

Del Rey Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Del Rey Elementary School
Street	25 El Camino Moraga
City, State, Zip	Orinda CA, 94563
Phone Number	(925) 258-3099
Principal	Maple Lai
Email Address	mlai@orinda.k12.ca.us
School Website	https://dr-orinda-ca.schoolloop.com/
County-District-School (CDS) Code	07-61770-6004444

2022-23 District Contact Information

District Name	Orinda Union Elementary School District
Phone Number	(925) 258-6201
Superintendent	Aida Glimme
Email Address	aglimme@orinda.k12.ca.us
District Website Address	www.orindaschools.org

2022-23 School Overview

Del Rey Elementary School Mission/Vision Statement

Del Rey Elementary School inspires students to be life-long learners, independent and expressive thinkers, responsible citizens, and conscientious, kind individuals. Within Del Rey's differentiated curriculum, students benefit from opportunities to be creative and to build confidence while participating in a challenging program of study in a safe and nurturing environment. We foster a culture of support and mutual respect within the community of teachers, administrators, students, and families.

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 422 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 most current expansion involves adding four new Gen7 classrooms. Our campus includes 21 full-sized classrooms, a MakerSpace, science lab, multipurpose room, library, wellness center, 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 that supports the growth of our professional learning communities (PLCs). In our grade level PLCs, we determine essential learning standards, develop common assessments, and analyze data. Data analysis allows us to plan grouping strategies, adjust curriculum pacing, and develop enrichment and intervention experiences. We have a Literacy and Math Coach who drives the planning, work with educators in a modeling and coaching role, and facilitates 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.

Our students take pride in their school and we help them learn to connect to their community. We have a school-wide thematic

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book program we call "School-Wide Read-Aloud". Through this program we highlight character education, tying to our Second Step and Caring School Communities curriculum, and embracing social-emotional learning.

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 is encouraged to be involved, and there are so many different ways to play a part. We work toward bringing all stakeholders together. 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	64
Grade 2	69
Grade 3	70
Grade 4	68
Grade 5	71
Total Enrollment	427

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.0
Male	55.0
American Indian or Alaska Native	0.0
Asian	16.9
Black or African American	2.6
Filipino	0.9
Hispanic or Latino	6.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	13.8
White	55.5
English Learners	0.9
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	2.8
Students with Disabilities	9.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.90	100.00	121.00	90.52	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.75	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	1.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	2.24	12115.80	4.41
Unknown	0.00	0.00	6.60	4.98	18854.30	6.86
Total Teaching Positions	21.90	100.00	133.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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

08/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008	Yes	0%
Mathematics	Math, Houghton Mifflin, Harcourt Math Expressions Common Core, 2015	Yes	0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016	Yes	0%
History-Social Science	My World Interactive, Savvas, 2020	Yes	0%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

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 shaded 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.

Technology: District classrooms utilize a variety of tools that support and enhance student learning. All classrooms are equipped with devices for student learning, collaboration, research, and projects. The district maintains a 1:1 Chromebook device deployment in grades 3 - 8 and 1:1 iPad deployment in grades in classrooms in grades K - 2.

Students and teachers use district devices to communicate, collaborate, conduct research, and create digital artifacts using Google Suite and other applications. Students and staff are provided with Google Workspace accounts, which include productivity suite applications like Docs, Drive, Slides, and Sheets. Students and staff access core district applications via the OUSD Clever Portal.

All classrooms include an LCD projector or Smart TV as well as a document camera. Network infrastructure provides wireless Internet access for students and staff.

Additionally, each site has a dedicated Makerspace. These spaces are integrated into the curriculum. The Makerspace also provides opportunities for coding, design, and robotics.

Our classroom teachers integrate basic computer skills, research, and multimedia programs with grade-level curricula based on District technology standards.

In the summer of 2022, construction started to upgrade the electrical service and installation of new HVAC/Mechanical. This work is slated for completion by the summer of 2023.

In the fall of 2022, the District worked to create a 5-year deferred maintenance plan. As part of that plan, permanent walk-off mats will be installed at all 3 entrances to the MPR/Gym to reduce slipping hazards during wet weather. The MPR floor will be re-coated and asphalt repair is slated for the summer of 2023. Additional asphalt repairs and roof coating are also part of the deferred maintenance plan slated for future summer projects.

A Modernization that includes accessibility upgrades and window replacement is slated for the summers of 2023 and 2024.

Improvements in prior years:

- New wireless WIFI-connected thermostats install throughout the school to permit smartphone-connected control.
- Hallways in the upper and lower classroom buildings were painted.
- New LED canopy lighting installed.
- New LED hallway lighting to be installed in Winter 2019-20.
- New shade sails for STEAM wing
- Upgraded STEAM lab.
- Renovated library - more spacious with new furnishings.
- Installation of new play equipment at the Dolphin Club play area.
- 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 the school.

School Facility Conditions and Planned Improvements

- Renovated portable space for teachers' workroom, 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 the library for science and math studies.
- The 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 in 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, overseeding, 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 fiber chips.
- Put in new flooring in the 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 workroom was converted into a conference room.
- There are interactive boards in all classrooms.

Year and month of the most recent FIT report

12/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Multi-Purpose Room: Boiler is getting near the end of its service life. New HVAC/Mechanical system is being installed and slated for completing the summer of 2023.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Upgrades are being made to the electrical service. To be completed by the the summer of 2023.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Classroom 17: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan. Some dry rot at T-111 siding Classroom 19: Some dry rot at T-111 siding. Oak Tree needs trimmed Classroom 21: Some dry rot at T-111 siding. Oak Tree needs trimmed Classroom 24 Dolphin Club: Some dry rot at T-111 siding. Tree needs trimmed Learning Center C: Some dry rot at T-111 siding. Office: Roof is slated for repair in 2024 and playground blacktop is slated for repairs in 2023 as part of the District's 5 year deferred maintenance plan.

School Facility Conditions and Planned Improvements

			<p>P1: Some dry rot at T-111 siding.</p> <p>P2: Some dry rot at T-111 siding.</p> <p>Staff Room: Roof is slated for repair in 2024 as part of the District's 5 year deferred maintenance plan.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>Classroom 11: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 14: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 15: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 16: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 17: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Some dry rot at T-111 siding</p> <p>Classroom 2: Rear door slated for replacement in 2023 as part of the District's 5 year deferred maintenance plan.</p> <p>Classroom 4: Rear door slated for replacement in 2023 as part of the District's 5 year deferred maintenance plan.</p> <p>Classroom 6: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 7: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Classroom 8: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>K1: Rear door is showing wear. Playground asphalt is slated for repairs in 2025 as part of the District's 5 year maintenance plan.</p> <p>K2: Rear door is showing wear. Playground asphalt is slated for repairs in 2025 as part of the District's 5 year maintenance plan.</p> <p>Library: Exit doors are weathered. Will be added to the District's 5 year deferred maintenance plan.</p> <p>Office: Roof is slated for repair in 2024 and playground blacktop is slated for repairs in 2023 as part of the District's 5 year deferred maintenance plan.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	74	N/A	78	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	204	98.08	1.92	81.37
Female	97	94	96.91	3.09	84.04
Male	111	110	99.10	0.90	79.09
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	43	100.00	0.00	93.02
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	33	100.00	0.00	93.94
White	112	108	96.43	3.57	75.00
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	28	87.50	12.50	60.71

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	204	98.08	1.92	74.02
Female	97	94	96.91	3.09	73.40
Male	111	110	99.10	0.90	74.55
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	43	43	100.00	0.00	86.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	83.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	33	100.00	0.00	84.85
White	112	108	96.43	3.57	68.52
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	32	28	87.50	12.50	57.14

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	56.72	NT	70.87	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	67	95.71	4.29	56.72
Female	29	26	89.66	10.34	50
Male	41	41	100	0	60.98
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	43	93.48	6.52	44.19
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%
Grade 7	96%	98%	98%	98%	98%

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.

2022-23 Opportunities for Parental Involvement

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. This classroom support could look like working with small student groups, assisting the teacher with clerical work, or supervising field trips.

The Del Rey Parents Club helps support a variety of programs that enrich our school community. The DRPC is involved with our emergency preparedness program, before and after school programs, after school enrichment classes, DEI events, library, special community events for Del Rey families, and much more. Del Rey parents also provide input into the Local Control Accountability Plan through district stakeholder meetings and parent-school surveys. Our Parents Club 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. Additionally, the entire Orinda community is invited to contribute to the Orinda Network for Education (ONE). ONE is an educational foundation that enriches school programs through a variety of ways. Some examples are providing Art and Music teachers, and supporting specialized aide positions. Through working together and maintaining a collaborative and collective voice, we continue to thrive.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	430	8	1.9
Female	194	193	6	3.1
Male	237	237	2	0.8
American Indian or Alaska Native	0	0	0	0.0
Asian	72	72	3	4.2
Black or African American	11	11	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	28	28	1	3.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	60	60	0	0.0
White	240	239	3	1.3
English Learners	4	4	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	14	14	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	1	1.9

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.69	0.38	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.23	0.00	0.35	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.42	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.39	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	0.00

2022-23 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 safety patrol help during drop-off and pickup. Students arriving before school hours, or staying after school must report to our before and after school program. Visitors must sign in at the office using our school check in system, and wear identification badges. In addition, all parent volunteers and enrichment vendors must show proof of vaccinations prior to working with students. OUSD follows all COVID-19 guidelines set forth by the Contra Costa Public Health Department. In addition, OUSD has updated district Air Quality safety protocols due to the environmental changes that impact the area during fire season.

We revise our School Safety Plan and replenish safety supplies annually. The safety plan was last reviewed, updated, and discussed with school faculty and staff in September 2022 and will be reviewed annually. We maintain emergency supplies and conduct monthly emergency drills. This includes an annual disaster drill where emergency protocols are practiced on a larger scale. Our Del Rey Parents Club supports our efforts by purchasing and updating the emergency supplies stored in our emergency container and in classrooms. The Del Rey safety plan addresses the physical, social, and emotional safety of all members of our community, and is available for review in the main office.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	20	3		
2	20	3		
3	20	3		
4	28		2	
5	28		2	
Other	21	2	1	

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	2	1	1
1	22		3	
2	20	3		
3	19	3		
4	28		2	
5	27		2	
Other	22	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	18	3		
2	20	2	1	
3	20	3		
4	28		2	
5	28		2	
Other	23	2	1	

2021-22 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	0

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
School Site	\$8,906	3,269	5,637	\$80,552
District	N/A	N/A	\$7,714	\$101,748
Percent Difference - School Site and District	N/A	N/A	-31.1	-23.3
State	N/A	N/A	\$8,340	\$85,856
Percent Difference - School Site and State	N/A	N/A	-38.7	-6.4

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$36,484	\$51,591
Mid-Range Teacher Salary	\$71,166	\$79,620
Highest Teacher Salary	\$96,532	\$104,866
Average Principal Salary (Elementary)	\$137,992	\$131,473
Average Principal Salary (Middle)	\$146,909	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$240,680	\$205,661
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Orinda Union School District (OUSD) utilizes an engaging, evidenced based and inclusive model of professional development. The OUSD Curriculum and Instruction Department works closely with teacher leaders and site administration to implement professional development that supports programming identified through staff feedback, student performance data, and the Local Control and Accountability Plan. To provide effective professional development, OUSD utilizes teachers on special assignment, private consultancy groups, site and district administrators, teacher facilitators and Contra Costa County Office of Education.

Professional development opportunities in OUSD include the following:

- Districtwide professional development days (3 full days a year)
- Summer institute days prior to the start of the school year
- District curricular release days
- Site-based long range planning days
- Common planning time
- Collaborative professional learning community time
- Support provided by Teachers on Special Assignment (Math, ELA, Intervention)
- Conferences and workshops (in-person and online)
- Training related to new standards, curriculum and instructional practices

OUSD staff has participated in several curricular and instructional initiatives. Topics addressed in recent professional development sessions have included:

- Alignment of essential standards
- Development of common formative assessments
- Analysis of student data
- Science of reading and early literacy strategies
- Wellness, behavior and mental health supports
- Development of classroom communities
- Academic intervention
- Grading practices
- Integration of technology in the classroom

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

Subject	2020-21	2021-22	2022-23
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	4
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