



Orinda Intermediate School-See attachment

80 Ivy Drive • Orinda CA, 94563 • (925) 258-3090 • Grades 6-8

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<http://ois.orindaschools.org/>

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

Orinda Union Elementary School District

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Orinda CA, 94563

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School Description

The ongoing mission of Orinda Intermediate School is to promote academic excellence, to encourage self-reliance, and to foster a sense of belonging to each and every student. Our shared vision is one in which every student feels challenged, nurtured, motivated, and accepts personal responsibility as a member of the school and wider community. Our curriculum is engaging, challenging and enriching. We welcome the process of experimentation and view inquiry and curiosity as fundamentals for learning. When creativity is encouraged, the learning process is enhanced.

The key components of the Orinda Intermediate School experience are our outstanding academic programs, high expectations for students, involved parents, and an educational environment where everyone is valued and respected. Our many character education initiatives continue to enhance our overall program by creating a culture of compassion and respect at the school. Excellent academic achievement is the cornerstone of the quality of the programs offered at OIS. To improve learning, each department works diligently and collaboratively to implement best practices. The departments of core (English language arts and history/social science), mathematics, and science administer standards-based assessments that routinely demonstrate mastery of the content and overall student understanding. Our robust elective offerings extend students' learning in world languages, STEM, and visual and performing arts. In addition, students

The OIS Parents' Club and the Educational Foundation of Orinda continue to provide significant volunteer and financial contributions to our school. The financial support helps drive our elective offerings, which include Spanish, French, woodworking, makerspace, computer programming, broadcasting, web design, computer graphics, choral music, concert band, art, robotics, sculpture, debate, strings orchestra, jazz band, leadership, yearbook, video production, public speaking, and drama. The fundraising efforts of these groups also provide support for two full-time counselors who help with the school climate and the social/emotional well-being of all students. Additionally, our parent groups support many of our academic initiatives by allowing us to offer professional development opportunities for our teachers. The School Site Coordinating Council guides improvement efforts in all academic subjects as well as in the areas of communications, technology, and character education.

In order for students to succeed at OIS and beyond, we believe: 1) students must feel safe, both physically and emotionally, while an environment of mutual respect, honesty, personal responsibility and appreciation of all differences is fostered; 2) learning is collaborative: students, parents, and school personnel form a community of learners; 3) in the value of individual differences in learning pace, abilities, and interests; 4) in order to promote a successful community at OIS, clear consistent communication should exist; 5) in an educational experience that provides curriculum designed to meet each student's needs while encouraging enjoyment of learning. Working together, we are able to create an excellent educational experience.

Largely due to the commitment of our community of learners and our professional partnerships, Orinda Intermediate School was named a California Distinguished School in the Spring of 2013 and a California Gold Ribbon School in May 2015.

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 |
|------------------|--------------------|
| Grade 6 | 322 |
| Grade 7 | 286 |
| Grade 8 | 290 |
| Total Enrollment | 898 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.4 |
| Asian | 17.9 |
| Filipino | 1.8 |
| Hispanic or Latino | 6.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 64.1 |
| Two or More Races | 6 |
| Socioeconomically Disadvantaged | 1.9 |
| English Learners | 0.8 |
| Students with Disabilities | 10.9 |
| Foster Youth | 0.1 |

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 Orinda Intermediate | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 45 | 47 | 46 |
| 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 Orinda Intermediate 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: 08/10/17

| 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: Big Ideas Mathematics College Preparatory Mathematics, Core Connections 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 Glencoe McGraw Hill, Science (7-8), 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | World History–Ancient Civilizations, Holt Rinehart & Winston (6), 2006 World History–Medieval to Early Modern Times, Holt, Rinehart & Winston (7), 2006 Creating America, McDougal Littell (8), 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | Realidades, Prentice Hall, 2004 Bon Voyage, Glencoe, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Health | Teen Health Course 1, Glencoe, 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | The textbooks listed are from most recent adoption: Yes |
| 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: Our school was originally built in the early 1960s, and now includes 12 buildings with 46 classrooms. The most recent modernization of classrooms was completed during the 2004-05 school year. The modernization plan included the installation of new heating and ventilation units, new floor coverings, electrical/data upgrades, refinishing of existing cabinets and applying fresh coats of paint. We strive to maintain and improve the facilities at OIS. The site has full-time day and evening custodians, serving the campus from 6:30am to 10:30pm. The facilities are inspected by our District's maintenance team on a regular basis. Repairs and upgrades are made as needed.

Library: The library has the equivalent of a full-time librarian and is open to students daily between the hours of 8:30am and 4:00pm. It is also open during the student lunch and brunch breaks. The library was renovated during the 2017-18 school year, transforming it into a 21st Century learning commons with flexible seating. This educational hub is equipped with 28 chromebooks, 16 chromeboxes, 14 iPads, two 75-inch presentation screens, and two Apple TV devices.

Computers: We have approximately 800 devices available for students to use. These devices are accessible through the library media center, the computer lab, and mobile devices in core, science, math, and elective classes. These devices include desktops, chromebooks, and iPads. All classrooms are connected to the internet and all devices have wireless internet capabilities. Students and teachers use campus computers to communicate, collaborate with one another, conduct research, and create using Google Suite and other applications. All students have Google accounts and can access their files through Google Drive conveniently from home and school. We have 25 SMARTBoards in classrooms.

Improvements:

- Significant upgrades were made in the Bow Wow Chow and Kennel food service area with a state-of-the-art oven, enlarged kiosk check out counter, new three-compartment sinks & window screens.
- New LED lighting was installed throughout the school funded by Prop 39.
- New LED canopy light fixtures were installed in 2019.
- The nurse's station was renovated, including a new small refrigerator and ice-making machine, in 2019.
- A new electronic marquee was installed in 2018.
- The MPR gymnasium was renovated with new wood wall covering, glass doors, and refinished wood floors - with a newly painted school logo.
- The former kitchen space in the MPR was transformed into a fitness room with new carpeting, ceiling, lighting, wall finish, and electrical outlets. New exercise equipment is being procured.
- The library was renovated during summer 2017 with new shelving and flexible seating options for students. New carpeting, wall finishing, painting, and electrical outlets were added. Two new large television monitors were wall-mounted. Additional improvements were made in 2018, including shelving and furnishings.
- A new energy-efficient HVAC split system was installed, replacing the old boiler for the MPR building, providing heating and cooling for the gym, exercise room, and library in 2017.
- The food service area was expanded in summer 2016.
- Air conditioning units were installed in all classrooms in summer 2016.
- Solar array shade structures adjacent to the upper field were installed during the summer of 2016.
- New parking area was created under solar array adjacent to the upper sports field in summer 2016.
- Original boilers were replaced with high efficiency condensing boilers for FY 2016-17.
- New walkway and concrete pad for picnic table outside Special Ed classrooms were created in 2016.
- Hardwood MPR floors were refinished in summer 2016 & 2017; gym floor in 2015.
- New storm drains were installed at the 30s, 40s, 60s and 80s wings in summer 2015.
- A new physical education storage unit next to the sports field was installed and painted.
- Replaced rusted out storage container for the woodshop with new unit.
- Unsafe bleachers at lower asphalt play area were demolished.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/23/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | The boiler was replaced at the MPR building with a new energy efficient split-system and the HVAC roof-mounted unit at the Isola Gymnasium was replaced with an energy efficient HVAC package unit. The MPR split-system has fan coils in the gym, exercise room, and library providing heating and cooling. AC units were installed in all classrooms in summer 2016 as a stopgap measure for maintaining acceptable temperatures. Wireless wifi connected thermostats with Smartphone remote control to be added in 2020. |
| Interior: Interior Surfaces | Good | The MPR floor were refinished in summer 2016 and in 2017 along with the stage floor. In summer 2017 the MPR gym walls were covered with new wood veneer plywood and new glass doors were installed between the gym and the new exercise room. The library and exercise room walls were refinished with drywall and painted. New carpet was installed in the library and exercise room. New ceiling tiles were installed in the exercise room. The entire exterior surfaces of school buildings were painted in summer 2016. Significant improvements and efficiency were made with Bow-Wow Chow renovations in 2018 including an ultra-modern food prep oven, new three compartment sink, new check out counter, and window screening. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Locker rooms and mini-gym 1 have had dramatic improvement in cleanliness. |
| Electrical: Electrical | Good | A new solar array shade structure was installed in summer 2016 providing alternative energy for the school. Solar kiosk monitor placed in the library for science and math studies. New electrical outlets were installed in the library and exercise room. A new electronic marquee freestanding school sign was installed in 2018. New LED lighting throughout the school was completed in 2019 funded by Prop 39 including new LED canopy light fixtures. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | Fire Alarm and Burglar Alarm systems will be installed with wireless wifi Smartphone connection in 2020. |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|--|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Upper parking lot under solar array had new asphalt placed in summer 2016. Doors at 11,12,41-44,72,74,76, 62, 64 & 66 need to be replaced. A new food service area with serving windows was created in 2016 along with a broad exterior concrete walkway for students to line up. Creek bank adjacent to the school cleared of brush, branches, poison oak and debris to give access for safety and use by science classes. Trees were limbed up and brush cleared around the perimeter of the campus. |
| 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 | 87 | 85 | 88 | 87 | 50 | 50 |
| Math | 82 | 81 | 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 |
|-------------|--------|--------|--------|
| 7 | 14.2 | 28.4 | 48.6 |

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 | 895 | 853 | 95.31 | 85.11 |
| Male | 472 | 451 | 95.55 | 80.27 |
| Female | 423 | 402 | 95.04 | 90.55 |
| Black or African American | 13 | 12 | 92.31 | 66.67 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 159 | 155 | 97.48 | 85.81 |
| Filipino | 12 | 11 | 91.67 | 81.82 |
| Hispanic or Latino | 57 | 55 | 96.49 | 80.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 571 | 541 | 94.75 | 86.88 |
| Two or More Races | 60 | 58 | 96.67 | 82.76 |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 70.00 |
| English Learners | 23 | 23 | 100.00 | 47.83 |
| Students with Disabilities | 94 | 81 | 86.17 | 46.91 |
| Foster Youth | -- | -- | -- | -- |

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 | 895 | 850 | 94.97 | 81.29 |
| Male | 472 | 448 | 94.92 | 79.24 |
| Female | 423 | 402 | 95.04 | 83.58 |
| Black or African American | 13 | 12 | 92.31 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 159 | 155 | 97.48 | 89.03 |
| Filipino | 12 | 11 | 91.67 | 72.73 |
| Hispanic or Latino | 57 | 55 | 96.49 | 70.91 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 571 | 538 | 94.22 | 81.78 |
| Two or More Races | 60 | 58 | 96.67 | 79.31 |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 50.00 |
| English Learners | 23 | 23 | 100.00 | 47.83 |
| Students with Disabilities | 94 | 79 | 84.04 | 43.04 |
| Foster Youth | -- | -- | -- | -- |

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 OIS Parents' Club includes many members who organize hundreds of parent volunteers to raise funds and support programs at our school. The Bulldog Kennel, a food service program for students and faculty, is sponsored by our Parents' Club and is run almost entirely by parent volunteers. The program serves healthy food choices to hundreds of students on a daily basis. Parents also support our Bulldog Theater company, Bulldog Sports program, instrumental and choral music, lunchtime activities, our competitive debate program, and our community service program, Others First, through their volunteer efforts. Volunteer opportunities also include hosting teacher appreciation events, coordinating 8th grade promotion activities, chaperoning 6th grade field trips, driving for our after-school athletics program, managing summer online registration, and producing a student directory. They also host parent education events and help supervise dances. In addition, parent volunteers play an integral role in many aspects of our award-winning character education program. They are vital to the success of our Diverse Abilities Awareness Week and events such as the International Fair. OIS parents also provide input into the Local Control Accountability Plan and the Facilities Master Plan through district stakeholder meetings and school climate surveys. To find out more about the OIS Parents' Club, visit the OIS website.

For more information on how to become involved, contact Principal Stacy Wayne at (925) 258-3090.

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 safety of students and staff is the top priority at OIS. Teachers are assigned supervision duty before school, at the brunch break, and after school.

The School Safety Plan is reviewed and updated annually and shared with all staff members. The purpose of the plan is to prepare students and staff for a variety of emergencies that could occur during a school day. On a rotating schedule, the staff and students participate in unannounced fire, earthquake, and intruder drills. The School Safety Plan was last reviewed, updated, and discussed with school faculty and staff in the fall of 2019.

The fire alarm system is used to signal when an evacuation drill is initiated and indicates the need for all buildings to be evacuated. Earthquake drills begin with an announcement over the intercom system that we are simulating an earthquake. This requires students and staff to duck, cover, and hold until the shaking has stopped. Under the direction of the teacher, the students are then told when it is safe to evacuate the buildings and line up outside by class at their assigned location. Individual staff members then go into action on emergency response teams. Responsibilities include command central, structural evaluation, search and rescue, first aid, student accountability, campus security, communications, and student pick-up. Emergency response team members meet throughout the year to analyze and improve the plan. The OIS Parents' Club works with the site administration to keep emergency supplies up to date. The food and water supplies were updated and replenished in August 2014. Classroom emergency supply bags were replaced and replenished in the fall of 2019. Finally, intruder lockdown drills involve the entire school sheltering in place by entering the nearest room, securing all doors and windows, closing all window coverings, and maintaining a quiet environment with all individuals obscured from view of anyone outside the building. Everyone remains silent in this position until given the "All Clear" message.

The maintenance and operations department of the District works closely with the site administration to ensure a safe campus. Five security cameras have been installed at OIS as of September 2015.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.1 | 1.2 | 0.7 |
| 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* | 449.0 |

* 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) | 2.0 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

* 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 (Secondary)

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 24 | 6 | 22 | | 24 | 4 | 24 | | 24 | 7 | 21 | |
| Mathematics | 23 | 5 | 14 | | 24 | 7 | 17 | | 23 | 7 | 17 | |
| Science | 24 | 8 | 17 | | 24 | 6 | 18 | | 25 | 3 | 20 | |
| Social Science | | | | | | | | | | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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/.

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.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 8046 | 2278 | 5768 | 79958 |
| 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 | -34.1 | -8.1 |
| School Site/ State | -26.2 | 3.0 |

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.