Olivewood Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021 22 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	Linnette Gonzalez Castañeda
Email Address	lcastaneda@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038806

2021 22 District Contact Information

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

2021 22 School Overview

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

Olivewood School's mascot is the wise owl. Students are guided to make wise choices by:
- Owning their actions;
- Working to succeed;
- Learning for the future; and,
- Showing respect and kindness.

At citizenship assemblies students are acknowledged for demonstrating the traits of being a wise owl.

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

At Olivewood School,

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

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

Olivewood's Mission Statement

2021 22 School Overview

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, Linnette Gonzalez Castañeda

We are very proud of our school and our school community. Our students' socioemotional 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

2020 21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	68
Grade 2	61
Grade 3	75
Grade 4	84
Grade 5	87
Grade 6	93
Total Enrollment	546

2020 21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	1.5
Filipino	4.4
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.5
White	0.9
English Learners	46
Foster Youth	0.4
Homeless	4.8
Socioeconomically Disadvantaged	70.3
Students with Disabilities	11.7

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

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

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)	23.7	92.2	226.9	93.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	3.0	1.2	12115.8	4.4
Unknown	2.0	7.8	13.0	5.4	18854.3	6.9
Total Teaching Positions	25.7	100.0	242.9	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020 21 Teachers Without Credentials and Misassignments (considered "ineffective under ESSA)

Authorization/Assignment	2020 21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020 21 Credentialed Teachers Assigned Out of Field (considered "out of field" under ESSA)

Indicator	2020 21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020 21 Class Assignments

Indicator	2020 21
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

2021 22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/25/2021

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 a 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.

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

Olivewood has 18 regular classrooms and 16 classes in relocatable buildings. There are at least 5 computers in each of our classrooms, transition kindergarten through sixth grade. Our Special Day Class has 4 computers and our Resource Specialist Program has 5 computers. We have a computer lab with 34 computers; a primary computer lab with 26 computers; an intermediate reading lab with 8 computers and, a primary reading lab with 5 computers. Each classroom has at least 2 new computers and the intermediate grade classrooms have 5 new computers. All other computers have had memory upgrades to be able to run new computer software. We also have a cart with 32 netbooks that can travel from room to room.

All classrooms have a Promethean Board that is supported by a laptop computer: We also have a Promethean board in our Special Day Class; one in our resource specialist program room; one in our computer lab; and, one in each of our Reading Labs.

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

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

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

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

Year and month of the most recent FIT report	8/5/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 22 (Modular): Had mold remediation done. Termite damage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 22 (Modular): Had mold remediation done. Termite damage
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	K-1: Storm drain needs repairs Playgrounds: Storm drains need repair Action Taken: Work orders submitted for repairs.

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).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	332	NT	NT	NT	NT
Female	164	NT	NT	NT	NT
Male	168	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	154	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	226	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	332	NT	NT	NT	NT
Female	164	NT	NT	NT	NT
Male	168	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	296	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	154	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	226	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	NT	NT	NT	NT

2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	519	470	90.6	9.4	36.6
Female	257	233	90.7	9.3	42.1
Male	262	237	90.5	9.5	31.2
American Indian or Alaska Native	1	0	0	100	0
Asian	5	2	40	60	100
Black or African American	6	6	100	0	33.3
Filipino	21	19	90.5	9.5	78.9
Hispanic or Latino	462	422	91.3	8.7	34.4

Native Hawaiian or Pacific Islander	3	3	100	0	66.7
Two or More Races	5	5	100	0	40.0
White	4	2	50	50	50
English Learners	240	219	91.3	8.7	23.3
Foster Youth	1	1	100	0	0
Homeless	24	21	87.5	12.5	33.3
Military	3	3	100	0	66.7
Socioeconomically Disadvantaged	356	317	89	11	35.6
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	43	82.7	17.3	16.3

*At or above the grade-level standard in the context of the local assessment administered.

2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	519	475	91.5	8.5	28.2
Female	257	233	90.7	9.3	27.5
Male	262	242	92.4	7.6	28.9
American Indian or Alaska Native	1	1	100	0	0
Asian	5	2	40	60	50
Black or African American	6	6	100	0	16.7
Filipino	21	20	95.2	4.8	60
Hispanic or Latino	462	428	92.6	7.4	25.7
Native Hawaiian or Pacific Islander	3	3	100	0	33.3
Two or More Races	5	4	80	20	50
White	4	2	50	50	0
English Learners	240	224	93.3	6.7	18.8
Foster Youth	1	1	100	0	0
Homeless	24	23	95.8	4.2	21.7
Military	3	3	100	0	66.7
Socioeconomically Disadvantaged	356	322	90.4	9.6	25.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	43	82.7	17.3	7

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019 20	School 2020 21	District 2019 20	District 2020 21	State 2019 20	State 2020 21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020 21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	NT	NT	NT	NT
Female	44	NT	NT		
Male	41	NT	NT		
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	--	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	0	0	0	0	0
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020 21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021 22 Opportunities for Parental Involvement

Olivewood community believes that Parent Engagement is essential for student success. Currently, we have virtual parent opportunities. Safety is a priority and with our Covid-19 Safe Reopening Plan we currently do not have volunteers physically onsite. However, we still make every effort to involve families virtually.

Please contact Lupita Saunders at (619) 336-8752 for parent involvement opportunities.

Here are a few examples of parent involvement opportunities:

¬ School/Classroom Newsletter
¬ Parent Workshops Sponsored by Teachers
¬ Parent Nutrition Workshops
¬ Parent Teacher Association (PTA)
¬ Family Curriculum Night
¬ School Festivals & Programs
¬ Back to School Night
¬ Open House
¬ Parent-Teacher Conferences
¬ School Site Council
¬ English Learners Advisory Committee (ELAC)
¬ Parent Education Classes
¬ Coffee with the Principal
School assemblies

*Currently all of these events are virtual.

2020 21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	553	124	22.4
Female	277	274	67	24.5
Male	288	279	57	20.4
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	1	16.7
Black or African American	8	8	1	12.5
Filipino	24	23	4	17.4
Hispanic or Latino	506	495	111	22.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	8	3	37.5
White	5	5	1	20.0
English Learners	295	291	66	22.7
Foster Youth	2	2	1	50.0
Homeless	26	26	8	30.8
Socioeconomically Disadvantaged	400	392	95	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	70	17	24.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018 19	School 2020 21	District 2018 19	District 2020 21	State 2018 19	State 2020 21
Suspensions	0.31	0.00	1.58	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019 20	District 2019 20	State 2019 20
Suspensions	0.33	0.78	2.45
Expulsions	0.00	0.00	0.05

2020 21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021 22 School Safety Plan

SB187 Safety Plan
Date the plan was last updated: October 1, 2021
Date the plan was last reviewed with the staff: October 4, 2021

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.

2018 19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	2	3	
1	21	1	2	
2	22	1	3	
3	22		4	
4	32		3	
5	33			2
6	24	1	3	

2019 20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	2	3	
1	19	3		
2	20	2	1	
3	22		4	
4	31		2	
5	30		2	
6	29		2	
Other	24	2	2	

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		

2020 21 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	546

2020 21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.6

2019 20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$6,833	$230	$6,603	$83,320
District	N/A	N/A	$6,447	$83,098
Percent Difference - School Site and District	N/A	N/A	2.4	0.3
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	-24.5	1.1

2020 21 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 $132,910
LCAP Supplemental and Concentration Funds $169,445
Total $ 302,355

2019 20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$49,557	$51,450
Mid-Range Teacher Salary	$73,699	$80,263
Highest Teacher Salary	$106,425	$101,012
Average Principal Salary (Elementary)	$136,181	$128,082
Average Principal Salary (Middle)	$0	$132,453
Average Principal Salary (High)	$0	$134,792
Superintendent Salary	$210,492	$197,968
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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

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

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

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

Subject	2019 20	2020 21	2021 22
Number of school days dedicated to Staff Development and Continuous Improvement	26	18	19

National School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021 22 District Contact Information

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

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00	100.00	--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

2020 21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00		--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

2020 21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020 21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.