



Ione Olson Elementary School

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

Drew Coleman, Principal
dcoleman@mpusd.k12.ca.us
<https://olson.mpusd.net/>

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



Monterey Peninsula Unified School District

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

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School Description

Olson Elementary is a Transitional Kindergarten – 5th grade school that has approximately 360 students. Olson has one principal, one academic coach, and 18 certificated teachers. Olson Elementary School is an ethnically diverse school in the City of Marina. Of the 360 students at Olson, approximately 45% are Latino, 20% are white, with the remaining 35% of students comprised of students that are of African American, Filipino, Asian, and Pacific Islander decent. Approximately 25 students are enrolled in our LEAP program (Moderate/Severe K-5) which provides Language Enrichment, Academic Performance and social support for students with autism and/or communication disorders who are unable to access the general education curriculum at, near, or above grade level. In addition, Olson offers a Resource Specialist Program to serve the unique needs of all students.

The Olson Mission is that Olson students and staff are committed to learning with perseverance and purpose each day. We embrace all individuals and cultures because we know, we are better together. The Olson Vision is that All Olson students will become productive citizens who can think critically, collaborate effectively, communicate their thought processes, and use technology with competence.

Olson is an amazing community of families and staff working together to create an excellent learning experience for all students. Olson continues to maintain and improve strong academic programs in literacy and mathematics while providing students the necessary social, emotional, and technical skills to be successful in college and career. Olson School is a special place with diverse and motivated students, a dedicated staff, and involved parents and community all serving in the best interest of students.

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	70
Grade 1	63
Grade 2	60
Grade 3	60
Grade 4	57
Grade 5	50
Total Enrollment	360

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.6
Asian	6.7
Filipino	3.6
Hispanic or Latino	49.7
Native Hawaiian or Pacific Islander	1.7
White	19.2
Two or More Races	14.7
Socioeconomically Disadvantaged	63.3
English Learners	25
Students with Disabilities	11.9
Homeless	10.3

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 Ione Olson Elementary	17-18	18-19	19-20
With Full Credential	20	15	14
Without Full Credential	0	2	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	◆	◆	444
Without Full Credential	◆	◆	38
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Ione Olson 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	1	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)

Monterey Peninsula Unified School District held a public hearing on August 2019, 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 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Hands-on, project-based visual and performing arts, Band, Orchestra The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional 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 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	41	36	39	37	50	50
Math	30	30	27	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	17.8	33.3	13.3

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	153	151	98.69	35.76
Male	87	85	97.70	36.47
Female	66	66	100.00	34.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	10	83.33	40.00
Filipino	--	--	--	--
Hispanic or Latino	83	83	100.00	27.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	65.00
Two or More Races	22	22	100.00	31.82
Socioeconomically Disadvantaged	107	105	98.13	31.43
English Learners	51	49	96.08	28.57
Students with Disabilities	16	16	100.00	0.00
Homeless	17	15	88.24	11.76

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	153	153	100.00	30.00
Male	87	87	100.00	36.47
Female	66	66	100.00	21.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	60.00
Filipino	--	--	--	--
Hispanic or Latino	83	83	100.00	19.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	65.00
Two or More Races	22	22	100.00	22.73
Socioeconomically Disadvantaged	107	107	100.00	23.08
English Learners	51	51	100.00	22.92
Students with Disabilities	16	16	100.00	6.25
Homeless	17	17	100.00	0.00

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)

The Olson Parent Teacher Association (PTA) partners closely with Olson to support school initiatives to positively impact school culture and student achievement. Resources from the PTA also provide classroom materials, special events, and assemblies. PTA meetings are generally held the evening of the second Tuesday of each month in which everyone is welcome to attend. Meetings begin at 5:30 pm and are held in the Olson Professional Development Room #15.

The School Site Council (SSC) and English Language Advisory Committee (ELAC) are also accessible venues through which we encourage parents to serve at Olson. Both groups make decisions and recommendations regarding the School Plan for Student Achievement and English Language Development services. Meetings are held monthly within the PTA meetings in order provide access to as many stakeholders as possible. If interested in serving in either group, please contact Principal, Drew Coleman @ dcoleman@mpusd.k12.ca.us.

Olson encourages volunteers to serve students with academic development, accompany classes on field trips, and/or prepare materials from home. If interested in serving the Olson learning community please fill out a volunteer and liability release form available in the front office. Olson Elementary School places high value on partnering with our parent community as a critical component in providing a world class learning experience for all students.

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 is the highest priority for Olson. 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.

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

Student safety is a top priority at Olson. 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 social and emotional 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 and revised each year, calls for monthly evacuation drills, twice-yearly earthquake drills, and Shelter in Place and Lockdown drills. 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 strong choices. PBIS also supports students who need additional support for behavior.

An updated Safety Plan and Crisis Response Plan are reviewed and revised by staff and the Schoolsite Council 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.4	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
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)	2.0
Other	

* 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*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	19	2	3		21	3	1		18	2	2	
1	21	1	2		19	3			18	3		
2	22		3		24		2		27		2	
3	27		2		24		3		27		2	
4	30		2		24		2		29		2	
5	22	1	2		22	1	2		24		2	
Other**	7	1			9	2			10	2		

*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			

Every year Olson elementary analyzes multiple sources of data and reviews the latest research to determine the most important, influential, and impactful ways in which the school can grow professionally in order increase student achievement. Based on this analysis, Olson has established a systematic and responsive approach in offering a suite of professional development support that will target literacy, mathematics, and social/emotional needs of all faculty and students. School goals for the 2020-2021 school year include a focus on increasing overall reading & writing performance, emphasizing on mathematical concepts & procedures, and lowering chronic absenteeism & increasing Average Daily Attendance (ADA).

Olson believes in a collaborative and shared responsibility model of professional development. The Olson Instructional Leadership Team (ILT) has developed into a critical element in designing and delivering regular professional development to faculty. These adult learning experiences are focused on balanced literacy, social/emotional learning, and mathematics with intentional effort on modeling instructional best experiences. Students are released early every Wednesday to allow for Professional Learning Communities (PLC) to employ the Data Wise process in order to increase student achievement related to school goals outlined in the School Plan for Student Achievement. In addition, Olson partners with world class professional development organizations in order to provide job embedded year long teacher learning experiences that include up to 20 days of on site professional learning from the Public Education Business Coalition (PEBC) for Mathematics and the Teachers College Reading and Writing Project (TCRWP) for literacy.

Olson recognizes the year long demand and challenge of being a teacher. Thus, Olson strives to fully support teacher learning in professional development in many different ways. Some of these include:

1. Providing necessary instructional materials and resources to implement curriculum
2. Release time for data analysis and job embedded learning
3. Access to teacher driven 1:1 and small group instructional coaching employing a cognitive coaching model of support
4. Individualized learning pathways via a cutting edge evaluation system that offers a cyclical year long cycle of feedback

It is the intent of Olson to prioritize and establish a culture and system of ongoing professional learning aligned with district and site goals as one of the most influential ways in which to increase student achievement.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$49,084
Mid-Range Teacher Salary	\$65,733	\$76,091
Highest Teacher Salary	\$97,355	\$95,728
Average Principal Salary (ES)	\$100,517	\$118,990
Average Principal Salary (MS)	\$104,946	\$125,674
Average Principal Salary (HS)	\$114,217	\$137,589
Superintendent Salary	\$206,150	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
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	5,347	14	5,333	69,067
District	N/A	N/A	8,757	
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-48.6	3.9
School Site/ State	-31.5	-2.8

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.

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 <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.