Sleepy Hollow 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	Sleepy Hollow Elementary School
Street	20 Washington Lane
City, State, Zip	Orinda CA, 94563
Phone Number	(925) 254-8711
Principal	Patricia Templeton
Email Address	ptempleton@orinda.k12.ca.us
School Website	https://sh-orinda-ca.schoolloop.com
County-District-School (CDS) Code	07-61770-6004501

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

At Sleepy Hollow Elementary School we work together in order to provide a safe and caring environment for all students. We provide a variety of opportunities for students that create a positive learning environment and promote student achievement. One such opportunity is our school-wide weekly assemblies. Each assembly is held to promote school cohesiveness, team effort, and friendship. During these assemblies, we sing our school spirit song, recognize special events, celebrate student achievements, and meet new people. In addition, behavioral expectations, school rules, and other important information are shared with our students.

We are very proud of the level of parent participation on our site. Parents as well as community members are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. Through parent donations and the funding from Orinda Network for Education (ONE), enrichment opportunities are also provided for all students. These programs include weekly instruction in art, music, and physical education instructed by credentialed teachers. There is a library technician who supports teachers and children during their weekly visits to the school library.

We believe that when staff and parents work together to provide a positive learning climate, the children we share will become empowered individuals who can apply what they learn to become the problem solvers of tomorrow.

School Mission Statement
Sleepy Hollow is an inclusive school community, dedicated to inspiring students who are capable of meeting any academic and personal challenges with openness, enthusiasm, and resilience. Our students are critical thinkers who seek knowledge and practice collaborative skills. We embrace our ever-changing diverse society, act responsibly, and contribute to society.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	57
Grade 2	59
Grade 3	43
Grade 4	67
Grade 5	53
Total Enrollment	359

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	14.5
Black or African American	0.0
Filipino	0.6
Hispanic or Latino	7.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	8.9
White	65.2
English Learners	0.8
Foster Youth	0.0
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	2.8
Students with Disabilities	8.1

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)	19.00	95.01	121.00	90.52	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.99	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	20.00	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)	4.10	

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	06/2020

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: Our school includes 12 buildings, six of which are portables. The Sleepy Hollow site was built in 1953. In addition to 17 classrooms (TK-5), the campus includes several rooms for instructional support, the multi-purpose room, library, a STEAM lab, before and after-school care, a science lab, an art room, and a music room. The physical quality of our school buildings influences learning and teaching. We strive to maintain and improve the facilities at Sleepy Hollow School. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m.

STEAM lab: Sleepy Hollow transformed a classroom into a STEAM lab, inviting TK-5 students to visit and work on a variety of STEAM design challenges throughout the year. Using funds from our Parents Club, the STEAM lab opened with a healthy inventory of supplies as well as an instructional assistant providing support to teachers when visiting this new learning space.

Library: The library has more than 16,000 books. Our collection of print and electronic resources supports our overall academic program. A credentialed library media teacher works with all students once a week to develop a love of literature. Classroom teachers provide instruction in information literacy, the ability to find and use information effectively.

Technology: District classrooms utilize a variety of tools that support and enhance student learning. All classrooms are

School Facility Conditions and Planned Improvements

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.

All classrooms and specialty programs are connected to the internet. Infusing technology into daily instruction is provided by classroom teachers who are supported by a district technology coach.

Before and After School Club (BASC) is a parent supported before and after school program open on school days to students from 7 am to 6 pm.

In the summer of 2022, construction started on the construction of a new MPR building and upgrades to the electrical service and installation of new HVAC/Mechanical systems. This work is planned to be completed by the summer of 2023. The existing MPR building will be demolished as well as an old portable building. The Before and After School Club (BASC) will be relocated to that location and 2 classroom portables will be relocated to where the BASC buildings were,

In the fall of 2022, the District worked to create a 5 year deferred maintenance plan. As part of that plan, asphalt and roof repairs are also part of that list and are slated for the next few summer projects.

A modernization is currently in DSA review. It includes accessibility upgrades to the site as well as replacement of windows.

Improvements:.
- Two classroom portables will be relocated as well as the Before and After School Club during Summer 2023.
- New blue, metal benches install along the walkway canopy.
- New Solar inverters will be reinstalled on the roof of the new MPR building in 2023.
- New 10,000 gallon water tank installed as a wildfire safety measure.
- A modular toilet building was constructed for adults in 2018.
- Landscape improvements, including a new retaining seat wall along the sloped hillside.
- New LED lighting installed throughout the school funded by Prop 39 including new LED canopy light fixtures.

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			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			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roofs are slated for repairs/replacement as part of the District's 5 year deferred maintenance plan. K-2: T-111 shows signs of wear and dry rot. Some dry rot, worn doors. These are slated to be addressed as part of the deferred maintenance plan.
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X		Poured in place surfaces at playgrounds are slated for repairs as part of the District's deferred maintenance plan.

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	83	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	80	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	163	163	100.00	0.00	82.82
Female	77	77	100.00	0.00	84.42
Male	86	86	100.00	0.00	81.40
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	100.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	21	21	100.00	0.00	90.48
White	109	109	100.00	0.00	78.90
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
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	25	25	100.00	0.00	48.00

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	163	163	100.00	0.00	79.75
Female	77	77	100.00	0.00	76.62
Male	86	86	100.00	0.00	82.56
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	20	20	100.00	0.00	90.00
Black or African American	0	0	0.00	0.00	0.00
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	21	21	100.00	0.00	80.95
White	109	109	100.00	0.00	77.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
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	25	25	100.00	0.00	36.00

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	70.37	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	54	54	100	0	70.37
Female	24	24	100	0	70.83
Male	30	30	100	0	70
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	72.73
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100	0	68.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	98%	98%	98%	100%	96%

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. In addition to achieving nearly 100% participation in our Parents Club, Sleepy Hollow School parents are involved in decision-making through our School Site Coordinating Council. Each year, this team develops and monitors the School Plan for Student Achievement (SPSA) written to target strategic instructional goals aimed at continuous improvement of the instructional program. Additionally, parents complete an annual Spring survey that supports our ability to monitor and adjust the SPSA, communication strategies, and program development and effectiveness at our school.

The success of our program depends on the collective commitment of our staff, students, parents, and volunteers. Parents and other community volunteers assist in our classrooms daily. Some parents work directly with students and others support teachers in classroom activities. Parents are also involved in providing the community with events that are created solely for the purpose of having fun together with our children. Our annual Creepy Hollow is an example of such an event.

Parents who wish to serve a broader range of students may do so through the Orinda Network for Education (ONE) which supports students in all grades through high school. Sleepy Hollow parents also provide input into the Local Control Accountability Plan through district stakeholder meetings and school surveys.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	366	9	2.5
Female	177	177	4	2.3
Male	189	189	5	2.6
American Indian or Alaska Native	1	1	0	0.0
Asian	52	52	1	1.9
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	25	25	1	4.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	1	3.1
White	237	237	4	1.7
English Learners	4	4	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	13	13	2	15.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	42	42	0	0.0

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	0.27	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	0.00	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	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	0.00	0.00

2022-23 School Safety Plan

Safety is a top priority for our school community. We establish, teach, and reinforce safety procedures and provide careful supervision of play activities during recess. Our school discipline policy is aligned with our instruction for character education. There is a school emergency plan, which is reviewed annually and can be viewed in the school office. Emergency procedures are also summarized in the parent handbook.

Our Parents' Club volunteer Emergency Preparedness Coordinator, works with us to ensure that the emergency supplies stored in our emergency container and in classrooms are up to date and easily accessible when needed. Sleepy Hollow has specific plans and procedures for natural disasters and emergency situations. Our monthly fire drills, as well as periodic evacuation, shelter-in-place, and secure campus drills, provide important practice opportunities for staff and students. The Parents' Club supports our efforts by purchasing and replacing emergency supplies as needed.

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	21	3	1	
1	21		2	
2	20	3		
3	19	3		
4	27		2	
5	25		2	
Other	26		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	16	4		
1	18	3		
2	22		2	
3	19	3		
4	21	1	1	
5	26		2	
Other	22		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	20	4		
1	19	3		
2	20	3		
3	22		2	
4	27		2	
5	21		2	
Other	24		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	$9,287	$2,863	$6,424	$75,551
District	N/A	N/A	$7,714	$101,748
Percent Difference - School Site and District	N/A	N/A	-18.2	-29.6
State	N/A	N/A	$8,340	$85,856
Percent Difference - School Site and State	N/A	N/A	-26.0	-12.8

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