



# Ione Olson Elementary School

261 Beach St. • Marina, CA 93933 • (831) 392-3590 • Grades K-5

Francisca Perez Malloway, Principal

fmalloway@mpusd.k12.ca.us

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **Monterey Peninsula Unified School District**

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
www.mpusd.net

#### **District Governing Board**

Ms. Alana Myles, President  
Mr. Tom Jennings, Clerk Vice  
President  
Mr. Tim Chaney  
Ms. Debra Gramespacher  
Dr. Jon Hill  
Dr. Bettye Lusk  
Ms. Wendy Root Askew

#### **District Administration**

Dr. PK Diffenbaugh  
**Superintendent**  
Cresta McIntosh  
**Associate Superintendent  
Educational Services**  
Beth Wodecki  
**Assistant Superintendent  
Secondary**  
Bijou S. Beltran  
**Assistant Superintendent Human  
Resources**  
Brett W. McFadden  
**Associate Superintendent Business  
Services**  
Ryan Altemeyer  
**Chief of Technology**  
Marci McFadden  
**Chief of Communication and  
Engagement**

### **School Description**

Welcome to Olson Elementary School. Olson Elementary School is an ethnically diverse transitional kindergarten through fifth grade school located just on the outskirts of the City of Marina. We are especially proud of the family feeling shared among students, staff, parents, and the community which is evidenced by the attendance at all events held at the school.

A wonderful, supportive community of families and staff work together to create an excellent learning environment for our students. We have proudly maintained and increased our strong academic programs. In the last three years we have adopted both Eureka Math and Benchmark Advanced curriculum. Olson School is a special place with diverse and motivated students, a dedicated staff, and involved parents and community—the recipe for success and excellence. We are proud of our accomplishments and look forward to further improvements.

Francisca Malloway  
Principal

## About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	68
Grade 2	66
Grade 3	55
Grade 4	62
Grade 5	63
<b>Total Enrollment</b>	<b>409</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	6.6
Filipino	6.6
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	2.9
White	18.3
Two or More Races	14.7
Socioeconomically Disadvantaged	63.8
English Learners	22.5
Students with Disabilities	11
Foster Youth	0

## 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			
Ione Olson Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	17	21	20
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	9	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	508
<b>Without Full Credential</b>	♦	♦	26
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ione Olson Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit [www.mpusd.net](http://www.mpusd.net) for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Minor items were noted such as water stains on ceiling tiles, dry rot on some doors, window frames, or eaves, some older and aging carpet posing a tripping hazard, curtains are torn, dirty vents, missing outlet covers
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Squirrels and gophers throughout playground
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	42	32	40	38	48	48
Math	25	27	27	27	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	66	62	93.9	37.1
Male	41	38	92.7	34.2
Female	25	24	96.0	41.7
Hispanic or Latino	34	32	94.1	31.3
White	13	12	92.3	58.3
Socioeconomically Disadvantaged	41	40	97.6	32.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	43	37	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22	16.9	42.4

\* 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.

**School Year 2016-17 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	183	179	97.81	31.84
Male	106	102	96.23	34.31
Female	77	77	100	28.57
Black or African American	--	--	--	--
Asian	13	13	100	46.15
Filipino	18	17	94.44	58.82
Hispanic or Latino	79	78	98.73	15.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100	50
Two or More Races	29	28	96.55	39.29
Socioeconomically Disadvantaged	120	116	96.67	24.14
English Learners	60	60	100	21.67
Students with Disabilities	17	16	94.12	0

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 2016-17 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	183	179	97.81	26.82
Male	106	102	96.23	31.37
Female	77	77	100	20.78
Black or African American	--	--	--	--
Asian	13	13	100	30.77
Filipino	18	17	94.44	47.06
Hispanic or Latino	79	78	98.73	11.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100	37.5
Two or More Races	29	28	96.55	42.86
Socioeconomically Disadvantaged	120	116	96.67	21.55
English Learners	60	60	100	11.67
Students with Disabilities	17	16	94.12	0

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

The Olson PTA (Parent Teacher Association) volunteers, community members, and staff have helped us to complete school wide projects and to beautify the school grounds. Resources from the PTA also provide classroom materials, special events, assemblies, and new supplementary curriculum materials. Volunteers work with students on academic development, accompany classes on field trips, and prepare materials from home. To volunteer in any classroom or to attend a field trip, parents and guardians are required to fill out a volunteer and liability release form.

The PTA can be reached at: ptaolson@gmail.com

The School Site Council, English Language Advisory Committee and District English Language Advisory Committee are also venues through which parents can assume leadership roles. Both groups make decisions and recommendations regarding the parent survey and school plan.

Parents honor the faculty with special staff recognition events throughout the year. A yearly Volunteer Tea is held to thank our many volunteers.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpusd.net](http://www.mpusd.net).

Highlight's of this school's plan are detailed below.

Your child's safety is a priority. Our staff monitors the school playground areas beginning 15 minutes before school opens and after school until the buses or parents have picked up all students. Our staff uses a district-adopted anti-bullying, anti-violence curriculum called "Second Step." This is a curriculum for transitional kindergarten through grade five. Olson School also offers a fee-based extended opportunity called After School Campus Academy before and after regular school instruction.

The safety plan, which is reviewed each year, calls for monthly evacuation drills, twice-yearly earthquake drills, and Shelter in Place. As part of Monterey Peninsula Unified School District, Olson staff and students are being trained to use the ALiCE (Alert, Lockdown, Inform, Counter, and Evacuate) training in the event of an active shooter on campus. We will continue the implementation and modification of a school wide Positive Behavior Intervention Support (PBIS) program, where the focus is on teaching behavior expectations and acknowledging students who make good choices. PBIS also supports students who need additional support for behavior.

An updated Safety Plan and Crisis Response Plan are reviewed by staff, the SSC and PTA each fall. The key elements include monthly emergency drills for earthquakes, intruders, and fire responses. Key personnel have designated roles to serve in the case of an emergency. A plan is in place for evacuation of the site, as well as the release of students. Our Safety plan also includes a plan for the effective use of the AED (Automated External Defibrillator) device, located in the front office.

Protocols are in place for students who require medication on campus and for those students who need medical action plans. Staff are trained yearly in the use of epi-pens.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	2.1	2.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	19	19	2	1	2	2	3	3			
1	22	22	21			1	3	3	2			
2	26	24	22				2	2	3			
3	26	24	27				3	3	2			
4	28	29	30				2	2	2			
5	23	23	22	1	1	1	3	1	2		1	
Other	5	5	7	1	1	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

Teachers participate in Professional Learning Communities (PLCs) to deepen their understanding of curriculum. Data analysis is used to determine effectiveness of teacher instruction. Olson has been focusing extensively on Eureka Math and Units of Study in English Language Arts, as well as supporting our population of English Learners.

Teachers have focused on Guided Reading, Rigorous Workstations and supports for English Learners as current professional development. Professional development also continues for academic discourse with language support.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

### DataQuest

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

### Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,096	\$108	\$4,988	\$73,536
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-46.3	12.0
Percent Difference: School Site/ State			-27.4	-1.3

\* Cells with ♦ do not require data.