior roof condensation at times.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 25 boards under building rotten; room settling downward.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt in front of the school is being lifted by tree roots. We have some boarded upper windows above the drop ceilings also nailed shut. The modular windows don't always open and close properly window tracks are the problem.
Overall Rating	Good	94.4%

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	21	30	28	32	50	50
Math	23	26	23	26	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	12.2	22.0	8.5

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	277	265	95.67	30.19
Male	140	136	97.14	25.74
Female	137	129	94.16	34.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	206	197	95.63	28.43
White	64	61	95.31	37.70
Socioeconomically Disadvantaged	245	234	95.51	29.91
English Learners	170	162	95.29	26.54
Students with Disabilities	38	34	89.47	2.94
Students Receiving Migrant Education Services	--	--	--	--
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.

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	277	266	96.03	25.94
Male	140	137	97.86	25.55
Female	137	129	94.16	26.36
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	206	198	96.12	24.75
White	64	61	95.31	31.15
Socioeconomically Disadvantaged	245	235	95.92	22.98
English Learners	170	164	96.47	23.78
Students with Disabilities	38	34	89.47	0.00
Students Receiving Migrant Education Services	--	--	--	--
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)

It is a high priority at Olive View to welcome and encourage parents to visit, volunteer, attend parent education sessions, special events, and participate in decision-making meetings. All parent notices are sent home in Spanish and English. The phone system messages are sent out in both English and Spanish. The school district employs two bilingual liaisons to facilitate communication and representation for our English learning families. Olive View Elementary School has, as part of its School Plan for Student Achievement, established School Parent Involvement Policy which it upholds.

Olive View parents demonstrate their involvement in their child's education by jointly developing, agreeing with, and participating in the School Parental Involvement Policy and the school-parent compact, their attendance at Back to School Night, Open House, Awards assemblies, fall and spring Parent/Teacher conferences, reclassification ceremonies, and SST and IEP meetings as needed. Parents also have the opportunity to participate in SSC (School Site Council) by attending meetings and/or serving as a member, in ELAC/DLAC (English Learners Advisory Committee/District English Learners Advisory Committee), and Parent/Family extra curricular family nights, and sports events. Parents have the opportunity to attend a volunteer training provided by administration, where they receive a volunteer handbook and guidelines, in order to serve as volunteers in classrooms to provide additional student support under the supervision of the classroom teacher. Parents are involved as partners with the school, seeing that their children have good attendance, get to school on time, and complete all homework in a timely manner.

For additional information about organized opportunities for parent involvement at Olive View School, please contact Joe Lodigiani at 530-824-7715

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 Olive View Elementary School Comprehensive Safety Plan is reviewed and updated annually by school site administrative staff and approved by the members of the school leadership and safety committee including; teaching staff, classified staff, and parent representative(s) of the school site council. Safe and Orderly Environment: Olive View School believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Behavior expectations are taught and practiced in a classroom instructional format and setting. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, and campus supervisors interact with students to reinforce behavioral expectations and safety standards. Discipline policy is followed, data recorded, intervention supports are provided on an individual basis, as needed. Olive View is committed to the safety and security of each student. To maintain conditions which contribute to the best possible learning environment, the School Safety Plan was last updated in December of 2019 and includes but is not limited to the following major elements:

1. Annual Safety Goals to ensure a safe and orderly environment for all students, and ensure safety during ingress and egress.
2. Mandated Policies and Procedures including; School Crime Assessment: Olive View provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This data is collected and the information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime, staff notification of dangerous students, Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow up on the report is necessary. Discipline, suspension and expulsion, sexual harassment, safe ingress and egress, district rules, procedures, and dress code are included.
5. Emergency Disaster Procedures and Drills: In order to ensure the safety of students, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held on a regular basis and procedures are evaluated to determine effectiveness including earthquake, fire, and lock down drills. Emergency Response Procedures. Olive View School regularly practices safety drill exercises that extend beyond the required monthly fire drill. Incident Command System including School ICS Team Leaders/responsibilities and District Emergency Operations Leaders/responsibilities.
6. Emergency Response Procedures for; earthquake, fire, power outage, shelter in place, bomb threat, intruder on campus, hostage situation, lockdown, chemical spills/hazardous materials/poison, emergency evacuation routes and procedures, medical emergencies, triage guidelines, and mass casualty.
7. Incident Command System: responsibilities for a school disaster, emergency response teams, district operations center, emergency communications, recovery.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.2	2.6	4.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.2	4.2	5.8
Expulsions Rate	0.0	0.0	0.0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.1

* 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	1	3		24		4		21	1	4	
1	25		3		28		3		19	3	1	
2	21	1	3		26		3		21	1	3	
3	23		4		20	3	1		24		3	
4	22		3		22		4		27		3	
5	24		4		23		4		28		3	
6	26		2		25		12		22		12	
Other**	11	1			8	1						

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	4

2019-2020 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 4 staff in-service days and 33 minimum days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops, conferences, and/or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, school site staff training, and district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support. In addition, our District has launched two professional development cadres. One includes all TK, K, and 1st grade teachers and focuses on literacy. The second cadre is composed of teachers from 2nd grade through 8th grade and focuses on writing. Both cadres spent additional days training before the start of the school year, and continue to meet and participate in periodic professional development on early release days throughout the year.

2018-19 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 3 staff in-service days and 31 minimum days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops, conferences, and/or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, school site staff training, and district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support. In addition, our District has launched two professional development cadres. One includes all TK, K, and 1st grade teachers and focuses on literacy. The second cadre is composed of teachers from 2nd grade through 8th grade and focuses on writing. Both cadres spent additional days training before the start of the school year, and continue to meet and participate in periodic professional development on early release days throughout the year.

2017-18 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 4 staff in-service days and 31 minimum days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops, conferences, and/or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, school site staff training, and district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support. In addition, our District has launched two professional development cadres. One includes all TK, K, and 1st grade teachers and focuses on literacy. The second cadre is composed of teachers from 2nd grade through 8th grade and focuses on writing. Both cadres spent additional days training before the start of the school year, and continue to meet and participate in periodic professional development on early release days throughout the year.

2016-17 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 5 staff in-service days and 31 minimum days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops and or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support.

2015-16 Based on student performance data on CAASPP, CELDT, and current LCAP goals, 5 staff in-service days and 31 minimum days are scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops and or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, district curriculum support instructional coaches in technology, ELA, and math for classroom assistance and support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,189	\$49,378
Mid-Range Teacher Salary	\$61,447	\$77,190
Highest Teacher Salary	\$91,365	\$96,607
Average Principal Salary (ES)	\$106,830	\$122,074
Average Principal Salary (MS)	\$114,348	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$156,332	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,589	\$2,586	\$8,003	\$72,612
District	N/A	N/A	\$8,983	\$66,266
State	N/A	N/A	\$7,507	\$77,619

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.5	9.1
School Site/ State	6.4	-6.7

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.