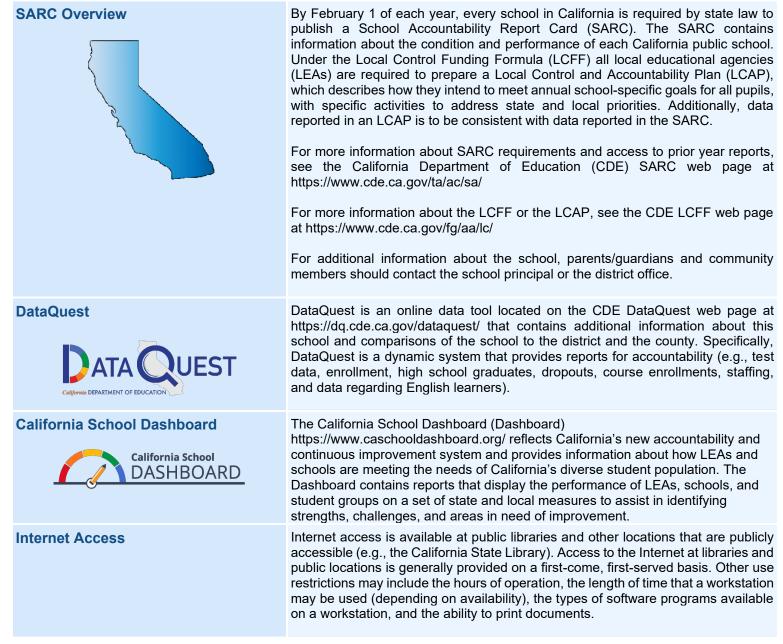# Orinda Intermediate School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

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

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

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, empowering students to interact confidently in their world with empathy, joy, and a sense of purpose. Orinda Intermediate School was designated as a California Distinguished School in 2013, a California Gold Ribbon School in 2015, and a National Blue Ribbon School in 2022.

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, allows for three 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	261
Grade 7	285
Grade 8	277
Total Enrollment	823

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	0.2
Asian	21.3
Black or African American	1.1
Filipino	1.5
Hispanic or Latino	5.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.7
White	61.2
English Learners	0.2
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	3.8
Students with Disabilities	8.9

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

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)	33.90	76.09	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)	2.00	4.48	2.00	1.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	6.72	3.00	2.24	12115.80	4.41
Unknown	5.60	12.68	6.60	4.98	18854.30	6.86
Total Teaching Positions	44.60	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	1.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

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	3.00	
Total Out-of-Field Teachers	3.00	

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)	5.60	

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	09/2022

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: Big Ideas Mathematics College Preparatory Mathematics, Core Connections	Yes	0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016 Glencoe McGraw Hill, Science (7-8), 2007	Yes	0%
History-Social Science	History Alive! Ancient World, Teachers Curriculum Institute (6), 2022 History Alive! The Medieval World and Beyond(7), 2022 American Stories: National Geographic (8), 2022	Yes	0%
Foreign Language	Realidades, Prentice Hall, 2004 Bon Voyage, Glencoe, 2002	Yes	0%
Health	Teen Health Course 1, Glencoe, 2009	Yes	0%
Visual and Performing Arts		Yes	
Science Laboratory Equipment (grades 9-12)	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.

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.

Prior Improvements:
- Significant upgrades were made in the 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.
- 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.
- Portable 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.

In the summer of 2022, construction started on upgrades to the electrical service and installation of new HVAC/Mechanical. This work is planned to be completed by the summer of 2023.

School Facility Conditions and Planned Improvements

Also started in the summer of 2022 is the construction of a new Student Service Building. The scope includes the demolition of Building 10 and the canopy that runs from the MPR to the 80's wing. Installation of utilities, electrical upgrades, site work, bio-retention, and an ADA-compliant walkway and new canopy from the MPR to the 80's wing and construction of a new Student Services Building. This work should be completed by early fall of 2023.

In the fall of 2022, the District worked to create a 5-year District-wide deferred maintenance plan. As part of that plan, dry-rot repairs and roof repairs will be made to the equipment well areas of most of the existing wings in the spring of 2023. Roofing and asphalt repairs are slated for future summers.

Also planned for the future is a Modernization Plan. Included in this plan are accessibility upgrades to the site as well as restroom improvements. Windows are planned for replacement in the summer of 2024.

We believe that the physical quality of our school buildings influences learning and teaching. We strive to maintain and improve our school site and facilities at Orinda Intermediate School. Our regular custodians, with the support of the District maintenance staff, take pride in maintaining the cleanliness and safety of our school site.

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			Clasroom Woodshop 20's wing: Dust collector is slated for replacement in 2023. Eye wash station needs to be repaired. Lockerrooms: The HVAC units are nearing the end of their service life span. Will be added to the District's 5 year deferred maintenance plan.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		20's Wing: Equip. well worn roof. Electrical box needs lock replacement. Ceiling tiles missing. Modernization slated for summer 2023. 30's Wing: Equip. Well roof worn. Ceiling tiles missing. Hallway lights need upgrading. Slated for Modernization Summer of 2023 60's Wing: Electric Panel need new lock. Doors at 62, 64 are weathered. Worn ceiling tiles. Slated for Modernization Summer of 2023.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Clasroom Woodshop 20's wing: Dust collector is slated for replacement in 2023. Eye wash station needs to be repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		20's Wing: Equip. well worn roof. Work will be performed under the District's deferred maintenance plan. 30's Wing: Equip. Well roof worn. Work will be performed under the District's deferred maintenance plan.

School Facility Conditions and Planned Improvements

				40's Wing: Equip. Well rood worn. Work will be performed under the District's deferred maintenance plan. 50's Wing: Equip. Well roof worn. Work will be performed under the District's deferred maintenance plan. 70's Wing: Equip. well roof worn. Work will be performed under the District's deferred maintenance plan. 80's Wing: Door is weathered. Equip. Well Roof Worn. Work will be performed under the District's deferred maintenance plan. Classroom 13: Some weathered siding. Will be added to the District's 5 year deferred maintenance place.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	40's Wing: Doors at 41, 42, 43,44 are weathered. Slated for Modernization Summer of 2023 60's Wing: Electric Panel need new lock. Doors at 62, 64 are weathered. Worn ceiling tiles. Slated for Modernization Summer of 2023. 70's Wing: Doors at 71, 72, 74, 76 are weathered. Modernization slated for Summer of 2023. 90's Wing: Doors at 91,92,93,94,76,97 are weathered. Slated for Modernization Summer of 2023. windows are slated for replacement in the summer of 2024 as part of the modernization project. Classroom Woodshop 20's wing: Dust collector is slated for replacement in 2023. Eye wash station needs to be repaired. Parking lots, Driveways: Asphalt needs repair. Currently under construction Paving includes 7 areas of driveways, drop-off, blacktop and parking

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).
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	89	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	75	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	826	806	97.58	2.42	89.33
Female	421	409	97.15	2.85	92.42
Male	405	397	98.02	1.98	86.15
American Indian or Alaska Native	--	--	--	--	--
Asian	177	175	98.87	1.13	97.71
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	91.67
Hispanic or Latino	48	48	100.00	0.00	85.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	75	74	98.67	1.33	89.19
White	503	487	96.82	3.18	87.06
English Learners	--	--	--	--	--
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	14	11	78.57	21.43	81.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	72	91.14	8.86	56.94

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	826	802	97.09	2.91	74.94
Female	421	406	96.44	3.56	73.40
Male	405	396	97.78	2.22	76.52
American Indian or Alaska Native	--	--	--	--	--
Asian	177	175	98.87	1.13	90.86
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	48	47	97.92	2.08	70.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	75	74	98.67	1.33	75.68
White	503	484	96.22	3.78	70.25
English Learners	--	--	--	--	--
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	14	11	78.57	21.43	90.91
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	71	89.87	10.13	33.80

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	70.57	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	281	265	94.31	5.69	70.57
Female	151	142	94.04	5.96	72.54
Male	130	123	94.62	5.38	68.29
American Indian or Alaska Native	--	--	--	--	--
Asian	71	69	97.18	2.82	82.61
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	17	94.44	5.56	76.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100	0	65
White	165	153	92.73	7.27	66.01
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	26	83.87	16.13	26.92

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	96%	96%	98%	96%	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

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. 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.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	833	55	6.6
Female	424	424	33	7.8
Male	411	409	22	5.4
American Indian or Alaska Native	2	2	1	50.0
Asian	177	176	5	2.8
Black or African American	9	9	0	0.0
Filipino	12	12	0	0.0
Hispanic or Latino	49	49	1	2.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	63	63	3	4.8
White	509	508	45	8.9
English Learners	2	2	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	36	36	6	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	87	87	14	16.1

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	0.55	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	0.72	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	0.72	0.00
Female	0.24	0.00
Male	1.22	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.13	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	0.79	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	1.15	0.00

2022-23 School Safety Plan

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 2022. The Maintenance and Operations department of the District works closely with the site administration to ensure a safe campus.

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. Classroom emergency supply bags were replaced and replenished in the fall of 2021. Finally, secure campus 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.

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				

2021-22 Secondary 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 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		3	
Mathematics	24	6	17	
Science	25		22	
Social Science				

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	274.33

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)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
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	$8,430	$2,839	$5,591	$103,216
District	N/A	N/A	$7,714	$101,748
Percent Difference - School Site and District	N/A	N/A	-31.9	1.4
State	N/A	N/A	$8,340	$85,856
Percent Difference - School Site and State	N/A	N/A	-39.5	18.4

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