

The Single Plan for Student Achievement

School: Olinda Elementary School
CDS Code: 30664496027478
District: Brea Olinda Unified School District
Principal: Mr. Robert P Rendon
Revision Date: October 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 12/07/2015.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Chronic Absenteeism Data	14
California Data Dashboard (Equity Report)	15
California Data Dashboard (Status Report)	18
California Data Dashboard (Detailed Report).....	21
California Data Dashboard (Student Group Report).....	24
Planned Improvements in Student Performance	27
School Goal #1.....	27
School Goal #2.....	31
School Goal #3.....	34
Summary of Expenditures in this Plan.....	38
Total Allocations and Expenditures by Funding Source	38
School Site Council Membership.....	39
Recommendations and Assurances.....	40

School Vision and Mission

Olinda Elementary School's Vision and Mission Statements

OLINDA ELEMENTARY SCHOOL

2006 California Distinguished School

2007 National Blue Ribbon School

2011, 2012, and 2013 - California Business of Education Excellence Honor Roll School

Olinda's strong academic reputation, coupled with technologies and curriculum for the future, offers our students the 21st Century Skills necessary for their future. The mission of our school is to produce students who learn valued skills, concepts, attitudes, and ideas which will empower them to become positive, productive, successful contributors to our global, information-based society and to be well rounded individuals as well.

Home of the Eagles - Where students are challenged to soar toward their personal excellence!

School Profile

OLINDA ELEMENTARY SCHOOL

2006 California Distinguished School

2007 National Blue Ribbon School

2011, 2012, and 2013 - California Business of Education Excellence Honor Roll School

Olinda Elementary School is the "Home of the Eagles: Where students are challenged to soar toward personal excellence." Olinda's strong academic reputation, coupled with technologies and curriculum for the future, offers our students the 21st Century Skills necessary for college and career success. Students, parents, and staff take pride in the traditions that celebrate Olinda School as a community of learners.

Located in Brea, Olinda Elementary School is a public school, which currently serves over 650 students in preschool and grades TK - 6. The school lies in an open setting three miles from the center of Brea off Birch Street. It is nestled between a residential neighborhood and the Brea Sports Park.

Brea is a small community, and Olinda's high educational standards and expectations are well known among its citizens. In addition to the excellent teaching and support staff, Olinda has a tradition of active parent and community involvement. The mission of our school community is to prepare our students with behaviors and attitudes that reflect a love of learning, a mastery of 21st Century Skills, an enthusiasm for work, a respect for tradition, a spirit of cooperation, an understanding of diversity, a sense of self-worth, and a zest for the future.

The present Olinda School was built in 2011, which is its fourth location. However, its heritage goes back to the original school built in 1898 and continues to house the original school bell in its courtyard. Olinda celebrated its 100th birthday in 1998. The school is comprised of 27 classrooms, a media center (library/computer), a multipurpose room, a pre-school classroom, a classroom dedicated for after school day care and a central office which houses administration, staff workroom, health clerk office, and staff lounge.

Olinda's student population is served by 22 general education teachers, two Special Education teachers that service our students with special needs. Students in all support programs are mainstreamed with equal access to the core curriculum. Our GATE program serves identified students through differentiated instruction in the classroom.

Teachers, support staff, the principal, and parents share the responsibility of ensuring that every child succeeds in mastering a high quality curriculum emphasizing depth over breadth. All students are actively involved in meaningful

instruction with attention to providing all students with learning experiences necessary to meet or exceed district learning goals and the national Common Core State Standards. For at least the past ten years, all students have participated in the Mind Institute's math software program, which is a series of games and puzzles that utilize spatial-temporal reasoning to teach math concepts aligned to the Common Core math standards. In addition, Olinda has a variety of visual and performing arts programs to enrich the standard curriculum. The Art Masters program, assemblies, grade level productions and the band program (4th - 6th grade) allow students to flourish in the area of Fine Arts. Our Character Education programs allow our students to develop citizenship skills and create a stronger sense of respect and responsibility for their school and community.

Olinda Elementary School's learning environment will ensure students have a school environment where self-discipline, self-esteem, and academic proficiency are fostered. Through a safe, attractive campus, recognition of achievement, effective conflict resolution and quality parent-school communication, students will show enthusiasm for learning and pride in their school. Students come first at Olinda Elementary School!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Half of all certificated staff members are formally observed two times per school. The other half of the certificated staff members are formally observed once per year and then the groups rotate.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All of Olinda's certificated staff meet the requirements established to be considered a highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development provided to certificated staff is based on the adoption of the LCAP goals adopted by the Brea Olinda Unified School District.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers On Special Assignment (TOSA) provide staff with instructional assistance and support.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday afternoons are reserved for grade level or staff collaboration.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All core instructional materials are approved by the CA State Department of Education.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All recommended instructional minutes requirements are met or exceeded at Olinda Elementary School.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials meet Common Core State Standards requirements.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Instructional support is provided by classroom aides funded via Local Control Funding Formula allocations.

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are highly involved at Olinda School. Parent volunteers are welcomed into all classrooms. Our school's Parent Teacher Organization (PTO) and School Site Council (SSC) reviews SPSA and School Safety Plans.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The predominant barrier to school goals are related to the continued implementation of Common Core State Standards aligned instructional materials. The Brea Olinda Unified School District has recently adopted CCSS aligned materials in English Language Arts. The District had previously adopted a CCSS aligned math program for grades K-6. Teachers in grades 3 - 6 are currently in year 3 of program implementation of GO! Math. The lack of District adopted Social Studies and Science curriculum make it challenging for teachers to align instruction and materials to the CCSS. It is also noteworthy that California Assessment of Student Progress and Performance (CAASPP) results are available for third through sixth grade students for the second time after the 2015 CAASPP and the results are positive.

With regard to technology, funding for technology upgrades that will ensure that teachers and students are equipped with 21st century tools is lacking at the site and district level. Olinda Elementary School has been fortunate to have the financial support of the Parent Teacher Organization for the purchase of technology upgrades for the student computer lab, but there is still a need for classroom computers that will enable teachers to fully utilize District software investments and the school's robust WIFI network. The school is anxiously awaiting the arrival of additional chrome books to assist with 21st century instructional goals.

Time constraints for the principal, teachers, support staff, and parents may prove to be a barrier to all goals; The diverse home languages of students may prove to be a barrier to increasing communication regarding parent involvement activities, while potentially hindering parents' meaningful engagement in offered activities.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	83	87	81	80	85	81	80	85	98.8	96.4	97.7
Grade 4	89	90	92	88	87	91	88	87	91	98.9	96.7	98.9
Grade 5	78	85	79	77	83	77	77	83	77	98.7	97.6	97.5
Grade 6	80	87	88	80	82	88	80	82	88	100.0	94.3	100
All Grades	329	345	346	326	332	341	326	332	341	99.1	96.2	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2428.7	2450.7	2469.4	28	26	49.41	22	30	20.00	20	29	15.29	30	15	15.29
Grade 4	2496.0	2487.0	2498.2	32	36	37.36	38	22	27.47	16	15	16.48	15	28	18.68
Grade 5	2568.1	2556.7	2543.8	52	41	37.66	25	39	29.87	13	13	14.29	10	7	18.18
Grade 6	2596.4	2620.6	2600.0	43	60	42.05	41	27	42.05	10	6	6.82	6	7	9.09
All Grades	N/A	N/A	N/A	38	41	41.64	32	29	29.91	15	16	13.20	15	14	15.25

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	28	29	47.06	40	55	35.29	32	16	17.65	
Grade 4	32	24	35.16	51	51	50.55	17	25	14.29	
Grade 5	43	40	42.86	42	49	38.96	16	11	18.18	
Grade 6	48	52	51.14	43	38	39.77	10	10	9.09	
All Grades	37	36	43.99	44	48	41.35	19	16	14.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	26	44.71	38	54	41.18	35	20	14.12
Grade 4	39	34	39.56	48	45	45.05	14	21	15.38
Grade 5	64	53	41.56	25	37	42.86	12	10	15.58
Grade 6	53	71	52.27	39	21	38.64	9	9	9.09
All Grades	45	46	44.57	38	39	41.94	17	15	13.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	30	32.94	68	59	60.00	15	11	7.06
Grade 4	23	18	25.27	67	72	62.64	10	9	12.09
Grade 5	42	28	33.77	52	66	55.84	6	6	10.39
Grade 6	38	41	42.05	58	56	53.41	5	2	4.55
All Grades	29	29	33.43	61	64	58.06	9	7	8.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	26	47.06	54	64	38.82	23	10	14.12
Grade 4	22	40	35.16	51	44	51.65	8	16	13.19
Grade 5	61	48	48.05	31	47	38.96	8	5	12.99
Grade 6	53	74	61.36	48	23	29.55	0	2	9.09
All Grades	39	47	47.80	46	44	39.88	10	8	12.32

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	83	87	81	80	86	81	80	86	98.8	96.4	98.9
Grade 4	89	90	92	88	87	91	88	87	91	98.9	96.7	98.9
Grade 5	78	85	79	77	84	78	77	84	78	98.7	98.8	98.7
Grade 6	80	87	88	80	82	88	80	82	88	100.0	94.3	100
All Grades	329	345	346	326	333	343	326	333	343	99.1	96.5	99.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2462.2	2469.0	2496.6	25	35	55.81	43	31	25.58	17	23	12.79	15	11	5.81
Grade 4	2521.8	2520.0	2531.8	40	38	42.86	34	33	35.16	20	17	16.48	6	11	5.49
Grade 5	2570.1	2571.4	2572.0	56	55	43.59	17	18	30.77	17	23	21.79	10	5	3.85
Grade 6	2616.5	2629.5	2628.6	58	67	64.77	19	17	19.32	16	9	12.50	8	7	3.41
All Grades	N/A	N/A	N/A	44	49	51.90	29	25	27.70	18	18	15.74	10	9	4.66

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	51	68.60	23	38	24.42	20	11	6.98
Grade 4	51	57	63.74	39	28	25.27	10	15	10.99
Grade 5	60	57	62.82	25	31	23.08	16	12	14.10
Grade 6	64	74	76.14	24	18	17.05	13	7	6.82
All Grades	58	60	67.93	28	29	22.45	14	11	9.62

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	39	54.65	52	44	39.53	17	18	5.81
Grade 4	38	40	42.86	53	40	46.15	9	20	10.99
Grade 5	45	46	41.03	42	40	50.00	13	13	8.97
Grade 6	48	56	57.95	41	30	35.23	11	13	6.82
All Grades	40	45	49.27	47	39	42.57	13	16	8.16

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	39	60.47	49	54	32.56	10	8	6.98
Grade 4	42	43	52.75	49	44	37.36	9	14	9.89
Grade 5	52	40	41.03	34	50	51.28	14	10	7.69
Grade 6	56	67	62.50	38	29	30.68	6	4	6.82
All Grades	48	47	54.52	43	44	37.61	10	9	7.87

Conclusions based on this data:

- 1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	***	***		***	***						
1	22	21	5	56	58	29	22	13	48		8	10			10
2		19		50	38		50	38	88			13		6	
3		11		50	33	40	13	56	20	25		40	13		
4	14			50	43		21	43	100	7	14		7		
5	40	10	13	20	50	50	40	20	25		10			10	13
6	50				50	40	50	25	40		25				20
Total	16	14	4	45	47	28	29	29	51	6	7	9	4	3	8

Conclusions based on this data:

1. None at this time.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	3	10	4	28	19	11	38	26	36	24	23	32	7	23	18
1	23	19	7	38	59	32	23	13	39	8	6	14	8	3	7
2	9	14		45	38	8	45	29	77		5	15		14	
3		10		40	30	22	20	60	33	20		22	20		22
4	21	8	29	37	33	14	21	33	57	5	8		16	17	
5	33	8	10	17	42	60	50	17	20		17			17	10
6	50	14			43	33	50	14	33		29	17			17
Total	14	13	6	33	38	24	33	25	42	12	12	18	9	12	11

Conclusions based on this data:

1. None at this time.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	303	5	1.7
Filipino	31	1	3.2
Hispanic or Latino	160	14	8.8
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	21	1	4.8
White	131	7	5.3
Male	355	19	5.4
Female	304	12	3.9
English Learners	116	8	6.9
Students with Disabilities	50	4	8.0
Socioeconomically Disadvantaged	120	16	13.3
Foster	1	1	*
Homeless	1	1	*
Kindergarten	120	11	9.2
Grades 1-3	272	12	4.4
Grades 4-6	267	8	3.0
Grades K-8	659	31	4.7
Total	659	31	4.7

Conclusions based on this data:

1.

School and Student Performance Data

California Data Dashboard (Equity Report)



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Equity Report

Olinda Elementary - Orange County

Enrollment: 583 Socioeconomically Disadvantaged: 18% English Learners: 19% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity Report Status and Change Report Detailed Reports Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		5	1
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	0
<u>Mathematics (3-8)</u>		5	0

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Status and Change Report

Olinda Elementary - Orange County

Enrollment: 583 Socioeconomically Disadvantaged: 18% English Learners: 19% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.5%	Maintained +0.1%
English Learner Progress (K-12)		High 83.8%	Increased +2.6%
<u>English Language Arts (3-8)</u>		Very High 47.3 points above level 3	Increased +8.7 points
<u>Mathematics (3-8)</u>		Very High 50.4 points above level 3	Increased +8.3 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Detailed Report)



California School
DASHBOARD



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Detailed Report

Olinda Elementary - Orange County

Enrollment: 583 Socioeconomically Disadvantaged: 18% English Learners: 19% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

[Academic Performance](#) [School Conditions and Climate](#) [Academic Engagement](#)

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		High 83.8%	Increased +2.6%
English Language Arts (3-8)		Very High 47.3 points above level 3	Increased +8.7 points
Mathematics (3-8)		Very High 50.4 points above level 3	Increased +8.3 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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School and Student Performance Data

California Data Dashboard (Student Group Report)




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Home / Brea-Olinda Unified - Orange / Olinda Elementary

Student Group Report

Olinda Elementary - Orange County

Enrollment: 583 Socioeconomically Disadvantaged: 18% English Learners: 19% Foster Youth: N/A Grade Span: K-6 Charter School: No

Reporting Year: Spring 2017

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A		*	*		*	*		*	*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A		*	*		*	*		*	*	
<u>Mathematics (3-8)</u>			N/A	N/A		*	*		*	*		*	*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Questions or comments? Send them to lcff@cde.ca.gov

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Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Local Control Accountability Plan / School Goal #1
LEA GOAL:
Ensure that all students achieve proficiency of skill and knowledge leading to college and career readiness through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think creatively.
SCHOOL GOAL #1:
Guided by Common Core State Standards, grade levels will examine ELA and Math baseline data to determine academic areas of focus for the 2017-2018 school year. Kindergarten through Sixth grade staff will implement Bench Mark Advance curriculum to help prepare students prepare for college and career readiness.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Curriculum-based assessments, teacher-made assessments, student writing samples, web based instructional programs, Accelerated Reader (AR) progress and teacher observation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transitional Kindergarten - Implement developmentally appropriate ELA activities and instruction using the "Get Set for School" curriculum.	2017-2018 School Year	Teachers, School Staff and Principal				
Kindergarten - Implement Benchmark Advance *Start Guided Reading Groups *Learn about different program components	2017-2018 School Year	Teachers, School Staff and Principal				
First Grade - Implement Benchmark Advance and integrate the Daily 5 instruction model. Build phonics skills during Word Work rotations.	2017-2018 School Year	Teachers, School Staff and Principal				
Second Grade - Implement Benchmark Advance ELA adoption. *Level students into Reading Groups *Use assessment data to drive instructional practices .	2017-2018 School Year	Teachers, School Staff and Principal			LCFF	1750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Third Grade - Implement Benchmark Advance ELA Adoption. *Integrate station rotations *Integrate paragraph writing with Step-Up into Benchmark Advance program.	2017-2018 School Year	Teachers, School Staff and Principal			LCFF	1750
Fourth Grade - Implement Benchmark Advance ELA Adoption. *Integrate station rotations *Integrate paragraph writing with Step-Up into Benchmark Advance program.	2017-2018 School Year	Teachers, School Staff and Principal			LCFF	1500
Fifth Grade - Implement Benchmark Advance curriculum. *Daily activities *Implement Benchmark Writer's Universe *Differentiate instruction through rotation stations.	2017-2018 School Year	Teachers, School Staff and Principal			LCFF	1500
Sixth Grade - Implement Benchmark Advance *Create/Implement Rotations Stations *Small group instruction .	2017-2018 School Year	Teachers, School Staff and Principal			LCFF	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELS - K-1-2-3 Implement Benchmark Advance *Station Rotations *Critical Thinking Activities	2017-2018 School Year	Teachers, School Staff and Principal	None Specified			
<u>ELS / 3-4-5-6</u> Implement Benchmark Advance *Expand Writing Curriculum *Daily Writing Stations	2017-2018 School Year	Teachers, School Staff and Principal	None Specified			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Local Control Accountability Plan / School Goal #2
LEA GOAL:
Ensure access to rigorous and relevant 21st Century Learning tools, resources and skills for all staff and students to maximize collaboration, improve communication, inspire creativity, cultivate critical thinking and expand learning beyond the classroom setting preparing them for college and career.
SCHOOL GOAL #2:
Provide students with a rich, technology based learning experience.
Data Used to Form this Goal:
Staff survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Student and teacher self evaluation, end product analysis and demonstration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transitional Kindergarten Introduce basic computer skills (log in, open a program) and introduce and integrate STEM projects and activities.	2017-2018 School Year	Teachers, School Staff and Parents			Donations	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>Kindergarten</u> Introduce Imagine Learning and Blue Bots to students *Intro IL on iPads *Intro coding via Blue Bots	2017-2018 School Year	Teachers, School Staff and Parents			Donations	750
<u>First Grade</u> Use Google Classroom to promote technology based learning in all subject areas.	2017-2018 School Year	Teachers, School Staff and Parents			Donations	750
<u>Second Grade</u> Use Google Classroom to promote technology based learning in all subject areas.	2017-2018 School Year	Teachers, School Staff and Parents			Donations	875
<u>Third Grade</u> All students will demonstrate competency using Google docs, classroom and slides. Students will use online coding program to program robotics (DnD & Blue Bots)	2017-2018 School Year	Teachers, School Support Staff and Principal			Donations	875
<u>Fourth Grade</u> All students will demonstrate competency using Google docs, classroom and slides. *Students will utilize Google Apps, Drawings, etc.	2017-2018 School Year	Teachers, School Support Staff and Principal			Donations	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>Fifth Grade</u> Introduce new and enhance familiar applications of technology. *Google Apps *Code.org	2017-2018 School Year	Teachers, Support Staff and Principal			Donations	750
<u>Sixth Grade</u> Students will utilize Google accounts. *Intro drones/Spheros *Green screen / QR Codes	2017-2018 School Year	Teachers, Support Staff and Principal			Donations	750
<u>ELS / K-1-2-3</u> Continue Imaging Learning *20 mins per day goal	2017-2018 School Year	Teachers, Support Staff and Principal			Donations	250
<u>ELS / 3-4-5-6</u> *IXL Curriculum Implementation *Imagine Learning *Read Naturally	2017-2018 School Year	Teachers, Support Staff and Principal			Donations	250

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Local Control Accountability Plan / School Goal #3
LEA GOAL:
Cultivate a positive, safe and respectful school environment that promotes engagement and school connectedness which includes a system of communication and support for students, parents and staff.
SCHOOL GOAL #3:
Students, Staff and Parents will be part of a school that provides all learners and community members with a positive, safe and welcoming learning environment.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
School staff, student and parent observation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>Transitional Kindergarten</u> Implement new Social-Emotional Skills (Second Step) *Weekly Themes *Record skills via Class Dojo	2017-2018 School Year	Teachers, School Support Staff and Principal			Site Based Gifts and Donations	50

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>Kindergarten</u> Intro and reinforce Personal Standards for Students: 1. Show respect 2. Make good decisions 3. Solve Problems Integrate Class Dojo throughout grade level	2017-2018 School Year	Teachers, School Support Staff and Principal			Site Based Gifts and Donations	150
<u>First Grade</u> Use new Eagle Awards to promote positive school behavior. Focus on students being SAFE at school.	2017-2018 School Year	Teachers, School Support Staff and Principal		None Specified	Site Based Gifts and Donations	150
<u>Second Grade</u> Facilitate PBIS Strategies throughout grade level. *Utilize new Eagle Award to reinforce positive behavior.	2017-2018 School Year	Teachers, Support Staff and Principal			Site Based Gifts and Donations	175
<u>Third Grade</u> Promote positive peer relations with use of revise Eagle Awards. *Extrinsic and Intrinsic reward systems. *Reinforce expectations of behavior throughout the entire student day.	2017-2018 School Year	Teachers, Support Staff and Principal			Site Based Gifts and Donations	175

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><u>Fourth Grade</u> Promote positive peer relations with use of revise Eagle Awards. *Extrinsic and Intrinsic reward systems. *Reinforce expectations of behavior throughout the entire student day.</p>	2017-2018 School Year	Teacher, School Staff and Principal			Site Based Gifts and Donations	150
<p><u>Fifth Grade</u> PBIS will provide clear expectations and provide a system of rewards and consequences. *Implement new Eagle Awards *Emphasize different character traits on a monthly basis.</p>	2017-2018 School Year	Teachers, School Staff and Principal			Site Based Gifts and Donations	150
<p><u>Sixth Grade</u> Implement a reward based activity to promote positive behavior and homework completion.</p> <p>Thrilling Thursdays Learning at lunch Little Buddies</p>	2017-2018 School Year	Teachers, School Staff and Principal			Site Based Gifts and Donations	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>ELS / K-1-2-3</u> Reinforce Personal Standards *New Eagle Awards *Dojo Points *Work hard – Be nice	2017-2018 School Year	Teachers, School Staff and Principal			Site Based Gifts and Donations	50
<u>ELS / 3-4-5-6</u> PBIS *Eagle Awards *Individual & Group Rewards	2017-2018 School Year				Site Based Gifts and Donations	50

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Supplemental	100,000	100,000.00
PTO	45,000	45,000.00
Title III	13,200	13,200.00
LCFF - Supplemental	7250	7,250.00
Title I	5000	5,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	6,250.00
LCFF	8,000.00
Site Based Gifts and Donations	1,250.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Rendon	X				
Michelle Latka		X			
Helen Won		X			
Wendy Heard		X			
Charlotte Martinez			X		
Elizabeth Nasouf				X	
Jensen Granflor				X	
Sammie Peng				X	
Angela Park				X	
Theresa Yu				X	
Christine Yoo				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 2017.

Attested:

Mr. Robert P Rendon

Typed Name of School Principal

Signature of School Principal

Date

Miss Helen Won

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date