

# Olivewood Elementary School

23391 Dune Mear Road • Lake Forest CA, 92630 • (949) 837-6682 • Grades K-6

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Saddleback Valley Unified School District

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#### District Governing Board

Suzy Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Don Sedgwick

#### District Administration

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**Superintendent**

Terry Stanfill  
**Assistant Superintendent, Human Resources**

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**Assistant Superintendent, Business**

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**Assistant Superintendent, Educational Services**

Tammy Blakely  
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Laura Ott  
**Director, Secondary Education**

Terry Petersen  
**Director, Elementary Education**

Diane Lohrman  
**Director, Special Education/SELPA**

### School Description

Olivewood Elementary School teachers are dedicated to delivering a strong academic program based on the Common Core State Standards. Our English Language Development teacher, Reading Intervention Teacher, and READ 180 Teacher provide additional instructional support. The staff maintain a safe campus, create a positive attitude among students, and promote the support and involvement of the community. Olivewood Mighty Mustangs have P.R.I.D.E. We model and encourage students to be Prepared, Respectful, full of Integrity, Dependable, and Engaged.

Olivewood has implemented the Professional Learning Communities (PLC) model in which teachers meet regularly in grade-level teams to discuss goals, student progress, assessment, and curriculum strategies. We welcome parents, family, and community members to volunteer in our classrooms and at school activities. Our PTA (Parent Teacher Association) and ELAC (English Learner Advisory Committee) are just two of the ways by which parents can become involved at school.

Olivewood also houses the innovative iEngage program, a one-to-one mobile technology program that transforms the way that teachers teach and students learn. Using iPod Touches and iPads completely engages students and enhances their ability to create, innovate, and, most importantly, retain the learning objectives. It is very exciting to be part of next generation teaching and learning.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (949) 837-6682.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	94
Gr. 1	62
Gr. 2	66
Gr. 3	66
Gr. 4	52
Gr. 5	65
Gr. 6	85
<b>Total</b>	<b>490</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	6.7
Hispanic or Latino	81.2
Native Hawaiian/Pacific Islander	0.0
White	7.1
Two or More Races	1.2
Socioeconomically Disadvantaged	79.2
English Learners	65.5
Students with Disabilities	18.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Olivewood Elementary School	12-13	13-14	14-15
Fully Credentialed		21	22
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Saddleback Valley Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Olivewood Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

\* 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: November 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>High Point Basics Student Book Adopted 2004</p> <p>HM Reading: A Legacy of Literature Adopted 2004</p> <p>Holt Literature and Language Arts Adopted 2004</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Math Expressions by Houghton Mifflin Harcourt Adopted 2014</p> <p>Go Math by Houghton Mifflin Harcourt Adopted 2014</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Scott Foresman California Science K-5 Adopted 2008</p> <p>Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Reflections by Harcourt Adopted 2007</p> <p>World History, Ancient Civil./Holt, Rinehart &amp; Winston Adopted 2007</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Olivewood dates from 1967 and was modernized during 2003–2004. This included fresh paint, new wall coverings, additional Internet access, new security and intercom systems, and improved electrical and plumbing systems. New playground equipment has been installed in the kindergarten, primary, and upper-grade playgrounds. The field has been upgraded with a new sprinkler system and new sod; shade structures were installed over the outdoor assembly area and the lunch area. A new building to house a library and two computer labs was opened in May 2008. The parking lot was expanded, and two portable buildings were replaced with newer models.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-7-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		Stained ceiling tiles, to be replaced by custodian. Carpet is old, to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		Loose faucet in restroom, to be repaired by plumber.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	53	57	63	79	81	81	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	45	53	47	71	74	71	54	56	55
Math	47	56	55	65	65	65	49	50	50
HSS				69	71	71	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	3	4	4
Similar Schools	4	6	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.2	21.2	33.3

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	81	
All Student at the School	63	
Male	74	
Female	52	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	59	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	57	
English Learners	43	
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-19	22	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	16	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-8	9	2
English Learners	-10	11	6
Students with Disabilities			-24

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement

Olivewood parents are actively involved and visible on campus daily. We also enjoy the support of various volunteers from the local community. Our PTA raises funds for our music and art programs, special student assemblies, and student incentives. Our Single Plan for Student Achievement is reviewed by the School Site Council, which includes parents as members. Our ELAC welcomes parents of English Learners to consult with administration on school programs. We have many parents volunteering in classrooms and serving on committees for such events as the Sixth Grade Science Camp fund-raisers and the Book Fair. To become involved, please contact our PTA President or the Principal through the Olivewood office at (949) 837-6682.

### State Priority: School Climate

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

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

### School Safety Plan

Our staff supervises students before and after school. Playground supervisors, trained in first aid and the handling of food allergies, are on campus during recess and lunch. We have established classroom and schoolwide rules that we enforce consistently and fairly. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. All visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

We revise our Comprehensive Safe School Plan annually, and it is reviewed by the School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with all staff during a schoolwide staff meeting and we practice fire drills monthly and hold two disaster drills (earthquake and lockdown) annually.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.9	2.3	1.6
Expulsions Rate	0.0	0.0	0.2
District	11-12	12-13	13-14
Suspensions Rate	3.3	2.9	1.9
Expulsions Rate	0.1	0.1	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement		7
Percent of Schools Currently in Program Improvement		87.5

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	27	24	1		1	2	3	3	0		
Gr. 1	29.7	21	21	0	1	1	3	2	2	0		
Gr. 2	28	19	22	0	2	1	2	2	2	0		
Gr. 3	27	18	22	1	1	1	3	2	2	0		
Gr. 4	26.3	21	17	1	1	2	1	2		1		1
Gr. 5	33.5	21	22	0	2	2	1	2		1		1
Gr. 6	30.7	20	28	0	1	1	3	1		0	1	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$30,000	\$41,761
Mid-Range Teacher Salary	\$69,313	\$66,895
Highest Teacher Salary	\$93,743	\$86,565
Average Principal Salary (ES)	\$112,050	\$108,011
Average Principal Salary (MS)	\$118,747	\$113,058
Average Principal Salary (HS)	\$127,831	\$123,217
Superintendent Salary	\$274,263	\$227,183
Percent of District Budget		
Teacher Salaries	45	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,107	\$968	\$4,139	\$80,659
District	♦	♦	\$4,644	\$77,428
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-18%	10%
Percent Difference: School Site/ State			-24%	-8%

**Types of Services Funded at Olivewood Elementary School**

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

- (a) a 95-percent participation rate on the state's tests
- (b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests
- (c) an API of at least 740 or growth of at least one point.

**Professional Development provided for Teachers at Olivewood Elementary School**

Title 1 funding allows time for teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics for staff development. District-level staff development concentrates on districtwide goals. We devote school staff development days to improving written language and subject area skills. During the school year, all teachers meet in grade-level groups to review students' writing progress, analyze standardized test scores, plan instruction, and review teaching strategies.