Olivewood Elementary School

2505 F Avenue • National City, CA 91950 • (619) 336 8700 • Grades K 6
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2017 18 School Accountability Report Card
Published During the 2018 19 School Year

National School District
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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, Linnette Gonzalez Castañeda
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 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.

2017 18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	1.0
Filipino	3.2
Hispanic or Latino	92.1
Native Hawaiian or Pacific Islander	0.5
White	0.8
Socioeconomically Disadvantaged	88.6
English Learners	57.5
Students with Disabilities	9.3
Foster Youth	0.2

2017 18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	105
Grade 1	83
Grade 2	86
Grade 3	96
Grade 4	70
Grade 5	83
Grade 6	100
Total Enrollment	623

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			
Olivewood Elementary School	**16 17**	**17 18**	**18 19**
With Full Credential	26	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	**16 17**	**17 18**	**18 19**
With Full Credential	♦	♦	224
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Olivewood Elementary School	**16 17**	**17 18**	**18 19**
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: January 10, 2019	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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.

2015- A high speed and wireless network was added to every classroom on the site.

2016- Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.

2018- Exterior walls have been removed and replaced on a many of the portable buildings on the site.

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: 12/5/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Findings.
Interior: Interior Surfaces	Good	MPR: Wall by chairs. Rm 12 and Rm 13: Carpet needs replacing. Cove base. Wall paper torn. Rm 16: Carpet needs replacing. Cove base. Carpet missing small areas. Rm 22 Modular: Carpet needs replacing. Rm 24 Modular: Stained ceiling tiles. Vision Impaired Storage: Stained ceiling tiles. Boys RR Modular: Hole on wall. Cover base on flooring. Work order submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Rm 1, Rm 3, Rm 29: Dirty. Rm 30 Modular: Carpet dirty. Work order submitted for cleaning.
Electrical: Electrical	Good	Staff RR #1, Rm K3, K5 RR#1, Rm 19, Rm 29, and Men RR: Light out. Rm 15: Wireless hanging. Rm 21 Modular: Light lens broken. Work order submitted for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No Findings.
Safety: Fire Safety, Hazardous Materials	Good	No Findings.
Structural: Structural Damage, Roofs	Good	Modular Rm 24, 26, 27, 30, and Vision Impaired Storage: Ramp needs repairs. Work order submitted for repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No Findings.
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

	2017 18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3 8 and 11)**					
	School		**District**		**State**	
	16 17	**17 18**	**16 17**	**17 18**	**16 17**	**17 18**
ELA	40.0	41.0	41.0	43.0	48.0	50.0
Math	30.0	30.0	31.0	33.0	37.0	38.0

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					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16 17	**17 18**	**16 17**	**17 18**	**16 17**	**17 18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	**2017 18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	21.4	27.4	19.0

* 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 2017 18 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	356	354	99.44	41.24
Male	165	165	100.00	32.73
Female	191	189	98.95	48.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	71.43
Hispanic or Latino	328	326	99.39	39.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	318	100.00	40.25
English Learners	252	251	99.60	40.64
Students with Disabilities	38	38	100.00	13.16

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 2017 18 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	356	355	99.72	30.42
Male	165	165	100	28.48
Female	191	190	99.48	32.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100	64.29
Hispanic or Latino	328	327	99.7	29.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	318	318	100	28.93
English Learners	252	252	100	28.17
Students with Disabilities	38	38	100	13.16

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 2018-19)
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
SB187 Safety Plan
Date the plan was last updated: December, 2018
Date the plan was last reviewed with the staff: December, 2018

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) school wide 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. Safety information is also provided via our Safety Flip Charts that are hung in every classroom and reviewed regularly.

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			
School	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	2.6	3.1	1.0
Expulsions Rate	0.0	0.0	0.0
District	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	1.0	2.6	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2015 16**	**2016 17**	**2017 18**
Suspensions Rate	3.7	3.7	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.

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

Grade	Average Class Size			Number of Classrooms*								
				1 20			21 32			33+		
	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18
K	21	19	19	3	3	2	3	3	4			
1	24	20	22		3		4	1	3			
2	24	24	23				3	4	4			
3	22	24	24				4	3	4			
4	31	31	29				2	2	2	1		
5	32	32	30				2	2	3		1	
6	32	27	27	1	1		2		3	1	3	
Other	10			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

Olivewood School is determined to give students the highest quality education possible. In order to meet students needs, we believe that professional development is an important educational component. At our school site we are primarily focused in two areas, Language Arts and Mathematics. This is a decision derived by our school data and student needs. Educators learn best practices in these fields in various ways. Professional learning communities, workshops, conferences, and lesson studies are some of the ways that Olivewood teachers excel in their learning and teaching.

Teachers are supported continuously. During implementation, the principal is in classrooms daily observing and providing valuable feedback. The school has a leadership team that also provides ideas such as lesson studies, coaching, and walkthroughs to learn from each other. Data teams meet every other weeks and reflections are done on student progress. Teachers reflect on what is working, what needs refining, and next steps. Classroom educators also have constant communication with our Language Arts Specialist who is an expert in her field and she provides coaching, suggestions, co-teaching, and facilitating of professional development.

In addition, the National School District calendar earmarks full days and early release time for providing site-based professional development for all teachers. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficultly or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2016 17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,161	$50,084
Mid-Range Teacher Salary	$67,240	$80,256
Highest Teacher Salary	$100,634	$100,154
Average Principal Salary (ES)	$136,874	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$200,349	$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	6.0	5.0

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

FY 2016 17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,310	521	4,789	72,746
District	♦	♦	4,571	$74,205
State	♦	♦	$7,125	$80,910
Percent Difference: School Site/District			4.8	6.2
Percent Difference: School Site/ State			-15.6	-3.2

* Cells with ♦ 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

Title I $156,696
LCAP Supplemental and Concentration Funds $237,207
Total $ 393,903

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 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.