

# Orinda Intermediate School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Orinda Intermediate School
<b>Street</b>	80 Ivy Drive
<b>City, State, Zip</b>	Orinda CA, 94563
<b>Phone Number</b>	(925) 258-3090
<b>Principal</b>	Stacy Wayne
<b>Email Address</b>	swayne@orinda.k12.ca.us
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	07-61770-6004477

## 2021-22 District Contact Information

<b>District Name</b>	Orinda Union Elementary School District
<b>Phone Number</b>	(925) 258-6031
<b>Superintendent</b>	Aida Glimme
<b>Email Address</b>	Aglimme@orinda.k12.ca.us
<b>District Website Address</b>	www.orindaschools.org

## 2021-22 School Overview

### School Description

The ongoing mission of Orinda Intermediate School is to foster academic curiosity, develop a growth mindset, and cultivate a sense of belonging to each and every student. Our shared vision is one in which every student feels motivated, challenged, and valued as a member of the school and wider community. We strive to inspire students to become critical thinkers and problem solvers.

OIS teachers have participated in professional development around the fundamentals of professional learning communities, collaborating to engage in collective inquiry and action research so that all students will achieve at the highest levels. Grade level and department teams meet regularly to share best practices and review student data. Teachers demonstrate the core values of growth mindset and lifelong learning as they engage in opportunities to reflect and hone their instruction.

The key components of the Orinda Intermediate School experience are our outstanding academic programs and elective offerings, high expectations for students, involved parents, and an engaging educational environment. Character education, social emotional learning (SEL), and diversity, equity and inclusion (DEI) initiatives complement the academic experience to develop the whole child. OIS students are provided with the necessary tools to interact confidently in their world with empathy, joy, and a sense of purpose.

The OIS Parents' Club and the Orinda Network for Education continue to provide significant volunteer and financial contributions to our school. The financial support helps drive our elective offerings, provides support for two full-time counselors who help with the school climate and the social/emotional well-being of all students, and funds many of our academic initiatives. The School Site Coordinating Council guides improvement efforts in all academic subjects as well as in the areas of communications, technology, and character education.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	284
Grade 7	278
Grade 8	312
Total Enrollment	874

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.3
Asian	19.7
Black or African American	0.9
Filipino	1.7
Hispanic or Latino	6.3
Two or More Races	7.2
White	62.7
English Learners	0.5
Socioeconomically Disadvantaged	2.9
Students with Disabilities	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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

08/10/17

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008	Yes	0%
<b>Mathematics</b>	Math, Houghton Mifflin, Harcourt: Big Ideas Mathematics College Preparatory Mathematics, Core Connections	Yes	0%
<b>Science</b>	Foss Next Gen Science, Delta Education (K-6) 2016 Glencoe McGraw Hill, Science (7-8), 2007	Yes	0%
<b>History-Social Science</b>	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	Yes	0%
<b>Foreign Language</b>	Realidades, Prentice Hall, 2004 Bon Voyage, Glencoe, 2002	Yes	0%
<b>Health</b>	Teen Health Course 1, Glencoe, 2009	Yes	0%
<b>Visual and Performing Arts</b>		Yes	
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements

**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.

### Year and month of the most recent FIT report

1/16/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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

## School Facility Conditions and Planned Improvements

			<p>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 were added in 2020. Air Purifiers were placed in all classrooms and staff spaces. New storm drain conduit installed to repair drainage pipe at the 70s Wing in Winter 2021.</p> <p>New HVAC system installed in the 60s Wing as a pilot project.</p> <p>New HVAC units planned to be installed in Summer 2022 in all classrooms with built-in air purifier and virus-killing needlepoint bipolar ionization device.</p>
<p><b>Interior:</b> Interior Surfaces</p>	X		<p>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.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Locker rooms and mini-gym 1 have had dramatic improvement in cleanliness.</p>
<p><b>Electrical</b></p>	X		<p>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. New solar inverters installed in 2021.</p>

## School Facility Conditions and Planned Improvements

			New service entrance switch gear with greater capacity to be installed in Summer 2022 replacing aged out panel.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Two new bottle filling hydration stations to be installed in 2022.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Fire Alarm and Burglar Alarm systems will be installed with wireless WIFI Smartphone connection in 2020. COVID-19 mitigation measures were instituted throughout the school in 2020and 2021. New Iphone linked access control and intrusion alarm system to be installed in early 2022.
<b>Structural:</b> Structural Damage, Roofs	X		New Student Services Building in planning stages to be built in 2023.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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 Facility Rate

Exemplary	Good	Fair	Poor
X			



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	822	780	94	6	77
Female	422	398	94	6	79
Male	399	382	95	5	75
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	235	215	91	9	84
Black or African American	11	9	81	19	78
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	55	50	91	9	71

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	548	498	91	9	74
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	95	93	98	2	51

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	891	822	92	8	68
<b>Female</b>	439	414	94	6	66
<b>Male</b>	450	408	91	9	69
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	161	151	94	6	85
<b>Black or African American</b>	10	10	100	0	30
<b>Filipino</b>	9	8	89	11	63
<b>Hispanic or Latino</b>	56	49	88	13	63
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	82	74	90	10	69
<b>White</b>	565	522	92	8	63
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	91	71	78	22	30

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	NT

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parent volunteers at Orinda Intermediate School work closely with administration and staff to enhance the educational experience for our students. The OIS Parents' Club includes members who organize volunteers to raise funds, support programs at our school, and build community. The OIS Parents' Club sponsors a food service program for students and faculty that is managed almost entirely by parent volunteers. The program serves healthy food choices to hundreds of students on a daily basis while raising significant funds to support our curricular programs, activities, and initiatives. In addition, parent volunteers play an integral role in many aspects of our exceptional programming at OIS. This includes athletics, visual and performing arts, community service, parent education, and diversity, equity, and inclusion work. Through their efforts, OIS parents contribute to our implementation of the District's strategic goals which includes cultivating respectful citizens and nurturing the overall well-being of our students.

OIS parents also provide input into the Local Control Accountability Plan and the Facilities Master Plan through district stakeholder meetings, school climate surveys, and participation on our School Site Coordinating Council.

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	891	887	10	1.1
Female	440	438	4	0.9
Male	451	449	6	1.3
American Indian or Alaska Native	3	3	0	0.0
Asian	173	173	0	0.0
Black or African American	10	10	0	0.0
Filipino	16	16	0	0.0
Hispanic or Latino	56	55	1	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	63	63	2	3.2
White	563	560	7	1.3
English Learners	6	6	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	28	28	3	10.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	94	4	4.3

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.66	0.00	0.69	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.55	0.38	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The Orinda school district focused heavily in 2020-21 on developing health & safety protocols and procedures that would allow for students and staff to safely return to campus. The Orinda Plan for Education Now (O.P.E.N.) details these procedures and far exceeds the requirements set forth by the Contra Costa Public Health Department and the State's expectations in the Safe Schools for All reopening plan. Details of the Orinda Plan for Education Now O.P.E.N. document are posted on the district website at [www.orindaschools.org](http://www.orindaschools.org).

The safety of students and staff is the top priority at OIS. 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 2021. 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 since September 2015.

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 2021. 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	21	
Mathematics	23	7	17	
Science	25	3	20	
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		4	
Mathematics	24	8	17	
Science	24	7	18	
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24		4	
Mathematics	24	7	17	
Science	25	4	20	
Social Science				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	437

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.8
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,429	\$2,442	\$5,987	\$124,033
<b>District</b>	N/A	N/A	\$8,388	\$76,651
<b>Percent Difference - School Site and District</b>	N/A	N/A	-33.4	47.2
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-34.1	40.3

## 2020-21 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 2020-2021)

- \* Title II, Part A: Funding used for teacher support and staff development
- \* School Instruction/Discretionary Funds are used by sites for materials, supplies and salaries
- \* Parcel Tax: Funds are used to maintain small class sizes and to protect classroom programs
- \* Supplemental Concentration: Funding is used to support our English learners
- \* Lottery: Funding is used for books, textbooks and other printed materials
- \* Expanded Learning Opportunity(ELO): Learning Loss Mitigation
- \* Educator Effectiveness Grant: Professional Development and Teacher Induction
- \* Parents' Club Donations: Funding used for classroom support, salaries and materials
- \* Orinda Network for Education Donations: Funding used for classroom electives salaries

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,537	\$51,450
<b>Mid-Range Teacher Salary</b>	\$71,166	\$80,263
<b>Highest Teacher Salary</b>	\$93,720	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$133,973	\$128,082
<b>Average Principal Salary (Middle)</b>	\$142,630	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$227,971	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	36%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	6%

## Professional Development

For 2020-21, Orinda Union School District altered the professional development content and format to address the unique needs of the COVID pandemic and the preparation for distance learning for all staff and students. Two of the three professional development days were shifted to August 10th and 11th, and were conducted virtually. These days offered differentiated training from other Orinda teachers/staff around technology tools such as Freckle and Zoom, and time for teachers to collaborate as grade level teams and smaller cohorts. For the October PD day, data was collected on teachers greatest needs and sessions were developed that allowed for staff to choose meaningful and relevant topics. Orinda also offered teachers support through paid International Society for Technology Education (ISTE) courses which were taken prior to the year beginning online and self paced for staff.

All K-5 teachers continued to have regular Common Planning Time on Mondays, with two minimum days scheduled for professional development during the year. Middle school teachers worked in a block schedule that provided weekly collaboration time on Wednesday mornings. Teachers at each grade level, TK-5, participated in Long Range Planning (LRP) days which focused on using student achievement data to help develop and hone effective instructional strategies and programs.

For 2020-21, Orinda utilized our specialists and Teachers on Special Assignment (TOSAs), in the areas of English Language Arts, Math and Technology. The District Teachers on Special Assignment (TOSA) team continued to support classroom teachers with lesson demonstrations, creating resources to support distance learning, and managing OUSD's Teacher Resource site. In addition, teachers new to OUSD work closely with the TOSAs to plan curriculum and participate in coaching cycles. The TOSA team was able to take advantage of Zoom and reach a wide range of teachers virtually for training and professional development. A significant focus of professional development and training was directed to re-opening all school sites safely and successfully in February of 2021.

Summer training and other conferences have 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 (TIP) through the Contra Costa County Office of Education which includes literacy, math, and technology classes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# Orinda Union Elementary School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Orinda Union Elementary School District
<b>Phone Number</b>	(925) 258-6031
<b>Superintendent</b>	Aida Glimme
<b>Email Address</b>	Aglimme@orinda.k12.ca.us
<b>District Website Address</b>	www.orindaschools.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.