

Olivewood Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	37-68221-6038806

2024-25 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

2024-25 School Description and Mission Statement

Nestled in the heart of National City, California, Olivewood Elementary School has been a cornerstone of the community since 1959, serving preschool through sixth-grade students in a vibrant, inclusive environment. With beautifully landscaped grounds and a thriving school garden, our campus fosters hands-on exploration and a warm sense of belonging. Guided by our Wise Owl values—respect, responsibility, safety, and kindness—we implement Positive Behavioral Interventions and Supports (PBIS) to create a supportive culture where every student has the opportunity to shine. Committed to academic excellence and social emotional learning, we empower students to illuminate their potential to positively impact the world. Through collaboration with quality educators, dedicated staff, engaged parents, and our diverse community, we provide a world-class

2024-25 School Description and Mission Statement

education that inspires students to dream big and achieve their goals in a safe, nurturing environment. Visit Olivewood Elementary to experience our exceptional programs, dedicated team, and vibrant community as we shape a brighter future, one Wise Owl at a time.

Mission and Vision

Our Promise:

- To provide a safe and nurturing learning environment.
- To foster active partnerships with parents and the community.
- To build a strong foundation in reading, writing, and problem-solving.
- To prioritize individual student achievement.

Our Beliefs:

- That all students will learn.
- That student success is everyone's responsibility.
- That the cultural diversity of our community enriches learning opportunities.

Mission Statement:

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

Message from Principal Zulma Santana

Welcome to Olivewood Elementary School, home of the Wise Owls, where we illuminate human potential to positively impact the world. It is my honor to serve as the proud principal of this incredible school community, where we are creating successful learners now who will shape a brighter tomorrow. Guided by our belief of "Children First, Relationships Matter, and Whatever It Takes", Olivewood Elementary is dedicated to providing a high-quality, inclusive educational experience aligned with the Common Core State Standards (CCSS). Through innovative teaching, data-driven decision-making, and professional development, we ensure every child receives the targeted support needed to thrive academically, socially, and emotionally in an ever-evolving world. We recognize that families and community members are essential partners in this journey, and we actively foster strong, collaborative relationships to ensure that every child thrives. This School Accountability Report Card reflects our achievements, programs, and aspirations as we work together to empower our students to shine, achieve their fullest potential, and make a lasting positive impact on their community and the world. Together, we are building a legacy of success for every Wise Owl.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	50
Grade 2	56
Grade 3	60
Grade 4	65
Grade 5	57
Grade 6	69
Total Enrollment	440

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	0.9
Black or African American	1.6
Filipino	3.4
Hispanic or Latino	90.7
Two or More Races	2
White	0.7
English Learners	52.7
Foster Youth	0.2
Homeless	6.6
Socioeconomically Disadvantaged	77.3
Students with Disabilities	15.2

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.52	13.30	6.39	14303.80	5.15
Total Teaching Positions	21.00	100.00	208.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 8/28/2024

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%

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

School Facility Conditions and Planned Improvements

Campus History and Renovations

Olivewood Elementary's main campus was originally constructed in 1959. Since its establishment, the campus has undergone several significant renovations and improvements to ensure a safe, modern, and student-centered learning environment:

1999: Modernization, including new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

2015: Installation of a high-speed wireless network added to every classrooms.

2016: Air conditioning to all original buildings, including every classroom. Electrical and fire alarm systems were also upgraded to support air conditioning and one-to-one computing for students.

2018: Exterior walls of several portable classrooms were removed and replaced.

2019: Construction of an additional parking lot, adding over 50 new parking spaces.

2021: Installation of turf in the Kindergarten area, creating a mini-soccer field for young students.

2022: Development of a cemented patio area for Kindergarten recess, allowing for tricycle activities. A shaded patio garden with picnic tables was also added for outdoor learning and family events.

2023: Upgrade of the outdoor lunch area with epoxy flooring for easy cleaning, along with new tables and chairs for every student.

2024: Renovation of the uppergrade Playground

The school is consistently maintained with fresh paint, landscaping (plants, flowers, and grass), and updated playground equipment to enhance the campus environment.

Classroom and Technology Resources

Olivewood Elementary consists of 18 permanent classrooms and 16 relocatable classrooms. One-to-one devices provided to all students from Transitional Kindergarten through sixth grade. Every classroom is equipped with a Promethean Board supported by a laptop.

Maintenance and Repairs

Repair Procedures

The district maintenance staff ensures that all necessary repairs are completed promptly to keep the school in excellent working order. A work order system prioritizes efficiency and assigns the highest priority to emergency repairs.

Cleaning Processes and Schedules

Olivewood maintains high cleanliness standards, fostering student pride in the campus. The District Governing Board has adopted detailed cleaning standards, which are available for review in the school or district maintenance offices. The principal works closely with custodial staff and supervisors to develop schedules that ensure a clean and safe learning environment.

Facility Inspections and Deferred Maintenance

Facilities Inspection Tool (FIT)

The FIT is utilized annually to assess facility needs and identify necessary repairs. All identified issues are addressed through the National School District work order system and repaired by our maintenance department. Items requiring significant work, such as asphalt, roofing, flooring, or painting, are addressed through deferred maintenance.

Construction Projects

The district completed a major construction project funded by local bond funds (Measure N) during the 2015-16 school year.

Key improvements included:

Installation of air conditioning in every classroom and multi-purpose room.

Upgraded electrical capacity.

Complete network cabling upgrades and infrastructure enhancements

Replacement of the district-wide fiber optic network and reconfiguration to support higher network speeds and bandwidth.

This continuous improvement reflects our commitment to providing students and staff with a safe, comfortable, and inspiring learning environment.

Year and month of the most recent FIT report

8/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			Deficiencies: Asst. Principal Office, Rm. 11, 25 Modular, 29 Modular (comments not provided) Action Taken: Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies - Overall Cleanliness: Asst. Principal Office, Custodial Room, P1 Modular, P1 Storage, P1 Office, 29 Modular, PTO Modular (comments not provided) Deficiencies - Vermin Infestation: MPR (comments not provided) Action Taken: Work orders submitted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Deficiencies - Restrooms: P1 Girls RR, P1 Boys RR (comments not provided) Action Taken: Work orders submitted.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deficiencies - Windows/Doors/Gates/Fences: 31 Modular (comments not provided) Deficiencies - Playground/School Grounds: 32A Modular (comments not provided) Action Taken: Work orders submitted.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	24	31	30	46	47
Mathematics (grades 3-8 and 11)	22	18	25	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	248	98.41	1.59	23.79
Female	125	124	99.20	0.80	29.84
Male	127	124	97.64	2.36	17.74
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	11	10	90.91	9.09	--
Hispanic or Latino	234	231	98.72	1.28	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	118	116	98.31	1.69	5.17
Foster Youth	0	0	0	0	0
Homeless	13	12	92.31	7.69	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	155	98.73	1.27	19.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	2.38

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	249	98.81	1.19	18.47
Female	125	124	99.20	0.80	18.55
Male	127	125	98.43	1.57	18.40
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	11	11	100.00	0.00	36.36
Hispanic or Latino	234	231	98.72	1.28	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	118	118	100.00	0.00	9.32
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	155	98.73	1.27	18.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	2.38

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.18	13.79	18.43	19.16	30.29	30.73

2023-24 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	58	58	100.00	0.00	13.79
Female	31	31	100.00	0.00	12.90
Male	27	27	100.00	0.00	14.81
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	56	56	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	10.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 requires only participation results 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.

2024-25 Opportunities for Parental Involvement

At Olivewood Elementary, we firmly believe that parent engagement is essential for student success. By fostering strong partnerships between families and the school, we create a thriving, supportive environment that helps students reach their full potential. We warmly invite all families to participate in activities and programs that enrich our school community.

For more information, please contact Luisa Vega at (619) 336-8752.

Opportunities for Parental Involvement

Here are examples of how parents and guardians can engage in the Olivewood community:

- Parent Volunteers
- School/Classroom Newsletter
- Parent 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 & Student Recognition
- School Field Trips
- Family Movie Night & School Dances
- Promotion Ceremonies
- Read Across America
- Kitchenistas Presentations (Healthy Cooking Classes)

2024-25 Opportunities for Parental Involvement

Book Fairs
DPAC (District Parent Advisory Committee)

Communication Tools

We ensure families stay informed and engaged through various communication platforms:

Electronic Marquee
School Messenger and Talking Points Communication
Peachjar Communication

At Olivewood Elementary, we believe in creating a united and inclusive school community. Join us in enriching the educational experience of all students as we illuminate human potential to positively impact the world!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	469	141	30.1
Female	230	222	60	27.0
Male	257	246	81	32.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	11	--	--	--
Filipino	20	18	3	16.7
Hispanic or Latino	433	419	129	30.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	256	250	76	30.4
Foster Youth	--	--	--	--
Homeless	35	34	12	35.3
Socioeconomically Disadvantaged	370	360	111	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	85	40	47.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.35	4.15	1.64	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.64	0.00
Female	0.43	0.00
Male	2.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.89	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

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.

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	
1	22		2	
2	21	1	1	
3	21	1	2	
4	27		2	
5	32		2	
6	27		3	
Other	14	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	
1	24		2	
2	20	2		
3	22		2	
4	32		2	
5	27		2	
6	33		1	
Other	15	2	1	

2023-24 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	440

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	2.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$14,381	\$3,879	\$10,502	\$99,142
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	-2.9	1.4
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-2.5	5.2

Fiscal Year 2023-24 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: \$28,695

LCAP Supplemental and Concentration Fund: \$104,523

Total: \$133,218

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20