

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School:  Elementary  Middle  High  K-1  Charter

Name of Principal Ms. Kelly Anderson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Olinda Elementary School  
(As it should appear in the official records)

School Mailing Address 109 Lilac Lane  
(If address is P.O. Box, also include street address.)

Brea CA 92823-7028  
City State Zip Code+4 (9 digits total)

County Orange State School Code Number\* 30 66449 6027478

Telephone ( 714 ) 528 - 7475 Fax ( 714 ) 528 - 7481

Web site/URL www.bousd.k12.ca.us E-mail kanderson@bousd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Tim Harvey  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brea Olinda Unified School District Tel. ( 714 ) 990 - 7800

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Russ Kline  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       6   Elementary schools  
    Middle schools  
   1   Junior high schools  
   2   High schools  
    Other
- 9   TOTAL
2. District Per Pupil Expenditure:      \$7,778
- Average State Per Pupil Expenditure:  \$6,671

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   6   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	27	15	42	8			
1	32	11	43	9			
2	23	19	42	10			
3	27	21	48	11			
4	25	22	47	12			
5	19	26	45	Other			
6	27	22	49				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>316</b>

6. Racial/ethnic composition of the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>44</u>   | % White                          |
| <u>1</u>    | % Black or African American      |
| <u>16</u>   | % Hispanic or Latino             |
| <u>39</u>   | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	316
(5)	Total transferred students in row (3) divided by total students in row (4)	.076
(6)	Amount in row (5) multiplied by 100	7.7 %

8. Limited English Proficient students in the school: 16 %  
50 Total Number Limited English

Number of languages represented: 15

Specify languages: Arabic, Bengali, Cantonese, Gujarati, Hindi, Italian, Khmer, Korean, Mandarin, Portuguese, Rumanian, Spanish, Taiwanese, Urdu, and Vietnamese

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{8}{24}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  2  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  8  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u> 14 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 14 </u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>  3  </u>
Paraprofessionals	<u>    </u>	<u>  7  </u>
Support staff	<u>  2  </u>	<u>  7  </u>
Total number	<u> 17 </u>	<u> 17 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   23:1  

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98%	97%	97%	97%
Daily teacher attendance	97%	98%	97%	97%	97%
Teacher turnover rate	0%	0%	0%	9%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

### **OLINDA ELEMENTARY SCHOOL**

**HOME OF THE EAGLES**

**WHERE STUDENTS ARE CHALLENGED TO SOAR TOWARDS PERSONAL EXCELLENCE**

Olinda's distinctive "school in the country" charm, coupled with technologies and curriculum for the future, offers our children the best of both worlds. Students, parents, and staff take pride in the traditions that celebrate Olinda School as a community of learners.

Located in Brea, Olinda Elementary School is a public school, which currently serves approximately 316 students in grades K - 6. The school lies in a pastoral setting about five miles from the center of Brea off Carbon Canyon Road. It is surrounded by rolling hills and natural landscapes.

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

The present Olinda School was built in 1963, however, its heritage goes back to the original school built in 1898. Olinda School celebrated its 100th birthday in 1998.

The school is comprised of 16 classrooms, a media center (library/computer), a multipurpose room, and a central office which house administration, staff workroom, health clerk office, and staff lounge. Two portable classrooms house the daycare program that is available to all kindergarten through sixth grade students.

Olinda's student population is served through 14 regular education classrooms with support from a Resource Specialist. Students in all support programs are mainstreamed with equal access to the core curriculum. Our GATE program serves identified students through differentiated instruction in the classroom, as well as after school enrichment programs.

Teachers, support staff, the principal, and parents share the responsibility of ensuring that every child succeeds in mastering a high quality curriculum emphasizing depth over breadth. All students are actively involved in meaningful activity-based instruction with attention to providing each one with learning experiences necessary to meet or exceed district and state standards. In addition, Olinda has a variety of programs in the fine arts to enrich the standard curriculum. The Art Masters program, Honor Chorus, music assemblies, and the instrumental band program allow our students to flourish in the area of Fine Arts. Our "Kids with Character", S.A.F.E., conflict management programs, and student government allow our students to develop citizenship skills and create a stronger sense of respect and responsibility to their school and community.

Olinda School's learning environment will assure 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 nurtures student enthusiasm for learning and pride in their school.

**Kids come first at Olinda Elementary School!**

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results:**

The California Standards Test (CST) is administered to all students (grades 2 – 6) in the spring to determine student performance in relation to the California state content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below state standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced levels meet State standards in either the English-Language Arts (ELA) or Mathematics content area. Detailed information regarding the CST for each grade level can be found at the California Department of Education Web site <http://star.cde.ca.gov/>

In second grade, we have seen a 17% increase in proficient and advanced student performance levels in the area of ELA in the past four years. Asian students, who had 100% meeting or exceeding grade level standards in 2006, have shown greater gains than the white students, yet each subgroup has recorded gains over the last four years. In the area of mathematics, 92% of our second grade students are meeting or exceeding grade level performance expectations, with the Asian subgroup maintaining 100% over the last two years.

In third grade, students meeting and exceeding grade level performance standards increased 13% in ELA and 17% in mathematics for the past four years. By focusing on students in the basic performance level, and tailoring instruction through small groups, it has enabled more students to reach the proficient level for the 2005-2006 school year. Our Asian subgroup performance reached 100% proficiency in both ELA and mathematics.

In fourth grade, the proficient and advanced students total over 80% in both ELA and mathematics. The decrease in the Asian subgroup scores is derived from an increase in the number of English language learners at that particular grade level for the 2005 – 2006 testing year and the increase in academic rigor and class size. Students transition from a classroom of 20 students to 32 students from third to fourth grade.

In fifth grade, over 80% of all students are proficient or advanced in both the areas of ELA and mathematics, with a 4% gain in ELA and 10% gain in mathematics. In the 2005-2006 testing year, the two subgroups performed equally as strong in both subject areas, with the white subgroup making a 12% gain in ELA and a 17% gain in their math achievement.

In sixth grade, 74% of students reached proficient or advanced performance levels in ELA and mathematics. Leveled math groups have been established to help meet the needs of all learners and to provide more individualized instruction.

Student assessment data is analyzed by Olinda staff members and utilized to drive student instruction and learning. This drive for excellence is clearly demonstrated in the high achievement results of Olinda's Academic Performance Index (API) score showing growth from an 886 in 2004, to a 904 in 2005, to our current score of 909 in 2006. Our school community proudly gained 19 points in one year and validated our united vision for the success of all students.

## **2. Using Assessment Results:**

Student assessment data is analyzed by Olinda staff members and utilized to drive student instruction and learning. The use of varied and thorough assessments, coupled with the systematic process for evaluating student performance, is the cornerstone for Olinda's high achievement. Our school community targets individual students, where all students are challenged to achieve their personal best at the proficient and/or advanced performance levels.

Olinda's small student population allows teachers, paraprofessionals, and the principal to personally put a "Face to the Data" and know individual students' personalities, strengths and weaknesses. Those personal relationships extend throughout the grade levels to connect our school community. In collaboration with grade level teams, a cadre of teachers pinpoints the specific growth and need areas of every student in their classroom from the previous school year. Those teachers, in conjunction with the teachers in the next grade level, map out instructional strategies and learning goals for each student. The students who have not met proficiency levels are targeted by each classroom teacher and placed on the school's VIPs (Very Important People/Students) List. The VIP students' needs are analyzed, vertically aligned and articulated with administration, certificated and classified staff members. The team establishes appropriate in-house resources and support structures for those student needs. This system of analyzing data allows a school wide umbrella of support for those identified VIP students.

In every classroom, assessments are an ongoing aspect, reflecting on student learning and guiding the instruction. Teachers access the school wide support structures, focusing on individual student needs in their classrooms, to move their VIP students toward achieving grade level proficiency standards. The overall objective is to challenge all students, those below and those already meeting performance levels, to improve their academic achievement. Student portfolios are maintained throughout the elementary years, with representative work and assessment data, to document student growth. The key to our success is attributed to all staff members collaborating and utilizing assessment data to improve individual student and overall school performance.

## **3. Communicating Assessment Results:**

Olinda routinely communicates information about student performance to parents providing verbal and written information regarding their child's progress toward meeting grade level standards. Student performance level expectations are communicated in different venues, including Back-To-School Night, parent conferences, report cards, newsletters, parent/teacher phone calls, email communications, classroom handbooks, teacher/school websites, and our annual School Accountability Report Card.

Initial verbal communication is established at Back-To-School Night and reinforced during parent conferences at the mid-point of the first trimester. Back-To-School Night serves to inform parents of grade level standards, performance expectations, and communication tools available for parents. Individual parent conferences allow for discussion of each student's individual academic strengths and need areas, along with in-depth review of the current California Standardized assessment results. This communication of assessment data and student progress provides meaningful understanding for parents, recommendations for home learning activities, and supports all students in reaching academic proficiency.

Our report card, one type of written communication, is aligned with the state grade level standards, therefore making it easier to track student progress toward these standards. A report card is issued every trimester informing parents and students of progress toward meeting specific grade standards. Additionally, mid-trimester progress reports keep parents and students apprised of strengths and need areas. These reports are implemented at all grade levels for all students. Each trimester, parents of special education students receive detailed information regarding their student's progress toward established goals as written in their Individual Education Plan. Second language families receive information regarding their children's progress in their home language.

Our parents and the community are involved and share the responsibility of student performance to successfully reach proficiency levels in all content areas. Olinda's annual School Accountability Report Card, school/teacher websites, School Board presentations, district publications, and local newspaper articles highlight our success and achievement within our surrounding community. A cooperative spirit exists between our staff, parents, and the community because of our constant, positive communication.

#### **4. Sharing Success:**

Olinda School uses a variety of means to impart information regarding our achievements. Administrators from every school in the district meet bi-monthly, highlighting new developments and accomplishments of their individual schools. Teachers work collaboratively at annual trainings, bi-annual staff development days, and within Professional Learning Community (PLC) groups. Teachers and students utilize the School Board meetings to report on current events and activities. Communication between the teachers at the elementary, junior high and high schools promotes vertical alignment and an exchange of ideas.

We pride ourselves as motivators, working with our peers to enhance district success. We share our success in multiple curricular areas within our district and our county. Teacher leaders from Olinda join other teachers and administrators from all over Orange County in the Beckman@Science program. We work to establish cohesive methods, procedures, and programs for delivering essential science instruction and assessment, related to the new state expectations and testing in Science. These leaders also participate in the California Science Teachers Association and the National Science Teachers Association at conferences and through web-based communications. Olinda's success in writing has led the district to unify their focus, implementing the Step Up to Writing program within our district's five other elementary schools. Leadership from Olinda's teachers has guided other teachers in the district to successfully implement this complete, multi-sensory approach to writing. An example of shared writing occurs with our Pen Pal program between our first grade students and a neighboring elementary school in our district. Our Beginning Teacher Support and Assessment program (BTSA) now includes an adjacent district, where we contribute tools and support for the professional success of new teachers. Over the last five years, nine of our fourteen teachers have participated in the program and made meaningful connections with teachers all over the county.

Olinda Eagles are very proud of our student and teacher successes. We openly share ideas, best practices, programs, and opportunities with other schools. At Olinda, we have an innate drive to impact children in our school, district, county and state.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum:**

A comprehensive standards-aligned core curriculum is provided to all students in English language arts, math, science, history-social science, physical and health education, and visual performing arts. What separates Olinda from other schools is the dedicated, professional manner in which new curricular changes are embraced and implemented by the staff in order to meet all student needs. District adopted programs and best instructional practices are immediately implemented, with extensive collaboration and teamwork.

English language arts encompasses the Houghton Mifflin Reading program (grades K-5), the Holt Literature and Language Arts program (grade 6), and the Step Up to Writing program. These programs provide spiral instruction in critical content skills: phonics, spelling, reading fluency and comprehension, grammar, literary response and analysis, vocabulary development, genre study and comparison, listening and speaking skills, and writing structure and technique.

The instructional programs in Mathematics include the Sadlier Oxford (grades K-5) and McDougal Little (grade 6) curriculum. The components include: number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning. These disciplines build across the grade levels to provide students with real-life applications for computation, logical thinking, and problem solving skills.

A combination of Full Options Science System (FOSS) kits and the Harcourt Brace supplemental textbooks (grades 4-6) establish a rigorous science curriculum, including the three themes: life, earth, and physical science. The science content is provided through: hands-on science experiments, inquiry-based investigations, vocabulary development, scientific method and process skills, science notebooks, field trips and assemblies, 6<sup>th</sup> grade Outdoor Science Camp, and the study of live organisms. Our belief in “doing” science, rather than just “reading” about science is the drive for providing a high interest, quality science education.

History-social science’s content is presented through the Harcourt Brace program. The curriculum strands include: geography, citizenship and cooperation, relationships, time and chronology, cause and effect, civic values, right and responsibilities, state and national history, government structure and processes, ancient civilizations, economics, and ethical and cultural literacy. The curriculum is supported with grade level appropriate fieldtrips, Walk-Through programs, analysis of current events found in newspapers, and technology-based research projects encompassing: biographies, historical figures, and landmark events.

Our comprehensive physical and health education programs are tailored to meet grade level standards. Physical education experiences include: flexibility and strength exercises, small and large motor skills, movement and balance, endurance, games and sports activities, track meets, an after school running club, and sportsmanship expectations. The health and wellness programs include: Open Airways for Asthma students, Dairy Council of California activities, food pyramid studies, and Skill and Assets for Excellence (SAFE). The SAFE lessons focus on drug, alcohol, and tobacco prevention and are taught by a Brea Police officer.

Visual and performing arts at Olinda include a spectrum of experiences to cultivate student creativity and expression. Experiences include: a monthly Art Masters program, Meet the Musicians assembly, student music performances, Spotlight Kids Theater, Clay Kids, Honors Chorus and band for 5<sup>th</sup> and 6<sup>th</sup> graders.

With the establishment of high standards, supported by content-rich programs, students have the opportunity to grow academically, socially, emotionally, and physically, in their stimulating, educationally appropriate classroom environments.

## **2. Reading:**

California state-approved reading programs are the foundation for Olinda's reading curriculum, enhanced by the Accelerated Reader program and novel studies. A committee of teachers, administrators, and parents were responsible for the review and recommendation of the Houghton Mifflin Reading program (grades K-5) and the Holt Literature and Language Arts program (grade 6). Both programs are built on solid educational research in best teaching practices and meet the California English Language Arts standards.

The Houghton Mifflin Reading program delivers explicit, systematic instruction. It ensures beginning reading success, thorough development of oral language, phonemic awareness, letter recognition, phonics and blending skills, and vocabulary recognition. It fosters independent and confident readers with a gradual transition from decodable text to literature. Comprehension strategies and skills are consistently addressed from kindergarten through the intermediate grades. In addition, a comprehensive collection of literature resources to meet the independent reading needs of all students is included and available to meet student needs. Lastly, a comprehensive system of diagnostic, prescriptive, and summative assessments are provided for classroom teachers to track and monitor student performance, as it spirals through the grades.

The Holt Literature and Language Arts program, adopted for grades 6-8, bridges the students from their elementary to their junior high school years. This program addresses critical reading skills, guiding students toward mastery of standards and appreciation of literature. It has unique literary focus, reading comprehension skills, vocabulary development, genre study, and real-world connections.

We enhance student performance and aptitude levels using the Accelerated Reading program and novel studies. Our teachers, guided by research from educational theorist Vygotsky, improve reading comprehension within a student's Zone of Proximal Development (ZPD). Students read novels of choice within their ZPD range to achieve proficient comprehension and progress toward a higher reading level. Classroom teachers select grade appropriate novels to enrich students' knowledge and love of literature. The combination of the Houghton Mifflin and Holt programs, enhanced by Accelerated Reader and novel studies, creates a balanced reading curriculum.

## **3. Additional Curriculum Area:**

Science is an area of learning, full of critical thinking and process skills, which translates across the other curricular areas. We are preparing students for their future. Based on current times and conditions, it is important for students to see the impact that they have on their environment and the world around them. Our philosophy regarding science instruction reflects Olinda's mission

statement “where students are challenged to soar toward personal excellence.” Teaching science is essential for understanding past discoveries, present knowledge, and future possibilities.

Full Option Science System (FOSS) curriculum kits are utilized in kindergarten through sixth grade. With the support of our on-site Beckman@Science trained teacher leaders and district science coordinator, we elected to supplement our hands-on FOSS kits with additional inquiry-based lessons and state approved textbooks in grades four through six during the last two years. Kindergarten students study wood, first graders learn about living organisms, and the second grade experiments with balance and motion. Third graders investigate space and light, and the fourth grade learns about electricity and magnetism. Fifth grade students experiment with mixtures and solutions, and the sixth grade studies environments and landforms. As the students actively participate in inquiry-based investigations and hands-on experiments, they draw conclusions and utilize scientific process skills to determine how things work. This, coupled with the use of science notebooks and the aid of standards-based textbooks, provides balanced science learning experiences for students.

Our science instructional strategies have proven effective. The results of the 2006 administration of the California Standards Assessment in the area of science indicated the percentage of Olinda students meeting state science standards improved from 46% to 69%. This 23% increase of students achieving the proficient and advanced performance levels occurred in just one year. The essential skills and knowledge gained through our science curriculum clearly exemplify the school’s mission for personal excellence and to impact the world in a positive way.

#### **4. Instructional Methods:**

Olinda’s teachers use traditional, as well as cutting edge instructional strategies, for meeting the rigorous California state standards. They use scaffolding to reinforce instruction, spiraling skills to review concepts, and vertical articulation to help communicate grade level expectations. All students are monitored, assessed and then offered a variety of learning opportunities.

Using the state-approved core curriculum as the foundation for instruction, teachers extend or modify lessons, lesson delivery, and activities based on individual student needs and the on-going assessments during the school year. Flexible grouping, individual and whole group instruction, and independent learning activities are all part of every teacher’s repertoire. We concentrate on all learning modalities to accentuate learning for all. Cross-curricular instruction involves the use of visual, auditory, tactile, and kinesthetic cues and responses. We also focus on inquiry-based, hands-on activities and projects demonstrating student learning in areas like science, social studies and math. Technology is woven into purposeful instruction providing students the opportunity to demonstrate technological competence and real world application.

Students with disabilities receive additional support, as outlined in their Individualized Education Plan: audio passages from the Language Arts and Social Studies textbook series, Touch Math techniques, Read Naturally materials, math manipulatives, and oral assessments of core materials. Olinda’s English Learners are fully immersed in the regular classroom and have equitable access to all programs. Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies and techniques, extensive vocabulary development, and Making Words activities. Gifted and Talented Education students are supported through curriculum enhancing projects, including research challenges, technology activities, and studying curriculum at an accelerated

pace, concepts and skills are revisited in-depth, for extension and enrichment in student understanding of content material. Classroom teachers provide individual, small group, and modified instruction to build comprehension and develop confidence in academic ability for all students.

Olinda School's entire staff works together, ensuring that our educational program provides standards-based instruction for all students. We believe in doing whatever it takes to make learning happen for all students.

## **5. Professional Development:**

Our small "Olinda Family" of 34 staff members interacts positively with unique perspectives and talents, supporting and challenging one another. Our school's drive for creating Professional Learning Communities (PLCs) is grounded in research by the National Board of Professional Teaching Standards. We believe that "in order to take advantage of the broad range of professional knowledge and expertise that resides within the school...Teachers are Members of Learning Communities." Every one of our teachers and paraprofessionals meets the No Child Left Behind (NCLB) requirement. The partnership of the entire staff works to support the academic proficiency level of all students and maintain our highly effective community of educators.

Our professional learning community creates an organized system and structure for regular, meaningful collaboration among all staff members. Teacher leaders at every grade level provide curricular support by disseminating information from the district and county offices of education and presenting information in trainings for all teachers. Teachers join forces with special education staff and paraprofessionals to analyze best teaching practices, gaining knowledge of new curricular material and opportunities. The scheduled collaboration occurs during weekly planning time, staff meetings, and in-service days on site and within the district. In addition to teacher collaboration, our staff members take it upon themselves to seek outside training and professional development. Ten of our fourteen teachers have or are currently working on their Master's degrees, focusing on curriculum & instruction and/or technology.

PLCs allow grade levels the opportunity to identify the essential skills in language arts, math, and other curricular areas. Teachers confer regarding long-range pacing and appropriate, authentic assessment. Student portfolios containing student data and multiple measure/class-size reduction results are shared between the grade levels to determine student pacing for proficiency. Olinda's leaders, supported by PLCs and our "Olinda Family," are continually weaving a tapestry of support to nurture academic and professional excellence.

# **PART VII - ASSESSMENT RESULTS**

## **STATE CRITERION-REFERENCED TESTS**

Subject English-Language Arts Grade 2 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% “Proficient” plus “Advanced” State Standards	81	73	65	64
% “Advanced” State Standards	49	30	31	36
Number of students tested	47	46	35	28
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% “Proficient” plus “Advanced” State Standards	100	91	64	69
% “Advanced” State Standards	67	58	14	3
Number of students tested	15	12	14	13
2. Ethnicity - White				
% “Proficient” plus “Advanced” State Standards	76	72	69	53
% “Advanced” State Standards	38	24	9	0
Number of students tested	25	25	13	19

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 2 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	92	85	77	81
% "Advanced" State Standards	43	46	34	50
Number of students tested	47	46	35	36
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	100	100	79	92
% "Advanced" State Standards	60	75	17	6
Number of students tested	15	12	14	13
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	95	84	77	74
% "Advanced" State Standards	38	36	6	0
Number of students tested	21	25	13	19

**STATE CRITERION-REFERENCED TESTS**

Subject English-Language Arts Grade 3 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	74	73	67	61
% "Advanced" State Standards	24	30	16	24
Number of students tested	46	37	45	38
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	100	81	70	82
% "Advanced" State Standards	40	31	7	5
Number of students tested	15	16	20	11
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	64	72	62	53
% "Advanced" State Standards	23	29	27	0
Number of students tested	22	14	21	17

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 3 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	83	81	87	66
% "Advanced" State Standards	59	49	47	42
Number of students tested	46	37	45	38
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	100	88	95	91
% "Advanced" State Standards	87	63	21	11
Number of students tested	15	16	20	11
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	73	72	81	65
% "Advanced" State Standards	50	36	21	5
Number of students tested	22	14	21	17

**STATE CRITERION-REFERENCED TESTS**

Subject English-Language Arts Grade 4 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	81	70	78	82
% "Advanced" State Standards	44	57	39	48
Number of students tested	43	47	46	29
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	79	90	90	*
% "Advanced" State Standards	53	60	16	*
Number of students tested	19	20	20	*
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	86	78	63	79
% "Advanced" State Standards	33	55	12	3
Number of students tested	15	22	19	14

\* - not a significant subgroup

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 4 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	82	78	74	76
% "Advanced" State Standards	47	55	39	38
Number of students tested	43	47	46	29
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	74	85	90	*
% "Advanced" State Standards	53	65	19	*
Number of students tested	19	20	20	*
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	87	78	58	71
% "Advanced" State Standards	47	55	11	3
Number of students tested	15	22	19	14

\* - not a significant subgroup

**STATE CRITERION-REFERENCED TESTS**

Subject English-Language Arts Grade 5 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	83	79	68	76
% "Advanced" State Standards	50	45	40	35
Number of students tested	46	44	50	37
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	80	84	83	*
% "Advanced" State Standards	45	63	20	*
Number of students tested	20	19	18	*
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	80	68	67	95
% "Advanced" State Standards	50	26	20	2
Number of students tested	20	19	24	20

\* - not a significant subgroup

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 5 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	85	75	52	84
% "Advanced" State Standards	48	36	20	41
Number of students tested	46	44	50	37
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	85	84	89	*
% "Advanced" State Standards	70	58	10	*
Number of students tested	20	19	18	*
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	80	63	38	90
% "Advanced" State Standards	35	21	10	2
Number of students tested	20	19	24	20

\* - not a significant subgroup

**STATE CRITERION-REFERENCED TESTS**

Subject English-Language Arts Grade 6 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% "Proficient" plus "Advanced" State Standards	74	82	68	74
% "Advanced" State Standards	40	47	48	26
Number of students tested	47	49	46	47
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% "Proficient" plus "Advanced" State Standards	76	100	58	*
% "Advanced" State Standards	52	59	12	*
Number of students tested	21	17	12	*
2. Ethnicity - White				
% "Proficient" plus "Advanced" State Standards	67	80	83	81
% "Advanced" State Standards	28	48	30	6
Number of students tested	18	25	23	27

\* - not a significant subgroup

**STATE CRITERION-REFERENCED TESTS**

Subject Mathematics Grade 6 Test STAR – California Standards Assessment

Edition/Publication Year 6<sup>th</sup> Publisher Educational Testing Services (ETS)

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month - May				
<b>SCHOOL SCORES*</b>				
% “Proficient” plus “Advanced” State Standards	74	80	78	67
% “Advanced” State Standards	38	37	43	28
Number of students tested	47	49	46	47
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. Ethnicity - Asian				
% “Proficient” plus “Advanced” State Standards	81	100	83	*
% “Advanced” State Standards	52	59	14	*
Number of students tested	21	17	12	*
2. Ethnicity - White				
% “Proficient” plus “Advanced” State Standards	72	76	96	65
% “Advanced” State Standards	33	32	28	2
Number of students tested	18	25	23	27

\* - not a significant subgroup