

# Olivelands Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Olivelands Elementary School
<b>Street</b>	12465 Foothill Road
<b>City, State, Zip</b>	Santa Paula, CA 93060
<b>Phone Number</b>	(805) 933-2254
<b>Principal</b>	Lindsay Winegar
<b>Email Address</b>	lwinegar@briggsesd.org
<b>School Website</b>	<a href="https://olivelandseagles.org/">https://olivelandseagles.org/</a>
<b>County-District-School (CDS) Code</b>	56724470000000

## 2021-22 District Contact Information

<b>District Name</b>	Briggs Elementary School District
<b>Phone Number</b>	(805) 525-7540
<b>Superintendent</b>	Deborah E. Cuevas
<b>Email Address</b>	dcuevas@briggsesd.org
<b>District Website Address</b>	www.briggsesd.org

## 2021-22 School Overview

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 Briggs Elementary School 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 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 regularly 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.

The 2020-2021 school year began in a 100 % distance-learning environment due to the COVID-19 pandemic and Oliveland Elementary School was prepared to support our students. Prior to the school year beginning, each student received a Chromebook, charger, carrying case and all school supplies to support learning at home. Families needing internet assistance were able to request a Wi-Fi hotspot. Teachers trained in Zoom to deliver synchronous instruction and Google Classroom to support asynchronous instruction. Asynchronous instruction also included academic support in a variety of online programs listed below which students had access to on their Chromebooks. Oliveland began a phased return to in-person instruction in March of 2021 starting with Transitional Kindergarten and Kindergarten. There were two cohort groups; one attended Mondays and Tuesdays and the other attended Thursdays and Fridays. The school day was a minimum day from 8:00 – 11:00 and students took home a “Grab and Go” lunch. Families not wanting their children to return to campus had the option to stay 100% distance learning. Wednesdays remained distance learning for all students while the school was deep cleaned between the two cohorts. All grade levels were back on campus by mid-April 2021 and by the first week of May 2021, in-person instruction for those families opting to return increased from two days a week to four days a week.

Once back to in-person instruction, Oliveland Elementary School offered six laptops utilized in a small group in each Transitional Kindergarten and Kindergarten classroom. Each Transitional Kindergarten and Kindergarten student also had access to an Amazon Kindle tablet and educational apps that gave students practice in foundational skills such as writing

## 2021-22 School Overview

letters and numbers. Each classroom first through fourth grade was 1 to 1, meaning each student had his or her own laptop. On these laptops, students in kindergarten through fourth grade practiced their foundational reading skills through the program Lexia Core 5 and practiced their mathematical skills through the Mathseeds program. Students in first through fourth grade achieved math fact fluency through the program Reflex Math and students in third through fourth grade practiced their nonfiction reading and writing skills through the program Achieve 3000. In addition, independent reading was encouraged through use of the online Accelerated Reader program. School-wide incentive programs were available in both reading and math to encourage growth and progress towards these foundational skills.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	45
Grade 2	47
Grade 3	54
Grade 4	43
Total Enrollment	254

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Filipino	0.4
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0.4
White	1.2
English Learners	55.5
Foster Youth	0.8
Homeless	5.1
Socioeconomically Disadvantaged	63
Students with Disabilities	8.7

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Olivelands School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional programs. Olivelands 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. Olivelands will be looking to pilot Science and History/Social Science curriculums once available. Olivelands 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 a printer, a document camera and an interactive flat panel. Olivelands 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.

**Year and month in which the data were collected**

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<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		

## School Facility Conditions and Planned Improvements

Olivelands 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 Olivelands 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.

**Year and month of the most recent FIT report**

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			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	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	99	97	97.98	2.02	23.71
<b>Female</b>	51	50	98.04	1.96	30
<b>Male</b>	48	47	97.92	2.08	17.02
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	98	96	97.96	2.04	22.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	55	54	98.18	1.82	20.37
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	18	100	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	69	67	97.1	2.9	19.4



<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	7.69

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	99	96	96.97	3.03	10.42
<b>Female</b>	51	49	96.08	3.92	16.33
<b>Male</b>	48	47	97.92	2.08	4.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	98	95	96.94	3.06	10.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	55	54	98.18	1.82	7.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	18	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	69	66	95.65	4.35	9.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	0.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	13.22	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

During the COVID-19 pandemic, no visitors were allowed on campuses. The district strictly adhered to the guidelines from Cal-Osha, the California Department of Public Health, and the Ventura County Department of Public. However, in March of the 20-21 school year, we began a phased return to in-person instruction. All grade levels returned to campus by the end of April of 2021. Families had options to either return their child to in-person instruction or remain in distance learning. Throughout the return, the district adhered to strict COVID-19 guidelines. Parents were not allowed on campus as visitors or volunteers. However, parent involvement for School Site Council continued and thrived. Parent conferences during the spring session remained on-line and participation was high. Our online parent communication system – Qcommunication was an effective tool that was used throughout the pandemic and reached the majority of our families.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	261	261	24	9.2
Female	130	130	8	6.2
Male	131	131	16	12.2
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	256	256	24	9.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	146	146	14	9.6
Foster Youth	2	2	0	0.0
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	177	177	22	12.4
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	25	25	3	12.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.36	0.39	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.38	3.51	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

The School Safety Plan was last reviewed, updated, and approved by the Board of Trustees on March 10, 2021. 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 Olivelihoods 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, Olivelihoods 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." This school year, Olivelihoods School expanded upon these Guidelines for Success by adding the Top 6 Rules in kid-friendly language. They are: Believe in Me, Be Kind with my Words and Actions, Be Honest and Say Sorry when I'm Wrong, Be Careful and Safe with my Choices, Be on Time and Be Focused, Be Brave and Try my Hardest. In addition, Olivelihoods School 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 system in which students are responsible, motivated, and highly engaged in the specific task-at-hand. Olivelihoods School expanded the use of CHAMPS this year by creating a tiered system of infractions and interventions that streamlines how all staff needs to respond to student actions. Olivelihoods School also implemented a Positive Behavior Program that supported student attendance and behavior. Students were able to earn points based on their choices and actions and received incentives at the end of each trimester dependent on the number of points they earned. Olivelihoods School continues to highlight character traits every month and has adopted the motto Read.Lead.Succeed. Olivelihoods 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, course 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 received first aid and CPR training as part of the safety program.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	6		
1	18	2	2	
2	20	2	2	
3	22		3	
4	20	1	3	
5				
6				
Other	5	1		



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	2	
1	17	2	2	
2	21	2	2	
3	12	1	1	
4	23		3	
5				
6				
Other	26		2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	23		2	
2	24		2	
3	27		2	
4	14	1	2	
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,898	\$2,204	\$8,694	\$68,397
District	N/A	N/A	\$18,141	\$69,552
Percent Difference - School Site and District	N/A	N/A	-70.4	-1.7
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	2.9	-5.6

## 2020-21 Types of Services Funded

- Title I, Part A - Educating Disadvantaged Students
- Title II, Part A - Teacher Quality
- Tobacco Prevention Education
- TUPE
- 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
- Tutoring
- LCAP in Action services

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,353	\$47,265
<b>Mid-Range Teacher Salary</b>	\$74,143	\$69,813
<b>Highest Teacher Salary</b>	\$97,644	\$91,237
<b>Average Principal Salary (Elementary)</b>	\$127,803	\$113,466
<b>Average Principal Salary (Middle)</b>	\$127,803	\$115,186
<b>Average Principal Salary (High)</b>	\$0	\$0
<b>Superintendent Salary</b>	\$169,113	\$131,359
<b>Percent of Budget for Teacher Salaries</b>	31%	30%
<b>Percent of Budget for Administrative Salaries</b>	6%	7%

## Professional Development

During the COVID-19 pandemic, all staff development training was completed via zoom. Employees worked at their sites in their classrooms. Workgroup sessions included training in STAR Assessment and Reporting, Accelerated Reader and the Ellevation program . The goal was to improve usage of our online programs and enhance the learning of the programs' advanced features. Targeting Solutions, mandatory online coursework ,was also completed during professional development days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

# Briggs Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Briggs Elementary School District
Phone Number	(805) 525-7540
Superintendent	Deborah E. Cuevas
Email Address	dcuevas@briggsesd.org
District Website Address	www.briggsesd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	342	98.56	1.44	33.04
<b>Female</b>	165	163	98.79	1.21	39.88
<b>Male</b>	182	179	98.35	1.65	26.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	340	335	98.53	1.47	32.24
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	129	127	98.45	1.55	19.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	42	42	100.00	0.00	14.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	236	232	98.31	1.69	28.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	34	94.44	5.56	5.88

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	347	341	98.27	1.73	12.02
<b>Female</b>	165	162	98.18	1.82	14.81
<b>Male</b>	182	179	98.35	1.65	9.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	340	334	98.24	1.76	11.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	129	127	98.45	1.55	4.72
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	42	42	100.00	0.00	9.52
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	236	231	97.88	2.12	11.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	36	34	94.44	5.56	0.00