Los Olivos Elementary School

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

Principal's Message

Welcome to Los Olivos Elementary School, home of the Spartans, a National Blue Ribbon School Recipient in 2016 and a five-time California Distinguished School. We are a semi-rural school community serving 150 students in kindergarten through eighth grade since 1888. Many of our students are fourth and fifth generation Spartans from neighboring ranches and vineyards.

Our School Accountability Report Card (SARC) is designed to provide you with a snapshot of information about our school programs and students, as well as our successes and challenges. It is our hope that after reading our SARC you will have an appreciation for the depth and breadth of talent and dedication within our teaching and support staff.

The staff at Los Olivos Elementary School is continually recognized throughout the county for their dedication to excellence in student learning. The Los Olivos Elementary School staff believes that we are a welcoming, small town community of connected, creative, hardworking learners, who encourage one another to be positive, to be exploratory, to be risk-takers, and to embrace our differences. We believe every experience is an opportunity for growth and a path to success! In support of this philosophy our teachers endeavor to provide students with a balanced educational program that is as rich in academic rigor as it is in the variety of performing arts classes that are available to all students throughout the week. If you wish for additional information about the Los Olivos Elementary School, please feel free to contact us to experience the Spartan spirit.

Pam Able, Superintendent/ Principal

Mission Statement

Learning Today … Leading Tomorrow
The Los Olivos School District is a dedicated partnership of students, families, teachers, staff, administrators, school board, and community members that creates a safe and positive learning environment.
This partnership develops the full potential and promotes the well-being of all students, enabling them to meet the challenges of our ever changing world.

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	13
Grade 1	15
Grade 2	15
Grade 3	11
Grade 4	21
Grade 5	22
Grade 6	21
Grade 7	17
Grade 8	18
Total Enrollment	153

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	0.7
Hispanic or Latino	20.9
White	70.6
Two or More Races	1.3
Socioeconomically Disadvantaged	22.9
English Learners	9.2
Students with Disabilities	12.4

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 Los Olivos Elementary	17-18	18-19	19-20
With Full Credential	11	11	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Los Olivos 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 Los Olivos Elementary School

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

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Los Olivos Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program, as well as providing students with their own textbooks for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California Standards. Los Olivos School District follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year cycle. All K-8 textbooks adopted by the District are from the state-approved adoption list. Prior to adoption, prospective textbooks and instructional materials are displayed in the school's office for parent review. Recommendations for final adoption are submitted to the Board of Trustees for approval.

Textbooks and instructional materials are available to all students for school and take-home use. The School Board holds a public hearing to examine the sufficiency of instructional materials annually at their September meeting.

Our school's library provides a variety of resources for student use. The library houses thousands of books, which are available for students to check out. An automated system tracks library inventory. The library technician provides instruction on library use and research techniques.

Textbooks and Instructional Materials

Year and month in which data were collected: 01/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill "Wonders" (K-5) Adopted 2016 Houghton Mifflin Harcourt "California Collections" (6-8) Adopted 2016 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Harcourt "Go Math" (K-5) Adopted 2015 College Preparatory Mathematics "CPM" (6-8) Adopted 2015 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Harcourt Brace (K-5) Adopted 2007 Holt, Reinhart & Winston (6-8) Adopted 2007 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Scott Foresman (K-5) Adopted 2006 Teachers' Curriculum Institute (6-8) Adopted 2005 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Foreign Language	**Percent of students lacking their own assigned textbook:**	0%
Health	Positive Prevention Plus Curriculum (7)	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Los Olivos Elementary School provides a safe, clean environment for its students, staff , volunteers, and community. Though the program dates back to 1888, current facilities provide state-of-the-art accommodations for all of our students. The current site was rebuilt in 1976 and includes 16 classrooms, playing fields, covered eating area, tennis and basketball courts, blacktop play areas, and an administrative office. The school's gym/auditorium/community center was completed in 1999. This complex also houses a computer lab, library, two science labs/classrooms, and three other classrooms for our middle school program.

A maintenance operation worker/custodian ensures that classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Los Olivos School District to ensure that all classrooms and facilities are well maintained in order to provide a suitable learning environment.

School bond dollars were used to upgrade and expand parking lots, completely renovate the playing fields, and improve security locking systems in the classrooms. Construction projects completed in January 2011 resulted in a new two-classroom building with attached student restrooms, decks and improved landscaping in student areas, improved site drainage throughout the campus, and improvements in ADA accessibility and signage.

A generous donation given by the Santa Ynez Band of Chumash Indians and the Santa Ynez Elks Foundation paid for the refurbishing of the tennis courts. The courts were completed in April of 2014 and were designed as multi-use courts for both tennis and basketball. The Santa Ynez Valley Foundation built a beach volleyball court in 2018 for both student and community use.

LED lighting has been installed throughout the entire campus as part of our energy efficiency Prop 39 money.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/08/19

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	#5-Tile needs to be replaced/repaired in boys' courtyard bathroom.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	#2-Small crack in wall of library.
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	74	70	74	70	50	50
Math	62	61	62	61	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	21.7	34.8	26.1
7	36.8	5.3	47.4

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	114	111	97.37	70.27
Male	51	50	98.04	66.00
Female	63	61	96.83	73.77
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	26	100.00	53.85
White	78	75	96.15	74.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	55.17
English Learners	13	13	100.00	53.85
Students with Disabilities	16	16	100.00	12.50

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	114	111	97.37	61.26
Male	51	50	98.04	54.00
Female	63	61	96.83	67.21
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	26	26	100.00	53.85
White	78	75	96.15	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	93.55	37.93
English Learners	13	13	100.00	46.15
Students with Disabilities	16	16	100.00	18.75

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)
Parental Involvement
Parent support and involvement in our school programs is a key factor that contributes to the success of our students. Parents are encouraged to work closely with the school in a variety of classroom and office volunteer positions. The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's School Plan for Student Achievement and the Local Control Accountability Plan (LCAP). Parents are kept current with their student's progress through parent/teacher conferences that are scheduled twice during the school year, trimester progress reports and report cards.

The Los Olivos Elementary School Foundation and Spartans Alliance Parent Group are comprised of parents and community members who fund-raise tirelessly to assist the school with the funding of key programs. The Foundation has been instrumental in the school's acquisition of enhanced technology infrastructure on campus as well as technology equipment including a computer lab with iMac desktops, an iMac laptop cart, Google Chrome Books and an iPad cart. In addition they are responsible for our outstanding enrichment programs including music, art, digital learning, and science inquiry. The Spartans Alliance parent group fundraising efforts provide additional funding for sports programs, assemblies and classroom field trips.

For more information on how to become involved with the school, please contact Pam Able, Superintendent/ Principal, at (805) 688-4025 or pable.losolivos@gmail.com.

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
Safety of students and staff is our primary concern. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitor's vest while on campus, be respectful of the learning process, and minimize classroom disruptions. Teachers, administrators, and parent volunteers monitor campus activity to ensure the safety of all students.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis. Staff members are trained in CPR and first aid.

A Comprehensive Safe School Plan was developed by school staff in compliance with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive Safe School Plan include the following:
- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to and exiting from school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies
- California Healthy Kids Survey

The School Site Council evaluates and updates the plan annually. The School Safety Plan was reviewed and updated in October of 2019. Los Olivos School District continues to review the plan's procedures on a monthly basis to make sure that the District complies with the most current safety precautions.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	2.1	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	2.1	0.6
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	

*   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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	12	3			13	2			11	3		
1	8	8			12	9			14	9		
2	13	8			8	8			14	8		
3	14	13			16	15			10	15		
4	18	11			15	9			20	1	11	
5	16	9			19	1	8		20	1	9	
6	15	9	1		17	11		1	21	2	10	
Other**												

*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	3	3	3

All training and curriculum development at Los Olivos School District is focused on implementing the California State Standards and Digital Learning. Administration and teaching staff have aligned classroom curriculum to California State Standards to ensure that all students will meet or exceed state proficiency levels. The implementation and improvement of Los Olivos School District curriculum is an ongoing process.

Los Olivos School District offers three staff development days annually. Additionally, teachers attend numerous professional development seminars throughout the year to acquire necessary knowledge, upgrade skills, and develop professionally. Teachers participate in weekly staff development meetings and collaborate in Professional Learning Communities focused on student achievement and instructional practices.

Los Olivos School District offers programs to support new teachers in their classroom and to ensure continued professional development. Teacher Induction Program (TIP)—a two-year, state-sponsored program—is designed to provide assistance to first and second year credentialed teachers. Los Olivos School District utilizes this program with the goal of accomplishing the highest level of success for our students and teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,616	$45,252
Mid-Range Teacher Salary	$71,027	$65,210
Highest Teacher Salary	$88,510	$84,472
Average Principal Salary (ES)	$0	$107,614
Average Principal Salary (MS)	$0	$112,242
Average Principal Salary (HS)	$0	$
Superintendent Salary	$119,217	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	31%
Administrative Salaries	5%	7%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$16,060	$1,197	$14,863	$84,335
District	N/A	N/A	$14,863	$73,916.00
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	13.2
School Site/ State	65.8	26.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to our school:

- Title I, Part A
- Title II, Part A
- Title IV, Part A
- Lottery
- Economic Impact Aid (EIA)

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.