

Olinda Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Olinda Elementary School
Street	5855 Olinda Road
City, State, Zip	Richmond, CA 94803-3589
Phone Number	(510) 231-1452
Principal	Amandeep Randhawa
E-mail Address	arandhawa@wccusd.net
Web Site	http://www.olindaschool.org/
Grades Served	K-6
CDS Code	07-61796-6004899

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	wccusd.net

School Description and Mission Statement (Most Recent Year)

Olinda Elementary is located in a beautiful residential area of El Sobrante, which is an unincorporated area of Richmond, California. Olinda was built in 1957 and stands today as it was built 57 years ago. We are surrounded by the natural hills of El Sobrante and vast open spaces of the local water district regional park. The park, which is within walking distance, is used as an avenue for outdoor learning. Our students live in the Sherwood Forest, Carriage Hills and other neighboring communities. Additionally, we have some of our students that transfer from other schools in the district due to No Child Left Behind requirements and personal choice. Our reputation as a rigorous academic school with a diverse population has consistently made us a popular choice for parents, who are looking at various educational options.

Olinda provides a safe and supportive environment where all students can develop to their fullest potential academically, emotionally and socially. Our goal is to partner with parents and the community to ensure that all students are college and career ready, in order to be productive and successful citizens. Olinda is an ethnically diverse school. Our ethnic make-up is approximately 31.1% Asian, 27.9% Hispanic, 19.5% White, 16.6%, African American, 8.1% Filipino, 2.8% two or more races and 1.1% Pacific Islander. Our diversity is our strength.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	64
Grade 1	49
Grade 2	46
Grade 3	49
Grade 4	38
Grade 5	55
Grade 6	28
Total Enrollment	329

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	18.5
Asian	22.8
Filipino	7.9
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0.9
White	18.5
Two or More Races	0.6
Socioeconomically Disadvantaged	35.9
English Learners	20.1
Students with Disabilities	5.8
Foster Youth	0.9

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	13	13	15	15
Without Full Credential	2	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 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	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: McMillan-McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Olinda School provides a safe, clean environment for learning. Supervision is provided fifteen minutes before classes begin and fifteen minutes after the instructional day concludes. A parents also helps to direct traffic in the morning and after school.. Teachers supervise students during recess. Lunch recess is monitored by the principal and the yard supervisors. All visitors to our school must first report to the office, sign in, and receive a visitor's badge. The school and grounds are well-maintained and provide adequate classroom and playground space for our students. Cleaning is done daily by our custodial staff. The grounds are maintained by the district grounds keeping department.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Repair floor tiles (work order submitted). Paint ceiling tiles (work order submitted). Paint inside of front door of room 12 (work completed).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Repair or replace overhang lights at kitchen entrance and exterior by restrooms (work completed). Replace light switch in room 9 (work completed). Teacher using extension cord to plug in computers (work order created).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Kitchen exterior door handle hard to turn (work order submitted). Replace broken window in portable 9 (work completed). Remove graffiti from kindergarten slide (work completed). Window does not close in room 15 (work completed).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	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], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	58	32	44
Mathematics	45	22	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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	49	48	98.0	38	21	25	15
	4	39	38	97.4	18	24	21	37
	5	53	49	92.5	20	18	20	41
	6	29	28	96.6	4	11	50	36
Male	3		24	49.0	42	21	25	8
	4		26	66.7	15	27	23	35
	5		26	49.1	23	19	19	38
	6		11	37.9	9	27	27	36

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		24	49.0	33	21	25	21
	4		12	30.8	25	17	17	42
	5		23	43.4	17	17	22	43
	6		17	58.6	0	0	65	35
Black or African American	3		9	18.4	--	--	--	--
	4		5	12.8	--	--	--	--
	5		6	11.3	--	--	--	--
	6		6	20.7	--	--	--	--
Asian	3		13	26.5	8	23	46	15
	4		10	25.6	--	--	--	--
	5		19	35.8	5	11	37	47
	6		5	17.2	--	--	--	--
Filipino	3		2	4.1	--	--	--	--
	4		2	5.1	--	--	--	--
	5		3	5.7	--	--	--	--
	6		1	3.4	--	--	--	--
Hispanic or Latino	3		14	28.6	50	21	21	7
	4		12	30.8	8	33	42	17
	5		11	20.8	18	27	9	45
	6		10	34.5	--	--	--	--
Native Hawaiian or Pacific Islander	3		2	4.1	--	--	--	--
White	3		8	16.3	--	--	--	--
	4		8	20.5	--	--	--	--
	5		10	18.9	--	--	--	--
	6		6	20.7	--	--	--	--
Two or More Races	4		1	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		20	40.8	45	20	25	5
	4		16	41.0	13	44	19	25
	5		20	37.7	25	30	20	25
	6		7	24.1	--	--	--	--
English Learners	3		12	24.5	17	50	25	0
	4		6	15.4	--	--	--	--
	5		6	11.3	--	--	--	--
	6		1	3.4	--	--	--	--
Students with Disabilities	3		1	2.0	--	--	--	--
	5		2	3.8	--	--	--	--
	6		2	6.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	49	49	100.0	43	20	24	12
	4	39	38	97.4	16	34	29	21
	5	53	50	94.3	26	32	22	20
	6	29	28	96.6	11	29	25	36
Male	3		25	51.0	44	16	24	16
	4		26	66.7	4	38	35	23
	5		27	50.9	30	26	15	30
	6		11	37.9	9	27	45	18
Female	3		24	49.0	42	25	25	8
	4		12	30.8	42	25	17	17
	5		23	43.4	22	39	30	9
	6		17	58.6	12	29	12	47
Black or African American	3		9	18.4	--	--	--	--
	4		5	12.8	--	--	--	--
	5		6	11.3	--	--	--	--
	6		6	20.7	--	--	--	--
Asian	3		13	26.5	8	23	46	23
	4		10	25.6	--	--	--	--
	5		20	37.7	10	20	25	45
	6		5	17.2	--	--	--	--
Filipino	3		2	4.1	--	--	--	--
	4		2	5.1	--	--	--	--
	5		3	5.7	--	--	--	--
	6		1	3.4	--	--	--	--
Hispanic or Latino	3		14	28.6	64	21	14	0
	4		12	30.8	25	33	33	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		11	20.8	18	55	18	9
	6		10	34.5	--	--	--	--
Native Hawaiian or Pacific Islander	3		2	4.1	--	--	--	--
White	3		9	18.4	--	--	--	--
	4		8	20.5	--	--	--	--
	5		10	18.9	--	--	--	--
	6		6	20.7	--	--	--	--
Two or More Races	4		1	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		21	42.9	57	19	24	0
	4		16	41.0	25	31	38	6
	5		21	39.6	33	38	19	10
	6		7	24.1	--	--	--	--
English Learners	3		12	24.5	33	33	25	8
	4		6	15.4	--	--	--	--
	5		7	13.2	--	--	--	--
	6		1	3.4	--	--	--	--
Students with Disabilities	3		1	2.0	--	--	--	--
	5		2	3.8	--	--	--	--
	6		2	6.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

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 (grades 5, 8, and 10)	78	85	72	46	48	46	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 (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	72
Male	81
Female	60
Black or African American	--
Asian	85
Filipino	--
Hispanic or Latino	63
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	61
Foster Youth	--

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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.20	23.10	28.80

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.

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS: Parents volunteer in the classrooms, tutor students during and after school, implement and help supervise our After School Enrichment Programs. Parents attend conferences; Back to School Night and SST/IEP meeting to get feedback on student progress as well as develop plans for student improvement. They volunteer in the library and offer reading circles. They assist with weekly Wednesday folders and serve as room parents for the classes.

PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s): The PTA supports the academic and social environment in a variety of ways. They support the After School Enrichment Programs financially as well as supervise activities. The PTA provides class workshops with the Berkeley Repertory Theater. They coordinate community building activities like Kindergarten play date, Welcome Back to school social, movie nights, Fall Fun Festival, Spring Fun Run, Family Reading Night, Book Fair and coordinate and run the Spelling Bee.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement

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.

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	2.86	1.94	0.00	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school safety and emergency response plan is fully reviewed and updated yearly by the staff. Each classroom is equipped with emergency procedures and kits. The school staff had a CPR training during the 2013/14 school year which was paid for by the PTA. All students and staff practice drills around every type of emergency. Fire drills are held monthly. Parents and staff assist with arrival and dismissal daily. The school stays in contact with Officer Bautista in regards to safety concerns and assesses the school safety plan periodically.

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 (School Year 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 Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				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	21	1	2		23		3		21	1	2	
1	28		1		25		2		25		2	
2	29		2		24		2		23		2	
3	28		2		22	1	1		25		2	
4	31		1		29		2		19	2		
5	32		1	1	26		2		28		2	
6	29		1		32		1		28		1	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7170.55	\$5869.69	\$1300.86	\$59706.83
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-86.5	5.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-75.7	-18.2

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Olinda School include:

Special Ed-E
 Economic Impact Aid
 Gifted & Talented Ed-E
 ELD

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

The Instructional Leadership Team meets monthly to and assists in supporting the instruction by offering training and professional development sessions that focus on the agreed upon SMART Goals for our school. Through the review of collaboration logs and data result forms, the Instructional Leadership Team assess the needs addressed and provide further clarification or feedback. Our Instructional Leadership Team will use the information from collaborations and data results to help determine future best practices at the school site that will monitor and support our school's SMART goal. Through assessing data regularly teachers have the opportunity to participate in backward planning that focuses on student achievement and targeting student's specific needs.