

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
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National City, CA
91950



OLIVEWOOD SCHOOL
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**Creating
Successful
Learners
NOW...**

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About This 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

About This School

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, 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"

School Accountability Report Card

Message from Principal, Beverly Hayes

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

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

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

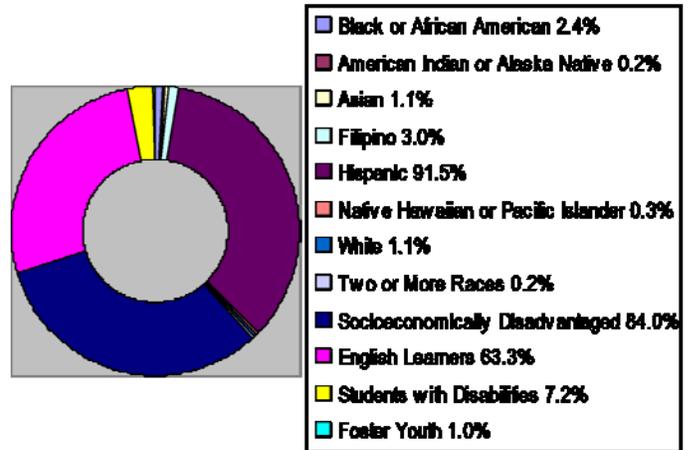
This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District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



School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	123
Grade 1	71
Grade 2	83
Grade 3	94
Grade 4	83
Grade 5	83
Grade 6	87
Total Enrollment	624

Student Enrollment by Group — 2014-15



A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

- 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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	26	26	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

Olivewood Elementary School

Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve Systematic ELD	2014/2015	0%

Core Academic Courses Taught by Highly Qualified Teachers 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.



Instructional Program

At Olivewood School, the Common Core State Standards in English Language Arts and math are being implemented in classrooms. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. SuccessMaker, Renaissance Learning Star Reading, Renaissance Learning Star Math, Accelerated Reader Enterprise and Imagine Learning are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. Olivewood students are directly involved in their instructional program due to highly qualified teachers using best practices. Instructional practices include hands-on activities, using manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan in-

struction and monitor progress.

Standards-based assessment of all students and the early identification of those students who are displaying academic concerns are routine procedures using the Response to Intervention and Instruction (RTI²) model. Students are assessed on summative tests in reading and math at least three times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialists, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom. Additional instructional support may also be provided by the language arts specialists and/or resource specialist, Impact teachers and/or by attending before and after school intervention classes.

A new school funding model has been adopted by the State of California for California's schools. It is called the Local Control Funding Formula. School districts were required to adopt a Local Control Funding Plan (LCAP) with input from parents, community members as well as district and school staff.

A program called the Instructional Wheel has been adopted by National School District for all schools as part of their Local Control Funding Plan. The instructional wheel provides a scheduled time for classroom teachers to collaborate together as a Data Team approximately two times a month. During the time that the classroom teachers are collaborating with their grade-level colleagues, roving enrichment teachers are in their classrooms providing enrichment activities in physical education, art, music and drama. The instructional wheel provides the time for teachers to meet together to analyze students data and determine instructional strategies as well as providing enrichment activities for students.

It is also important that students take responsibility for their own learning. Students demonstrate their learning through projects and oral presentations utilizing technology. Students also need to take responsibility for their assigned homework. Teachers differentiate homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Not all learning takes place in the classroom. Educational outings extend learning opportunities. Our partnership with Olivewood Gardens & Learning Center for the third, fourth and fifth grade students enrich our instructional program. Sixth grade students attend a week-long outdoor education program at YMCA's Camp Marston. Other grade levels schedule field trips to extend and enrich their students' educational experiences.

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Most recently completed school site inspection, done on October 9, 2015 to determine the school facility's good repair status. Systems: Gas Leaks, Mechanical /HVAC, Sewer Interior: Interior Surfaces Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Electrical: Electrical Restrooms/Fountains: Restrooms, Sinks/Fountains Safety: Fire Safety Hazardous Materials Structural: Structural Damage, Roofs External: Playground/School/Grounds, Windows/Doors/Gates/Fences					

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions & Planned Improvements— Most Recent Year

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

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

Maintenance and Repair

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

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy — (grades 3-6)	35%	36%	44%
Mathematics — (grades 3-6)	23%	25%	33%

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.

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.

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.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science Standards Tests).

Olivewood Elementary Scho

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	95	97.9%	52.0%	20.0%	18.0%	11.0%
Male	97	43	44.3%	56.0%	21.0%	16.0%	7.0%
Female	97	52	53.6%	48.0%	19.0%	19.0%	13.0%
Black or African American	97	3	3.1%	--	--	--	--
Asian	97	2	2.1%	--	--	--	--
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	87	89.7%	53.0%	20.0%	16.0%	11.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	86	88.7%	52.0%	19.0%	19.0%	10.0%
English Learners	97	53	54.6%	70.0%	19.0%	8.0%	4.0%
Students with Disabilities	97	9	9.3%	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	85	98.8%	48.0%	16.0%	22.0%	12.0%
Male	86	37	43.0%	35.0%	27.0%	32.0%	5.0%
Female	86	48	55.8%	58.0%	8.0%	15.0%	17.0%
Black or African American	86	2	2.3%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	81	94.2%	48.0%	17.0%	22.0%	11.0%
White	86	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	86	66	76.7%	48.0%	15.0%	23.0%	12.0%
English Learners	86	41	47.7%	73.0%	20.0%	7.0%	0.0%
Students with Disabilities	86	7	8.1%	--	--	--	--

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- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	85	96.6%	44.0%	24.0%	24.0%	9.0%
Male	88	35	39.8%	51.0%	23.0%	14.0%	11.0%
Female	88	50	56.8%	38.0%	24.0%	30.0%	8.0%
Black or African American	88	2	2.3%	--	--	--	--
Filipino	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	78	88.6%	42.0%	24.0%	24.0%	9.0%
White	88	1	1.1%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	70	79.5%	43.0%	23.0%	26.0%	9.0%
English Learners	88	33	37.5%	88.0%	9.0%	3.0%	0.0%
Students with Disabilities	88	9	10.2%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	87	97.8%	22.0%	34.0%	36.0%	8.0%
Male	89	36	40.4%	28.0%	31.0%	33.0%	8.0%
Female	89	51	57.3%	18.0%	37.0%	37.0%	8.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	1	1.1%	--	--	--	--
Filipino	89	2	2.2%	--	--	--	--
Hispanic or Latino	89	81	91.0%	23.0%	35.0%	36.0%	6.0%
White	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	70	78.7%	21.0%	37.0%	36.0%	6.0%
English Learners	89	19	21.3%	58.0%	37.0%	5.0%	0.0%
Students with Disabilities	89	11	12.4%	55.0%	36.0%	9.0%	0.0%

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- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Olivewood Elementary Scho

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	96	99.0%	47.0%	28.0%	19.0%	6.0%
Male	97	43	44.3%	47.0%	26.0%	23.0%	5.0%
Female	97	53	54.6%	47.0%	30.0%	15.0%	8.0%
Black or African American	97	3	3.1%	--	--	--	--
Asian	97	2	2.1%	--	--	--	--
Filipino	97	1	1.0%	--	--	--	--
Hispanic or Latino	97	88	90.7%	47.0%	26.0%	20.0%	7.0%
Native Hawaiian or Pacific Islander	97	1	1.0%	--	--	--	--
Two or More Races	97	1	1.0%	--	--	--	--
Socioeconomically Disadvantaged	97	87	89.7%	46.0%	30.0%	20.0%	5.0%
English Learners	97	54	55.7%	57.0%	30.0%	13.0%	0.0%
Students with Disabilities	97	9	9.3%	--	--	--	--

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- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	86	85	98.8%	33.0%	42.0%	14.0%	11.0%
Male	86	37	43.0%	30.0%	43.0%	16.0%	11.0%
Female	86	48	55.8%	35.0%	42.0%	13.0%	10.0%
Black or African American	86	2	2.3%	--	--	--	--
Filipino	86	1	1.2%	--	--	--	--
Hispanic or Latino	86	81	94.2%	33.0%	42.0%	15.0%	10.0%
White	86	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	86	66	76.7%	35.0%	39.0%	14.0%	12.0%
English Learners	86	41	47.7%	44.0%	51.0%	5.0%	0.0%
Students with Disabilities	86	7	8.1%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	86	97.7%	57.0%	29.0%	12.0%	2.0%
Male	88	35	39.8%	57.0%	26.0%	14.0%	3.0%
Female	88	51	58.0%	57.0%	31.0%	10.0%	2.0%
Black or African American	88	2	2.3%	--	--	--	--
Filipino	88	3	3.4%	--	--	--	--
Hispanic or Latino	88	79	89.8%	56.0%	30.0%	13.0%	1.0%
White	88	1	1.1%	--	--	--	--
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	71	80.7%	54.0%	32.0%	13.0%	1.0%
English Learners	88	34	38.6%	91.0%	6.0%	3.0%	0.0%
Students with Disabilities	88	10	11.4%	--	--	--	--

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- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	88	98.9%	31.0%	41.0%	17.0%	11.0%
Male	89	36	40.4%	36.0%	39.0%	8.0%	17.0%
Female	89	52	58.4%	27.0%	42.0%	23.0%	8.0%
Black or African American	89	1	1.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	1	1.1%	--	--	--	--
Filipino	89	2	2.2%	--	--	--	--
Hispanic or Latino	89	82	92.1%	33.0%	41.0%	17.0%	9.0%
White	89	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	89	71	79.8%	31.0%	44.0%	14.0%	11.0%
English Learners	89	20	22.5%	75.0%	20.0%	5.0%	0.0%
Students with Disabilities	89	11	12.4%	73.0%	18.0%	9.0%	0.0%

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 students that did not receive a score; 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 students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Olivewood Elementary School

California Standards Tests for All Students in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (Grade 5)	36%	40%	35%	37%	48%	41%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



California Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	35%
Male	35%
Female	36%
Filipino	0%
Hispanic or Latino	33%
Socioeconomically Dis-advantaged	35%
English Learners	11%
Students with Disabilities	0%
Foster Youth	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



California Physical Fitness Test Results — 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	18.4%	18.4%	5.7%

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.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parent Involvement— Most Recent Year

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 Organization (PTO)
- 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 School Climate State Priority:

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

School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

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

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



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavioral Intervention and Support (PBIS)/Restorative Justice Practices - Schoolwide Discipline Program which includes an Emphasis on Anti-Bullying
- Wise Owl Recognition Weekly at Citizenship Assemblies
- Classroom/School/Cafeteria Rules
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Daily Out-of-School Reading Allotments— TK-6
- Academic/Attendance Recognition
- Multicultural Activities that Promote Self-esteem
- Student Council

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.6%	3.6%	1.7%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Olivewood Elementary School

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.

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	No	Yes	Yes



Counselors and Other Support Staff 2014-15

Title	FTE*
Adaptive P.E. Specialist	1.0 (district)
School Counselor	2 days/week
Impact Teachers	2 half-time
Resource Specialist (Non-teaching)	1 full-time
Language Arts Specialist (Primary Grades)	1 full-time
Language Arts Specialist (Intermediate Grades)	1 full-time
Speech/Language/Hearing Specialist	3.5 days/week
Bilingual Speech/Language/Hearing Specialist	1 day/week
Nurse and Nurse Practitioner	1.0 (district)
Medical Assistants	5 days/week
Psychologist	3 days/week
Library Media Specialist	1 full-time
Instructional Assistants—Special Education	4 (part-time)

Federal Intervention Program — 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

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

Average Class Size and Class Size Distribution

Grade Level	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	20.0	2	3		19.0	3	3		21.0	2	4			
1	21.0	1	3		21.0	2	2		24.0		3			
2	16.0	6			22.0		4		21.0	2	2			
3	20.0	4	1		22.0		3		24.0		4			
4	33.0			2	29.0		1	2	31.0		2			
5	33.0			3	32.0		2	1	29.0		3			
6	27.0	1	2	1	28.0	1	1	2	26.0	1	3			

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,310	\$521	\$4,789	\$72,746
District			\$4,571	\$67,358
Percent Difference-School Site and District			(5%)	7%
State			\$5,348	72,993
Percent Difference-School Site and State			9%	0.3%



Types of Services Funded - Fiscal Year 2014-15

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.

Funding Source	Allocation
Title I with PI School	\$152,956
LCFF ¹ /EIA ² -SCE ³	\$105,101
LCFF/EIA-LEP ⁴	\$84,011
Total	\$342,068

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Benefits Web page at [Http://www.cde.ca.gov/ds/fd/ca/](http://www.cde.ca.gov/ds/fd/ca/).



Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries &

Professional Development Most Recent Three Years

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training

