

Wagner Ranch 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	Wagner Ranch Elementary School
Street	350 Camino Pablo
City, State, Zip	Orinda CA, 94563
Phone Number	(925) 258-0016
Principal	Shirley Clem
Email Address	sclem@orinda.k12.ca.us
School Website	https://wr-orinda-ca.schoolloop.com/
County-District-School (CDS) Code	07-61770-6066583

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

Wagner Ranch Elementary School inspires students to academic excellence within a community that fosters respect, responsibility, cooperation, acceptance, perseverance, honesty, empathy, courage, and a positive attitude. Our focus is to build vital knowledge and develop skills that enhance creativity, critical thinking, problem solving, collaboration, and communication. Our goal is to prepare students for life in the 21st century and to encourage curiosity and a lifelong love of learning.

Wagner Ranch boasts a well established advanced educational program aligned with California Common Core Standards. Our students are engaged as learners through quality instruction in caring, inclusive classrooms. All students experience enriched activities in our Innovation STEAM lab, garden education program, library, art, vocal and instrumental music programs. Additional on-site learning opportunities such as yoga, Spanish, arts and crafts, drama and homework support are offered during our on-site Before and After School Care (BASC) program.

Our highly dedicated staff participate in a range of professional development trainings, and many staff members serve in leadership positions within the district. Administration, staff, and parent groups analyze data from a variety of measures to develop our School Site Goals and improvement action plans. In the classroom, teachers and specialists use ongoing assessment and differentiation to adjust teaching methods to meet the needs of each student.

Affirmation of the quality of our program is found in our students' consistent high performance. On the spring 2022 administration of CAASPP, 89% of our students met or exceeded state achievement levels in Math and English/Language Arts. In Science, 87% of our fifth graders met or exceeded state achievement levels. In 2014 Wagner Ranch was named a California Distinguished School. In 2016 our school was honored with a Gold Ribbon Award. In 2018 we were again a California Distinguished School. In 2019 and 2022 we were awarded the Contra Costa County Recycle Smart Leadership Award.

The dedication and commitment of staff and parents working together to help shape students into successful and thriving lifelong learners is evident in every aspect of the Wagner Ranch community. Parents are involved through Parents' Club, as classroom volunteers, and in many family fun events held throughout the year. Parents' strong financial support enables us to provide a robust educational program, a well-equipped facility, smaller class sizes, and additional adult support for our students.

Wagner Ranch Mission Statement

2022-23 School Overview

The Mission of Wagner Ranch Elementary School, in partnership with our staff, families, and community, is to inspire each child through educational excellence, diverse enrichment experiences and mutual respect, to a lifetime of learning and the creation of a better world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	71
Grade 2	70
Grade 3	71
Grade 4	56
Grade 5	74
Total Enrollment	420

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.5
Asian	28.3
Black or African American	1.9
Filipino	1.2
Hispanic or Latino	6.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.4
White	52.4
English Learners	2.1
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	3.8
Students with Disabilities	7.6

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)	22.60	95.77	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	1.00	4.23	6.60	4.98	18854.30	6.86
Total Teaching Positions	23.60	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	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	
<p>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.</p> <p>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</p>		

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%

School Facility Conditions and Planned Improvements

Buildings: Wagner Ranch is a beautiful campus nestled among the trees and hills of Orinda. The campus adjoins the Wagner Ranch Nature Area on one side and the Orinda sports fields on the other. The school includes 12 buildings, four of which are portables. In addition to 20 grade K-5 classrooms, we house a Special Day Class, an art room, music room, combined science and innovation lab, literacy room, resource room, computer lab, specialist offices, and a library.

Wagner Ranch Elementary School was built in 1969. After being closed for several years in the 1980s and 90s it reopened in 1997 with a completely renovated campus. Numerous repairs, upgrades, and minor additions have occurred since then.

In August of 2015, the Orinda School Board set aside a portion of the Wagner Ranch Nature Area as a garden area dedicated exclusively for use by our school. Multiple enhancements have been made to create learning spaces, educational activities, planters, and other such accouterments within our garden area. We employ a part-time garden aide who facilitates instructional activities for each classroom, maintains the garden, and hosts students during recess and lunch periods.

In the summer and fall of 2016, the entire exterior of the school was painted. AC cooling units were installed in every classroom. Solar arrays were erected and made functional. A solar kiosk monitor was placed in the library for science and math studies. Our kindergarten playground was redone with a significantly larger footprint to accommodate increase enrollment at this grade level. Proposition 39 energy efficiency measures including LED & T8 lighting and occupancy sensors were installed. New LED canopy lighting was installed in 2019.

In the summer and fall of 2017 new play structures were added to the primary playground including a climbing net and a climbing rock along with other play elements. The wood fiber chips under the play structures were removed and replaced with poured-in-place rubber surfacing. The hillside along the entry driveway was re-engineered in reaction to a major winter mudslide.

In the summer of 2018, a new 10,000-gallon water tank was installed next to our multi-purpose room as a wildfire safety measure.

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.

In the summer of 2020, we added a new portable classroom to allow our Special Day Class to have a dedicated room that is set up to meet the specific needs of these students.

During the summer of 2021, we installed brand new play apparatus with poured-in-place rubber surfacing for our upper-grade playground.

In the summer/fall of 2022, upgrades were made to the electrical service, and new HVAC/Mechanical systems were installed (the kinder and TK will have their temporary AC replaced with new HVAC/Mechanical systems in 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 were installed at all 4 entrances to the MPR/Gym to reduce slipping hazards during wet weather. Rain gutters are slated for repair/replacement in the summer of 2023. Asphalt and roof repairs are also part of that plan and are slated for future summer projects. A modernization is currently being reviewed by DSA. It includes accessibility upgrades to the site and restrooms as well as window replacement.

School Facility Conditions and Planned Improvements

The library, at the center of our campus, includes a collection of 12,000 books, magazines, and videos/DVDs. Each class visits the library on a weekly basis. Here students are read to by our library technician, learn library and research skills, and check out books. Under normal operations, the library is open during lunch recess for 4th and 5th-grade students who use this opportunity to study, socialize, enjoy quiet activities, or check out books. We share our multi-purpose room with the City of Orinda. Students use this room for lunch, physical education, school gatherings, performing arts, and after school for community sports. The stage area is equipped with a lift to facilitate handicapped access.

Computers/Technology: Age-appropriate technology is readily available for our students. In kindergarten and first grade, we have iPads in every classroom at a 2:1 ratio of devices/student. In grade 2, we have a 1:1 ratio of iPads. In grades 3 - 5, we provide a Chromebook for every student. All student and staff devices have access to WiFi. All classrooms, the art room, and the science room use interactive whiteboards or large-screen televisions and document cameras to enhance instruction. The OUSD technical support team enables Wagner teachers and staff to make optimal and efficient use of our technological devices.

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 Wagner Ranch. Our two 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

12/22/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A new HVAC/Mechanical system was installed the summer of 2022. Classroom 1 K-1: Temp. A/C. Permanent AC to be installed summer of 2023 Classroom 20 K-2: Temp. A/C. Permanent to be installed summer of 2023
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Upgrades were made to the electrical service in fall of 2022.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Classroom 7, outside door doesn't close properly. Will be addressed via WO for Maintenance Playground: Asphalt Repairs are slated for repairs in 2024, 2025 & 2026 as part of the District's 5 year 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	88	N/A	87	N/A	47
Mathematics (grades 3-8 and 11)	N/A	87	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	206	206	100.00	0.00	88.35
Female	100	100	100.00	0.00	90.00
Male	106	106	100.00	0.00	86.79
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	87.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	76.92
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	100.00
White	111	111	100.00	0.00	89.19
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	65.00

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	206	206	100.00	0.00	87.38
Female	100	100	100.00	0.00	87.00
Male	106	106	100.00	0.00	87.74
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	96.49
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	53.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	16	16	100.00	0.00	93.75
White	111	111	100.00	0.00	86.49
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	20	100.00	0.00	40.00

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	86.84	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	76	76	100	0	86.84
Female	32	32	100	0	87.5
Male	44	44	100	0	86.36
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	88.24
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	93.02
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	--	--	--	--	--

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	95%	99%	99%	99%	99%

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. The Wagner Ranch School Site Council is composed of five parent members, including a representative from the Parent Club Executive Board, The Orinda Network for Education (ONE), and our Special Education Community, three teacher members, a classified staff member, and the school principal. The Site Council develops the annual School Improvement Plan and approves the school budget. The school plan is developed through a process of determining site and district goals based on a review of student data, as well as faculty and parent surveys and input.

All Wagner Ranch parents are members of the Parents' Club and parent volunteers are actively involved on our campus on a daily basis. Parents work in our classrooms, school library, and lunchroom. Parent volunteers assist with field trips, the school garden, outdoor education, and with special class projects and celebrations. The Parents' Club supports invaluable services such as the hot lunch program, our before-and after-school care facility, and a variety of enrichment programs. Our Wagner Ranch Community Coalition helps us celebrate our diversity and fosters a greater sense of inclusivity.

Our Parents' Club provides funding for many programs that benefit students. Events such as International Kindness Day, Art Day, Maker Faire, Walk-a-Thon, Parent Education Nights, The Bandit Bash Auction, Movie Nights, Coffee Connections, and Round-Up bring our community together both for fun and in support of school priorities. Wagner Ranch parents provide input into the Local Control Accountability Plan and other school and district initiatives through school and district stakeholder meetings and parent-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	437	433	21	4.8
Female	212	211	9	4.3
Male	225	222	12	5.4
American Indian or Alaska Native	2	2	0	0.0
Asian	125	123	3	2.4
Black or African American	8	8	1	12.5
Filipino	5	5	0	0.0
Hispanic or Latino	30	30	2	6.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	2	6.3
White	223	223	11	4.9
English Learners	12	12	4	33.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	18	18	4	22.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	45	44	4	9.1

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	0.23	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	0.46	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	0.46	0.00
Female	0.47	0.00
Male	0.44	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	3.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.45	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	2.22	0.00

2022-23 School Safety Plan

The Wagner Ranch School Safety Plan addresses the physical, social, and emotional safety of all members of our community, and crucial aspects are reviewed annually by the School Site Council and staff. The School Safety Plan is reviewed yearly by all staff. The plan can be viewed in the school office. As laid out in this plan, each year we work with the Parents' Club volunteer Emergency Preparedness Coordinator to ensure that the emergency supplies stored in our emergency container and in classrooms are up to date and easily accessible when needed. In the spring of 2020, our parents did a thorough inventory, restocking, and organization of our emergency storage container.

Wagner Ranch 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. Part of this effort included providing new walkie-talkies for every classroom. The Moraga/Orinda Fire Department, in conjunction with the school district, has done a great deal of fuel abatement on our campus. In 2019 a 10,000-gallon water tank was installed at Wagner Ranch to supply water in case of a wildfire.

Students in Kindergarten through 5th grade receive training using the Think First/Second Step character education program. This program gives students strategies for better understanding themselves and dealing with personal issues such as anger, problem-solving, improving peer relations, and recognizing and standing up to bullying. A number of our students benefit from the services of a part-time, school psychologist intern who works with individual or small groups of students on strengthening key social skills.

All Wagner staff receive annual Mandated Reporter Training. In addition, under the direction of the district nurses, we provide annual health training for all staff members. Topics include: recognizing and responding to head trauma, seizures, asthma, and allergic reactions, treating wounds, use of EPI pen, and effective universal precautions.

All guests and parents visiting or volunteering at Wagner Ranch are required to sign in at the main office and wear a visitor badge. All staff members are expected to wear their photo ID badges while on campus. All parent volunteers must complete a TB test before working in the classroom and those volunteering on overnight trips or as drivers on field trips undergo a background check. Members of our staff monitor campus playgrounds 20 minutes before school starts, during recess, and at lunch. Staff members and our student safety valets monitor our drop-off and pick-up area every morning and afternoon. All parents are educated on and asked to follow our traffic flow procedures to ensure the safety of our children and other drivers.

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	20	4		
1	18	4		
2	20	3		
3	20	4		
4	28		2	
5	18	1	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	17	5		
1	21		3	
2	21	1	2	
3	19	3		
4	25		3	
5	22		3	
Other	3	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	3	1	
1	17	4		
2	20	3		
3	19	2	1	
4	28		2	
5	25		3	
Other	13	2		

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	\$9,763	\$3,493	\$6,300	\$90,198
District	N/A	N/A	\$7,714	\$101,748
Percent Difference - School Site and District	N/A	N/A	-20.2	-12.0
State	N/A	N/A	\$8,340	\$85,856
Percent Difference - School Site and State	N/A	N/A	-27.9	4.9

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 technology and materials
- * Orinda Network for Education Donations: Funding used for classroom electives salaries, classroom support, librarian, and librarian techs.

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