

Olinda Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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 2016-17)

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	www.wccusd.net/olinda
CDS Code	07-61796-6004899

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 received the Gold Ribbon Award in 2016 for it's model program: "Engaging Students to Read for Success."

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 22% Asian, 30% Hispanic, 22% White, 18%, African American, 8% Filipino and 1% Pacific Islander. Our diversity is our strength.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	68
Grade 1	40
Grade 2	47
Grade 3	38
Grade 4	54
Grade 5	33
Grade 6	43
Total Enrollment	323

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	0
Asian	22.6
Filipino	8
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	1.5
White	18.9
Two or More Races	1.9
Socioeconomically Disadvantaged	31.6
English Learners	21.7
Students with Disabilities	4.6
Foster Youth	0.3

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	13	15	13	13
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.9	7.1
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	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 of the most recent FIT report: July 2016				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain leaking on kindergarten playground
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Repair stucco on outside restrooms Rotten wood wall at end of hallway between playground restrooms
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Trim palm tree by marquee Fill holes and cracks in grass field Asphalt track needs repaired Repair cyclone fence

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	51	33	35	44	48
Mathematics	45	42	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	37	97.4	46.0
	4	55	54	98.2	51.9
	5	32	32	100.0	50.0
	6	41	40	97.6	55.0
Male	3	27	27	100.0	44.4
	4	27	27	100.0	44.4
	5	24	24	100.0	41.7
	6	23	23	100.0	56.5
Female	3	11	10	90.9	50.0
	4	28	27	96.4	59.3
	5	--	--	--	--
	6	18	17	94.4	52.9
Black or African American	3	--	--	--	--
	4	13	13	100.0	23.1
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	13	13	100.0	84.6
	5	--	--	--	--
	6	16	15	93.8	73.3
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	13	13	100.0	46.1
	4	15	15	100.0	46.7
	5	11	11	100.0	45.5
	6	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	27.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	19	19	100.0	36.8
	5	11	11	100.0	45.5
	6	18	18	100.0	38.9
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	38	37	97.4	46.0
	4	55	54	98.2	48.1
	5	32	32	100.0	40.6
	6	41	41	100.0	31.7
Male	3	27	27	100.0	44.4
	4	27	27	100.0	51.9
	5	24	24	100.0	45.8
	6	23	23	100.0	39.1
Female	3	11	10	90.9	50.0
	4	28	27	96.4	44.4
	5	--	--	--	--
	6	18	18	100.0	22.2
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	13	13	100.0	23.1
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	13	13	100.0	84.6
	5	--	--	--	--
	6	16	16	100.0	50.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	13	13	100.0	38.5
	4	15	15	100.0	26.7
	5	11	11	100.0	9.1
	6	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	6	--	--	--	--
Socioeconomically Disadvantaged	3	11	11	100.0	18.2
	4	19	19	100.0	36.8
	5	11	11	100.0	9.1
	6	18	18	100.0	5.6
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	72	55	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	32	31	96.9	54.8
Male	24	24	100.0	62.5
Hispanic or Latino	11	10	90.9	50.0
Socioeconomically Disadvantaged	11	10	90.9	30.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6	18.8	25

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 (School Year 2016-17)

PARENT INVOLVEMENT PROGRAMS: 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 the library and offer reading circles. They assist with weekly Wednesday folders and serve as room parents for the classes. The school will offer parent engagement evenings such as Parent University Nights, Math Festival, Family Literacy Night and Principal Coffee Chats.

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: Staff Community Engagement Office - 510-307-4526

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	0.0	4.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The school safety and emergency response plan is fully reviewed and updated yearly by the staff and roles assigned. Each classroom is equipped with emergency procedures and kits and safety folders. 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 monthly drills around different types of emergency.

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	23		3		21	1	2		23		3	
1	25		2		25		2		20	2		
2	24		2		23		2		23		2	
3	22	1	1		25		2		19	2		
4	29		2		19	2			27		2	
5	26		2		28		2		33			1
6	32		1		28		1		21		2	

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5195.66	235.99	4959.67	66131.19
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-22.7	1.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-12.6	-12.8

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Olinda School include:

- CENTRAL SUPPLEMNTL/CONCENTRATION
- EDUCATION PROTECTION ACCOUNT
- SPECIAL ED - E
- ONGOING & MAJOR MAINT ACCOUNT
- SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 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. Professional Development was provided to teachers by Community Matters with an emphasis on Restorative Practices, to build a positive school climate.

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.