

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mrs. Bridget Baublits

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Los Olivos Elementary School

(As it should appear in the official records)

School Mailing Address 2540 Alamo Pintado Avenue PO Box 208

(If address is P.O. Box, also include street address.)

City Los Olivos State CA Zip Code+4 (9 digits total) 93441-0208

County Santa Barbara County

Telephone (805) 688-4025 Fax (805) 688-4885

Web site/URL http://www.sbceoportal.org/losolivos/ E-mail bbaublits.losolivos@gmail.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Bridget Baublits E-mail bbaublits.losolivos@gmail.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Olivos School District Tel. (805) 688-4025

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Steve Foley  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

---

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	4	7	11
<b>1</b>	6	11	17
<b>2</b>	8	8	16
<b>3</b>	12	8	20
<b>4</b>	12	5	17
<b>5</b>	1	14	15
<b>6</b>	7	6	13
<b>7</b>	17	15	32
<b>8</b>	20	13	33
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	87	87	174

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 22 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 76 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2014	194
(5) Total transferred students in row (3) divided by total students in row (4)	0.108
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 7%  
13 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 17%  
Total number students who qualify: 29
8. Students receiving special education services: 11%  
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>15</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	95%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

We are a dedicated to creating a safe and positive learning environment that develops the full potential and promotes the well-being of all students.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

We are a public school. Students who live within school district boundaries attend our site. Students who wish to attend our school who live out of school district boundaries complete an interdistrict transfer request. These transfer requests are approved annually based criteria set by Board Policy.

## PART III – SUMMARY

---

The Los Olivos School District is a dedicated partnership of students, families, teachers, staff, administrators, school board officials and community members that create 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.

Los Olivos is a picturesque small town in the Santa Ynez Valley located between the Santa Ynez and San Rafael Mountains. The local area has a history that is rich in agriculture, ranching and viticulture. Los Olivos School is the home of the Spartans and is a five-time California Distinguished School. Our school began serving the community in 1890 and many of our students are fourth and fifth generation Spartans from neighboring ranches and vineyards. We currently serve approximately 170 students in kindergarten through eighth grade. The school is dedicated to providing comprehensive educational programs and services to a diverse student population.

The Los Olivos School Governance Board has set the following vision for the school: “We believe every student can learn and be successful. Every student can benefit from participating in a balanced curriculum of academics, technological application, arts, and physical education. Education is a shared responsibility requiring the active collaboration of all stakeholders. A successful learning environment is dependent upon respect, integrity, and equity. A safe and clean environment is essential for effective learning, and continuous fiscal solvency is critical to the success of the district.” These guiding principals set the direction of the district and are the foundation for student success. All stakeholders provide valuable input for the Local Control Accountability Plan (LCAP), which outlines the school's annual initiatives. This past year the focus has been on increasing enrichment opportunities by offering foreign language, providing career exploration, increasing technological experiences such as graphic design and expanding the music and arts program with in class and after school opportunities.

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.

All Los Olivos School staff are supportive of each other, encourage one another and collaborate together on a daily basis. Administration encourages a culture of perpetual learning and models the importance of continual growth and improvement. Certificated staff regularly engage in professional development opportunities to further their instructional techniques. Classified staff are also invested in the success of our students and provide valuable support to the administration, teachers, parents and students.

The staff at Los Olivos Elementary School continues to be recognized throughout the county for their dedication to excellence in student learning. This dedication is reflected in the school's last Academic Performance Index (API) score of 915. Over the years staff have been recognized individually for excellence in their field: our Jr. High Science teacher was the recipient of the California Foundation for Agriculture in the Classroom 2014 Literacy for Life Grant, in 2013 our sixth grade teacher was the Santa Barbara County representative at the state CUE conference as part of the Student Technology Showcase, and our Principal was recognized as the Santa Barbara County Crystal Apple Administrator of the Year in 2014.

Los Olivos School is the center of our local community. Families utilize our campus after school and during the weekend using the school tennis courts, basketball courts, baseball field, track, playground and picnic areas. Several youth sports teams and adult sports groups regularly use our facilities for volleyball, basketball and baseball practices.

The Los Olivos Spartan Alliance and Los Olivos School Foundation support academic and enrichment programs such as visual and performing arts, music, technology, science, gardening, and foreign language.

Families whose students have attended the school in the past and former students regularly support the school through volunteering their time or donating to our fundraising groups. Students are encouraged to participate in fundraising efforts through our read a thon, Spartan Run, family movie nights and ASB activities. The involvement of our school's parent body makes substantial impact on the school culture and the success of our students.

The steadfast efforts of all of our stakeholders are what make Los Olivos School so successful. The commitment to providing the best possible educational experience for our students is the key ingredient to the overall academic, social and fiscal health of the district.

## PART IV – CURRICULUM AND INSTRUCTION

---

### 1. Core Curriculum:

Starting in August of 2013 Los Olivos School implemented the new Common Core and California State Standards at all grade levels. We have adopted new curriculum in math and have adapted our language arts, science and social studies curriculum to meet the new standards.

In the primary grades students are building foundational skills through explicit instruction in reading and comprehension. Students practice these skills through the opportunity to analyze text using close reading strategies, develop academic vocabulary, answer text dependent questions and cite evidence in written responses. Students become familiar with the writing process and apply these skills to the three different genres of writing, gaining experience and confidence with each. At the middle school level, the depth and complexity of the language arts program intensifies as the students collaborate to take a deeper look at various text types. Writing skills are solidified; grammar practice is prioritized, word origins are investigated, and development of academic vocabulary continues. Technology and collaboration are integrated to create students who are ready for high school and beyond.

All teachers design math lessons to incorporate the Eight Standards for Mathematical Practice, which provide students opportunities for problem solving, reasoning, communication, representation, and making connections. Students in the primary grades are building foundational math proficiency and number sense through the implementation of Number Talks, Facts Wise and our newly adopted common core aligned curriculum. Middle school students deepen their knowledge in the mathematical practices through cooperative learning groups. Middle school students have the opportunity to mentor their elementary schoolmates through mathematics partnerships (“buddies”). These relationships build community as well as solidify understanding of content.

In science, students develop inquiry skills as they perform hands-on experiments and apply the scientific method in a practical, meaningful way. We enthusiastically move toward the Next Generation Science Standards. As a result of this shift, students truly see the interconnectedness of science in the real world. Expectations within this framework are high and students are appropriately challenged and engaged. The opportunity exists for students to broaden the understanding of a topic by viewing it through different academic lenses. Science lessons are enhanced by field trips to local nature preserves or museums and overnight science camps. Elementary teachers have access to a science consultant for help with planning, implementation, and extension of lessons.

In addition, Grade 7 and Grade 8 students may select an agriculture focused elective course wherein, for twelve weeks, students learn about food and natural resources through experiential learning and classroom/laboratory instruction. This course prepares students for leadership in F.F.A. (Future Farmers of America) during their high school years.

Our approach to teaching social studies is project based and students are encouraged to explore topics through different mediums. Teachers connect their social studies units to literature, the local community and current events. At the earliest levels, students are engaged in finding their place in this world through stimulating social studies curriculum. In Grade 2, students study their heritage and learn about the importance of personal connection to the past. Grade 3 curriculum expands to include a study of local geography, history, and community. Students have the opportunity to gain a real understanding and appreciation of all that surrounds them. In fourth grade, the focus broadens to the exciting study of California. Missions are constructed, dramatic plays about the Gold Rush are produced, and the study culminates with a three-day field trip to the state capitol. As the students move through the grades, their experience with social studies logically stretches to include more of our world. Finally, as Grade 8 students the study of American History concludes with a week long class trip to Washington D.C., Williamsburg and Jamestown, VA.

## 2. Other Curriculum Areas:

Los Olivos School is committed to providing a well-rounded, rich educational opportunity for all students. Because of this, we prioritize and integrate experiences in other curriculum areas.

Los Olivos School partners with a local non-profit, Arts Outreach. Our Parent Alliance funds three workshops per year, per elementary classroom. Local artists are contracted to share their expertise with the students. Popular classes include American Sign Language, ceramics, watercolor, folk art, collage, poetry, and dance. At the middle school level, many students select drama as their elective class. For two trimesters, the drama students focus on the basic elements of performance and, eventually, apply that knowledge to a dramatic play. The entire school body enjoys the theater experience as they watch their schoolmates perform. In addition to drama, middle school students may choose to engage in an art class taught by a resident teacher/artist. An understanding of perspective is gained and sketching techniques are mastered. Student artists' work adorns the classroom walls.

All grade levels engage in 90 minutes of weekly physical education. At the earliest levels, the students practice use of fine motor skills to improve dexterity. The district recently adopted the SPARK Elementary Physical Education Program for Kindergarten through Grade 8. This inclusive approach to physical education engages the students in a variety of innovative units. Manipulatives such as parachutes and beanbags are enjoyed at the elementary level. Activities focused on jumping, kicking, dancing, catching and throwing target developing gross motor skills. At the middle school level, SPARK continues with a focus on authentic participation opportunities and student enjoyment. Quality equipment is used to execute the cooperative activities. In addition, students at the middle school level are required to take a health course in seventh grade. Body systems, nutrition, fitness, and body image are studied through this rigorous curriculum, taught by our expert science teacher.

Los Olivos School purchased an online foreign language curriculum for our students. The curriculum is provided by Middlebury Interactive Languages. Through this program, students are given the opportunity to, "immerse themselves in language and culture in an interactive online environment". Courses in Spanish, French, and Chinese are available. Students spend forty-ninety minutes per week mastering the content and enjoying the experience of such exposure. The goal is to broaden the students' educational experience, to expand their knowledge beyond the classroom walls and become globally minded citizens.

Middle school students are encouraged to engage in Associated Student Body (ASB). Civics comes to life as students in Grade 6 - Grade 8 campaign for offices in our student government. Candidates give speeches and a democratic election occurs. Our elected officials meet weekly and plan community-building events throughout the school year. Red Ribbon Week, holiday festivities, talent shows, and middle school dances are some popular student planned events. Middle school students not interested in holding office may explore our recently formed debate club where students collaborate to prepare their arguments and friendly debates ensue.

Finally, middle school students may choose to take an original elective called, "Creative Expression". The goal of this 12-week class is to get middle school students to come to the realization that creativity (defined as innovation, problem solving, and thinking "outside the box") is an important factor in finding success in a workplace. Throughout the course, guest speakers visit. These speakers are people who can illustrate the importance of creative thinking in their field. These speakers focus on how their studies gave them a foundation but their creativity enables them to build on that foundation. This course also incorporates a one-day internship program for the students to spend time with a professional in a field of interest. Students enjoy this opportunity and learn a great deal from the hands-on experience and reflection it provides.

Kindergarten - Grade 6 students visit our lush school garden. Our gardening teacher facilitates hands-on experiences for all students. Students learn about the cultivation of rich soil, seasonal planting, and even how to prepare healthy food. The garden has become a beautiful site on the campus, a place where students enjoy learning and take pride in their hand in its success.

### 3. Instructional Methods and Interventions:

Response to Intervention (RTI) is utilized kindergarten through 6th grade for remedial intervention purposes. RTI groups are identified through the use of the Dibels program and teacher assessments. Each student Kindergarten through 3rd grade is screened tri-annually with Dibels to record progress and identify students who need remediation. Dibels is administered in 4th through 6th grades by teacher recommendation based on low-test scores and in class assessments. RTI reading intervention is the primary focus Kindergarten through 2nd grade while reading and math support is implemented 3rd through 6th grade. Seventh and eighth grade students are offered a Book Club program to review material, concepts, and ideas in Language Arts.

Teachers utilize the computer based Renaissance Learning program to assess math and reading comprehension. The Star Reader component assesses independent reading comprehension and reading grade equivalency. The Star Math assessment of Renaissance Learning shows math progression throughout the year and ranks students nationally within a grade level. These assessments help to identify students who need intervention as well as enhanced curriculum needs. Students utilize the Accelerated Reader program in the classroom, through the Renaissance program to achieve points on independently read books.

Students needing enhanced curriculum identified by assessments are catered to while RTI students are pulled from class. During this time, other students are provided extension learning through book reports, expert projects, iPADS, and math extension activities.

Homework Club is offered in grades 1st through 6th twice a week as intervention for struggling students. Homework Club is offered 4 times a week for 7th and 8th grade students who need help in any of their core curriculum subject areas.

English Language (EL) learners are part of a 30 minute per day pull out program where they work on designated English Language Development. An EL team meets three times a year to construct goals to move an EL through the CELDT levels and make individualized learning goals for these students. Parents are encouraged to attend these meetings to create a learning plan that is agreed upon by teacher, parent, and EL team.

Our GATE program offers an after school enrichment program each trimester for grades 4th through 8th grade. Graphic design, robotics, photography, and math preparation for county competitions are among some of the GATE programs offered after school. Qualifying students enter county-based competitions such as the Math Super Bowl, Spelling Bee, and Author Go Around.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Local and statewide assessments are used to evaluate student performance and achievement. Staff analysis of student assessment data drives instruction. The school developed benchmark assessment calendar includes standardized assessments in English Language Arts and mathematics. Interim and Summative Statewide assessments are administered to all students in third through eighth grades. Additionally, the CST's are given for science in 5th and 8th grades annually.

The school's adopted benchmark calendar outlines three critical points in the year to measure student achievement in English Language Arts and mathematics. The assessments given are Renaissance Place's Star Reading, which determines a student's reading level and comprehension, Renaissance Place's STAR math, which measures a student's mastery of grade level mathematical standards, and three writing prompts that assess a student's knowledge and skill with different text types. In the primary grades students are also assessed in their reading phonemic awareness, reading fluency and mathematics facts.

Classroom teachers meet in Professional Learning Communities (PLC) to review and analyze assessment data to modify instructional practice. Students who are not meeting grade level standards are referred to the Response to Intervention (RTI) classroom or to a Student Study Team (SST) to discuss possible interventions.

As a means to detecting early reading difficulties, all students in K-3 grade are assessed to determine eligibility for the RTI program. Furthermore struggling students in 4th-6th grades are referred to RTI, where their reading skills are assessed and analyzed through the Dibels program. Students in RTI are assessed three times a year to monitor their progress.

Parents are kept informed about student assessment progress at parent-teacher conferences that are held twice annually. A standards based report card is provided to students in Kindergarten through fifth grades. Students in 6-8 grades are provided a traditional report card. Parents are updated regularly on student progress through an online grading portal and through progress reports. Parents are also provided statewide assessment reports annually. School wide assessment data is communicated to the community at large through the use of local media and school district Board meetings.

Historically, Los Olivos School has been considered a high performing school. To continue to produce high performing students, evidenced based instructional programs are implemented and teachers receive continued professional development that focuses on improving student achievement. Regular review of assessment data contributes to early detection of struggling students thereby allowing for early intervention to help close the achievement gap.

## **PART V – SCHOOL SUPPORTS**

---

### 1. School Climate/Culture:

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.

We strive to provide a safe, supportive and stimulating educational environment. Students are provided with instruction not only in core academics, but also in social development. Common Sense Media is used to teach all students about being digitally responsible citizens in the 21st century. Second Step and Steps to Respect curriculum teaches students about bullying. Child Safe focuses on situational awareness and how to say “no”. The DARE program focuses on drug education. Junior High students are involved with a Student Prevention Action Network (SPAN) program that provides drug and alcohol prevention education as well as character development and issues facing youth today. Students also receive age appropriate health education.

Our school theme for this year is "TEAM: Together Everyone Achieves More". Our theme last year was "I Strive to Inspire Others". Motivational posters in each classroom and inspirational quotes in the morning announcements remind us daily of these ideals. Administration, faculty and students work together in various ways to support the growth of our community, school and students. Weekly staff meetings ensure that all staff have the opportunity to discuss student achievement and the school activities. Teachers on campus meet regularly in PLC teams to collaborate and share ideas on all subjects. Teachers also meet several times a year with other local schools to collaborate on the implementation of California State Standards. Our ASB students meet regularly and create fun and engaging events for the student body such as Cardboard Challenge Day, Lego Challenge Day and lunch time athletic leagues.

At Los Olivos Elementary School we believe that our imprint on a child's learning today will have an impact on the leaders of tomorrow.

### 2. Engaging Families and Community:

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. All parents are kept current with current events using "Parent Square", which allows for daily communications and weekly newsletters from the classrooms and school offices. Parents are informed of their student's progress through our online grade portal, parent/teacher conferences that are scheduled twice during the school year, frequent progress reports and report cards.

The School Site Council (SSC) is made up of parents and staff who are responsible for the development of the school's Single Plan for Student Achievement. The School Board is composed of parents and community members. The school community provides valuable input for the school's Local Control Accountability Plan and helps make important decisions about how money should be allocated.

Our Parent Group (Spartans Alliance) plays a very active role in supporting student learning through a variety of enrichment programs throughout the school day. Their student based fundraising efforts include a Read a Thon, Spartan Run and Spartan Wear. Funds from the parent group provide funding for our outstanding performing arts programs including music, art, and drama, as well as providing funding for sports programs and classroom field trips.

The Los Olivos Elementary School Foundation is comprised of parents and community members who fundraise 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, and an iPad cart. In previous years the Foundation generously supported our K-6 Inquiry Science program.

These groups are the backbone of the school community. They organize, Spartan Socials, events for families to connect outside the school day. They support the teachers through donating funds for supplies and special projects. They organize lunch for the staff during conference weeks and end of the year staff appreciation luncheon. They help to beautify the school campus by assisting with painting, landscaping, and general maintenance projects. The local rotary has been actively involved in supporting the school's garden program. The support that the parents and community provide is a key component in making Los Olivos such a family focused school.

### 3. Professional Development:

All training and curriculum development at Los Olivos School District is focused on implementing the Common Core State Standards and Technology. Administration and teaching staff have aligned classroom curriculum to Common Core and 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. These PLC meetings have a direct impact on the instructional program at the school. Teachers aligned their instructional practices, coordinate their lesson planning to insure students are developmentally ready for the next grade level, and discuss concerns about meeting the needs of students who may need remedial or extended learning opportunities. Being such a small school allows for each teacher to have a direct impact on all student learning.

The Santa Ynez Valley is mostly comprised of small school districts. These districts have spent the past several years forming grade level valley networks for teachers to work collaboratively on curriculum, assessment, and the implementation of the new California State Standards. These valley grade level teams meet several times through out the year. The valley administrators also work collaboratively conferring about curriculum, professional development training, and the day to day operations of each of the valley districts.

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.

The administration at Los Olivos believes that professional development is key to making successful progress and implementing change. The Superintendent/Principal models this by participating in various professional development workshops and trainings. Teachers and classified staff are encouraged to further their education by taking additional college courses and by attending professional development workshops. The school staff demonstrates a love of learning for their students by participating in professional development opportunities.

### 4. School Leadership:

The Superintendent/ Principal serves as the administrative unit at our small school and supports an "open door" policy. Administration is available at any time to meet with staff, parents or students who have concerns or need guidance. With input from various stakeholder groups, the Superintendent/Principal works with the school board to set the direction for the district/school and in creating the Local Control

Accountability Plan (LCAP). Stakeholder input is carefully considered in developing school goals for student achievement. The district and school office are jointly located and provide direct support to the administration. Classified staff includes an administrative assistant, fiscal specialist and school secretary.

The leadership believes in creating a positive school environment, independent employees and students who are life long learners. Weekly staff meetings emphasize student achievement, professional development and collaboration. All teachers are leaders who are mentors to their colleagues and exemplify leadership skills to their students. Administration emphasizes staff and student relationships by focusing on a yearly theme that connects all on campus. This year the theme is "TEAM, Together Everyone Achieves More". Administration has incorporated positive quotes to be read aloud during morning announcements, writes a positive quote weekly on the office board, and shows inspiration videos at meetings. Teachers have embraced the yearly themes and school and classroom activities have been developed as a result, such as the Cardboard Challenge Day.

Administration has deepened school pride by making Fridays Spartan Spirit days. Students and faculty are encouraged to wear school spirited clothing to represent school pride. A line of inspire wear was designed after last year's theme, "I Strive to Inspire Others". Inspirational messages include: "Be Strong, Be Brave, Be You", "Dream Big", and "Have Courage and Be Kind" to name a few. There are class competitions for having the most school spirit and winners are announced weekly.

To ensure that quality instruction is being implemented and standards are met teacher observations and monthly walk-thrus are conducted throughout the school year. Staff receive formal evaluations annually. Evaluations provide a comprehensive assessment of instructional strengths and weakness for future professional development. Strengths are celebrated and weaknesses are discussed to provide guidance for improvement.

Administration regularly updates the school community and school board about student achievement at board meetings, through Parent Square, and at stakeholder meetings. Regular communication not only keeps the stakeholders informed but helps to create a positive school community.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

---

Collaboration is the heart of our school's success. Administration embodies the ideologies of our school by collaborating with the school board, parents, community, and staff to provide direction for the district. In working with all stakeholder groups in a collaborative manner, all ideas and perspectives are carefully considered before initiatives for student success are implemented.

Opportunities for teacher collaboration provide consistency in instructional practices and assessments while encouraging student growth. Teachers spend time each week collaborating in PLC groups focused on vertical articulation. Teachers observe peers to refine their instructional practices such as Number Talks and academic vocabulary development. Specific examples of instructional practices that have been developed from collaboration are the use of student planners and the implementation of a benchmark assessment calendar that measures student achievement and growth throughout the year.

Teachers also collaborate with their grade level colleagues from other schools in the Santa Ynez Valley to discuss curriculum and assessment. Being a small school with only one teacher at each grade level has limitations. This collaboration provides opportunities for teachers to design lessons that strategically target their grade level content standards, which directly impacts student achievement.

Students are provided experiences to collaborate with their peers in the classroom and with students in other grade levels. Cross grade level opportunities include math buddies, reading buddies, athletics, drama and more.

Our parents' collaboration with school staff is an integral piece in maintaining our positive school culture. Parents and staff collaborate both inside and outside the classroom to continually promote student learning and achievement. The relationship between parents and staff is one of mutual respect and desire for student success. Our parent groups provide financial support for our enrichment programs, technology initiatives, classroom field trips and supplies. Our ongoing collaboration enhances the school curriculum, which helps to boost student achievement.

The school also collaborates with the local community. People in various professions are invited to speak to our students and teach enrichment classes. Our local community regularly uses school facilities for special events, athletics, and classes. We partner with a local art foundation to provide art classes for students, a local bank to offer banking classes and a local ecology organization for our gardening classes.

The ability for various stakeholders to work together towards a common vision that is focused on student achievement, engaging enrichment programs, and student success is embodied through the collaborative spirit on campus.