



Glorietta Elementary School-see attachment

15 Martha Road • Orinda, CA 94563 • (925) 254-8770 • Grades K-5

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<https://gl-orinda-ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Orinda Union Elementary School District

8 Altarinda Road

Orinda CA, 94563

(925) 258-6031

www.orindaschools.org

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Principal's Message:

Glorietta Elementary School is a place of discovery! Administration, teachers, and para-professionals aspire to make learning meaningful and challenging for all, while fostering an environment that is nurturing, supportive, and inclusive. Credentialed teachers are experienced, yet actively pursue professional development. Support staff are cherished for their contributions, and parents are appreciated for their partnership in the educational process.

Glorietta Staff, Parents Club, Coordinating Council, and advisory teams work collaboratively to implement District goals, address targeted priorities, and offer meaningful learning experiences. Consistently high academic performance (as measured by the California Assessment for Student Progress and Performance) is maintained through differentiated instruction, data analysis, implementation of best practices, and strategic support from the instructional support team. We approach teaching as facilitators of learning and focus on continuous improvement in literacy, mathematics, history/social studies, and science. Teachers receive support and training from the OUSD Teachers On Special Assignment. Additionally, teachers devote countless hours collaborating with colleagues and are encouraged to attend professional growth workshops and conferences.

We intend to continue integrating inquiry-based learning activities and experiences that are driven by the Common Core Standards, real-world challenges, and a multi-disciplinary application. Our goal is to inspire students to develop a deeper appreciation for the STEAM (Science, Technology, Engineering, Arts, Math) disciplines, while fostering innovative thinking, and providing students with the Core-knowledge and the skill-sets necessary to explore, create, collaborate and communicate in an ever-changing society. To help in this effort, Glorietta is fortunate to have a STEAM Lab, where weekly, all classes have the opportunity to explore, innovate, and create.

Regularly scheduled enrichment in art, music, and physical education instruction is made possible through the generous donations of our parent community. We also have a library technician who supports teachers and students during their weekly visits to the library. Parental support and financial commitment continue to enhance our learning community with access to identified resources, as well as the latest technology tools including chrome carts in all grade 3-5 classrooms, 1:1 iPads in every K-3 classroom and adaptive software to enrich the experience of our 21st-century learners.

Beyond the standards-based curriculum, students are exposed to character education, focusing on nurturing student's social-emotional learning. Students participate in the OUSD adopted Kidpower and the Second Step program which is a nationally recognized character education curriculum. Additionally, in support of OUSD's Strategic Priorities, we cultivate ethical and respectful citizens through our 'Everyone Belongs Here' initiative that includes themed activities, buddy class interactions, monthly community building assemblies, exemplary character recognition, reflective school-wide read-aloud books, and more. We are committed to further developing our caring school community with a commitment towards an inclusive and anti-bias climate through our partnership with ADL. Students are also encouraged to get involved in Student Council, Green Team, Student Leader and Safety Patrol Team.

Glorietta is a caring community that prides itself on rich traditions, high academic standards, and a drive to cultivate dreams in a global society!

Glorietta School Mission

Glorietta is a community of inventors, creators, explorers, thinkers, problem solvers, peacemakers, and friends. We support each child's educational journey through collaboration, communication, critical thinking, and creativity to foster lifelong learners and engaged, productive citizens in our ever-changing diverse society.

Glorietta School Vision

Glorietta staff, students, and parents promote a positive learning environment where academic skills, social responsibility, and integrity are the foundation for lifelong learning, personal success and community involvement.

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 | 84 |
| Grade 1 | 72 |
| Grade 2 | 79 |
| Grade 3 | 56 |
| Grade 4 | 89 |
| Grade 5 | 82 |
| Total Enrollment | 462 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.4 |
| Asian | 19.3 |
| Filipino | 2.2 |
| Hispanic or Latino | 2.4 |
| White | 67.7 |
| Two or More Races | 7.6 |
| Socioeconomically Disadvantaged | 2.6 |
| English Learners | 2.4 |
| Students with Disabilities | 7.4 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials for Glorietta Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | 32 | 33 | 31 |
| 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 Glorietta 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: 09/10/19

| 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% |
| Science Laboratory Equipment | N/A |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings: Glorietta Elementary School was built in 1949. The campus includes 19 full-size classrooms. We also have a multi-purpose room, library, music room, art room, science room, and computer lab. Our classrooms underwent extensive modernization projects that were completed in November 2004.

The physical quality of our school buildings influences learning and teaching. We strive to maintain and improve the facilities at Glorietta Elementary School. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m. Overall, the facilities are clean and in good repair.

Library: Glorietta Elementary School has a library filled with current titles and excellent resources for student research projects. Students learn to use the library and Internet sources for schoolwork, research, and reading for pleasure.

Additional library activities include author and storyteller visits, read aloud, book fairs, book swaps, and the Makers Lab (offering students in grades 3-5 opportunities to explore, create, and innovate.) Library services are available to all staff, students, and parents. Glorietta Library catalog has been updated and new titles continue to be added to the inventory of over 12,000 books, magazines, and varied resources.

Technology: Every classroom utilizes a variety of technology tools that support and enhance student learning. All classrooms are equipped with technology devices for student learning, collaboration, research, and projects. K-3 classrooms include 1:1 iPads, and all upper-grade classrooms are equipped with a mobile cart that houses a class set of laptops. Additionally, all classrooms include a SMARTboard, LCD projector, and a document camera. The upgraded infrastructure provides internet access schooled, for quick and frequent use by teachers and students alike. In 2017 a new Science, Technology, Engineering, Arts and Math (STEAM) classroom was created.

The school community has worked together to enhance the appearance of Glorietta School. Staff, student, and parent volunteers have trimmed bushes, planted drought-resistant plants, and refurbished the school butterfly garden. Eagle Scouts have further improved the school environment by refinishing school picnic tables, building exterior backpack storage areas, and assisting with the beautification of the school garden.

2019 School Site Improvements:

- Additional improvements to Intervention classroom space including cooling and heating along with additional storage and furniture.
- Purchase of outdoor umbrellas for sun and heat protection at picnic tables
- New LED canopy fixtures installed.
- LED lighting installed in classrooms..
- Signage to assist in the efficiency of carpool pick-ups
- Repair of brickwork at the entrance of the school and decorative plantings added
- Improved drainage control on the slope in kindergarten yard
- Painting of playground lines on the upper yard
- Repair and coating of rubber surfacing at upper playground.

2018 School Site Improvements:

- New external electronic sign
- Purchase of outdoor retractable barriers for carpool area or improved drop-off/pick-up and traffic control
- Replacement and upgrade of the kitchen in cafeteria
- Installation of large tv monitor in the STEAM lab and SPED classroom
- Purchase of flexible seating options for classrooms

2017 School Site Improvements:

- Three new Gen7 21st Century modular classroom buildings were constructed for Kindergarten and First Grade.
- Lower sports field was renovated with new sod and irrigation system.
- Rubber poured-in-place surfacing installed at lower play structure.
- A new Science, Technology, Engineering, Arts and Math (STEAM) classroom was created.
- New 21st Century furniture was added to classrooms.
- New storage unit placed for Physical Education equipment and office.

2016 Improvements:

- Solar array shade structures have been installed and activated in 2016.
- Solar kiosk monitor placed in the library for science and math studies.
- Security cameras have been activated around campus.
- Painting of the entire school completed the Summer of 2016.
- The school garden was renovated for greater student access and use.
- Additional temporary classroom portable installed (due to increased enrollment.)
- AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures.
- Installed new fire hydrant on campus.
- Refinished MPR wood floors and stage.
- Remodeled the school library to include new shelving, paint, and furniture.
- Second hydration station being added on campus for student use.
- Removed wooden walls at school front to unencumber pick & drop off.
- Additional outdoor seating has been added for student use.
- Paved road at back of school for Emergency Vehicle Access.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/25/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures. MPR needs much improved ventilation and AC cooling particularly on hot days. New wireless WIFI connected thermostats to be installed in 2020 throughout the school to permit Smartphone-connected control. Fire Alarm and Burglar Alarm also to be Smartphone connected. |
| Interior: Interior Surfaces | Good | All exterior surfaces of school buildings painted in summer 2016. Wood floor in MPR was refinished. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | Solar array shade structure installed in summer 2016 at upper and lower parking lots. Solar kiosk monitors were placed in library to report the school's solar energy generation for education in math and science. New Gen7 modular buildings have solar panels on each of the units. Prop 39 Funds used in 2018-19 to upgrade lighting throughout the school to LED. LED canopy light fixtures installed in 2019. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | New bottle filling drinking fountain installed in Fall 2016 adjacent to upper playground. |
| Safety: Fire Safety, Hazardous Materials | Good | A new fire hydrant was installed on campus in summer 2016. Security cameras have been installed. A new paved road was added for Emergency Vehicle Access at back of school. |
| Structural: Structural Damage, Roofs | Good | Three new Gen7- 21st Century Modular units were constructed in summer 2017: one for kindergarten, replacing #4, and two for portables 8 & 9. (Three other portables: science, music & Room 20 were renovated and painted in summer 2015: Portables 4,8,9 & BASC. They are end of their life span and will need HVAC, flooring and lighting.) BASC carpeting was replaced in 2015. MPR roof needs to be repaired. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Lower play field was renovated with new sod and irrigation was replaced. Need to renovate upper play field and remove sand in box with swings behind library. Fibar wood chips were removed at lower play structure and replaced with rubber poured-in-place surfacing. Doors need replacing at Rooms 5,6,7,8 and 20.Windows throughout need to be R&R with energy efficient windows. Need asphalt R&R in playgrounds. Lower parking lot, pick up and drop off was repaved and striped in 2015. The rotting doors of the lower storage area need to be replaced. MPR siding is delaminating and peeling. |
| 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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 91 | 89 | 88 | 87 | 50 | 50 |
| Math | 89 | 88 | 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 | 14.5 | 22.9 | 59.0 |

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 | 229 | 227 | 99.13 | 88.99 |
| Male | 126 | 124 | 98.41 | 86.29 |
| Female | 103 | 103 | 100.00 | 92.23 |
| Black or African American | -- | -- | -- | -- |
| Asian | 44 | 44 | 100.00 | 95.45 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 155 | 154 | 99.35 | 88.96 |
| Two or More Races | 18 | 18 | 100.00 | 83.33 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 13 | 11 | 84.62 | 90.91 |
| Students with Disabilities | 23 | 22 | 95.65 | 63.64 |

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 | 229 | 228 | 99.56 | 88.16 |
| Male | 126 | 125 | 99.21 | 91.20 |
| Female | 103 | 103 | 100.00 | 84.47 |
| Black or African American | -- | -- | -- | -- |
| Asian | 44 | 44 | 100.00 | 95.45 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 155 | 155 | 100.00 | 86.45 |
| Two or More Races | 18 | 18 | 100.00 | 94.44 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 13 | 12 | 92.31 | 75.00 |
| Students with Disabilities | 23 | 22 | 95.65 | 63.64 |

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)

Glorietta's enthusiastic parent community is ever-present within our school and among our supportive community. Parents provide tremendous volunteer and economic support to Glorietta School. The School Site Coordinating Council consists of 14 equally represented staff and parent community; together they coordinate and approve Glorietta's Single School Plan that identifies annual priorities, initiatives, and funding. Dedicated parents work in the classroom, oversee the emergency preparedness program, before and after school programs, organize cultural and community events including Diverse Ability Week and Science Fair, facilitate health and safety training, enlist playground supervision volunteers, manage our healthy lunch program, and conduct a variety of successful fundraising events - the biggest one being our annual school auction, a Glorietta tradition for the past 35 years. This year, a Multicultural Committee was established to help support awareness, acknowledgment, and education about diversity and inclusion at Glorietta. Through our community's generosity, we are able to maintain small class sizes (K-3), retain paraprofessional support in classrooms, and offer valuable programs and projects which directly benefit our student body. Annually Glorietta parents provide input into the Local Control Accountability Plan, and parent survey results are used to identify site based priorities for improvement.

For more information on how to become involved, contact Tracey Lewis, Principal, at (925) 258-6352.

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

At Glorietta Elementary School, maintaining a safe and orderly environment to maximize student learning is a top priority. Glorietta School has an Emergency Preparedness Team who monitor and update plans for potential natural disasters and emergency situations. The Parent Club supports our efforts by replenishing and updating on-campus emergency supplies stored annually. The School Safety Plan is reviewed, updated, and discussed with all staff members annually. The plan is available in the office. Monthly drills provide both students and staff with opportunities to practice schoolwide response to fire, earthquake, lockdown, and shelter in place procedures and practices.

All guests and parents visiting or volunteering at Glorietta Elementary School are required to sign in at the main office and to wear a visitor badge during school hours. Parent volunteers are required to complete a TB test before working and interacting with students and fingerprinting if chaperoning on field trips.

Adult supervisors monitor the grounds before school, after school, and during recess times. Students arriving before 7:45 a.m. or staying after school must report to our before and after school program. A Student Safety Patrol team assists students during morning drop-off. Parents and students are expected to follow and obey traffic laws and flow procedures to ensure student safety and carpool efficiency; reminders are posted in the e-newsletter every trimester.

| 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 | .2 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |
| 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.

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 | 20 | 4 | | | 20 | 1 | 3 | | 19 | 5 | | |
| 1 | 18 | 3 | | | 20 | 4 | | | 20 | 3 | | |
| 2 | 19 | 5 | | | 20 | 3 | | | 20 | 4 | | |
| 3 | 20 | 4 | | | 18 | 5 | | | 19 | 3 | | |
| 4 | 28 | | 3 | | 27 | | 3 | | 22 | | 4 | |
| 5 | 22 | | 3 | | 28 | | 3 | | 27 | | 3 | |
| 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.

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, mathematics, 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 | 8408 | 2139 | 6269 | 90953 |
| 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 | -26.0 | 4.8 |
| School Site/ State | -18.0 | 15.8 |

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

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.