



# Oliveland Elementary School

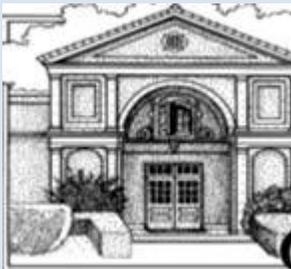
12465 Foothill Road • Santa Paula, CA 93060 • (805) 933-2254 • Grades TK-4

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<http://www.briggsesd.org/oliveland>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Briggs Elementary School District**

12465 Foothill Road  
Santa Paula, CA 93060  
(805) 525-7540  
[www.briggsesd.org](http://www.briggsesd.org)

#### District Governing Board

Mindee Stekkinger  
Victoria Jump  
Karen Schilbrack  
Charles Alvarez  
Colleen Garmon-Smith

#### District Administration

Deborah E. Cuevas  
**Superintendent**  
Lindsay Winegar  
**Principal**

### **School Description**

The SARC Report is intended to give the school community information about how Oliveland Elementary School is managed, how resources are utilized, and how our students are progressing on annual assessments. Oliveland Elementary and the District are proud of their many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you find the information useful as all of us continue to enhance the curriculum program for all students.

Oliveland Elementary School is truly an extraordinary place of learning. Our talented staff provides each student with a quality education aligned to rigorous Common Core State Standards, high academic and behavioral expectations, equity and a solid foundation and preparation to become successful college and career ready citizens. Oliveland Elementary has adopted the school motto, READ. LEAD. SUCCEED. Our staff is dedicated to improving the reading level of all students so that they can succeed in all academic areas. Data is monitored monthly and intervention given to individual students as needed.

Our academic goal is to guide our students into becoming critical thinkers and problem solvers in a technological advanced society. Oliveland Elementary School offers ten laptops in each classroom kindergarten through 1st grade equipped with current operating software. Each classroom second through fourth grade is 1 to 1, meaning each student has their own laptop. On these laptops, students in kindergarten through fourth grade are practicing their foundational reading skills through the program Lexia Core 5 and practicing mathematical skills through the Mathseeds program. Students in first through fourth grade are achieving math fact fluency through the program Reflex Math and students in third through fourth grade are practicing their nonfiction reading and writing skills through the program Achieve 3000. In addition, independent reading is encouraged through use of the online Accelerated Reader program. School-wide incentive programs are available in both reading and math to encourage growth and progress towards these foundational skills.

Positive behavior is expected and outlined by using CHAMPs school wide. Positive character traits such as responsibility, standing up to bullying and having good manners are modeled and encouraged. A different character trait is focused upon each month and Project Wisdom quotes are announced school wide to promote positive behavior and choices throughout the week.

We believe that an effective school is one in which teachers, students and parents work together as a community of learners. The dynamic partnership of home and school provides the best opportunity for each of our students to reach his or her potential. There are many opportunities for parents to volunteer in the classrooms and become involved in numerous school wide activities such as Principal's Picnic, Field Day, fundraisers, Jog-a-thon, and Book Fair. Parents are also encouraged to serve on committees such as School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Faculty Organization (PFO).

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	62
Grade 1	40
Grade 2	50
Grade 3	49
Grade 4	56
<b>Total Enrollment</b>	<b>257</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.0
White	1.6
Socioeconomically Disadvantaged	79.0
English Learners	62.3
Students with Disabilities	7.8
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Olivelands Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	13	13	13
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Briggs Elementary School District	16-17	17-18	18-19
<b>With Full Credential</b>	◆	◆	29
<b>Without Full Credential</b>	◆	◆	1
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olivelands Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* 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 2018-19)**

Olivelands School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school’s instructional programs. Oliveland follows the State Instructional Materials Adoption Cycle, which reviews and adopts instructional materials on a seven-year cycle that coincides with the State curriculum adoption cycle. Teachers, administrators, and parents review proposed texts and materials, and then make their recommendations to the School Board for official adoption. The Houghton Mifflin/Harcourt English Language Arts/English Language Development curriculum was adopted in 2017. The Pearson enVision mathematics curriculum was adopted in 2016. The state of California is still reviewing Science and History/Social Science instructional materials that will be recommended for adoption. Oliveland will be looking to pilot Science and History/Social Science curriculums once available. Oliveland added STEMscopes as a supplemental science curriculum in the meantime.

There is an adequate supply of textbooks and other instructional materials required to support the school’s instructional program. Currently, students have their own set of textbooks. An extensive variety of frequently updated reference and special interest materials, such as subscription to Scholastic News for each classroom are available. The district has affirmed that each student has their own textbook to use in class and to take home.

Every classroom is equipped with at least ten laptops, a printer, a TV, a DVD player, document cameras and LCD projectors. Oliveland Elementary has ensured the laptops provided in each classroom are equipped with current operating software to meet the needs of the new testing requirements using the Smarter Balanced Assessments.

<b>Textbooks and Instructional Materials</b> <b>Year and month in which data were collected: August 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Houghton Mifflin Reading Adopted 2003  Step Up to Writing Adopted 2009  Houghton Mifflin/Harcourt Journeys and Collections Adopted 2017
<b>Mathematics</b>	Pearson enVision Adopted 2016  Harcourt Adopted 2009
<b>Science</b>	Houghton Mifflin Adopted 2006
<b>History-Social Science</b>	Pearson Scott Foreman Adopted 2006
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

Oliveland School was originally built in 1914 by the Limoneira Company. The School was rebuilt in 2003 with community bond money and now has 16 regular classrooms, a multipurpose room, a resource room, and an athletic soccer field.

Our school garden is housed on a portion of our old Oliveland School site. Within the school environment, our garden offers an unparalleled platform to help kids achieve learning goals in ways that are recommended by the California Science Content Standards.

We strive to maintain a safe, clean, and orderly campus that is conducive to learning. The combined efforts of students and staff help keep the school clean and litter-free. Our custodians take pride in maintaining organized, clean, and safe facilities. Rooms are cleaned daily.

Sun shade protection was installed in the kindergarten playground in 2018. Three replacement shades will be installed over the lunch tables in 2019.

Fire pump was replaced with a new pump and all inspections have cleared.

HVAC replacements in 6 classrooms in 2018.

New energy efficient lighting and thermostats replacement for all classrooms and multi-use buildings 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof was replaced in rooms 10-13 and roof was repaired in rooms 1-9.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	42.0	42.0	42.0	45.0	48.0	50.0
Math	41.0	38.0	27.0	30.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

**School Year 2017-18 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	105	102	97.14	42.16
Male	52	50	96.15	36.00
Female	53	52	98.11	48.08
Hispanic or Latino	103	101	98.06	41.58
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	88	97.78	42.05
English Learners	88	85	96.59	37.65
Students with Disabilities	11	11	100.00	18.18
Students Receiving Migrant Education Services	--	--	--	--

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 2017-18 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	105	104	99.05	37.5
Male	52	52	100	38.46
Female	53	52	98.11	36.54
Hispanic or Latino	103	102	99.03	37.25
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	35.96
English Learners	88	87	98.86	33.33
Students with Disabilities	11	11	100	18.18
Students Receiving Migrant Education Services	--	--	--	--

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 2018-19)

The following are some examples in which parent volunteers are actively involved:

- Classrooms
- School Activities
- Parent Education Workshops
- Bi-monthly newsletter contributions and organization
- PFO Board and Committees
- Latino Family Literacy
- School Site Council
- A variety of School and District Committees such as:

Strategic Planning

Facilities Master Plan

Inclusion

Safety

LCAP

DELAC

### 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 Goal of Olivelihoods School is to create an environment conducive to learning. Safety is central to this goal. The School Safety Plan was last reviewed, updated, and approved by the Board of Trustees on April 14, 2018. Recent safety updates included improving the lockdown procedures at Olivelihoods School. It has been stated that school climate is the single most important component of a safe school. Olivelihoods demonstrates the characteristics of a school that seeks to create a positive, caring school climate. It begins with Guidelines for Success.

Olivelihoods: "I will respect myself and others. I will be responsible for my choices and actions. I will come to school prepared to learn. I will always do my personal best."

Strategies, programs, and procedures outlined in the student handbook and elsewhere provide school safety and address the manner in which the school complies with existing laws related to school safety. These comprehensive plans address student discipline, dress code, safe routes to school, safe and drug-free environment, non-discrimination and harassment, child abuse reporting, environmental safety and disaster preparedness.

Olivelihoods School uses CHAMPS, a proactive, schoolwide management approach that helps provide structures for positive student outcomes in school settings. CHAMPS allows teachers to positively reinforce, thus creating an established rapport with their students. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. In addition, Olivelihoods School highlights a character trait every month such as responsibility, respect and trustworthiness. Olivelihoods School has adopted the motto Read.Lead.Succeed.

The district superintendent in conjunction with the school site council and site principal update the School Safety Plan annually. All staff members are provided with regular in-service training regarding the plan and methods to provide a safe learning environment. Courses of action have been prepared for instance of fire, earthquake, intruder, and disaster. School uniforms are required and a no-tolerance policy for weapons, drugs and violence has been adopted. The staff annually receives first aid and CPR training as part of the safety program.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	0.4	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	3.2	1.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

**Academic Counselors and Other Support Staff at this School**

**Number of Full-Time Equivalent (FTE)**

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	15	19	16	6	2	4		2	2			
1	21	18	21	1	2	2	3	2	1			
2	22	22	19	2	2	2	2	2	2			
3	24	23	21			2	5	4	2			
4	20	23	27	2	1		3	3	3			
Other			5			2						

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

**Professional Development provided for Teachers**

The District devotes three days during the school year to teachers' professional development through out the year. Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices.

The District is part of a consortium of small school districts that pool their resources to provide on-going professional development training and best practices in encouraging continual growth in the area of Common Core using the expertise of the Ventura County Office of Education personnel.

The Professional Development Program is guided by the annual improvement goals developed by the LCAP team.

The primary focus of the Professional Development Program has been to improve the academic success and social-emotional needs of all learners. Teachers have been trained in research-based instructional strategies that develop student understanding; in specific subject matter areas such as mathematics, language arts, science, technology, and social studies; in Common Core Standards-based planning, instruction, and assessment; in effective classroom management, and how to ensure all teachers are accessing all learners. In addition, teachers are trained in making data-driven instructional decisions. All staff members are trained in disaster preparedness, school safety, CPR, and epinephrine pen training.

In School Year 2012-13, Briggs School District joined with four other small districts to provide targeted professional development when dates align. This continued collaboration with "grade-alike" teachers from other districts has allowed our teachers to create and share Common Core lessons and strategies that are being implemented in the classroom. These professional learning communities, along with several technology workshops, have aided Briggs School District in being prepared for the transition to Common Core.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,508	\$44,375
Mid-Range Teacher Salary	\$69,868	\$65,926
Highest Teacher Salary	\$92,015	\$82,489
Average Principal Salary (ES)	\$113,519	\$106,997
Average Principal Salary (MS)	\$120,434	\$109,478
Average Principal Salary (HS)	\$0	
Superintendent Salary	\$159,363	\$121,894
Percent of District Budget		
Teacher Salaries	32.0	32.0
Administrative Salaries	6.0	7.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,889	\$1,474	\$8,415	\$74,583
District	◆	◆	\$16,630	\$69,673
State	◆	◆	\$7,125	\$63,218
Percent Difference: School Site/District			-65.6	6.8
Percent Difference: School Site/ State			16.6	16.5

\* Cells with ◆ 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

- Title I, Part A - Educating Disadvantaged Students
- Title II, Part A - Teacher Quality
- Tobacco Prevention Education
- TUPE
- Gifted and Talented Education (GATE)
- Peer Assistance & Review
- Special Education
- LCFF
- Speech and Language
- Occupational Therapy
- Technology
- Library
- Transportation for all students who live in the district
- Breakfast and Hot Lunch Program
- After School Program
- Student Study Team
- Student Council
- Parent Faculty Organization
- Spelling Bee
- Student of the Month
- Eighth Grade Promotion
- Science Fair/Book Fair

**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.