

Thomas Olaeta Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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 This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Thomas Olaeta Elementary School
Street	2266 High Street
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6148
Principal	Steve Kuykendall
Email Address	skuykendall@aesd.edu
Website	https://www.thomasolaeta.school/
County-District-School (CDS) Code	24-65631-6025373

Entity	Contact Information
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
Email Address	sschiber@aesd.edu
Website	www.aesd.edu

School Description and Mission Statement (School Year 2019-20)

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. At T.O., there are approximately 590 students in grades Transitional Kindergarten (TK) through sixth. Thomas Olaeta School was built in 1966 with a complete modernization in 2007. The staff consists of a Principal, Learning Director, 22 teachers, two Special Education teachers, 1 part-time bilingual instructional assistant, 5 TK/kindergarten instructional assistants, 2 full-time Special Education instructional assistants, a library technician, a part-time health aide, a part-time nurse, a part-time Speech Pathologist, a part-time psychologist, an office manager, an office assistant, a community outreach coordinator, and 8 part-time campus supervisors.

We are proud of our student population that is ethnically and culturally diverse. 64% of our student population is Hispanic, 25% of our student population is white, 6% Asian, 2% African-American, 2% American Indian, and 1% of two or more races, not Hispanic. 73% of students are socio-economically disadvantaged, 23% of our student population is learning English as a second language, and 10% 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 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	86
Grade 2	71
Grade 3	99
Grade 4	75
Grade 5	81
Grade 6	87
Total Enrollment	601

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.5
Asian	5.3
Filipino	0.3
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.2
White	22.8
Two or More Races	1.8
Socioeconomically Disadvantaged	67.6
English Learners	16.8
Students with Disabilities	12.6
Foster Youth	2
Homeless	2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	24	25	207.95
Without Full Credential	2	2	.50	24.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Year and month of the most recent FIT report: 10/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Issues resolved. Work orders submitted for needed corrections in electrical cord usage.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom - Inspected, no issues observed.
Safety: Fire Safety, Hazardous Materials	Fair	Work orders submitted for needed corrections.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	55	47	48	50	50
Mathematics (grades 3-8 and 11)	43	40	35	35	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	336	336	100.00	0.00	55.36
Male	164	164	100.00	0.00	49.39
Female	172	172	100.00	0.00	61.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	58.82
Filipino	--	--	--	--	--
Hispanic or Latino	215	215	100.00	0.00	52.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	84	84	100.00	0.00	61.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	224	224	100.00	0.00	48.66
English Learners	118	118	100.00	0.00	44.92
Students with Disabilities	56	56	100.00	0.00	25.00
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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	337	100.00	0.00	40.18
Male	164	164	100.00	0.00	42.68
Female	173	173	100.00	0.00	37.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	216	216	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	84	84	100.00	0.00	44.58
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	225	225	100.00	0.00	33.04
English Learners	118	118	100.00	0.00	37.29
Students with Disabilities	56	56	100.00	0.00	28.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.3	39.5	18.5

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.

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)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.8	1.6	1.2	5.3	3.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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

The Safety Committee meets annually to review the Safety Plan. The following is a list of drills that take place 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 13, 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		23		5		25		4	
1	26		4		25		3		21	1	3	
2	26		3		26		4		23		3	
3	26		3		25		3		24		4	
4	29		3		29		3		31		2	
5	33			2	31		3		30		3	
6	29		3		31		2		29		3	
Other**	4	2			6	2			14	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,930.00	\$281.00	\$3,649.00	\$73,512.50
District	N/A	N/A	\$3,494.89	\$78,946.00
Percent Difference - School Site and District	N/A	N/A	4.22	6.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-22.2	9.2

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 (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,653	\$49,378
Mid-Range Teacher Salary	\$78,195	\$77,190
Highest Teacher Salary	\$98,975	\$96,607
Average Principal Salary (Elementary)	\$119,785	\$122,074
Average Principal Salary (Middle)	\$121,408	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$182,638	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) 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 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.