

# Olinda Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Olinda Elementary School
<b>Street</b>	5855 Olinda Road
<b>City, State, Zip</b>	Richmond, CA 94803-3589
<b>Phone Number</b>	510-231-1452
<b>Principal</b>	Amandeep Randhawa
<b>Email Address</b>	arandhawa@wccusd.net
<b>School Website</b>	www.wccusd.net/olinda
<b>County-District-School (CDS) Code</b>	07617966004899

## 2023-24 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Kenneth Chris Hurst
<b>Email Address</b>	chris.hurst@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2023-24 School Description and Mission Statement

Olinda Elementary is located in a beautiful residential area of El Sobrante, which is an unincorporated area of Richmond, California. Olinda was built in 1957 and stands today as it was built 66 years ago. We are surrounded by the natural hills of El Sobrante and vast open spaces of the local water district and Kennedy Grove regional park. Our students reside in the Sherwood Forest, Carriage Hills, and other neighboring communities. Our reputation as a rigorous academic school with a diverse population has consistently made us a popular choice for parents, who are looking at various educational options. Olinda is an ethnically diverse school. Our ethnic make-up is approximately 34% Asian, 31% Hispanic/Latin X, 15% White, 15%, Black/African American, and 8% Filipino. Our diversity is our strength.

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

### SCHOOL VISION

Students will acquire the appropriate social and academic skills and development that will support their engagement in learning, mastery of core content and standards, and preparation for global competencies.

### SCHOOL MISSION STATEMENT

Olinda provides a safe and supportive environment where all students can develop to their fullest potential academically, emotionally, and socially. Our goal is to partner with parents and the community to ensure that all students are college and career ready, in order to be productive and successful citizens.

### THEORY OF ACTION 2023-2024

If we foster a culture of learning together by providing teachers with opportunities to share resources and ongoing cross-grade level collaboration, then we will see the quality of our instruction improve, and we will build the confidence of our teachers to provide consistent, differentiated, rigorous instruction, which will promote student engagement and achievement.

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	41
Grade 2	46
Grade 3	45
Grade 4	57
Grade 5	52
Grade 6	29
Total Enrollment	333

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42%
Male	57.4%
Asian	23.7%
Black or African American	12.3%
Filipino	7.2%
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	11.1%
White	14.4%
English Learners	13.8%
Foster Youth	0.6%
Homeless	0.3%
Socioeconomically Disadvantaged	28.8%
Students with Disabilities	8.4%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.10	100.00	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	15.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.10	97.43	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	50.30	3.30	11953.10	4.28
<b>Unknown</b>	0.40	2.57	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	15.50	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
<b>History-Social Science</b>	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

### School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Year and month of the most recent FIT report**

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Room 20 - Floor has evidence of bumps and alkaline underneath.  Room 17 - Floor has evidence of bumps and alkaline underneath.  Room 15 - Floor has evidence of bumps and alkaline underneath.  Room 9 - Replace the rubber base at the back wall. Repair the celotex around the walls by the windows.  Room 14 - Secure the storage cabinets.  Hallway - Repair the hallway wall by room 6.  Room 10 - Repair the celotex around the walls and the plastic transition strip where the blackboard was removed. Repair the ceiling tiles.  Room 11 - Repair the ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X		Room 10 - Check the flickering light. Replace the broken plug plate at the wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Boys MPR restroom - Check the urinal; it looks like it is plugged and not flushing right.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Hallway - Check the panic hardware on the exterior doors; the doors are being secured with chains making the alarm go off.  All portables - Inform staff to remove all items blocking the emergency window screen release and keep it clear
<b>Structural:</b> Structural Damage, Roofs		X	Room 18 - Repair the skirt at the exterior wall facing the playground.  Room 10 - Screw down the wood at the beginning of the ramp. Paint the ramp.  room 12 - Screw down the wood at the beginning of the ramp. Paint the ramp.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Room 14 - Adjust the exterior door; it is hard to close and hitting at the top.  Hallway - Check the panic hardware on the exterior doors; the doors are being secured with chains making the alarm go off.  Playground -Replace the basketball stop at the post by the play structure. Add more fly bar at the play structure and remove the weeds inside the play structure at the back.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	51	44	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	47	49	21	22	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	178	168	94.38	5.62	44.05
<b>Female</b>	69	64	92.75	7.25	42.19
<b>Male</b>	107	102	95.33	4.67	46.08
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	38	97.44	2.56	55.26
<b>Black or African American</b>	29	26	89.66	10.34	19.23
<b>Filipino</b>	15	15	100.00	0.00	53.33
<b>Hispanic or Latino</b>	49	44	89.80	10.20	27.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	70.59
<b>White</b>	28	27	96.43	3.57	55.56
<b>English Learners</b>	19	16	84.21	15.79	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	58	95.08	4.92	34.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	20	90.91	9.09	10.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	178	169	94.94	5.06	49.11
<b>Female</b>	69	64	92.75	7.25	37.50
<b>Male</b>	107	103	96.26	3.74	57.28
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	38	97.44	2.56	65.79
<b>Black or African American</b>	29	26	89.66	10.34	26.92
<b>Filipino</b>	15	15	100.00	0.00	53.33
<b>Hispanic or Latino</b>	49	45	91.84	8.16	31.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	17	100.00	0.00	70.59
<b>White</b>	28	27	96.43	3.57	59.26
<b>English Learners</b>	19	17	89.47	10.53	23.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	58	95.08	4.92	36.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	20	90.91	9.09	40.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	33.33	38.30	18.49	20.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	52	47	90.38	9.62	38.30
<b>Female</b>	20	18	90.00	10.00	27.78
<b>Male</b>	32	29	90.63	9.37	44.83
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	16	94.12	5.88	43.75
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	14	12	85.71	14.29	16.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	20	19	95.00	5.00	26.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.1	98.1	98.1	98.1	98.1

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

**PARENT INVOLVEMENT PROGRAMS:** At Olinda, we recognize that parents are also our clients and are the other half of the important home-school partnership. Parents are welcomed and encouraged to volunteer in the classrooms. Parents attend conferences; Back to School Night and SST/IEP meetings to get feedback on student progress as well as develop plans for student achievement. They volunteer in classrooms and support our school-wide events. The school will offer parent engagement opportunities in conjunction with the PTA. We will offer a part-time School Community Outreach Worker, who will support the site by facilitating community engagement activities and school communication. This year we are emphasizing home-school connection through Parent Square.

**PARENT-TEACHER ASSOCIATION (PTA) and/or PARENT GROUP(s):** The PTA supports the academic and social environment in a variety of ways. They support the After School Enrichment Programs financially as well as supervise activities. The PTA provides class workshops with Bay Area Children's Theater and Lawrence Hall of Science. They coordinate community-building activities like a Kindergarten play date, Welcome Back to school social, movie nights, Fall Frolic, Spring Fun Run, and coordinate the spring Book Fair. This year they will continue to offer parents an online communication forum, Membership Toolkit, that will provide families with ongoing communication from the school, district, and PTA.

**SCHOOL SITE COUNCIL (SSC):** The role of the SSC is to give parents, faculty, and staff more on-site decision-making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)** Each year at every school, parents of English learners have the opportunity to participate in an English Learner Advisory Committee, or ELAC. During the school year, the ELAC has several responsibilities, including approving English learner budget items for programs and services for EL students. To form an ELAC, 1 parent must be elected by the parents of ELs at the school to meet regularly with the principal and/or other school staff to complete several tasks.

**AFRICAN AMERICAN PARENT ADVISORY COUNCIL (AAPAC)**

## 2023-24 Opportunities for Parental Involvement

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

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

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	346	341	90	26.4
Female	145	143	36	25.2
Male	199	196	52	26.5
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	79	79	18	22.8
Black or African American	42	42	9	21.4
Filipino	24	24	1	4.2
Hispanic or Latino	109	106	41	38.7
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	38	37	7	18.9
White	50	49	14	28.6
English Learners	49	48	13	27.1
Foster Youth	2	2	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	125	124	38	30.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	46	45	18	40.0

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.29	0.00	0.01	3.97	4.81	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	0	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

## 2023-24 School Safety Plan

5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	24		4	
2	25		4	
3	24		4	
4	31		2	
6	33			
Other	29		6	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	2	
1	23		4	
2	24		4	
3	20	4	2	
4	31		2	
5	30		2	
6	33			
Other	31		2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	4	0
1	21	2	2	0
2	23	0	4	0
3	23	0	4	0
4	29	0	4	0
5	26	0	4	0
6	29	0	2	0
Other	19	2	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	0.4

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	6209.90	506.56	5703.34	68790.34
<b>District</b>	N/A	N/A	5516.63	\$77,994
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.3	-12.5
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	-23.7	-24.4

## Fiscal Year 2022-23 Types of Services Funded

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

AMANDEEP RANDHAWA  
 AMAZON  
 CITY MECHANICAL INC  
 CRUSADER FENCE CO INC  
 CT BOOK HOLDINGS LLC  
 ELIZABETH WATERS  
 ERIKA JONES  
 KBA DOCUMENT SOLUTIONS, LLC  
 LANDS END  
 LEE GORTON  
 LORI THOMPSON  
 RENAISSANCE LEARNING INC  
 RICHARD LOPEZ  
 ROSEN PUBLISHING  
 SANDSTONE ENVIRONMENTAL ENGINEERING  
 SCHOOL SPECIALTY LLC  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 TEACHERS PAY TEACHERS  
 THE CHILD'S WORLD INC

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,922	\$55,550
<b>Mid-Range Teacher Salary</b>	\$79,887	\$80,703
<b>Highest Teacher Salary</b>	\$103,799	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$124,259	\$137,703
<b>Average Principal Salary (Middle)</b>	\$129,831	\$143,760
<b>Average Principal Salary (High)</b>	\$145,277	\$159,021
<b>Superintendent Salary</b>	\$270,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	28.46%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	4.87%

## Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing school needs, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of classroom practices, assessment data, and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Professional Development this year is focused on teachers' interests and needs. Teacher training and planning will emphasize core content areas in reading, writing, ELD, math, and technology and offers support and PDs around the work they participate in with the district and aligning that work with school-wide instruction. During this school year, teachers will engage in learning that focuses on strengthening small-group instructional practices, accessibility through reading and writing, incorporating CLRP, integrating Zearn within the math program, as well as supporting phonics intervention through the use of the SIPPS program for our Learning Center. Teachers in grades 3 through 6 will incorporate CLOSE reading strategies to support students textual understanding. Data analysis will focus on I-Ready reports and will inform teachers instruction to support students learning styles and needs. Teachers will review key concepts around PBIS with an emphasis on Social Emotional Learning, utilizing Wayfinder and engage in a book study. Teachers are offered support as needed through the Teacher Induction Program and Peer Assistance and Review Program. The Instructional Leadership Team meets monthly to assist in supporting the instruction by offering training and professional development sessions that focus on the agreed-upon SMART Goals for our school. Through the review of collaboration logs and data resulting in forms, the Instructional Leadership Team assesses the needs addressed and provides further clarification or feedback. Our Instructional Leadership Team will use the information from collaborations and data results to help determine future best practices at the school site that will monitor and support our school's SMART goal. Through assessing data regularly teachers have the opportunity to participate in backward planning that focuses on student achievement, instructional practices, and targeting students' specific needs. Teachers will utilize their collaboration time on teaching and learning to develop units of study focused on planning, delivery, and assessment, with an emphasis on interactive, engaging, and inquiry-driven lessons. Teachers will create classrooms that empower, facilitate learning, and impart skills and self-esteem. This year teachers will reflect on their practice and support literacy utilizing the IPG model. At Olinda, we see teachers as positive role models that accept and respect each student and open the world to them.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	31	46