Olinda Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	www.wccusd.net/olinda
County-District-School (CDS) Code	07617966004899

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

Olinda Elementary was built in 1957 and is located in a beautiful residential area of El Sobrante. We are surrounded by the natural hills of El Sobrante and vast open spaces of the local water district and Kennedy Grove regional park. Our students live in the Sherwood Forest, Carriage Hills and other neighboring communities. Our reputation as a rigorous academic school with a diverse population has consistently made us a popular choice for parents, who are looking at various educational options. Olinda is an ethnically diverse school and that diversity is our strength. Our ethnic make-up is approximately 24% Asian, 26% Hispanic, 21% White, 21%, African American, 8% Filipino.

Our mission statement provides the framework for the goals and objectives we seek to strive for on a daily basis. Olinda provides a safe and supportive environment where all students can develop to their fullest potential academically, emotionally and socially. Our goal is to partner with parents and the community to ensure that all students are college and career ready, in order to be productive and successful citizens.

Theory of Action 2019-2020

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 a lifelong learner.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	87
Grade 1	68
Grade 2	49
Grade 3	46
Grade 4	43
Grade 5	47
Grade 6	28
Total Enrollment	368

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13
American Indian or Alaska Native	0.3
Asian	23.9
Filipino	8.7
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	0.5
White	18.5
Two or More Races	7.1
Socioeconomically Disadvantaged	33.4
English Learners	18.5
Students with Disabilities	6.3
Foster Youth	0.5
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	18	17	1241
Without Full Credential	0	0	0	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Repair the ceiling tiles at the heater in room 1. Strap the water heater to code inside the room across from the custodial room that says "Shut off valve inside".
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Install stick on exit signs at the back double doors inside the room at left facing the stage that says "Electric panels inside", at the back door of the custodial room, and at the double doors in the kitchen. Install a carbon monoxide device in kindergarten room 1. Check extension cords in rooms 8, 17, 15, and 13.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Paint the cattle gates yellow and install reflector tape on two gates. Adjust the door closer at room 9. It is also leaking oil.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	48	36	36	50	50
Mathematics (grades 3-8 and 11)	43	43	24	25	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80	1.20	47.88
Male	89	89	100.00	0.00	52.81
Female	78	76	97.44	2.56	42.11
Black or African American	28	27	96.43	3.57	33.33
American Indian or Alaska Native					
Asian	35	35	100.00	0.00	51.43
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	54	53	98.15	1.85	39.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	44.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	38.33
English Learners	47	47	100.00	0.00	53.19
Students with Disabilities	15	15	100.00	0.00	6.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80	1.20	43.03
Male	89	89	100.00	0.00	46.07
Female	78	76	97.44	2.56	39.47
Black or African American	28	27	96.43	3.57	22.22
American Indian or Alaska Native					
Asian	35	35	100.00	0.00	60.00
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	54	53	98.15	1.85	32.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	25	25	100.00	0.00	48.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.00	0.00	25.00
English Learners	47	47	100.00	0.00	44.68
Students with Disabilities	15	15	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	16.7	33.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

PARENT INVOLVEMENT PROGRAMS: At Olinda, we recognize that parents are also our clients and are the other half of the important home-school partnership. Parents are welcomed and encouraged to volunteer in the classrooms. Parents attend conferences; Back to School Night and SST/IEP meeting to get feedback on student progress as well as develop plans for student achievement. They volunteer in classrooms and support our College and Career Day. The school will offer parent engagement evenings such as Talent Show, Family Literacy Night, Science Showcase, STEAM evening for our TK-2nd grade families, Observe the Moon Night and Principal Coffee Chats. We will offer a part-time School Community Outreach Worker, who will support the site by facilitating community engagement activities. This year we are emphasizing home-school connection and communication via Class Dojo.

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 MOCHA and MUST. They coordinate community building activities like Kindergarten play date, Welcome Back to school social, movie nights, Fall Fun Festival, Spring Fun Run, Book Fair and coordinate and run the Spelling Bee. This year they will 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, 5 to 10 parents 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 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 that 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

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.9	0.0	0.8	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 for 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 January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		3		23		4		22	1	3	
1	22		2		24		2		23		3	
2	24		2		23		2		25		2	
3	25		2		22		2		23		2	
4	30		1		31		1		31		1	
5	24		2		28		2		30		2	
6	24		1		34			1	28		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,605.94	$277.64	$5,328.30	$73,199.25
District	N/A	N/A	$7,641.88	$70,833.00
Percent Difference - School Site and District	N/A	N/A	-35.7	3.3
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.9	-11.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- AMAZON.COM
- ANDERSON'S
- BUILDING BLOCK
- CKA
- D & D SECURITY ENTER
- FAMILY MATH NIGHT
- FUN EXPRESS
- HEINEMANN COMPANY
- IMAGINATION MACHINE
- KAEDEN PUBLISHING
- LAKESHORE LEARNING
- LEARNING A-Z
- LUCKY
- MOSAIC ART SUPPLY
- OLINDA ELEMENTARY
- PANERA BREAD CO
- RENAISSANCE LEARNING
- SCHOLASTIC EDUCATION
- SCHOLASTIC INC
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPINITAR
- TEACHERS COLLEGE

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,360	$48,612
Mid-Range Teacher Salary	$72,730	$74,676
Highest Teacher Salary	$94,500	$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$106,868	$125,830
Average Principal Salary (Middle)	$116,689	$131,167
Average Principal Salary (High)	$129,673	$144,822
Superintendent Salary	$260,000	$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 ensuring 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 the teacher's interests and needs. The teacher leads in the areas of TCRWP, math and technology offer supports and PD's around the work they participating with the district and aligning that work with school-wide instruction. Teachers will receive training around PBIS with one of the district's coaches and will have a two-day math PD in January and February. Teachers are offered support as needed through the Teacher Induction Program and Peer Assistance and Review Program. The Instructional Leadership Team meets monthly to assist in supporting the instruction by offering training and professional development sessions that focus on the agreed upon SMART Goals for our school. Through the review of collaboration logs and data result forms, the Instructional Leadership Team assesses the needs addressed and provides further clarification or feedback. Our Instructional Leadership Team will use the information from collaborations and data results to help determine future best practices at the school site that will monitor and support our school's SMART goal. Through assessing data regularly teachers have the opportunity to participate in backward planning that focuses on student achievement and targeting student's 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, impart skills and self-esteem. At Olinda, we see teachers as positive role models that accept and respect each student and open the world to them.