

Thomas Olaeta Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Thomas Olaeta Elementary School
Street	2266 High Street
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6148
Principal	Brandi Bailey
E-mail Address	bbailey@aesd.edu
Web Site	http://to-atwater-ca.schoolloop.com/
CDS Code	24-65631-6025373

District Contact Information	
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
E-mail Address	sschiber@aesd.edu
Web Site	www.aesd.edu

School Description and Mission Statement (School Year 2017-18)

Thomas Olaeta School is dedicated to creating respectful and responsible citizens that can adapt to an ever changing world and society.

Thomas Olaeta School is located in the community of Atwater, California, which is within the agriculturally rich San Joaquin Valley of Central California. The Atwater Elementary School District includes Thomas Olaeta (T.O.) and 8 other schools, and at T.O., there are approximately 625 students in grades Transitional Kindergarten (TK) through six. Thomas Olaeta School was built in 1966 with a complete modernization in 2007. The staff consists of a Principal, 26 teachers, two Special Education teachers, 1 part-time bilingual instructional assistant, 5 TK/kindergarten instructional assistants, 3 part-time Special Education instructional assistants, 1 full-time Special Education instructional assistant, library technician, part-time health aide, part-time nurse, part-time Speech Pathologist, part-time psychologist, an office manager, office assistant, community outreach coordinator, and 8 part-time campus supervisors.

We are proud of our student population that is ethnically and culturally diverse. Seventy-one percent of our student population is Hispanic, 26% of our student population is white, 6% Asian, 2% African-American, 2% American Indian, and 1% of two or more races, not Hispanic. Seventy-two percent of students are socio-economically disadvantaged, 22% of our student population is learning English as a second language, and 7% of our students have disabilities.

Thomas Olaeta School has a proud tradition of excellence and achievement. In the spring of 2012, we received a Title I Academic Achievement Award from the California Department of Education for significantly increasing achievement for all students and for rising to the challenge of closing the achievement gap. To accomplish that goal, we have created targeted interventions to provide additional support in reading, math, and ELD. Most recently, we were recognized as a California Distinguished School in the Spring of 2014 by the California Department of Education.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	93
Grade 1	104
Grade 2	77
Grade 3	80
Grade 4	89
Grade 5	68
Grade 6	89
Total Enrollment	600

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	5.7
Filipino	0.2
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	0.3
White	25.8
Two or More Races	1.2
Socioeconomically Disadvantaged	71.5
English Learners	21.7
Students with Disabilities	7
Foster Youth	0.8

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23.5	24	24	214
Without Full Credential	0	0	2	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: November 2017

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill 2015	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our goal at Thomas Olaeta is to create and maintain a safe and clean environment for students to learn and succeed. Student safety in and outside of the classroom is very important, and we strive to create an environment parents feel welcomed and assured for their students' well being. Adequate buildings provide sufficient space to house services offered, and facilities are maintained by an excellent custodial staff. Thomas Olaeta is a large campus, and it has a crew that maintains a wide variety of flowers, bushes, shrubs, and trees that make the campus beautiful and welcoming.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/17/2017				
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			ROOM 21: GENERAL CLEANING REQUIRED. SIDING TRIM AND WINDOW CLIP TO BE COMPLETED VIA WO. ROOM 23: GENERAL CLEANING REQUIRED. EXCESS PAPER AND ORNAMENTS TO BE REMOVED. LEAKING FAUCET TO BE COMPLETED VIA WO.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/17/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	52	47	44	48	48	48
Mathematics (grades 3-8 and 11)	45	39	31	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	337	336	99.7	47.32
Male	174	173	99.43	43.93
Female	163	163	100	50.92
Black or African American	11	10	90.91	10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	19	19	100	73.68
Hispanic or Latino	219	219	100	42.01
White	78	78	100	58.97
Socioeconomically Disadvantaged	248	247	99.6	40.08
English Learners	122	122	100	45.9
Students with Disabilities	39	39	100	20.51

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	337	99.7	39.17
Male	174	173	99.43	39.88
Female	164	164	100	38.41
Black or African American	11	10	90.91	20
Asian	19	19	100	73.68
Hispanic or Latino	219	219	100	34.25
White	79	79	100	44.3
Socioeconomically Disadvantaged	249	248	99.6	32.66
English Learners	122	122	100	34.43
Students with Disabilities	39	39	100	15.38

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68	63	54	50	60	56

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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.2	23.5	30.9

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.

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)

Parent involvement is essential to the success of our students at Thomas Olaeta School. Our goal is for parents to provide support for their children to master Common Core State Standards as well as be informed, involved, and active participants in the decision making of the school. Parents are involved in School Site Council, English Language Advisory Committee, Parent Club, Back to School Night, Family Game Nights, Book Fairs, the Fall Festival, and Open House.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.69	1.03	2.84	4.32	4.16	5.35	3.79	3.65	3.65
Expulsions	0	0	0	0.13	0	0.07	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

A comprehensive School Safety Plan provides a framework for disaster response, emergency procedures, school discipline and safety.

The Safety Committee meets annually in the fall to review the Safety Plan. One of the suggestions of this committee was to practice all possible emergency situations in a week. During Safety Week, several safety and emergency drills take place that will help prepare the school for any and all types of situations that may arise. In addition, these drills are also done at various times during the year to ensure that everyone is aware of what to do during an emergency. The following is a list of drills that took place during Safety Week and throughout the school year.

1. Earthquake
2. Evacuation Drill
3. Fire Drill
4. Bus Evacuation Drill

Intruder drills, both off and on campus, are practiced periodically throughout the year.

In addition, the Safety Committee attends District Safety meetings throughout the school year.

Safety Plan was reviewed and approved on November 14, 2017.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	55.6

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		27		3		23	1	3	
1	26		3		26		3		26		4	
2	26		3		26		3		26		3	
3	27		2		22	1	3		26		3	
4	33			2	31		1	1	29		3	
5	28		3		33		1	1	33			2
6	27	1	3		30		2	1	29		3	
Other					6	1			4	2		

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,930.00	\$281.00	\$3,649.00	\$73,512.50
District	N/A	N/A	\$3,494.89	\$75,409
Percent Difference: School Site and District	N/A	N/A	4.22	6.5
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-22.2	9.2

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

Types of Services Funded (Fiscal Year 2016-17)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

- Title I, Part A
- Title III, LEP

State Programs:

- After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,212	\$47,034
Mid-Range Teacher Salary	\$72,302	\$73,126
Highest Teacher Salary	\$91,818	\$91,838
Average Principal Salary (Elementary)	\$106,645	\$116,119
Average Principal Salary (Middle)	\$107,835	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$175,546	\$178,388
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers participate in two grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year for academic conferencing. After school and summer optional trainings are also offered. During the last four school years, teachers have been provided on-going professional development in the areas of Strategic Schooling Strategies, Effective Instruction for English Learners, Technology, and Writing. New professional development sessions for teachers this year focused on additional training in the new ELA adoption, Depth of Knowledge and training regarding CAASPP scoring. The district has four instructional coaches to help all teachers in the following areas, ELA, ELD, Math and Assessments, and Technology. School sites participate in site specific professional development, based on their data, during weekly Professional Collaboration (PC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction based upon the data gathered. In total, each grade level has a minimum 2 full pull out days a year. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.