

Olinda Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Olinda Elementary School
Street	5855 Olinda Road
City, State, Zip	Richmond, CA 94803-3589
Phone Number	510-231-1452
Principal	Amandeep Randhawa
Email Address	arandhawa@wccusd.net
School Website	http://olinda.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004899

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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 did 68 years ago. The natural hills of El Sobrante and the vast open spaces of the local water district and Kennedy Grove Regional Park surround us. 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 looking at various educational options. Olinda is an ethnically diverse school. Our ethnic makeup is approximately 25% Asian, 36% Hispanic/Latin X, 16% White, 13% Black/African American, and 9% Filipino/Pacific Islander. Our diversity is our strength.

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

2025-26 School Description and Mission Statement

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, to be productive and successful citizens.

Theory of Action 2025-2026
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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	38
Grade 2	39
Grade 3	44
Grade 4	44
Grade 5	45
Grade 6	46
Total Enrollment	318

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	22.3
Black or African American	11.9
Filipino	6.3
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	12.3
White	11.9
English Learners	13.5
Homeless	0.3
Socioeconomically Disadvantaged	40.3
Students with Disabilities	12.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	97.43	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.4	2.57	91.2	5.99	15831.9	5.67
Total Teaching Positions	15.5	100	1522.8	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.2	93.43	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.57	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0	0	94.3	6.58	14303.8	5.15
Total Teaching Positions	15.2	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.1	85.91	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	14.09	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	14.1	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.1	6.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	6.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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

School Facility Conditions and Planned Improvements

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

7/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 10: 4. WALLPAPER IS TORN. 15. DOOR CLOSER COVER IS MISSING. 11: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TRIM IS LOOSE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 15: 4. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 12. DRY ROT ON EAVES/FACIA. 16: 4. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. 17: 4. FLOOR TILES ARE BROKEN. 18: 4. FLOOR TILES ARE SEPERATING. 19: 4. SECTION OF RUBBER MOULDING IS MISSING. 15 .WINDOW SCREENS ARE MISSING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. CRACK IN INTERIOR WALL. 20: 4. FLOOR TILES ARE BROKEN. 4: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 7: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. 9: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. FACULTY LOUNGE: 4. CEILING TILES ARE DAMAGED. LIBRARY 12: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON RAMP. MPR: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALLS. 13. GUTTERS ARE BENT/DAMAGED. PARENT ROOM: 4. CARPET IS LIFTING. PTA OFFICE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 11: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TRIM IS LOOSE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 15: 4. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 12. DRY ROT ON EAVES/FACIA. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. CRACK IN INTERIOR WALL. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 7: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. PTA OFFICE: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	13: 4. CEILING TRIM IS LOOSE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. 16: 4. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. 5: 4. FLOOR TILES ARE BROKEN. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. KITCHEN: 7. SWITCHPLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR. MPR: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALLS. 13. GUTTERS ARE BENT/DAMAGED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. CRACK IN INTERIOR WALL. GIRLS RESTROOM: (NO MENSTRUAL NOTICE IS ADEQUATE) 15. DOOR CLOSER COVERS ARE MISSING.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			10: 4. WALLPAPER IS TORN. 15. DOOR CLOSER COVER IS MISSING. 4: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. CUSTODIAN: 11. PAINT IS PEELING ON INTERIOR WALL. KITCHEN: 7. SWITCHPLATE IS BROKEN. 11. PAINT IS PEELING ON DOOR. LIBRARY 12: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON RAMP. NURSE: 10. NO ROOM ID. 11. PAINT IS PEELING ON INTERIOR WALL IN RR. (MENSTRUAL NOTICE NOT ADEQUATE)
Structural: Structural Damage, Roofs	X			1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 15: 4. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 12. DRY ROT ON EAVES/FACIA. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. CRACK IN INTERIOR WALL. MPR: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALLS. 13. GUTTERS ARE BENT/DAMAGED.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			10: 4. WALLPAPER IS TORN. 15. DOOR CLOSER COVER IS MISSING. 16: 4. FLOOR TILES ARE BROKEN. 7. ETHERNET COVER IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. 19: 4. SECTION OF RUBBER MOULDING IS MISSING. 15. WINDOW SCREENS ARE MISSING. 8: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. BOYS RESTROOM: 15. DOOR CLOSER COVER IS MISSING. GIRLS RESTROOM: (NO MENSTRUAL NOTICE IS ADEQUATE) 15. DOOR CLOSER COVERS ARE MISSING.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	48	33	34	47	48
Mathematics (grades 3-8 and 11)	44	47	23	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	170	97.70	2.30	47.65
Female	75	72	96.00	4.00	45.83
Male	99	98	98.99	1.01	48.98
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	62.16
Black or African American	20	20	100.00	0.00	50.00
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	63	60	95.24	4.76	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	60.00
White	21	20	95.24	4.76	55.00
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	64	96.97	3.03	39.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	33.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	167	95.98	4.02	46.71
Female	75	70	93.33	6.67	42.86
Male	99	97	97.98	2.02	49.48
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	70.27
Black or African American	20	18	90.00	10.00	33.33
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	63	60	95.24	4.76	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	60.00
White	21	19	90.48	9.52	42.11
English Learners	14	14	100.00	0.00	28.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	65	98.48	1.52	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	34.78

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.42	40.91	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	22	48.89	51.11	40.91
Female	14	4	28.57	71.43	--
Male	31	18	58.06	41.94	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	11	64.71	35.29	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	7	53.85	46.15	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
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 requires only participation results 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	100	97.7	100	97.7	100

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.

2025-26 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 welcome 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)
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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	329	325	58	17.8
Female	152	150	28	18.7
Male	177	175	30	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	73	11	15.1
Black or African American	38	38	4	10.5
Filipino	23	23	1	4.3
Hispanic or Latino	114	112	30	26.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	39	6	15.4
White	38	38	6	15.8
English Learners	51	49	17	34.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	141	139	29	20.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	44	18	40.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.91	0.61	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.00
Female	0.00	0.00
Male	1.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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.
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 2025. 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	2	0	0
1	19	2	0	0
2	21	0	2	0
3	22	0	2	0
4	24	0	2	0
5	30	0	1	0
6	30	0	1	0
Other	29	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2		
1	19	2		
2	20	2		
3	22		2	
4	30		1	
5	29		1	
6	23		2	
Other	30		1	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	6799.36	802.87	5996.49	74678.66
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	8.9	-12.2
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-56.9	-23.6

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AMAZON
 BRISK LABS CORP
 CURRICULUM ASSOCIATES INC
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 MOBILE ED PRODUCTIONS INC
 N G BUILDER
 OAKLAND BALLET COMPANY
 PROJECT LEAD THE WAY INC
 SANTA CRUZ SHAKESPEARE
 VARITRONICS, LLC

Fiscal Year 2024-25 Types of Services Funded

VEX ROBOTICS INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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 our implementation of Eureka Math Squared and will be led by our Math Teacher Lead, and the site will designate one Wednesday a month to support teachers' planning and preparation of math lessons and modules. Through the initiative of the Instructional Leadership Team (ILT), Olinda's emphasis on ELA instruction will consist of integrating Heggerty as part of our phonics instruction for grades K through 2nd, Core Knowledge Language Arts curriculum for grades K-6th, and implementing the Instructional Practice Guide core skills for English Language Arts. Teachers will also designate one Wednesday a month to collaborate as grade-level teams to continue the implementation and intentionally plan CKLA units of study.

Teacher training and planning will emphasize core content areas in reading, writing, ELD, math, and technology, and offer support and PDs around the work they participate in with the district, 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 Boddle 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 address 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 ILT 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 ILT assesses the needs addressed and provides further clarification or feedback. Our Instructional Leadership Team will use the information from

Professional Development

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 who 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	46	40	11