Del Rey Elementary School-see attachment

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Orinda Union Elementary School District
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School Description

Del Rey School rests nestled in a neighborhood just east of the Caldecott Tunnel, in Orinda, CA. We are one of four elementary schools in Orinda. We serve transitional kindergarten through 5th grade students, with a population of 423 this current school year.

Our school site has an incredible setting, with two creeks bordering the campus, beautiful mature oak trees, a natural habitats garden, and views of the hills. Built in 1953 and maintaining the original footprint, the school has recently expanded, adding four new Gen7 classrooms. Our campus includes 21 full sized classrooms, a STEAM lab, MakerSpace, science lab, multipurpose room, library, and music room. We have a dynamic community, and it is the people, including teachers, parents, support staff, students, and the greater community, working together to do what is best for all students that shines here.

A California Distinguished School in 2014 and a National Blue Ribbon School in 2015, a California Gold Ribbon School in 2016, and California Distinguished School again in 2018. We are very proud of our educational program. From an educational perspective, we are a team that uses both formative and summative data across all subject areas to drive instruction and to make the curriculum accessible to all of our students. We accomplish this with the support of the school district and the greater community. We have weekly collaboration time of one hour for teachers to work and plan together. Additionally we have three days set aside where we analyze data and use it to plan grouping strategies, adjust curriculum pacing, and develop enrichment and intervention experiences. We have a highly skilled group of teacher coaches, including a Math, Literacy and Technology Coach who drive the planning, work with educators in a modeling and coaching role, and facilitate cohesion across the school and district. We believe in professional development, and provide ongoing training for our teachers that aligns with district and site goals. Research supports the idea that the one most significant factor in raising academic achievement is the expertise of the teacher. We live by this, and work to build teacher expertise on an ongoing basis.

Del Rey School has carefully implemented a technology plan that supports student learning, and increases community communication. We have over 160 computers on campus and have implemented a one-to-one model in our 4th and 5th grades. Our plan has a replacement guideline so that we cycle out the older units for more current ones. Our classroom technology includes document cameras, projectors, laptops, iPads and a SMART Board in every class. This has created a new world of educational opportunities for our students! Our technology has also enabled us to administer the state-mandated testing in a timely and smooth manner. Additionally, our educators have access to pertinent data that we use to inform instruction. Most recently we have added a MakerSpace and STEAM Lab to our school, fostering creativity and critical thinking as we embrace NGSS.

If you were to visit our school you would see quality instructional practices in classrooms. And then you would see the ways in which we go beyond. Our parents are an important component of our success. We work toward bringing them into the fold, valuing their input and talents, and utilizing their skills. For example, it is with parent expertise that we run our annual fund, our school kitchen and our before and after school care. Del Rey has a quality enrichment program, including Spanish, Mandarin, music, dance, drama, chess, art, yoga, poetry, amongst others completely organized by parent volunteers. Our website provides weekly communications supported by parent volunteers. Our parents donate their time and energy to both volunteer at school and outside school to maximize our potential. They raise a significant amount of money that is then channeled through our Parents' Club and School Site Council to support the important curriculum and professional development goals. Our community values smaller class sizes, and has rallied to maintain the 20 to 1 ratio in the lower grades. Additionally the entire Orinda community is invited to participate in the Education Foundation of Orinda ensuring that all students have access to art and music programs. Through working together and maintaining high expectations we continue to thrive. We search out partnerships in the greater community. We have naturalists from Friends of Orinda Creeks working with students to restore the creeks. The Rotary Club funds grants and sponsors district events like the annual Rotary Field Day. Our local businesses contribute to education by hosting city festivals, restaurant events, and so much more.

Our students take pride in their school and we help them learn to connect to their community. We have a school wide thematic book program we call "School Wide Read-Aloud". Through this program we highlight character education, tying to our Second Step curriculum. Additionally, we work with KidPower and Caring School Communities to embrace Social and Emotional Learning. We have a community outreach program, where students take part in being active community members. We invite our neighbors to our Fall Festival and to long-standing traditional performances, and we fill the house!

In conclusion, we are an inclusive community that listens to each other respectfully, communicates effectively, and values the bonds we work hard to create. Everyone has a face. Everyone is encouraged to be involved, and there are so many different ways to play a part. We work toward bringing people into the fold. While we are competitive in terms of our performance, we are collaborative, hardworking, and modest in our day-to-day operations. We are about people and what is best for all students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	60
Grade 2	63
Grade 3	64
Grade 4	72
Grade 5	85
Total Enrollment	422

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.0
Asian	14.5
Filipino	1.4
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.0
White	62.3
Socioeconomically Disadvantaged	1.7
English Learners	2.6
Students with Disabilities	10.0
Foster Youth	0.0

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			
Del Rey Elementary School-see attachment	16-17	17-18	18-19
With Full Credential	29	27	25
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Orinda Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	159
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Del Rey Elementary School-see	16-17	17-18	18-19
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 2018-19)

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: 09/10/18	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Math, Houghton Mifflin,Harcourt Math Expressions Common Core, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	History-Social Science for California, Scott Foresman, 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings: Built in 1953, the Del Rey School campus includes 20 full-size classrooms. We have a multi purpose room, library, music room, and computer lab. The campus underwent modernization construction, which was completed in fall 2004. The physical quality of our school buildings influences learning and teaching. Overall, the facilities are clean and in good repair. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m. We strive to maintain and improve the facilities at Del Rey School.

The City of Orinda put in an Americans with Disabilities Act (ADA) ramp in the crosswalk to provide wheelchair access to sidewalks. In addition, we have planted a shade area with benches on the field.

Library: Del Rey School has an exemplary library program. The library contains a collection of over 16,000 books, magazines, audiotapes, videos, and equipment. Our library media clerk works alongside teachers as they teach all students information on literacy skills. 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-alouds, contests, book fairs, and book swaps. Library services are available to all staff , students, and parents.

Computers: There are 26 classrooms/meeting rooms connected to the internet. Del Rey has one computer lab with 30 internet-connected computers and an interactive Smart Board. First through fifth grade students visit the lab frequently to learn programs and use the Internet.

Our classroom teachers integrate basic computer skills, research, and multi media programs with grade-level curriculum based on District technology standards. Across the campus, we have 200 student computers, an average of one computer for every two students.

Improvements in 2018-19

New shade sails for STEM wing

Upgraded STEM lab.

Renovated library - more spacious with new furnishings.

Installation of new play equipment at Dolphin Club play area.

Improvements in prior years:
- Four new 21st Century modular classroom buildings replacing 1960's portables.
- Playground restriping, new ball wall, new basketball standards, seat wall, colorful picnic tables, planters, trees, and other improvements.
- New electronic marquee replacing old school sign.
- Outdoor lunch area with new blue picnic tables on pavers adjacent to the MPR.
- New 21st Century furniture for classrooms.
- Relocation of the before & after school Dolphin Club building closer to the front of school.
- Renovated portable space for teachers' work room, copier room, and book storage.
- New PE office and equipment storage unit created.
- A new solar array shade structure was installed adjacent to the sports field in 2016.
- Solar array kiosk monitor placed in library for science and math studies.
- Painting of the entire school took place in 2016.
- Water lines were replaced in summer 2016.
- Re-roofing of the upper & lower grade classroom buildings and the MPR was done 2016.
- AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures in 2016.
- Restoration of sports fields undertaken by filling cracks, aerating, over seeding, and fertilizing to address drought damage.
- Installed new perimeter pathway, fencing and gates around the sports field and campus in 2015.
- Renovated and updated all student bathrooms during summer 2015.
- Refinished Multi-purpose Room (MPR) gym wood floor.
- Installed new rubber mat surfaces for ADA access to play structure.
- Replaced Kindergarten play structure surfacing from sand to wood fibar chips.
- Put in new flooring in kitchen following asbestos abatement of tile.
- Three portables were recently renovated and painted.
- New window shades were recently installed in upper and lower grade classrooms.
- Security cameras have been placed around campus.
- A work room was converted into a conference room.
- There are interactive boards in all classrooms.

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	All classrooms had hard wired portable AC units installed to cool classrooms. Existing boiler in MPR needs to be replaced with high efficiency HVAC.
Interior: Interior Surfaces	Good	New Gen7 classrooms constructed in 2017 have large windows, tackable walls, teaching walls with sliding white boards. All exterior surfaces were painted in summer 2016. Interior of upper grade classrooms had drywall replacement of clerestory windows including painting of walls as part of roofing project.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Six (6) portables were 30+ years old but were demolished and replaced with four

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**
		new energy-efficient Gen7 21st Century modular buildings in Summer 2017. Three others have been renovated: two kindergarten classrooms & the music room. Newly renovated portable for copier, work room, and book storage was put into use after relocation.
Electrical: Electrical	Good	Solar array shade structure was installed in summer 2016 adjacent to the sports field. Kiosk monitors were placed in the library to report the solar energy generated at the school as a math and science educational tool. New Gen7 modular building have solar panels on each of the four classroom buildings. Prop 39 Funds will be used to upgrade lighting in all classrooms in 2017. Electrical work needed in work/book room.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms were fully renovated in 2015 with new tile walls & floors, partitions and fixtures. Galvanized water lines related to drinking fountains and sinks were replaced during summer 2016.
Safety: Fire Safety, Hazardous Materials	Good	Security cameras around campus were installed in 2015.
Structural: Structural Damage, Roofs	Good	The upper grade classroom buildings and MPR were re-roofed in 2016. Insulation in the roofing system have helped to cool rooms in hot weather.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	In Summer 2017 the playground asphalt was repaired and resurfaced. A new ball wall, basketball standards, and picnic tables was added along with new colorful striping and maps painted on the asphalt. A seat wall, planters and trees were added. New irrigation and hydro-seeding of the field was done in the Fall 2017. A storage unit was retrofitted for storage of Physical Education equipment and a PE office. A new electronic marquee sign was installed replacing the old school announcement sign. Clerestory windows were removed at upper & lower grade classroom building. New asphalt pathway, fencing and gates installed around sports field for security in 2016. Exterior dry rot repair and painting of all buildings done in 2016. Shades for windows were installed at upper & lower grade buildings. Doors at rooms 2 & 4 need to be replaced. MPR windows need to be replaced.New gates with panic hardware installed to allow emergency egress from playground. Uplifted asphalt repair needed by MPR..
Overall Rating		

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**
	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

2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	91.0	90.0	86.0	88.0	48.0	50.0
Math	88.0	92.0	84.0	85.0	37.0	38.0

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					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**				
	School		**District**		**State**
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	10.6	24.7	61.2

* 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.

School Year 2017-18 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	219	212	96.80	89.62
Male	111	105	94.59	84.76
Female	108	107	99.07	94.39
Black or African American	--	--	--	--
Asian	35	34	97.14	91.18
Filipino	--	--	--	--
Hispanic or Latino	14	14	100.00	78.57
White	133	127	95.49	90.55
Two or More Races	30	30	100.00	90.00
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	9	81.82	66.67
Students with Disabilities	26	23	88.46	56.52

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 2017-18 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	219	212	96.8	91.98
Male	111	106	95.5	90.57
Female	108	106	98.15	93.4
Black or African American	--	--	--	--
Asian	35	35	100	88.57
Filipino	--	--	--	--
Hispanic or Latino	14	14	100	85.71
White	133	126	94.74	93.65
Two or More Races	30	30	100	90
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	10	90.91	70
Students with Disabilities	26	22	84.62	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 2018-19)
Our school takes pride in the active parent involvement that is ever present within our school and district. Our parents provide tremendous volunteer and economic support. The School Site Coordinating Council has 12 members who represent the staff and parent community, and who coordinate and approve our annual Site Plan and budget. Many parents also volunteer to work in the classroom. The Parents Club helps with our emergency preparedness program, before and after school programs, enrichment classes, cultural events, health and safety training, library, math in the garden, special events, hot lunch program, our Think First Character Education program and much more. Del Rey parents also provide input into the Local Control Accountability Plan through district stakeholder meetings and parent school surveys.

For more information on how to become involved, contact Kirsten Theurer, Principal, at (925) 258-3099.

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 Del Rey School, maintaining a safe and orderly environment is a top priority. Adult supervisors monitor the grounds before and after school and during recess. Student crossing guards help during drop-off and pickup. Students arriving before 7:45 a.m. or staying after school must report to our before and after school program. Visitors must sign in at the office and wear identification badges. We revise our Safety Plan annually and replenish safety supplies annually.

The School Safety Plan was last reviewed, updated, and discussed with school faculty and staff in October 2017. We maintain emergency supplies, hold monthly emergency drills, and hold an earthquake/disaster drill each year. Our Parent Club supports our efforts by purchasing and updating the emergency supplies stored in our emergency container and in classrooms. Our School Safety Plan addresses the physical, social, and emotional safety of all members of our community, and is reviewed annually by the staff and School Site Coordinating Council. It is available for review in the office.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.5	0.4	0.2
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.2	0.3	0.6
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.49
Psychologist	0.3
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	1.0
Other	.5
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	18	18	20	3	5	4						
1	19	19	20	3	3	3						
2	20	18	18	3	3	3						
3	19	19	18	4	4	4						
4	25	27	24				3	3	3			
5	21	155	28				3	3	3		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Three district-wide staff development days have been provided each year for the past four years. Three additional staff development were added to the 2016-17 school calendar for a total of six 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,627	$48,064
Mid-Range Teacher Salary	$69,239	$75,417
Highest Teacher Salary	$91,183	$94,006
Average Principal Salary (ES)	$128,440	$119,037
Average Principal Salary (MS)	$136,740	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$203,000	$183,692
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	7.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8963	2725	6238	79292
District	♦	♦	5785	$74,683
State	♦	♦	$7,125	$76,046
Percent Difference: School Site/District			7.5	6.0
Percent Difference: School Site/ State			-13.3	4.2

*   Cells with ♦ 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 2017-2018)
- 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
- Restricted Lottery: Funding is used for books, textbooks and other printed materials

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.