

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Olinda Elementary School	<b>District Name</b>	Brea-Olinda Unified
<b>Street</b>	3145 E. Birch Street	<b>Phone Number</b>	(714) 990-7800
<b>City, State, Zip</b>	Brea, CA 92823-7028	<b>Web Site</b>	<a href="http://www.bousd.k12.ca.us">www.bousd.k12.ca.us</a>
<b>Phone Number</b>	714-528-7475	<b>Superintendent</b>	Dr. Arthur J. "Skip" Roland
<b>Principal</b>	Kelly Kennedy	<b>E-mail Address</b>	<a href="mailto:sroland@bousd.k12.ca.us">sroland@bousd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:kkennedy@bousd.k12.ca.us">kkennedy@bousd.k12.ca.us</a>	<b>CDS Code</b>	30664496027478

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

As the principal of Olinda Elementary School, let me be the first to welcome you to our school. My staff and I are thrilled at the opportunity to share our dynamic learning community with you. Olinda Elementary School, a 2007 National Blue Ribbon School and a 2006 California Distinguished School, is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academics, achievements, and facilities. Since home, school unity and cooperation are keys to school success, we hope that you will gain a better understanding of our school community through the information provided. Olinda Elementary's learning environment assures students a place 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 demonstrate enthusiasm for learning and pride in their school. Kids 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 about five miles from the center of the City of Brea and serves students in grades kindergarten through six. The school opened its doors in 1898; however, the present school was built in 1963. The educational programs at the school are tailored to meet the needs of our changing society. Olinda Elementary School is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very supportive of the educational program at Olinda Elementary. We have an active Parent Teacher Organization (PTO) and School Site Council. Many parents serve on committees for our PTO, including Art Masters, fundraising, Holiday Gift Shop, primary track meet, etc. and volunteer in our classrooms. Anyone interested in becoming involved in our school activities may contact Stacy Yoder at our school office at (714)528-7475 and ask to be connected with the appropriate committee chairperson.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Kindergarten	62
Grade 1	58
Grade 2	56
Grade 3	47
Grade 4	52
Grade 5	41
Grade 6	43
<b>Total Enrollment</b>	<b>359</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	33.7
American Indian or Alaska Native	0	Two or More Races	0.6
Asian	39.6	Socioeconomically Disadvantaged	10
Filipino	6.1	English Learners	25.6
Hispanic or Latino	17	Students with Disabilities	7
Native Hawaiian/Pacific Islander	0.8		

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

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.5	0	2	0	32	0	1	0	31	0	2	0
1	19.5	2	0	0	24.5	0	2	0	29	0	2	0
2	20	1	0	0	22.5	0	2	0	28	0	2	0
3	19	2	0	0	24	0	2	0	30	0	2	0
4	31	0	1	0	33	0	0	1	33	0	0	1
5	33	0	0	1	0	0	0	0	29.5	0	2	0
6	27	0	2	0	32	0	1	0	31	0	1	0
Other	0	0	0	0	0	0	0	0				

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

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to sign and check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. For more information about the condition of the school's facilities, please feel free to contact Kelly Kennedy, Principal.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.9	0.3	0.84	5.36	5.05	4.09
Expulsions	0	0	0	0.24	0.19	0.27

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** January 25, 2012

Located in Brea, Olinda Elementary School is a public school, which currently serves approximately 412 students in grades K-6. Through December 2011, the school was located in a pastoral setting about five miles from the center of Brea off Carbon Canyon Road. The school and playground space encompassed 8.14 acres of land, which more than adequately supported teaching and learning. As of January 2012, the school was relocated to a brand new facility on Birch Street adjacent to the Brea Sports Park. It is surrounded by rolling hills and single-family homes. Students feel comfortable and safe on school grounds before, during and after school. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of 412 students. The playground sufficiently provides play areas for students for both recess and physical education class time.

#### Age of School Buildings:

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. The current school is comprised of 19 classrooms, a media center (library/computer), a multipurpose room, and a central office which house administration, staff workroom, health clerk office, and staff lounge. This environmentally-friendly campus supports all student learning.

#### 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 2012, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January 2012..

#### Cleaning Process and Schedule:

The principal works daily 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 good working order. The on-line work order process is used to ensure efficient service in a timely manner and emergency repairs are given the highest priority. The clean conditions of the school classrooms and campus is very welcoming to both students, staff members, parents, and other visitors.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	14	13	13	242
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0			---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.5	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.1	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	0.5	---
Other		---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** January 2012

Brea Olinda Unified School District held a Public Hearing on October 25, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, 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 or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards based 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 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
Reading/Language Arts	Grades K-5Houghton MifflinAdoption Year: 2009Grade 6HoltAdoption Year: 2003		0
Mathematics	Grades K-5HSP MathAdoption Year: 2009Grade 6HoltAdoption Year: 2009		0
Science	Grades K-6Houghton MifflinAdoption Year: 2007		0
History-Social Science	K-6Harcourt BraceAdoption Year: 2007		0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,590	\$864	\$3,726	\$67,762
District	---	---	\$5,452	\$71,403
Percent Difference: School Site and District	---	---	-31.7%	-5.1%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	-31.7%	1.9%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,595	\$41,284
Mid-Range Teacher Salary	\$73,693	\$65,173
Highest Teacher Salary	\$94,666	\$83,460
Average Principal Salary (Elementary)	\$109,318	\$102,834
Average Principal Salary (Middle)	\$112,491	\$108,953
Average Principal Salary (High)	\$133,263	\$118,384
Superintendent Salary	\$190,583	\$179,397
Percent of Budget for Teacher Salaries	41%	40%
Percent of Budget for Administrative Salaries	5%	6%

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	85	86	86	70	73	73	49	52	54
<b>Mathematics</b>	88	87	89	64	67	66	46	48	50
<b>Science</b>	92	90	92	71	77	81	50	54	57
<b>History-Social Science</b>	N/A	N/A	N/A	61	63	65	41	44	48

\* 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 by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	73	66	81	65
All Student at the School	86	89	92	N/A
Male	87	90	96	N/A
Female	85	88	85	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	97	99	100	N/A
Filipino	92	92	0	N/A
Hispanic or Latino	71	76	0	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	80	85	0	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	64	76	0	N/A
English Learners	75	85	0	N/A
Students with Disabilities	80	76	0	N/A
Students Receiving Migrant Education Services				N/A

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

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.8	22	58.5

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

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

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	6	4

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	4	6	6
Black or African American			
American Indian or Alaska Native			
Asian	16	-15	20
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-3	24	-12
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "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.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	232	943	4,449	869	4,683,676	778
Black or African American	5		79	858	317,856	696
American Indian or Alaska Native	0		15	833	33,774	733
Asian	87	993	817	940	398,869	898
Filipino	12	968	119	900	123,245	859
Hispanic or Latino	40	888	1,385	815	2,406,749	729
Native Hawaiian/Pacific Islander	1		18	870	26,953	764
White	86	911	1,929	875	1,258,831	845
Two or More Races	1		85	875	76,766	836
Socioeconomically Disadvantaged	24	869	1,074	794	2,731,843	726
English Learners	48	954	945	835	1,521,844	707
Students with Disabilities	27	858	428	679	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	22.2

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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All curriculum development by Olinda Elementary and Brea Olinda Unified School District is aligned to the California State Content Standards and Frameworks, the District's formal 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 development identifies where and why students are not meeting proficiency levels and develops a plan to increase achievement in identified areas. After District goals and expectations are set, this team reaches out to schools through needs assessment surveys regarding individual school concerns and needs. Using results from the survey, combined with data analysis from standardized tests and District assessments, the committee creates a plan that is implemented at all schools.

Olinda Elementary develops its own plan for training activities to improve instruction and to increase student proficiency. The California Department of Education requires schools to develop improvement plans (Single Plan for Student Achievement) based upon analysis of pupil achievement in meeting State standards for student proficiency. Each year, the plan is reviewed and updated to reflect the changing needs of Olinda Elementary's students.

During the 2010-11 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 choose staff development workshops for District-wide implementation 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 in-services and workshops.

Olinda Elementary School staff participated in the following training activities held during 2010-11:

- 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
- Asthma Training
- CPR/AED training