

Olivet Elementary School

School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Piner Olivet
Union School District



Marion Guillen
Superintendent

Sue Malin
Principal

Principal's Message

Olivet Elementary School is a grade K-6 school that prides itself in providing high quality, systematic instruction for all students. Teachers and parents are relentless in student mastery of State content standards. Teachers discuss and connect the standards to each area of instruction. Student learning is monitored by frequent assessments in reading, writing, mathematics and English Language Development (ELD). Results of these assessments, along with other State assessments, assist teachers in pinpointing student needs. Teachers begin with differentiating classroom instruction for all students. Layers of interventions are added to a student's instruction as soon as possible. Students receive support in their learning through one-on-one or small group instruction by the classroom teacher and instructional assistant, parent volunteers, peer and cross age tutors during and after school, extended day classes, a schoolwide reading program, an after-school library program, and kindergarten focus groups.

Students and teachers are encouraged to reach their highest potential and to be life-long learners. Teachers and staff at Olivet School are constantly seeking new and better ways to reach their students and to empower them as learners. They willingly participate in innovative instructional trainings that improve their teaching and utmost student learning. Implementation of the Thinking Maps program at every grade level has given all students and staff members a common language for communicating ideas and synthesizing knowledge. With these maps, students at the beginning of kindergarten continuing through sixth grade are taught how to organize their thinking about a given topic and to explore areas such as categorization, similarities and differences, sequencing, and comparing and contrasting.

Not satisfied with this alone, staff members have also been trained in *Write...From the Beginning*, which has allowed them to deliver a much-needed writing and vocabulary component to ELD/ELA student instruction. Teachers meet at least monthly to share ideas with one another, engage in problem solving practices, address instructional practices and curriculum usage, and develop appropriate interventions for all students. Thinking Maps and *Write...From the Beginning* writing programs enhance the District curriculum and support the increasing population of second language learners.

Teachers and staff also offer a calm, united, discipline program that ensures a clear, safe, and fair application of our school rules and norms. Taking this plan a step further, all student are constantly reminded of the importance of our general school rules: be respectful, be responsible, be safe, and the inner-focus of control that they themselves have with respect to behavior and ultimate outcomes.

Olivet parents are very active in student learning. They give generously of their time and resources. Parents volunteer in classrooms for both instructional and enrichment opportunities. They travel with classes on field trips to Lawrence Hall of Science, the theater, Angel Island, Petaluma Adobe, Bouverie, and/or art galleries. They assist teachers with campus project based learning days: Gold Rush Days, Colonial Days, Babble Day, and paleotechnic day. With this support from parents, Olivet School has much-needed and much-appreciated community support.

In addition to the opportunities for academic growth, here at Olivet we also offer our children opportunities for personal growth in many areas. Students are encouraged to participate in the life of the school through Student Council, School Safety Patrol, and the Library Media Club. Each of these venues offers children a safe place to give back to their school community.

With a staff that works to know every child by name and keeps a firm focus on the best teaching for all students, a community of families that works to support their children in areas both academic and social, and involved students who work hard to achieve their best as learners and leaders, it is no wonder that, in the words of the school motto: Olivet Ospreys Soar!



Olivet Elementary School

Grades K-6

1825 Willowside Rd.
Santa Rosa, CA 95401-3923
Phone: (707) 522-3045
Website: www.pousd.org

District Governing Board Members

Mardi Hinton,
President

Lisa Anderson,
Vice President

William Campbell,
Clerk

Melinda Ryan

Tricia Woods





Parental Involvement

There are many ways that Olivet Elementary encourages and provides opportunities for parent involvement. There is an active Olivet Families group, which meets monthly—the purpose of which is to promote and enrich the welfare and educational experiences of the children at Olivet Elementary School, and to reinforce the home and school connection. The Olivet Families group has also been instrumental in raising funds for picnic tables, a stage, and a sound system.

Parents are encouraged to run for election to the School Site Council (SSC), which meets monthly. Parents on the SSC become informed, share information, discuss needs and success, and plan school program improvements. The SSC develops a comprehensive plan designed to improve the effectiveness of the school, and assists in making budgetary decision of funds, within its purview, that reflect changing needs and priorities of the school. All parents are invited to attend the monthly meetings.

Teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist in the library, chaperoning on field trips, helping with sports events, and participating in all of our school and Olivet Families-sponsored events. Parent volunteers are an integral part of the school community. The school honors all volunteers at a Volunteer Tea in the spring.

The District has several opportunities that encourage and include parent participation. Adult education classes, held at Schaefer Elementary, are offered throughout the year to our District parents, providing them the opportunity to learn and improve their English skills.

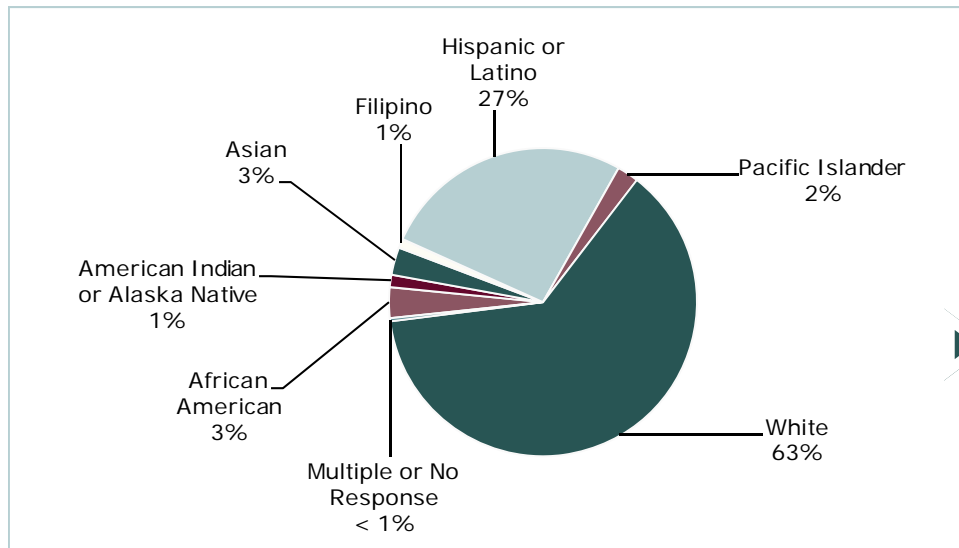
The Piner-Olivet Education Foundation (POEF) is a districtwide fundraising group that provides funding for technology, motor skills program, and our school library.

All parents are invited to participate in Back to School Night and twice-yearly Parent Conference. In addition, we hold yearly celebrations for the school community including Welcome Back BBQ, Harvest Faire, Gala and Silent Auction, Talent Show, End-of-the-Year Party and Open House. The District music program provides Choral and Instrumental Concerts several times throughout the year. Additional activities include Movie Night, Star Gazing Night, Bingo Night, Fall and Spring Beautification, Pizza Night, Ice Skating Night, Book Swap, Girls Night Out, Father and Son Outdoors, Family Science Night. These activities build school spirit and bring parents, staff, and students together.

Parents receive information periodically about their child's school performance. Report cards are distributed three times a year and fall conferences provide a venue for formal conversations between teachers and parents. These conversations continue informally throughout the year, as needed. Multiple measure results are reported to parents twice a year. Intermediate students use agendas to facilitate communication between home and school about academic work. Additionally, at-risk students are provided intervention support through the Student Study Team (SST) meeting and the retention process.

Please contact the school principal, Sue Malin, at (707) 522-3045 for more information on ways to volunteer at school.

“Olivet parents are very active in student learning. They give generously of their time and resources.”

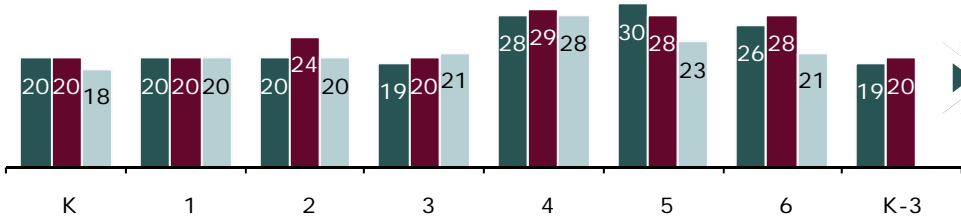


Enrollment and Demographics

The total enrollment was 310 students for the 2006-07 school year.



Piner-Olivet Union School District



Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 □ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2			3		
1	3			2			2		
2	2				2		2		
3	3			2	1		2		
4		2			2			2	
5		3			1			2	
6		2			3			1	
K-3	1			1					



Textbooks and Instructional Materials

Quality and Availability of Textbooks		
Subject	Textbook	Adopted
Reading/Language Arts	Houghton-Mifflin	2002
Mathematics	Saxon	2001
Science	Houghton-Mifflin Discovery Works	2001
History-Social Science	Houghton-Mifflin	2002
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials	
English-Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	

Textbooks and Instructional Materials

The Piner-Olivet Union School District adopts from the most recent State-approved textbook list. All materials align with the content standards and cycles of the curriculum frameworks, adopted by the State Board of Education. Every student in the District has access to his or her own textbooks and instructional materials.

The Governing Board recognizes that student learning is enhanced when students have access to high-quality textbooks, equipment, and other instructional materials. To assure access, the District follows a selection process that includes a thorough review of approved materials, committee recommendation, public display, and Governing Board approval for all textbooks and instructional materials. We are currently in the process of securing standards-based instructional materials for Visual & Performing Arts classes.

Note: This data was most recently collected and verified in August, 2007.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			All corrections have been made from fire inspection, November 2007.
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site facilities inspection and completion date of the inspection form occurred in June, 2007.

School Facilities

Olivet Elementary School is one of four K-6 elementary schools in the Piner-Olivet Union School District, located in Santa Rosa, California. It first opened its doors at the Willowside Road location in the fall of 1969, and this year it serves approximately 325 students in the general education program. A five-classroom pod was renovated and re-modeled as a result of a fire in July 1999. The campus has 24 classrooms (two unused this year), three Sonoma County Office of Education Special Education classrooms, a library, a computer lab, a nurse's room, three small rooms for District special education support, a multipurpose room (MPR), an athletic field, and the school office.

Continued on page 5

Professional Development

The district provides training based on identified goals for district staff which include:

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- A group of teachers is participating in Thinking Maps training
- Teachers participate in regular district and grade level meetings
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Other professional development opportunities are considered on an individual basis or related to school /district priorities and goals. For the previous three school years, we had more than three days each year dedicated to staff and professional development.





School Facilities

Continued from page 4

Two full-time custodians serve the school from early morning until evening. The custodians keep the buildings and grounds clean and free of litter and graffiti. The day custodian is available throughout the school day to attend to emergency cleaning or repair issues, cleaning of classrooms, and more. The afternoon/evening custodian also cleans rooms and assists with night security. The custodians clean classrooms daily and/or every other day. Rooms are vacuumed and mopped several times weekly. The MPR is cleaned every week. Picnic tables where students eat snack and lunch are cleaned at least three times per week. Heavy traffic areas and classrooms receive additional cleaning during school breaks. Student restrooms are cleaned daily and monitored frequently to ensure they are well stocked and clean throughout the day. Common areas, such as the sidewalks, are maintained regularly. Play areas are swept weekly and the bark in the play structures are raked weekly.

Additionally, a District maintenance worker and gardener ensure that the school facilities are in good repair and are safe for students and staff. The maintenance of the school facility is under the jurisdiction of a business manager and site administrator. There are no gas leaks, all heating and air conditioning systems, as well as fire sprinklers, are functioning at present. Ventilation is available in classrooms by opening windows or using the heating/air conditioning system and fan. In the event of a power failure, the custodian and principal are trained on starting the well generators to ensure the water supply is maintained during power outages. Periodic drills maintain these skills.

Outside pest control companies are contracted when a problem exists with ants, mice, and rats. This year they have been contacted for ants and mice. Any and all actions taken by an outside company comply with all school safety requirements.

The annual fire inspection was conducted in November 2007. All items of concern have been repaired and reported back to the inspector.

A Food Facility Inspection report conducted in spring 2007 found no health code violations or directives.

The District participates in the State's deferred maintenance program, which provides State-matching funds, to assist school districts with expenditures for major repair or replacement of existing school building components.

Student supervision begins 30 minutes before the start of school. Students arrive either by car or by bus. Students arriving by car are personally escorted to the sidewalk and then to the designated waiting area. Students taking the bus also gather at the supervised waiting area. Fifteen minutes before the start of school, teachers arrive to escort the students to the playground. A minimum of two teachers is on duty during this time. Three instructional assistants staff the morning and lunch recesses. At the end of the day, all students are accompanied by their teachers to the buses or for parent pick up. Students are escorted to cars and put into cars.

Several facility improvements have been completed or are in process at Olivet.

- Summer 2007—the Olivet kitchen, staff room, and office were renovated/remodeled.
- Summer 2007—the Olivet athletic field was been re-seeded, and a walking path was added. In partnership with a community baseball and soccer league, soil was added to the baseball diamond; stripping for both the baseball and the soccer field will occur in spring 2008.
- Summer 2006—the playground was redesigned, an additional basketball hoop was added, tetherball poles were relocated, the asphalt was repainted and re-stripped, and rotted wooden wall ball walls were removed to be replaced in summer 2008.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

• Library Media Teacher (Librarian)	0.0
• Library Media Services Staff (paraprofessional)	0.0
• Psychologist	1.0*
• Social Worker	0.0
• Nurse	1.0*
• Speech/Language/Hearing Specialist	1.0*
• Resource Specialist (non-teaching)	1.0*
• Other	0.0

* District support staff



Public Internet Access

Computers with Internet access are available for student use at each school library; for information on usage of the school library, please contact the school. For information on usage of Sonoma County public libraries, including public use of computers with Internet access, please call (707) 545-0831 or visit <http://www.sonoma.lib.ca.us/>.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Olivet ES			POUSD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	51%	53%	50%	50%	52%	51%	40%	42%	43%
Mathematics	58%	64%	63%	55%	58%	55%	38%	40%	40%
Science	30%	40%	47%	30%	40%	37%	27%	35%	38%



California Standards Tests

For the 2007 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 who completed a Standards-based science course and/or history-social science course were given additional exams.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Subgroup	Spring 2007 Results		
	English-Language Arts	Mathematics	Science
Male	48%	64%	59%
Female	52%	63%	37%
Economically Disadvantaged	25%	38%	31%
English Learners	3%	19%	❖
Students with Disabilities	41%	35%	❖
Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	24%	42%	❖
Pacific Islander	❖	❖	❖
White	61%	72%	58%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Olivet ES	64%	50%	52%	71%	66%	79%
POUSD	53%	51%	51%	62%	63%	64%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	50%	65%
Female	55%	91%
Economically Disadvantaged	❖	❖
English Learners	❖	❖
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	❖	❖
Pacific Islander	❖	❖
White	54%	82%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 33.29% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Olivet ES		POUSD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	8	7	7
Similar Schools API Rank	9	7	6

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	-4	12	-10	794
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	14	40	-31	693
Pacific Islander	■	■	■	■
White	2	13	-11	837
Socioeconomically Disadvantaged	-3	15	-31	681
English Learners	✧	■	■	■
Students with Disabilities	✧	■	■	■

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.

■ Data are reported only for numerically significant subgroups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	POUSD		Olivet ES	
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	94	20	17	16
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions— teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Olivet ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions for the most recent three-year period.

Suspension and Expulsion Rates						
	Olivet ES			POUSD		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspension Rate	0.0%	3.2%	3.2%	0.0%	3.1%	5.4%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Safety

Olivet Elementary maintains a comprehensive school safety plan that is updated annually. The Safety Plan was last updated, discussed with staff and approved by the Governing Board in April 2007. The Plan includes disaster preparedness, emergency protocols, and a host of policies and procedure designed to keep our school, students, and staff safe. Our school safety plan is designed to assure student safety during man-made and natural emergencies. Frequent drills (emergency phone tree, fire, and earthquake drills) keep students’ and staff skills sharp. It includes the ability to communicate with District office and outside agencies for ongoing support services through strong network of city, county, State and federal communication services.

Currently, Olivet is developing a school Emergency Operations Plan (EOP) designed specifically to help our school efficiently and effectively develop our own Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) compliant plan. Olivet teachers have been introduced to SEMS and NIMS and will continue training as the plan is completed. An organization chart is in place and teachers have studied their roles and responsibilities. During the spring of 2008, the school plans to implement an organized disaster drill.

All employees attend annual mandatory training on a variety of first aid and safety topics including: blood borne pathogens, anaphylactic shock, hazardous materials, safety in the workplace, and disaster preparedness.

All staff members are required to maintain current certification in first aid and CPR. The District has trained staff that provides these courses for all certificated and classified personnel.



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Olivet ES	POUSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		
		0
Percent of Schools Identified for Program Improvement		
		0.0%

✧ Not applicable.

Financial Information

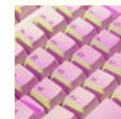
The data displayed is from the 2005-06 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	POUSD	Similar Sized District
Beginning Teacher Salary	\$38,794	\$38,159
Mid-Range Teacher Salary	\$54,130	\$59,148
Highest Teacher Salary	\$78,143	\$73,514
Average Principal Salary	\$81,231	\$91,903
Superintendent Salary	\$135,192	\$132,994
% of Budget for Teacher Salaries	43%	42%
% of Budget for Administrative Salaries	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Olivet ES	\$4,030	\$246	\$3,784	\$63,847
POUSD			\$3,951	\$60,199
California			\$4,943	\$58,519
% Difference Between School and District			-4%	6%
% Difference Between School and State			-31%	8%

Types of Services Funded

The District provides programs and supplemental services that support and assist students including Title I, Title II, Title III, Title IV, Peer Assistance & Review, Gifted & Talented Program, Class Size Reduction, and English Language Acquisition Program.



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.

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