



# Olivewood Elementary School

2505 F Avenue • National City, CA 91950 • (619) 336-8700 • Grades PS-6

Beverly A. Hayes, Principal

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www.nsd.us

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **National School District**

1500 N Ave.

National City, CA 91950

(619) 336-7500

<http://nsd.us>

### **District Governing Board**

Maria Betancourt-Castañeda,  
President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

### **District Administration**

Dr. Leighangela Brady  
**Superintendent**

Paula Jameson-Whitney  
**Assistant Superintendent  
Educational Services**

Chris Carson  
**Assistant Superintendent  
Business Services**

Leticia Hernandez  
**Director  
Human Resources**

### **School Description**

Olivewood School is an elementary school that serves students in preschool through sixth grade. The main building for Olivewood School was built in 1959. Portable classrooms have been added to the campus as needed. The buildings are well maintained and the grounds are beautifully landscaped. A school garden is also part of the campus.

Olivewood School's mascot is the wise owl. Students are guided to make wise choices by:

- Owning their actions;
- Working to succeed;
- Learning for the future; and,
- Showing respect and kindness. At citizenship assemblies students are acknowledged for demonstrating the traits of being a wise owl.

Olivewood's Promise, Mission Statement and Core Values District-wide of "Children First, Whatever It Takes, and Relationships Matter" guide us in our commitment to developing successful lifelong learners.

At Olivewood School,

### **We Promise**

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

### **We Believe**

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

### **Olivewood's Mission Statement**

At Olivewood School, we are committed to ensure quality and excellence in all aspects of the curriculum. We value and foster the partnership we have between our school and the parent community. We join forces as we continue "Growing Towards the Future."

### **Message from Principal, Beverly Hayes**

We are very proud of our school and our school community. Student learning is our top priority! We believe all students can and will succeed. We are committed to providing a high quality educational program to all of our students. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves.

California has adopted the Common Core State Standards (CCSS). These standards have also been adopted by other states throughout the United States bringing a consistency to teaching and learning as well as instruction and expectations for students throughout the United States. Due to the adoption of the Common Core State Standards, our instructional practices have changed as we have made the transition from the California State Standards to the Common Core State Standards. In National School District and at Olivewood School, we are continuing our implementation of the Common Core State Standards. School staff has and will continue to participate in staff development activities that will “grow our knowledge” to implement the Common Core State Standards with our students. The Common Core State Standards are designed to bring out our students’ best thinking and learning and to ensure that all students are college and career ready when they graduate from high school.

Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student’s success and we work diligently to foster the partnership between our school and our students’ parents and/or guardians. It is vitally important that parents are involved with their child’s education. It takes all of us to ensure that an excellent instructional program is offered to our students and that we work together to assist our students and our school to fully meet the needs of our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and to reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child’s education as we work together in our commitment to provide the best educational experience each and every student at Olivewood School.

**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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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.

2016-17 Student Enrollment by Grade Level	
Kindergarten	114
Grade 1	78
Grade 2	96
Grade 3	72
Grade 4	81
Grade 5	94
Grade 6	92
<b>Total Enrollment</b>	<b>627</b>

**2016-17 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0
Asian	1
Filipino	2.9
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.3
White	0.8
Two or More Races	0.6
Socioeconomically Disadvantaged	87.9
English Learners	58.5
Students with Disabilities	8.6
Foster Youth	0

**A. Conditions of Learning**

**State Priority: Basic**

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

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

Teacher Credentials			
<b>Olivewood Elementary School</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	26	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
<b>National School District</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
<b>Teachers of English Learners</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt GO MATH! 2015/2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	English Language Development E. L. Achieve - Systematic ELD 2014/2015  <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

Olivewood’s main campus was built in 1959. Since our opening the following major renovations or improvements have been addressed:

- 1999—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.
- Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least 5 computers in each of our classrooms, transition kindergarten through sixth grade. Our Special Day Class has 4 computers and our Resource Specialist Program has 5 computers. We have a computer lab with 34 computers; a primary computer lab with 26 computers; an intermediate reading lab with 8 computers and, a primary reading lab with 5 computers. Each classroom has at least 2 new computers and the intermediate grade classrooms have 5 new computers. All other computers have had memory upgrades to be able to run new computer software. We also have a cart with 32 netbooks that can travel from room to room.
- All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Class; one in our resource specialist program room; one in our computer lab; and, one in each of our Reading Labs.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

#### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District’s deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

#### New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/20/2017				
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
<b>Interior:</b> Interior Surfaces	X			Rooms 3,11, and 28 carpet needs replacement. Boys Restroom needs deep cleaning. Boys Modular Restroom has crack on cove base and hole in wall where the stall door hits, Rooms needing carpet have been placed on priority list. Deep cleaning on Boys Restroom has been completed. Work orders have been submitted for all other interior surface repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Both Boys Restrooms were dirty. They have since been deep cleaned.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/20/2017**

<b>Electrical:</b> Electrical	X			Rooms K1, K3, 23, P3 light bulbs out. Room 3A electrical panel blocked. Light bulbs have been replaced and electrical panel access has been restored.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rooms 3,14 faucet valve leaks, Room 8 has no water in drinking bib, Room 15 no water in drinking fountain. Work orders for above have been submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 26 had many items that needed to be kept away from children. Custodian and teacher have cleared and made the area safe.
<b>Structural:</b> Structural Damage, Roofs	X			Rooms K3, K4, 29, 28, Girls Modular Restroom, Men's and Women's Modular Restroom, all need ramp repairs. These items have been given priority on the deferred maintenance schedule.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multipurpose Room door needs adjustment, Room 3C door needs paint, Room 23 door threshold is loose. Work orders for the above repairs have been submitted.
<b>Overall Rating</b>		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	35	40	40	41	48	48
Math	28	30	29	31	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
	School		State	
	15-16	16-17	15-16	16-17
All Students	87	86	98.9	34.9
Male	44	43	97.7	37.2
Female	43	43	100.0	32.6
Hispanic or Latino	83	82	98.8	35.4
Socioeconomically Disadvantaged	73	73	100.0	34.3
English Learners	40	39	97.5	15.4
Students with Disabilities	15	14	93.3	28.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	35	35	41	34	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	18.3	15.1

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

**School Year 2016-17 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	340	339	99.71	40.12
Male	157	156	99.36	36.54
Female	183	183	100	43.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	39.81
White	--	--	--	--
Socioeconomically Disadvantaged	311	310	99.68	39.35
English Learners	245	244	99.59	37.3
Students with Disabilities	34	34	100	11.76

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 2016-17 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	340	339	99.71	29.79
Male	157	156	99.36	32.05
Female	183	183	100	27.87
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	319	99.69	29.15
White	--	--	--	--
Socioeconomically Disadvantaged	311	310	99.68	28.71
English Learners	245	244	99.59	28.69
Students with Disabilities	34	34	100	8.82

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Contact Person Name: Lupita Saunders

Phone Number: (619) 336-8752

Home/School Partnership:

- School/Classroom Newsletter
- Parent Workshops Sponsored by Teachers
- Parent Nutrition Workshops
- Parent Teacher Association (PTA)
- Family Curriculum Night
- School Festivals & Programs
- Back to School Night
- Open House
- Parent-Teacher Conferences
- School Site Council
- English Learners Advisory Committee (ELAC)
- Parent Education Classes
- Olivewood Gardens & Learning Center

### 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

Date the plan was last updated: December, 2017

Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
Suspensions Rate	1.7	2.6	3.1
Expulsions Rate	0.0	0.0	0.0
Suspensions Rate	1.8	1.0	2.6
Expulsions Rate	0.0	0.0	0.0
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1 Language
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
K	21	22	21	2	2	3	4	4	3			
1	24	23	24				3	4	4			
2	21	23	24	2			2	3	3			
3	24	22	22				4	4	4			
4	31	30	31				2	3	2			1
5	29	32	32				3	2	2		1	
6	26	32	32	1			3	2	2			1
Other		12	10		1	1						

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

### Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSa Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,498	\$48,678
Mid-Range Teacher Salary	\$64,520	\$78,254
Highest Teacher Salary	\$86,659	\$96,372
Average Principal Salary (ES)	\$125,145	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$230,807	\$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

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

### Types of Services Funded

Title I with PI School \$188,440

LCAP Supplemental and Concentration Funds \$173,889

Total \$ 362,329

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
School Site	5,310	521	4,789	72,746
District	♦	♦	4,571	\$68,228
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			4.8	6.2
Percent Difference: School Site/ State			-15.6	-3.2

\* Cells with ♦ do not require data.