

Olinda Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Olinda Elementary
Street	5855 Olinda Rd.
City, State, Zip	El Sobrante, Ca, 94803-3589
Phone Number	510-231-1452
Principal	Amandeep Randhawa
E-mail Address	arandhawa@wccusd.net
County-District-School (CDS) Code	07617966004899

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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 61 years ago. We are surrounded by the natural hills of El Sobrante and vast open spaces of the local water district and Kennedy Grove regional park. Our students live in the Sherwood Forest, Carriage Hills and other neighboring communities. We also have students that transfer from other schools outside of the district or 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 is an ethnically diverse school. Our ethnic make-up is approximately 30% Asian, 29% Hispanic, 18% White, 14%, African American, 7% two or more races. Our diversity is our strength.

Our mission statement provides the framework for the goals and objectives we seek to strive for on a daily basis. 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.

Theory of Action 2018-2019

If we foster a culture of learning together through providing teachers with high quality professional development and cross-grade level articulated collaboration of effective practices, then we will see the quality of our instruction improve, and we will build the confidence of our teachers to provide consistent, differentiated, rigorous instruction, which will promote student engagement and achievement.

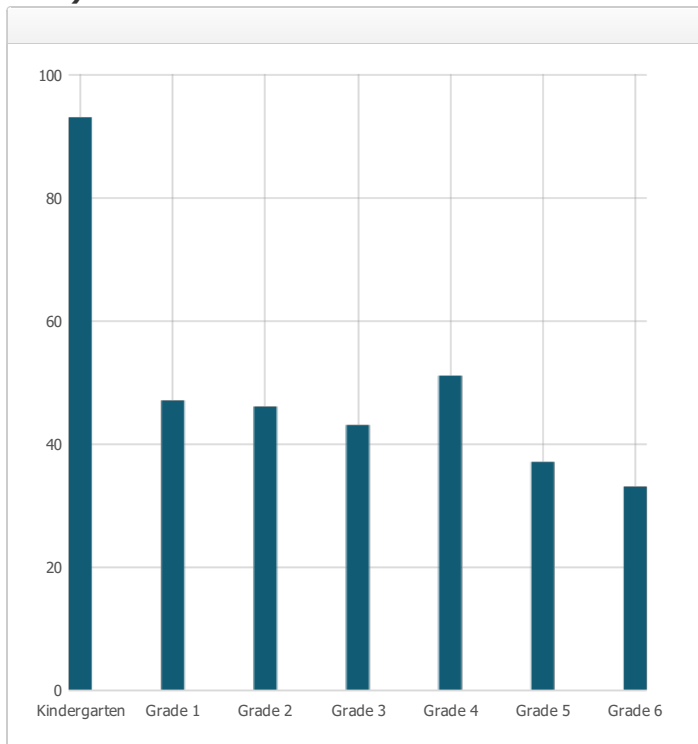
If we provide multiple, positive opportunities to engage with our families through both social and academic events, then we will see improved home-school relationships that will support our students' social and emotional well-being.

If we build a community that promotes college and career readiness through a variety of ongoing learning opportunities, then we will model and encourage a growth mindset that will resonate with students as they continue their journey of being a lifelong learner.

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	93
Grade 1	47
Grade 2	46
Grade 3	43
Grade 4	51
Grade 5	37
Grade 6	33
Total Enrollment	350



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	15.4 %
American Indian or Alaska Native	0.3 %
Asian	23.4 %
Filipino	7.7 %
Hispanic or Latino	30.0 %
Native Hawaiian or Pacific Islander	0.9 %
White	17.7 %
Two or More Races	4.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.3 %
English Learners	24.3 %
Students with Disabilities	5.7 %
Foster Youth	0.3 %

A. Conditions of Learning

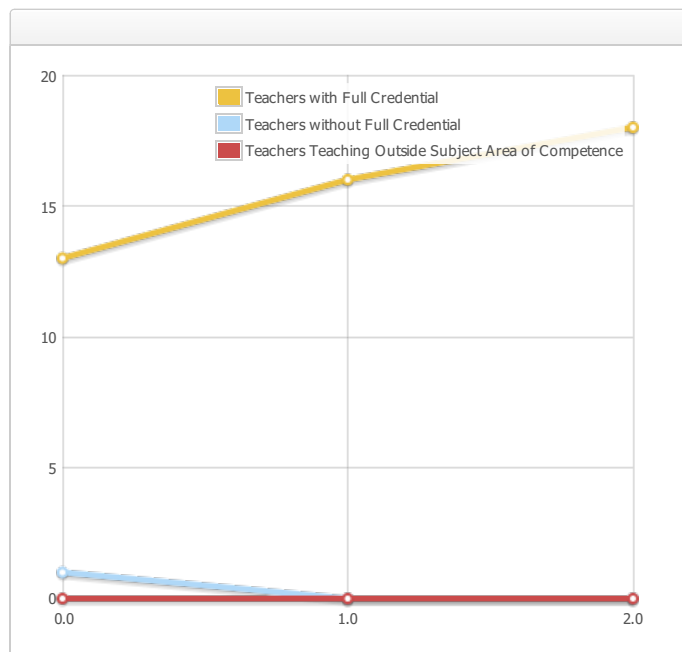
State Priority: Basic

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

Teacher Credentials

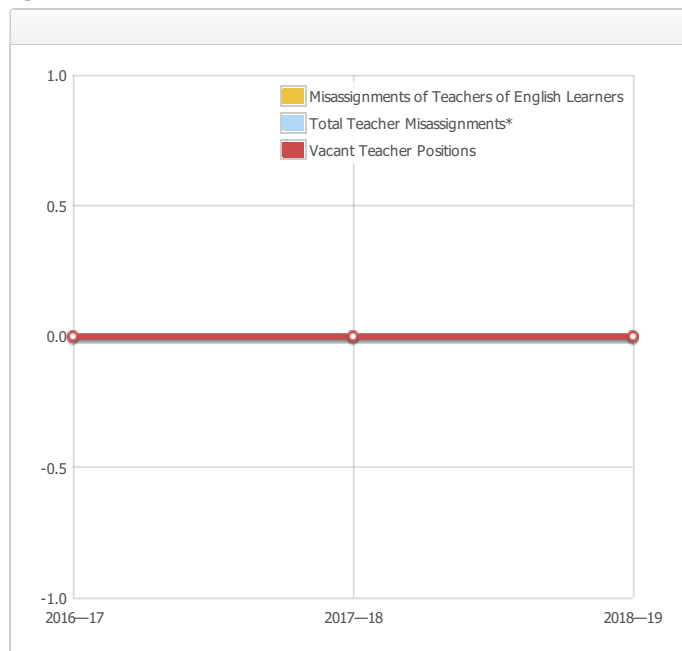
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	13	16	18	1211
Without Full Credential	1	0	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Large crack of broken tiles in middle of the room close to the stage (MPR)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Check the crack at the exterior wall by the double doors from the hallway out to the kindergarten yard to the front of the school (Exterior)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Paint the cattle gates at the front school entrance with yellow paint and reflector tape (Exterior)

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Fair
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Last updated: 6/25/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	56.0%	52.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	43.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	161	99.38%	52.17%
Male	81	81	100.00%	46.91%
Female	81	80	98.77%	57.50%
Black or African American	31	31	100.00%	38.71%
American Indian or Alaska Native				
Asian	31	31	100.00%	61.29%
Filipino	15	15	100.00%	66.67%
Hispanic or Latino	53	52	98.11%	46.15%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	23	100.00%	65.22%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	60	60	100.00%	43.33%
English Learners	51	51	100.00%	47.06%
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	161	99.38%	43.48%
Male	81	81	100.00%	46.91%
Female	81	80	98.77%	40.00%
Black or African American	31	31	100.00%	25.81%
American Indian or Alaska Native				
Asian	31	31	100.00%	64.52%
Filipino	15	15	100.00%	73.33%
Hispanic or Latino	53	52	98.11%	28.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	23	23	100.00%	52.17%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	60	60	100.00%	26.67%
English Learners	51	51	100.00%	41.18%
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

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

California Physical Fitness Test Results (School Year 2017–18)

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
5	26.5%	41.2%	11.8%

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.

Last updated: 1/23/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

PARENT INVOLVEMENT PROGRAMS: At Olinda, we recognize that parents are also our clients and are the other half of the important home-school partnership. Parents are welcomed and encouraged to volunteer in the classrooms. Parents attend conferences; Back to School Night and SST/IEP meeting to get feedback on student progress as well as develop plans for student achievement. They volunteer in classrooms and support our College and Career Day. The school will offer parent engagement evenings such as Math Festival, Family Literacy Night, Science Showcase, Multi-Cultural Night and Principal Coffee Chats. We will offer a part-time School Community Outreach Worker, who will support the site by facilitating community engagement activities. This year we are emphasizing home-school connection and communication via Class Dojo.

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, Book Fair and coordinate and run the Spelling Bee. This year they will offer parents an online communication forum, My School Anywhere, that will provide families with ongoing communication from the school, district and PTA.

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).

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) Each year at every school, parents of English learners have the opportunity to participate in an English Learner Advisory Committee, or ELAC. During the school year, the ELAC has several responsibilities, including approving English learner budget items for programs and services for EL students. To form an ELAC, 5 to 10 parents must be elected by the parents of ELs at the school to meet regularly with the principal and/or other school staff to complete several tasks.

AFRICAN AMERICAN PARENT ADVISORY COUNCIL (AAPAC)

The African American Parent Advisory Council is an advocacy group made of parents, guardians, and teachers, dedicated to promoting quality education for African American students. Through regular meetings, the AAPAC will provide information, tools and networking opportunities to help parents and staff ensure that academic success of African-American students. The families make recommendations to the school administrators on how to better engage African American students and parents in the academic process. The advisory council is also responsible for leading family engagement efforts specifically designed to increase success among African-American students.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

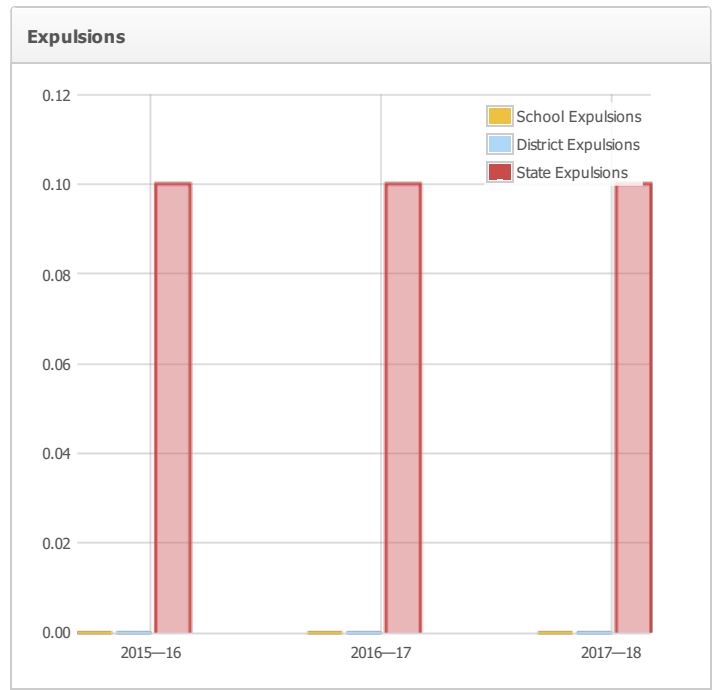
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.4%	0.9%	0.0%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	20.0	2		
2	24.0		2	
3	19.0	2		
4	27.0		2	
5	33.0			1
6	22.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		3	
1	22.0		2	
2	24.0		2	
3	25.0		2	
4	30.0		1	
5	24.0		2	
6	24.0		1	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	24.0		2	
2	23.0		2	
3	22.0		2	
4	31.0		1	
5	28.0		2	
6	34.0			1
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7815.6	\$2304.3	\$5511.3	\$58416.3
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-33.4%	-14.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-17.6%	-32.1%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

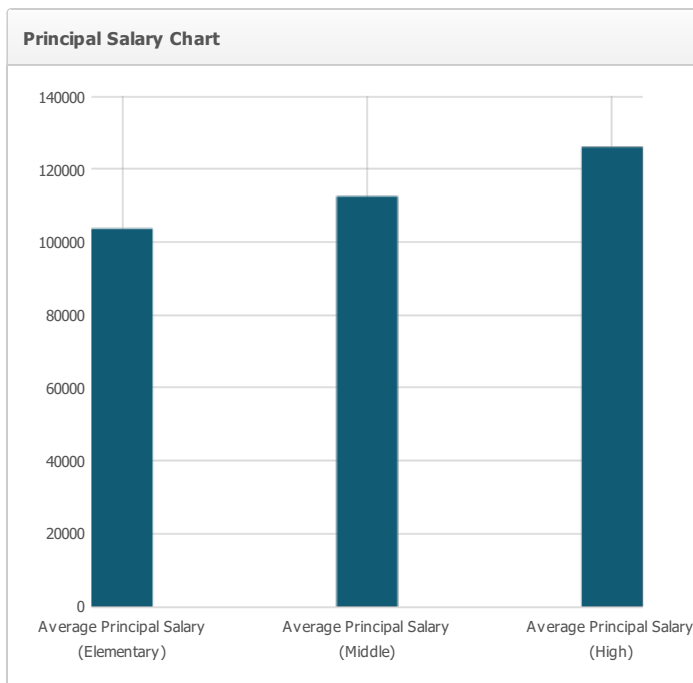
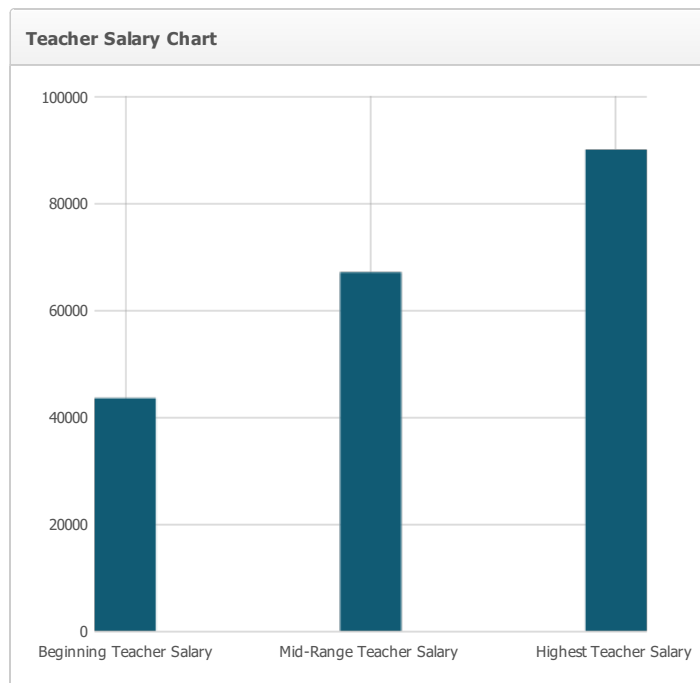
- CALIFORNIA KINDERGARTEN ASSOCIATION
- REGENTS OF THE UNIVERSITY OF CALIFORNIA
- RENAISSANCE LEARNING
- THE IMAGINATION MACHINE INC
- THE MINDFUL PROJECT

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

Professional Development

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, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing school needs, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of classroom practices,

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. Professional Development was offered to teachers by Millie Burns around Response to Trauma Informed Practices with an emphasis on Restorative Practices, to build a positive school climate. Our beginning of the year Professional Development was provided by Dennis Parker, who focused on interesting, engaging and effective direct instruction. Teachers have also participated in training to reflect on data through STAR Reading and Math training. Teachers have participated in Mindful Life Educators Training and implementing Growth Mindset curriculum for their students. Teachers are offered support as needed through the Teacher Induction Program and Peer Assistance and Review Program. The Instructional Leadership Team meets monthly/bimonthly to assist 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. Teachers will utilize their collaboration time on teaching and learning to develop units of study focused on planning, delivery and assessment, with an emphasis on interactive, engaging and inquiry driven lessons. Teachers will create classrooms that empower, facilitate learning, impart skills and self-esteem. At Olinda we see teachers as positive role models that accept and respect each student and open the world to them.

Last updated: 11/28/2018