



Olivelihoods Elementary School

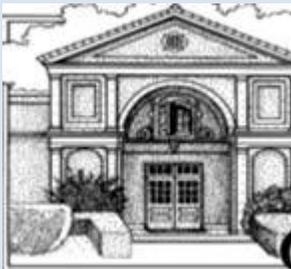
12465 Foothill Road • Santa Paula, CA 93060 • (805) 933-2254 • Grades K-4

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



Briggs Elementary School District

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District Governing Board

Victoria Jump

Charles Alvarez

Mindee Stekkinger

Colleen Garmon-Smith

Karen Schilbrack

District Administration

Deborah E. Cuevas
Superintendent

Lindsay Winegar
Principal

School Description

The SARC Report is intended to give the school community information about how Olivelihoods Elementary School is managed, how resources are utilized, and how our students are progressing on annual assessments. Olivelihoods 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.

Olivelihoods 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. Olivelihoods 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. Olivelihoods 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	54
Grade 2	41
Grade 3	49
Grade 4	50
Total Enrollment	249

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Filipino	0.4
Hispanic or Latino	97.2
White	1.6
Two or More Races	0.8
Socioeconomically Disadvantaged	77.5
English Learners	55.4
Students with Disabilities	6.8
Homeless	6

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 Olivelihoods Elementary	17-18	18-19	19-20
With Full Credential	13	13	
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Briggs Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Olivelihoods Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2003 Step Up to Writing Adopted 2009 Houghton Mifflin/Harcourt Journeys and Collections Adopted 2017
Mathematics	Pearson enVision Adopted 2016 Harcourt Adopted 2009
Science	Houghton Mifflin Adopted 2006
History-Social Science	Pearson Scott Foreman Adopted 2006

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 were 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 in 2018.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 2019

System Inspected	Repair Status	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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof was replaced in rooms 10-13 and roof was repaired in rooms 1-9.
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	42	43	45	48	50	50
Math	38	36	30	31	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			

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	98	98	100.00	42.86
Male	43	43	100.00	32.56
Female	55	55	100.00	50.91
Hispanic or Latino	95	95	100.00	42.11
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	81	100.00	37.04
English Learners	72	72	100.00	37.50
Students with Disabilities	--	--	--	--
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.

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	98	98	100.00	35.71
Male	43	43	100.00	30.23
Female	55	55	100.00	40.00
Hispanic or Latino	95	95	100.00	33.68
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	81	100.00	33.33
English Learners	72	72	100.00	31.94
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
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.

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

- Classrooms
- School Activities
- Parent Education Workshops
- Field trips
- Parent Nights
- A variety of School and District Committees such as:

School Site Council

LCAP

DELAC

PFO

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 School Safety Plan was last reviewed, updated, and approved by the Board of Trustees on March 13, 2019. 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. The goal of Oliveland School is to create this environment as outlined through the School Safety Plan and by addressing the two components of school climate and physical environment of the school.

In regards to school climate, Oliveland School has four Guidelines for Success. They are: "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." Oliveland School also uses CHAMPS, a proactive, school-wide 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, Oliveland School highlights a character trait every month such as responsibility, respect and trustworthiness and has adopted the motto Read. Lead. Succeed. Oliveland School is dedicated to fostering student success in reading and monitors their progress closely.

In regards to addressing the physical environment and safety of the school, 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.

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Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.2	1.4	2.4
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)	
Other	1.0

* 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.

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	19	2	2		16	4	2		14	6		
1	18	2	2		21	2	1		18	2	2	
2	22	2	2		19	2	2		20	2	2	
3	23		4		21	2	2		22		3	
4	23	1	3		27		3		20	1	3	
Other**					5	2			5	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.

Professional Development provided for Teachers

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

The Professional Development Program is guided by the annual improvement goals developed by the LCAP team. The primary focus for staff development has been safety, school climate and Common Core Standards-based curriculum adoption and planning.

The district devotes three days during the school year for district staff development. However, throughout 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.

Teachers and classified employees have been trained in First Aid which includes procedures when dealing with bloodborne pathogens, head lice, accident reports, CPR, emergency preparedness and epinephrine pen training.

Mandatory training in Sexual Harassment and Child Abuse Reporting were also part of the professional development series.

Curriculum Planning and Adoption focus was on History-Social Science and teachers were presented with options for piloting.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,671	\$45,252
Mid-Range Teacher Salary	\$71,615	\$65,210
Highest Teacher Salary	\$94,315	\$84,472
Average Principal Salary (ES)	\$119,862	\$107,614
Average Principal Salary (MS)	\$123,445	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$163,347	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	31%
Administrative Salaries	6%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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
- LCFE
- 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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,714	\$1,974	\$8,740	\$73,057
District	N/A	N/A	\$17,504	\$70,760.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-66.8	3.2
School Site/ State	15.2	11.8

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.