

Olivewood Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Olivewood Elementary School
Street	2505 F Avenue
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8700
Principal	Zulma Santana
Email Address	zsantana@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038806

2023-24 District Contact Information

District Name	National School District
Phone Number	(619) 336-7500
Superintendent	Dr. Leighangela Brady
Email Address	lbrady@nsd.us
District Website	www.nsd.us

2023-24 School Description and Mission Statement

Olivewood School is an elementary school located in National City 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. Wise Owls are respectful, responsible, safe and kind.

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

2023-24 School Description and Mission Statement

Olivewood's Mission Statement

At Olivewood, 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, Zulma Santana

We are very proud of our school and our school community. Our students' social emotional and academic growth are 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. 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 engagement 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 and that we work together to assist our families 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	57
Grade 2	60
Grade 3	65
Grade 4	57
Grade 5	65
Grade 6	84
Total Enrollment	477

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.2%
Asian	0.6%
Black or African American	2.1%
Filipino	2.3%
Hispanic or Latino	91.8%
Two or More Races	1.7%
White	0.6%
English Learners	53%
Foster Youth	0.2%
Homeless	9.2%
Socioeconomically Disadvantaged	75.1%
Students with Disabilities	11.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.70	92.23	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown	2.00	7.77	13.00	5.35	18854.30	6.86
Total Teaching Positions	25.70	100.00	242.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	90.48	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown	2.00	9.52	14.00	6.61	15831.90	5.67
Total Teaching Positions	21.00	100.00	211.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

08/23/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	Yes	0%
Foreign Language	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

School Facility Conditions and Planned Improvements

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 many of the portable buildings on the site.
- 2019 - Additional parking lot was built with more than 50 parking spaces.
- 2021 - Turf was added to the Kindergarten area to provide a mini-soccer area for children.
- 2022 - A cemented patio area for students to ride the tricycles was added to the Kindergarten recess area. In addition, a patio garden area with shaded picnic tables for outside learning and family events was added.
- 2023 - Outdoor lunch area epoxy flooring for easy cleaning, new tables and chairs for every student.

Ongoing—The school is highly maintained with new paint, plants, flowers, grass, and new playground equipment.

Olivewood has 18 regular education classrooms, and 16 classes in relocatable buildings. There are one to one devices for all students TK through sixth grade. All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Classes; 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.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

7/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen: Leaking exhaust fan ducting Action Taken: Work order submitted.
Interior: Interior Surfaces	X			Rm 22 Modular: Roof damage caused water intrusion and mold problems Action Taken: Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Rm 3A: Clutter, storage room Rm 3B: Dirty Rm 3C: Dirty Rm 22 Modular: Roof damage caused water intrusion and mold problems Multipurpose Rm: Dirty Action Taken: Work orders submitted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rm 22 Modular: Roof damage caused water intrusion and mold problems Girls RR Modular: Ramp repairs needed Boys RR Modular: Ramp repairs needed Womens RR Modular: Ramp repairs needed Mens RR Modular: Ramp repairs needed Action Taken: Work orders submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	24	33	31	47	46
Mathematics (grades 3-8 and 11)	17	22	22	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	274	98.56	1.44	24.09
Female	135	133	98.52	1.48	28.57
Male	143	141	98.60	1.40	19.86
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	257	98.47	1.53	23.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	140	137	97.86	2.14	8.03
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	30.30
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	188	98.95	1.05	21.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	276	99.28	0.72	22.10
Female	135	134	99.26	0.74	20.15
Male	143	142	99.30	0.70	23.94
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	259	99.23	0.77	21.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	140	139	99.29	0.71	10.79
Foster Youth	0	0	0	0	0
Homeless	33	33	100.00	0.00	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	190	190	100.00	0.00	18.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	2.44

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.00	18.18	16.82	18.43	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	66	100.00	0.00	18.18
Female	32	32	100.00	0.00	12.50
Male	34	34	100.00	0.00	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	61	61	100.00	0.00	19.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	31	31	100.00	0.00	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	0.00	15.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Olivewood community believes that Parent Engagement is essential for student success.

Please contact Luisa Vega at (619) 336-8752 for parent involvement opportunities.

Here are a few examples of parent involvement opportunities:

- School/Classroom Newsletter and Class Dojo communication
- Parent Workshops
- 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 (SSC)
- English Learners Advisory Committee (ELAC)
- Parent Education Classes
- Coffee with the Principal
- Coffee with the Counselor
- School assemblies
- School Field Trips

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	511	207	40.5
Female	260	249	94	37.8
Male	270	262	113	43.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	2	66.7
Black or African American	14	13	6	46.2
Filipino	13	13	4	30.8
Hispanic or Latino	481	463	186	40.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	4	40.0
White	3	3	1	33.3
English Learners	283	276	113	40.9
Foster Youth	1	1	1	100.0
Homeless	48	48	19	39.6
Socioeconomically Disadvantaged	404	393	163	41.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	68	28	41.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.35	4.15	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.15	0
Female	2.31	0
Male	5.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.37	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.95	0
Foster Youth	0	0
Homeless	4.17	0
Socioeconomically Disadvantaged	4.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	0

2023-24 School Safety Plan

SB187 Safety Plan

Date the plan was last updated: February 2023

Date the plan was last reviewed with the staff: November 2023

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.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		
1	23		3	
2	20	1	2	
3	19	4		
4	28		3	
5	27		3	
6	30		3	
Other	9	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	22		2	
2	24		3	
3	17	3		
4	28		2	
5	32		2	
6	27		3	
Other	19	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	0
1	22	0	2	0
2	21	1	1	0
3	21	1	2	0
4	27	0	2	0
5	32	0	2	0
6	27	0	3	0
Other	14	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	477

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,819	\$2,601	\$9,218	\$93,454
District	N/A	N/A	\$8,822	\$90,126
Percent Difference - School Site and District	N/A	N/A	4.4	8.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	33.2	9.9

Fiscal Year 2022-23 Types of Services Funded

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.

Title I Fund: \$\$78,813

LCAP Supplemental and Concentration Fund: \$135,922

Total: \$214,735

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,555	\$54,046
Mid-Range Teacher Salary	\$76,669	\$84,515
Highest Teacher Salary	\$110,714	\$110,867
Average Principal Salary (Elementary)	\$129,136	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$216,806	\$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

Professional Development

At Olivewood School, we are committed to delivering a high-quality education, and professional development plays a pivotal role in achieving this commitment. We recognize the importance of the development of the whole child encompassing both academic achievement and social and emotional well being. In response to the diverse needs of our student body, our professional development initiatives extend across a spectrum of subjects incorporating strategies for Math, Language Arts, Social-Emotional Learning, Next Generation Science Standards (NGSS), and English Language Development (ELD). We believe in equipping our educators with the knowledge and skills necessary to support the academic, social and emotional growth of every student.

Our educators engage in continuous learning through a variety of avenues, reinforcing a culture of lifelong learning. Professional learning communities, workshops, conferences, and lesson studies serve as integral components of our approach to enhancing teaching practices. Informed by school data and student needs, our professional development is strategically chosen to ensure that our educators are equipped with the knowledge and skills necessary to provide a well-rounded education.

Support for our teachers is woven into the fabric of our school culture. The principal conducts classroom observations and provides constructive feedback. Our leadership team actively contributes to the professional growth of our educators through lesson studies, coaching, and walkthroughs, fostering a collaborative environment where learning is a shared experience. Every three weeks, data discussions are held with each teacher, providing a dedicated platform for reflection on student progress. This process allows educators to identify effective strategies, areas for refinement, and plan their next steps.

Our counselor is equipped with training in the Sanford Harmony social-emotional curriculum, and leads biweekly classroom sessions while teachers aid in implementation.

Our district designates full days and early release time specifically for site-based professional development. Additionally, the district plays a vital role in coordinating the New Teacher Induction Support Program for first and second-year teachers, providing a structured foundation for their professional journey.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	20