

# Olinda Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Olinda Elementary School
<b>Street</b>	3145 E. Birch Street
<b>City, State, Zip</b>	Brea, CA 92821
<b>Phone Number</b>	714-528-7475
<b>Principal</b>	Lisa Hall, Ed.D.
<b>E-mail Address</b>	lhall@bousd.us
<b>Web Site</b>	<a href="http://olinda.bousd.us">http://olinda.bousd.us</a>
<b>CDS Code</b>	30664496027478

District Contact Information	
<b>District Name</b>	Brea Olinda Unified School District
<b>Phone Number</b>	(714) 990-7800
<b>Superintendent</b>	Dr. Arthur J. "Skip" Roland
<b>E-mail Address</b>	sroland@bousd.us
<b>Web Site</b>	<a href="http://www.bousd.k12.ca.us">www.bousd.k12.ca.us</a>

## School Description and Mission Statement (Most Recent Year)

Olinda Elementary is one of 6 elementary schools in the Brea Olinda Unified School District. Olinda, a 2007 National Blue Ribbon School and 2006 California Distinguished School, is dedicated to ensuring the academic success of every student and providing and comprehensive educational experience within a safe environment. Students come first at Olinda Elementary School! School Mission Olinda Elementary School - Home of the Eagles - where students are challenged to soar toward personal excellence. School Profile Olinda Elementary School is located on the corner of Birch Street and Valencia Street, adjacent to the Brea Sports Park in the City of Brea and serves students in grades kindergarten through six. The present Olinda School was built in 2011, however its heritage dates back to the original school built in 1898; Olinda celebrated its 100th birthday in 1998. Our new school facility opened its doors in January 2012 with many modern and eco-friendly features.

It is my pleasure to invite you to read our School Accountability Report Card. Our staff models the belief that learning is a life-long journey. We have a strategic framework for whole-school improvement based upon an analysis of student achievement and the selection of research-based instructional strategies. We recognize that to empower our students and prepare them for the demands of the future, we also need to empower ourselves. We maintain a Professional Learning Community and each Wednesday is an early release day that allows our staff to engage in the process of analyzing student learning data in order to implement effective research-proven instructional practices. We have a fully equipped computer lab with enough computers so that every student has their own while in the lab. Technology is used to increase and enhance student and teacher access to information, their ability to use data, their productivity and their creativity.

Our Olinda families and staff share a common vision to create a community of life-long learners who possess strong character traits of respect and responsibility. The staff is committed to treating students with dignity and creating an environment that provides maximum opportunities for learning. Our goal is to provide students with a strong educational foundation so they leave Olinda Elementary with educational experiences that have prepared them academically, and instilled the problem solving and critical thinking skills necessary to become successful and responsible members of society. We provide each student with a challenging and rigorous curriculum that addresses the Common Core State Standards. We believe every child can achieve academic success, and our staff is dedicated to providing every student with quality instructional experiences which recognize, support, and maintain high expectations.

Olinda Elementary School'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 that will empower them to become positive, productive, and successful contributors to our global, information-based society. Olinda is the Home of the Eagles where students are challenged to soar toward personal excellence!

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	69
Grade 1	70
Grade 2	70
Grade 3	77
Grade 4	70
Grade 5	81
Grade 6	63
<b>Total Enrollment</b>	<b>500</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	38.2
Filipino	5.0
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.2
White	26.0
Two or More Races	1.0
Socioeconomically Disadvantaged	17.8
English Learners	14.6
Students with Disabilities	6.4

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	16	20	232
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	100.00	0.00
<b>High-Poverty Schools in District</b>	100.00	0.00
<b>Low-Poverty Schools in District</b>	100.00	0.00

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 2014-15)**

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

Brea Olinda Unified School District held a Public Hearing in October of 2014 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and/or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks and/or instructional materials in core subjects for use in the classroom and to take home. Textbooks and instructional materials used within the District are at least 80% aligned with the Common Core State Standards and all text books have been approved by the Board of Education. All textbooks used for core curricular instruction in grades K-8 were selected from the most recent list of standards-aligned materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are also consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-5 Houghton Mifflin Adoption Year: 2009 Grade 6 Holt Adoption Year: 2003	Yes	0
<b>Mathematics</b>	GO Math K-2nd Adoption Year: 2013 Grades 3-5HSP Math Adoption Year: 2009Grade 6HoltAdoption Year: 2009	Yes	0
<b>Science</b>	Grades K-6 Houghton Mifflin Adoption Year: 2007	Yes	0
<b>History-Social Science</b>	K-6 Harcourt Brace Adoption Year: 2007	Yes	0

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

Located in the city of Brea, Olinda Elementary School is a public school, which currently serves approximately 565 students in grades Kindergarten through six. Before December 2011, the school was located in a pastoral setting approximately five miles from the center of Brea off Carbon Canyon Road. In January 2012, the school was relocated to a new facility on Birch Street adjacent to the Brea Sports Park. Our new facility is surrounded by rolling hills and single-family homes. The school facility includes abundant classroom space to meet the needs of our growing student enrollment. The playground provides ample play areas for students for both recess and physical education instruction.

**Age of School Buildings:**

The present Olinda facility was built in 2011 and is comprised of 28 classrooms, a media center (library/computer), a portable building that serves as a multipurpose room, a portable building with at state-of-the-art kitchen, and a central office which houses administration, the staff workroom, the health office, and the staff lounge. In the fall of 2014 the school's newest building was completed and classrooms were established. The District is currently seeking bids for the design and construction of a state-of-the-art multipurpose room and kitchen to replace the portables that currently serve these purposes.

**Maintenance and Repair:**

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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. As of January 2015, none of the eight emergency conditions cited in Education Code 17592.72 exist at Olinda. Current Facilities Inspection was completed in January 2015.

**Cleaning Process and Schedule:**

The principal works with the custodial staff to develop a cleaning schedule that ensures a clean and safe school. In addition, the District maintenance staff makes any repairs necessary to keep the school in exemplary working order.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month in which data were collected: January 9, 2015				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	89	83	83	82	80	80	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Student at the School	83
Male	85
Female	82
Black or African American	
American Indian or Alaska Native	
Asian	97
Filipino	
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	80
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	86	86	84	73	75	73	54	56	55
Mathematics	89	87	85	66	67	65	49	50	50
History-Social Science				65	64	65	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	5	10	4

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

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	7	-16
Black or African American			
American Indian or Alaska Native			
Asian	20	3	-12
Filipino			
Hispanic or Latino			-57
Native Hawaiian/Pacific Islander			
White	-12	14	15
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			-42
Students with Disabilities			

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

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.0	18.8	58.8

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Olinda Elementary School is proud of the generous support and involvement of its parents and community. Parents volunteer at Olinda in the classrooms, at assemblies, health screenings, and a number of other school activities. Parents serve on the PTO Board, English Learner Advisory Committee, School Site Council, and District committees such the District English Learner Advisory Committee (DELAC).

The Olinda PTO offers varied educational enhancements, not only through funding, but also by being actively involved on all levels. The PTO supports our instructional program by providing funding and volunteers for various instructional support programs. This year, PTA donated funding for supplemental classroom materials, technology, curricular enrichment programs such as "Art Masters," school-wide assemblies, and field trips. Our PTO also provided dedicated volunteers for a myriad of classroom activities. In addition, the PTO provides social opportunities for students and their parents such as a Family Movie Night each fall, monthly Cook's Nights Out, biannual Book Fairs, and a Family Fun Night each spring.

The Olinda School Site Council, composed of school staff and parents, reviews the instructional program and approves additional State funding for staff development and developmental educational materials. The School Site Council meets a minimum of four times a year and monitors the implementation of the Single Plan for Student Achievement (SPSA). The English Learner Advisory Committee also meets a minimum of four times a year and all parents of students identified as English Learners are invited to attend. Parental involvement is an essential part in helping educate our children at Olinda.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	0.2	1.0	0.4	2.8	2.6	2.3	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

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

#### School Safety Plan (Most Recent Year)

Each of Brea Olinda Unified's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan tailored to their site. Each school site is required annually to review, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the District for approval by the District's Board of Education.

The Olinda Elementary School staff is committed to providing a safe and orderly learning environment. Fire evacuation drills are held monthly, earthquake drills are conducted quarterly, and a lock down drill is conducted at least once each year. All schools in the District are linked through an emergency radio contact system, and district radio drills are held periodically to ensure preparedness in the event of an actual disaster.

Providing a safe environment for our students is of paramount concern at Olinda Elementary School. Olinda has a Site Safety Plan that is approved and monitored by the School Site Council. The plan is reviewed with the staff each Fall and periodically during the year as we implement the plan. Our School Safety plan was updated and reviewed in November 2014.



School wide, classroom and bus rules are reinforced throughout the school by teachers, the principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Bus, bike, and walking safety procedures are addressed in age-appropriate class discussions and assemblies. Parents are informed immediately through a strong home-school communication system if their child is involved in any inappropriate or dangerous behavior.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2013-2014
Year in Program Improvement*	N/A	Year 1
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	33%

Note: Cells with "---" do not require data.

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	24.3	1	2	0	22	1	2		23	1	2	
1	28.5	0	2	0	23	1	2		23	1	2	
2	28.5	0	2	0	24	1	2		23	1	2	
3	30	0	2	0	23	1	2		26	1	2	
4	29.5	0	2	0	24	1	1	1	23	2		1
5	32	0	1	0	29		1	1	27	1		2
6	28.5	0	2	0	32		2		32		2	

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	.1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0.75	---
Psychologist	0.4	---
Social Worker	0	---
Nurse	0.5	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist	1.0	---
Other	0	---

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,712	\$225	\$4,487	\$70,111
District	---	---	\$5,612	\$72,343
Percent Difference: School Site and District	---	---	-20.0	-3.1
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-4.3	3.5

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,069	\$41,243
Mid-Range Teacher Salary	\$70,852	\$64,893
Highest Teacher Salary	\$91,017	\$83,507
Average Principal Salary (Elementary)	\$104,857	\$103,404
Average Principal Salary (Middle)	\$111,793	\$109,964
Average Principal Salary (High)	\$130,479	\$120,078
Superintendent Salary	\$203,130	\$183,557
Percent of Budget for Teacher Salaries	38	40
Percent of Budget for Administrative Salaries	6	6

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

## Professional Development

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All curriculum development by Olinda Elementary School and the Brea Olinda Unified School District is aligned to the Common Core State Standards, the District's Professional Development Plan, and the school's Single Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies where students are not meeting grade level standards and develops a plan to increase student achievement in identified areas. After District goals and expectations are set, the District team reaches out to schools through needs assessment surveys regarding individual school needs and priorities. Using results from the surveys, combined with data analysis from various assessments, the District team collaborates with school site leaders to develop a Professional Development Plan that is implemented at all schools.

In addition to the District's Professional Development Plan, Olinda Elementary School develops its own plan for professional development activities focused on increasing student achievement and improving classroom instruction.

During the 2013-14 school year, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (State testing and District assessment results) and survey responses. Findings were used to design professional development workshops for district-wide Professional Development days and supplemental school-level activities. One mandatory District staff development day and one school site staff development day were held in addition to District and school-sponsored professional development activities and workshops.

Olinda Elementary School's staff participated in the following professional development activities during 2013-14:

- National Common Core Standards
- Technology
- Technology in Science Curriculum
- Technology in Social Studies Curriculum
- Step Up to Writing
- Math Standards/Benchmark Assessments
- Mind Institute - Math Computer Program
- Strategies for working with EL students
- Professional Learning Communities
- Study Island -English Language Arts focus
- Analysis of Current Practice
- Analysis of Student Performance Data and Grade Level Goals
- CPR/AED training