Wagner Ranch Elementary School-see attachment

350 Camino Pablo • Orinda CA, 94563 • (925) 258-0016 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Orinda Union Elementary School District

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School Description

Wagner Ranch Elementary School continues in its commitment to inspire students to academic excellence within a community that fosters respect, responsibility, cooperation, acceptance, perseverance, honesty, empathy, courage, and a positive attitude. Our goal is to prepare students for life in the 21st century. Our focus is to build vital knowledge and develop skills that enhance creativity, critical thinking/problem solving, collaboration, communication, and curiosity for motivating a lifelong love of learning.

Wagner Ranch has successfully implemented instructional techniques and educational programs that are well aligned with Common Core Standards and Next Generation Science Standards. Our staff is deeply involved in ongoing training through Columbia Teachers' College Reading and Writing Project, Silicon Valley Math Initiative Training, and U.C. Berkeley Lawrence Hall of Science BaySci Project. This dedication and training, has led many staff members to serve in leadership positions within the district. In addition to the training outlined above, the District provides extensive training to support instruction in math, English language arts, STEAM, technology, and social emotional learning. Administration, staff, and parent groups analyze data from a variety of measures to develop our School Site Goals and action plans.

The CAASPP assessment results from spring 2019 confirm the exceptional job that Wagner Ranch and OUSD have done with implementing CCCS curriculum and methodologies. On this exam, 90% of our students tested "met" or "exceeded" grade level standards in ELA/Literacy. 70% of our students tested "exceeded" the standard. In Mathematics 90% of our students tested "met" or "exceeded" grade level standards. 64% of our students who were tested "exceeded" the standard. In Spring of 2016 Wagner Ranch was designated as a Gold Ribbon School and in 2018, Wagner Ranch was named a California Distinguished School based on the signature practices of our science program. In 2019, we received the Recycle Smart Leadership Award in recognition of our successful waste reduction practices.

Wagner Ranch Mission Statement

The Mission of Wagner Ranch Elementary School, in partnership with our staff, families and community, is to inspire each child through educational excellence, diverse enrichment experiences and mutual respect, to a lifetime of learning and the creation of a better world.

With the continuing development of our alignment to the California Common Core Standards (CCCS), the Wagner staff has been fully engaged in collaborating to develop lessons and align all instruction to meet the rigor and depth of knowledge expected by the CCCS. Learning is often project based and includes the use of technology. In the classroom, teachers and specialists use ongoing assessment and differentiation to adjust their teaching methods to meet the needs of each student. Our before and after school program provides students opportunities for building peer relations, indoor and outdoor activities, a host of enrichment classes, and a homework club which is run by a credentialed teacher.

The dedication and commitment of the Wagner Ranch staff and parents working together to help shape the Wagner Ranch st udents into successful and thriving lifelong learners is ongoing and evident in every aspect of the Wagner Ranch community. Our supportive parent community is invaluable. We welcome parents to become involved through our active Parents' Club, as classroom volunteers, and through our many family fun events held throughout the year. Parents' strong financial support enables us to provide a robust educational program, a well equipped facility, and ample adult support for our students.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	61
Grade 2	80
Grade 3	60
Grade 4	67
Grade 5	71
Total Enrollment	416

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.7
Asian	23.8
Filipino	1.2
Hispanic or Latino	4.8
White	61.8
Two or More Races	5.8
Socioeconomically Disadvantaged	1.4
English Learners	1.9
Students with Disabilities	7.9

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 for Wagner Ranch	17-18	18-19	19-20
With Full Credential	30	29	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Orinda Union	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Wagner Ranch Elementary School-see attachment

Indicator	17-18	18-19	19-20
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)

Orinda Union School District (OUSD) convenes textbook committees to help in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon pre-determined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners.

At the middle school level, class sets or electronic versions are also purchased to eliminate the need of students carrying heavy books. Books have been purchased for all core academic areas as well as visual and performing arts, and music, at all grade levels. Textbooks are California Department of Education-approved and California Standards-based.

A public hearing is held each October and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

Textbooks and Instructional Materials
Year and month in which data were collected: 09/10/17

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Math, Houghton Mifflin,Harcourt Math Expressions Common Core, 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	History-Social Science for California, Scott Foresman, 2006	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings: Wagner Ranch is a beautiful campus nestled among the trees and hills of Orinda. The campus adjoins the Wagner Ranch Nature Area on one side and the Orinda sports fields on the other. The school includes 11 buildings, four of which are portables. In addition to 20 grade TK-5 classrooms, we house a Special Day Class, an art room, music room, science lab, innovation lab, literacy room, resource room, computer lab, specialist offices, and a library.

Wagner Ranch Elementary School was built in 1969. After being closed for several years in the 1980s and 90s it reopened in 1997 with a completely renovated campus. Numerous repairs, upgrades, and minor additions have occurred since then.

In August of 2015, the Orinda School Board set aside a portion of the Wagner Ranch Nature Area as a garden area dedicated exclusively for use by our school. Multiple enhancements have been made to create learning spaces, educational activities, planters, and other such accouterments within our garden area. We employ a part time garden aide who facilitates instructional activities for each classroom, maintains the garden, and hosts students during recess and lunch periods.

In the summer and fall of 2016: The entire exterior of the school was painted. AC cooling units were installed in every classroom. Solar arrays were erected and made functional. A solar kiosk monitor was placed in the library for science and math studies. Our kindergarten playground was redone with a significantly larger footprint to accommodate increase enrollment at this grade level. Our southern parking lot was reconfigured and completely renovated. An upgrade was done to our WIFI system. Proposition 39 energy efficiency measures including LED & T8 lighting and occupancy sensors were installed. New LED canopy lighting installed in 2019.

In the summer and fall of 2017 new play structures were added to the primary playground including a climbing net and a climbing rock along with other play elements. The wood fiber chips under the play structures were removed and replaced with poured-in-place rubber surfacing. The hillside along the entry driveway was re-engineered in reaction to a major winter mudslide. A new electronic marquee was installed replacing an old announcement sign. Shelving was added in most classrooms and storage cabinetry in the hallways. State of the art security cameras were installed throughout the campus.

In summer 2018, a new 10,000 gallon water tank was installed as a wildfire safety measure and two of our pods were enhanced through interior painting. We enhanced security by adding a mirror window application to classroom windows that do not have curtains and by equipping classroom doors with a magnetic strip which block the latch and allow doors to remain in the locked position while still enabling easy ingress and egress during typical operations.

During the 2018/19 school year we created an Innovation Lab which is used on a regular basis by students at every grade level to enhance science instruction and to provide STEAM based activities. During the summer we completed painting the interior pods and shored up a second section of our hillside. We also replaced aging fencing on our primary playground.

We are currently restoring our sports fields by filling cracks, aerating, over seeding, and fertilizing to address drought damage.

We believe that the physical quality of our school buildings influences learning and teaching. We strive to maintain and improve our school site and facilities at Wagner Ranch. Our two regular custodians, with the support of the District maintenance staff, take pride in maintaining the cleanliness and safety of our school site.

The library, at the center of our campus, includes a collection of 12,000 books, magazines, and videos/DVDs. Each class visits the library on a weekly basis. Here students are read to by our library technician, learn library and research skills, and check out books. The library is open during lunch recess for 4th and 5th grade students who use this opportunity to study, socialize, enjoy quiet activities, or check out books. We share our multi purpose room with the City of Orinda. Students use this room for lunch, physical education, school gatherings, performing arts, and after school for community sports. The stage area is equipped with a lift to facilitate handicap access.

Computers/Technology: Age appropriate technology is readily available for our students. In grades TK - 2, we have iPads in every classroom at a 1:2 ratio of devices/student. At grades 3 - 5 we provide use of a Chromebook for every student. In addition we have over 50 MacBooks on carts and a computer lab with 20 iMacs.   Classroom computers and those in our lab are networked, allowing students to work on assignments in both settings. All classrooms, the art room, and the science room use interactive white boards and document cameras to enhance instruction. The OUSD Technology Coaches and technical support team enable Wagner teachers and staff to make optimum and efficient use of our technological devices.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/19/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	AC units installed in all classrooms in 2016 as a stopgap measure for maintaining acceptable temperatures.
Interior: Interior Surfaces	Good	All exterior surfaces of school buildings were painted in summer 2016. Hallways freshly painted in classroom buildings. New Innovation Lab created in Science classroom with new pull down extension cords and flooring.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Gymnasium restrooms shared with City cleanliness was improved from previous years.
Electrical: Electrical	Good	Solar array shade structure were installed in summer 2016 over parking areas. Prop 39 project replaced 32 watt fluorescent tubes with LED tubes and replaced exit signs with LEDs. Canopy lighting was replaced with LED fixtures in 2019. Occupancy sensors to be installed in 2020.Solar kiosk monitor placed in library for math and science studies.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Additional higher resolution security cameras were added at numerous locations around the campus in 2017. Exterior lighting (including under the solar arrays), and signage installed in FY 2016-17. Repairs to existing and relocated lampposts also completed in Fall 2016. Tamper switch for fire sprinkler system to new kindergarten portable needs to be repaired.
Structural: Structural Damage, Roofs	Good	Hillside mudslide repaired during summer 2017. Erosion evidenced at top of roadway suggests repairs needed in another area. Second area of hillside repairs completed in 2019.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New play equipment and rubber poured-in-place rubber surfacing at the upper grades play structures in summer 2017. Hillside repair at slope along entry driveway in 2017. New expanded kindergarten playground with new fencing installed.New reconfigured parking lot installed in 2016. Window film to be installed on south facing classrooms to mitigate solar heat. Another new upper grades play structure to be installed in 2020 with rubber surfacing to replace fibar wood chips.
Overall Rating	**Exemplary**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	88	90	88	87	50	50
Math	85	90	85	85	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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	7.0	31.0	43.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	190	97.44	90.00
Male	89	87	97.75	88.51
Female	106	103	97.17	91.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98.00	95.92
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	118	114	96.61	88.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	21	18	85.71	66.67

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	189	96.92	90.43
Male	89	87	97.75	89.66
Female	106	102	96.23	91.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	49	98.00	93.75
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	118	113	95.76	92.04
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	21	18	85.71	66.67

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.

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)
Our school takes pride in the active parent involvement that is ever present within our school and district. The Wagner Ranch School Site Council is composed of six parent members, including a representative from the Parent Club Executive Board, the Educational Foundation of Orinda (EFO), and our Special Education Community, four teacher members, a classified staff member, and the school principal. The Site Council develops the annual School Improvement Plan and approves the school budget. The school plan is developed through a process of determining site and district goals based on a review of student data, as well as faculty and parent surveys and input.

All Wagner Ranch parents are members of the Parents' Club and parent volunteers are actively involved on our campus on a daily basis. Parents work in our classrooms, school library, and the lunchroom. Parent volunteers assist with: field trips, the school garden, outdoor education, physical education, as Think First instructors, and with special class projects and celebrations. The Parents' Club supports invaluable services such as the hot lunch program, our before-and after-school care facility, our after school homework club, and a variety of enrichment programs. Last year parents helped establish and run our Green Team, which, along with other measures, has greatly reduced waste with our hot lunch program. This year parents have initiated a Wagner Ranch Community Coalition to help us celebrate our diversity and foster a greater sense of inclusivity. Parents' Club leaders include 11 executive board members and more than 40 parent leaders who act as liaisons and committee chairs. The ongoing support of our Parents' Club provides the funding for many programs that benefit Wagner Ranch students. Events such as International Kindness Day, Maker Faire, Walk-a-Thon, Parent Education Nights, Auction, Movie Nights, Coffee Connections, and Round-Up bring our community together both for fun and in support of school priorities. Wagner Ranch parents also provide input into the Local Control Accountability Plan and other school and district initiatives through school and district stakeholder meetings and parent school surveys.

For more information on how to become involved with the school, contact the Wagner Ranch School Office at (925) 258-0016 or send email to wagnerranchparentsclub@gmail.com

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.

School Safety Plan
The Wagner Ranch School Safety Plan addresses the physical, social, and emotional safety of all members of our community, and crucial aspects are reviewed annually by the School Site Coordinating Council as well as our staff. The School Safety Plan was last reviewed and updated in February of 2019. The plan can be viewed in the school office. A parent education night, featuring Dave Winnacker the Chief of Moraga/Orinda Fire Department, took place in January 2019 to discuss emergency preparedness in the areas of wild fire and earthquakes.

At Wagner Ranch, maintaining a safe and orderly environment in order to maximize student learning is a top priority. Each year we work with the Parents' Club volunteer Emergency Preparedness Coordinator to ensure that the emergency supplies stored in our emergency container and in classrooms are up to date and easily accessible when needed. Wagner Ranch has specific plans and procedures for natural disasters and emergency situations. Our monthly fire drills, as well as periodic evacuation, shelter in place, and secure campus drills, provide important practice opportunities for staff and students. The Parents' Club supports our efforts by purchasing and replacing emergency supplies as needed.

Students in Kindergarten through 5th grade receive training using the Think First/Second Step Character education program. This program gives students strategies for better understanding themselves and dealing with personal issues such as anger, problem solving, improving peer relations, and recognizing and standing up to bullying. All students benefit from our KidPower student empowerment program which teaches students skills that enable them to avoid, negotiate, or maintain control in difficult social situations. In the 2019/2020 school year we have initiated training with the Anti-Defamation League in an effort to reduce or eliminate ingrained biases and increase our ability to include, support, and celebrate all members of our community. A number of our students benefit from the services of a part time, on-site mental health counselor who works with small groups on strengthening key social skills.

All Wagner staff receive annual Mandated Reporter Training. In addition, the District Nurse provides annual health training for all staff members. Topics include: recognizing and responding to head trauma, seizures, asthma, and allergic reactions, treating wounds, use of EPI pen, and effective universal precautions.

All guests and parents visiting or volunteering at Wagner Ranch are required to sign in at the main office and to wear a visitor badge. All staff members are expected to wear their photo ID badges while on campus. All parent volunteers must complete a TB test before working in the classroom and those volunteering on overnight trips or as drivers on field trips undergo a background check. Members of our staff monitor campus playgrounds 20 minutes before school starts, during recess, and at lunch. Staff members and our student Safety Valets monitor our drop-off and pick-up area every morning and afternoon. All parents are educated on and asked to follow our traffic flow procedures to ensure the safety of our children and other drivers.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	1.0
Other	1.5

* 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.

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	19	4			20	3			20	4		
1	20	3			19	4			20	3		
2	20	3			20	3			20	4		
3	20	3			19	3			20	2	1	
4	27		2		28		2		28		2	
5	26		3		27		3		27		3	
Other**	4	1			6	1						

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

Three district-wide staff development days have been provided each year for the past five years. Three additional staff development were added to the 2016-17 school calendar for a total of six days. In 2018-19 teachers were given the option for two additional voluntary PD days. All K-5 Teachers have Common Planning Time on Mondays with two minimum days scheduled for professional development during the year. Middle school teachers work in a block schedule that provides weekly collaboration time on Wednesday mornings. Teachers at each grade level TK-5 participate in Long Range Planning (LRP) Days which focus on using student achievement data to help develop and hone effective instructional strategies and programs.

Teachers have also used LRP time for observing colleagues and utilizing our Literacy, Math, and Technology Teacher Coaches. Teachers also receive ongoing support and mentoring throughout the year from the Literacy, Math and Technology Coach on special assignment. For 2017-18, the team of coaches helped teachers to focus on improving their instructional practice, developing the opportunities for S.T.E.A.M. based learning, and differentiating growth opportunities for all teachers. Staff developers from Columbia University Teachers College continue to advance teachers' skills in Readers and Writers Workshop. Outside consultants continue to also provide guidance and support with the implementation of mathematics. Orinda teachers directly participate in the Bay-Sci program, a partnership with U.C. Berkeley and Lawrence Hall of Science, which helps develop our NGSS-based Science teaching and learning.

Summer training has been offered in the District where teachers receive more specialized training in reading, writing, history-social science, science, and technology. Teacher discussion groups and Book Clubs exist at school sites that provide teachers the opportunity to collaboratively share professional materials of mutual interest. New teachers participate in the Teachers Induction Program through the Contra Costa County Office of Education and includes literacy, math and technology classes.

The District Technology Coaches model lessons in classrooms, provide classes/ workshops to teachers based upon surveyed needs and interests and support principals in their efforts to enhance curriculum and instruction through advancing the use of technology and our signature practices in classroom instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,879	$49,378
Mid-Range Teacher Salary	$69,591	$77,190
Highest Teacher Salary	$91,646	$96,607
Average Principal Salary (ES)	$131,009	$122,074
Average Principal Salary (MS)	$139,475	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$208,075	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	8%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9880	3049	6831	99038
District	N/A	N/A	8139	86692
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.5	13.3
School Site/ State	-9.4	24.2

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

These programs and services are provided at the school either through supplemental funds or other sources that support and assist students:

Types of Services Funded (Fiscal Year 2018-2019)
- Title II, Part A: Funding used for teacher support and staff development
- School Instruction/Discretionary Funds are used by sites for materials and salaries
- Parcel Tax: Funds are used to maintain small class sizes and to protect classroom programs
- Title III: Immigrant Education Program: Funding is used to support our student immigrant population
- Supplemental Concentration: Funding is used to support our English learners
- Lottery: Funding is used for books, textbooks and other printed materials

- Parents' Club Donations: Funding used for classroom support salaries and materials
- Education Foundation of Orinda Donations: Funding used for classroom electives salaries

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.