



Glorietta Elementary School

15 Martha Road • Orinda, CA 94563 • (925) 254-8770 • Grades K-5

Tracey Lewis, Principal

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<https://gl-orinda-ca.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Orinda Union Elementary School District

8 Altarinda Road
Orinda CA, 94563
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www.orindaschools.org

District Governing Board

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School Description

Principal's Message:

Glorietta Elementary School is a place of discovery! Administration, teachers, and para-professionals aspire to make learning meaningful and challenging for all, while fostering an environment that is nurturing, supportive, and inclusive. Credentialed teachers are experienced, yet actively pursue professional development. Support staff are cherished for their contributions, and parents are appreciated for their partnership in the educational process.

Glorietta Staff, Parents Club, Coordinating Council, and advisory teams work collaboratively to implement District goals, address targeted priorities, and offer meaningful learning experiences. Consistently high academic performance (as measured by the California Assessment for Student Progress and Performance) is maintained through differentiated instruction, data analysis, implementation of best practices, and strategic support from the instructional support team. We approach teaching as facilitators of learning and focus on continuous improvement in literacy, mathematics, history/social studies, and science. Teachers receive support and training from the OUSD Teachers On Special Assignment. Additionally, teachers devote countless hours collaborating with colleagues and are encouraged to attend professional growth workshops and conferences.

We intend to continue integrating inquiry-based learning activities and experiences that are driven by the Common Core Standards, real-world challenges, and a multi-disciplinary application. Our goal is to inspire students to develop a deeper appreciation for the STEAM (Science, Technology, Engineering, Arts, Math) disciplines, while fostering innovative thinking, and providing students with the Core-knowledge and the skill-sets necessary to explore, create, collaborate and communicate in an ever-changing society. To help in this effort, Glorietta is fortunate to have a STEAM Lab, where weekly, all classes have the opportunity to explore, innovate, and create.

Regularly scheduled enrichment in art, music, and physical education instruction is made possible through the generous donations of our parent community. We also have a library technician who supports teachers and students during their weekly visits to the library. Parental support and financial commitment continue to enhance our learning community with access to identified resources, as well as the latest technology tools including chrome carts in all grade 3-5 classrooms, 1:1 iPads in every K-3 classroom and adaptive software to enrich the experience of our 21st-century learners.

Beyond the standards-based curriculum, students are exposed to character education, focusing on nurturing student's social-emotional learning. Students participate in the OUSD adopted Kidpower and the Second Step program which is a nationally recognized character education curriculum. Additionally, in support of OUSD's Strategic Priorities, we cultivate ethical and respectful citizens through our 'Everyone Belongs Here' initiative that includes themed activities, buddy class interactions, monthly community building assemblies, exemplary character recognition, reflective school-wide read-aloud books, and more. We are committed to further developing our caring school community with a commitment towards an inclusive and anti-bias climate through our partnership with ADL with the goal of receiving the designation of a "No Place for Hate" School. Students are also encouraged to get involved in Student Council, Green Team, Student Leader and Safety Patrol Team.

Glorietta is a caring community that prides itself on rich traditions, high academic standards, and a drive to cultivate dreams in a global society!

Glorietta School Mission

Glorietta is a community of inventors, creators, explorers, thinkers, problem solvers, peacemakers, and friends. We support each child’s educational journey through collaboration, communication, critical thinking, and creativity to foster lifelong learners and engaged, productive citizens in our ever-changing diverse society.

Glorietta School Vision

Glorietta staff, students, and parents promote a positive learning environment where academic skills, social responsibility, and integrity are the foundation for lifelong learning, personal success and community involvement.

About the SARC

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

- For more information about SARC requirements 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	70
Grade 2	78
Grade 3	80
Grade 4	56
Grade 5	96
Total Enrollment	458

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	18.3
Filipino	2
Hispanic or Latino	2.8
White	65.1
Two or More Races	9.6
Socioeconomically Disadvantaged	1.3
English Learners	2.2
Students with Disabilities	5.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Glorietta Elementary	18-19	19-20	20-21
With Full Credential	33	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Orinda Union	18-19	19-20	20-21
With Full Credential	♦	♦	156
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Glorietta Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Orinda Union School District (OUSD) convenes textbook committees to help in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon pre-determined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners.

At the middle school level, class sets or electronic versions are also purchased to eliminate the need of students carrying heavy books. Books have been purchased for all core academic areas as well as visual and performing arts, and music, at all grade levels. Textbooks are California Department of Education-approved and California Standards-based.

A public hearing is held each October and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

Textbooks and Instructional Materials

Year and month in which data were collected: 06-2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math, Houghton Mifflin, Harcourt Math Expressions Common Core, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World Interactive, Savvas, 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings: Glorietta Elementary School was built in 1949. The campus includes 19 full-size classrooms. We also have a multi-purpose room, library, music room, art room, science room, and computer lab. Our classrooms underwent extensive modernization projects that were completed in November 2004.

The physical quality of our school buildings influences learning and teaching. We strive to maintain and improve the facilities at Glorietta Elementary School. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m. Overall, the facilities are clean and in good repair.

Library: Glorietta Elementary School has a library filled with current titles and excellent resources for student research projects. Students learn to use the library and Internet sources for schoolwork, research, and reading for pleasure.

Additional library activities include author and storyteller visits, read aloud, book fairs, book swaps, and the Makers Lab (offering students in grades 3-5 opportunities to explore, create, and innovate.) Library services are available to all staff, students, and parents. Glorietta Library catalog has been updated and new titles continue to be added to the inventory of over 12,000 books, magazines, and varied resources.

Technology: Every classroom utilizes a variety of technology tools that support and enhance student learning. All classrooms are equipped with technology devices for student learning, collaboration, research, and projects. K-3 classrooms include 1:1 iPads, and all upper-grade classrooms are equipped with a mobile cart that houses a class set of laptops. Additionally, all classrooms include a SMARTboard, LCD projector, and a document camera. The upgraded infrastructure provides internet access schooled, for quick and frequent use by teachers and students alike. In 2017, a new Science, Technology, Engineering, Arts and Math (STEAM) classroom was created.

The school community has worked together to enhance the appearance of Glorietta School. Staff, student, and parent volunteers have trimmed bushes, planted drought-resistant plants, and refurbished the school butterfly garden. Eagle Scouts have further improved the school environment by refinishing school picnic tables, building exterior backpack storage areas, and assisting with the beautification of the school garden.

2019 School Site Improvements:

- Additional improvements to Intervention classroom space including cooling and heating along with additional storage and furniture.
- Purchase of outdoor umbrellas for sun and heat protection at picnic tables
- New LED canopy fixtures installed.
- LED lighting installed in classrooms.
- Signage to assist in the efficiency of carpool pick-ups
- Repair of brickwork at the entrance of the school and decorative plantings added
- Improved drainage control on the slope in kindergarten yard
- Painting of playground lines on the upper yard
- Repair and coating of rubber surfacing at upper playground.

2018 School Site Improvements:

- New external electronic sign
- Purchase of outdoor retractable barriers for carpool area or improved drop-off/pick-up and traffic control
- Replacement and upgrade of the kitchen in cafeteria
- Installation of large tv monitor in the STEAM lab and SPED classroom
- Purchase of flexible seating options for classrooms

2017 School Site Improvements:

- Three new Gen7 21st Century modular classroom buildings were constructed for Kindergarten and First Grade.
- Lower sports field was renovated with new sod and irrigation system.
- Rubber poured-in-place surfacing installed at lower play structure.
- A new Science, Technology, Engineering, Arts and Math (STEAM) classroom was created.
- New 21st Century furniture was added to classrooms.
- New storage unit placed for Physical Education equipment and office.

2016 Improvements:

- Solar array shade structures have been installed and activated in 2016.
- Solar kiosk monitor placed in the library for science and math studies.
- Security cameras have been activated around campus.
- Painting of the entire school completed the Summer of 2016.
- The school garden was renovated for greater student access and use.
- Additional temporary classroom portable installed (due to increased enrollment.)
- AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures.
- Installed new fire hydrant on campus.
- Refinished MPR wood floors and stage.
- Remodeled the school library to include new shelving, paint, and furniture.
- Second hydration station being added on campus for student use.

- Removed wooden walls at school front to unencumber pick & drop off.
- Additional outdoor seating has been added for student use.
- Paved road at back of school for Emergency Vehicle Access.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 1/16/2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures. Air Purifiers were placed in all classroom and staff spaces. MPR needs much improved ventilation and AC cooling particularly on hot days. New wireless WIFI connected thermostats were installed in 2020 throughout the school to permit Smartphone-connected control. Fire Alarm and Burglar Alarm also to be Smartphone connected.
Interior: Interior Surfaces	Good	All exterior surfaces of school buildings painted in summer 2016. Wood floor in MPR was refinished.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Solar array shade structure installed in summer 2016 at upper and lower parking lots. Solar kiosk monitors were placed in library to report the school's solar energy generation for education in math and science. New Gen7 modular buildings have solar panels on each of the units. Prop 39 Funds used in 2018-19 to upgrade lighting throughout the school to LED. LED canopy light fixtures installed in 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New bottle filling drinking fountain installed in Fall 2016 adjacent to upper playground.
Safety: Fire Safety, Hazardous Materials	Good	A new fire hydrant was installed on campus in summer 2016. Security cameras have been installed. A new paved road was added for Emergency Vehicle Access at back of school. Fire Alarm upgrades were installed in 2020. COVID-19 mitigation measures were instituted throughout the school in 2020 and 2021.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Three new Gen7- 21st Century Modular units were constructed in summer 2017: one for kindergarten, replacing #4, and two for portables 8 & 9. (Three other portables: science, music & Room 20 were renovated and painted in summer 2015: Portables 4,8,9 & BASC. They are end of their life span and will need HVAC, flooring and lighting.) BASC carpeting was replaced in 2015. MPR roof needs to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Lower play field was renovated with new sod and irrigation was replaced. Need to renovate upper play field and remove sand in box with swings behind library. Fibar wood chips were removed at lower play structure and replaced with rubber poured-in-place surfacing. Doors need replacing at Rooms 5,6,7,8 and 20. Windows throughout need to be R&R with energy efficient windows. Need asphalt R&R in playgrounds. Lower parking lot, pick up and drop off was repaved and striped in 2015. The rotting doors of the lower storage area need to be replaced. MPR siding is delaminating and peeling.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	89	N/A	87	N/A	50	N/A
Math	88	N/A	85	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	77	N/A	78	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Glorietta's enthusiastic parent community is ever-present within our school and among our supportive community. Parents provide tremendous volunteer and economic support to Glorietta School. The School Site Coordinating Council consists of 14 equally represented staff and parent community; together they coordinate and approve Glorietta's Single School Plan that identifies annual priorities, initiatives, and funding. Dedicated parents work in the classroom, oversee the emergency preparedness program, before and after school programs, organize cultural and community events including Diverse Ability Week and Science Fair, facilitate health and safety training, manage of our healthy lunch program, and conduct a variety of successful fundraising events - the biggest one being our annual school auction, a Glorietta tradition for the past 35 years. This year, a Multicultural Committee was established to help support awareness, acknowledgment, and education about diversity and inclusion at Glorietta. Through our community's generosity, we are able to maintain small class sizes (K-3), retain paraprofessional support in classrooms, and offer valuable programs and projects which directly benefit our student body. Annually Glorietta parents provide input into the Local Control Accountability Plan, and parent survey results are used to identify site based priorities for improvement.

For more information on how to become involved, contact Tracey Lewis, Principal, at (925) 258-6352.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Orinda school district focused heavily in 2020-21 on developing health & safety protocols and procedures that would allow for students and staff to safely return to campus. The Orinda Plan for Education Now (O.P.E.N.) details these procedures and far exceeds the requirements set forth by the Contra Costa Public Health Department and the State’s expectations in the Safe Schools for All reopening plan. Details of the Orinda Plan for Education Now O.P.E.N. document are posted on the district website at www.orindaschools.org.

At Glorietta Elementary School, maintaining a safe and orderly environment to maximize student learning is a top priority. Glorietta School has an Emergency Preparedness Team who monitor and update plans for potential natural disasters and emergency situations. All classrooms have walkie talkies and emergency lighting lanterns in every classrooms. The Parent Club supports our efforts by replenishing and updating on-campus emergency supplies stored annually. The School Safety Plan is reviewed, updated, and discussed with all staff members annually. The plan is available in the office. Monthly drills provide both students and staff with opportunities to practice school-wide response to fire, earthquake, lockdown, and shelter in place procedures and practices.

All guests and parents visiting or volunteering at Glorietta Elementary School are required to sign in at the main office and to wear a visitor badge during school hours. Parent volunteers are required to complete a TB test before working and interacting with students and fingerprinting if chaperoning on field trips.

Adult supervisors monitor the grounds before school, after school, and during recess times. Students arriving before 7:45 a.m. or staying after school must report to our before and after school program. A Student Safety Patrol team assists students during morning drop-off. Parents and students are expected to follow and obey traffic laws and flow procedures to ensure student safety and carpool efficiency; reminders are posted in the e-newsletter every trimester.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.2	0.6	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.5	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4875
Psychologist	.4
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	20	1	3		19	5		20	4			
1	20	4			20	3		18	4			
2	20	3			20	4		20	4			
3	18	5			19	3		20	4			
4	27		3		22		4	28		2		
5	28		3		27		3	24		4		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3

Orinda Union School District has held three district-wide staff development days for each year for the past six years. In 2018-19 teachers were also given the option for two additional voluntary PD days.

In 2019-20, Orinda Union School District revised our March professional development day to adequately prepare for our transition to Distance Learning. Additionally, the District designated technology lead teachers who were trained on the March PD day and became leaders in utilizing technology tools and collaboratively developing curriculum with their colleagues. More information about how the District prepared teachers for Distance Learning can be found in the Learning Continuity Plan linked in the addendum. All K-5 teachers have Common Planning Time on Mondays, with two minimum days scheduled for professional development during the year. Middle school teachers work in a block schedule that provides weekly collaboration time on Wednesday mornings. Teachers at each grade level, TK-5, participate in Long Range Planning (LRP) days which focus on using student achievement data to help develop and hone effective instructional strategies and programs.

Teachers have used LRP time for observing colleagues and utilizing our four Literacy, Math, STEAM, and Technology Teachers on Special Assignment (TOSA). For 2019-20, the TOSA team coached teachers to focus on improving their instructional practice, developing the opportunities for S.T.E.A.M. based learning, and differentiating growth opportunities for all teachers. The District Teachers on Special Assignment (TOSA) team continue to support classroom teachers with lesson demonstrations, creating resources to support distance learning, and managing OUSD's Teacher Resource site. In addition, teachers new to OUSD work closely with the TOSAs to plan curriculum and participate in coaching cycles. The District Technology TOSA models lessons in classrooms, provide classes/ workshops to teachers based upon surveyed needs and interests, and support principals in their efforts to enhance curriculum and instruction through advancing the use of technology and our signature practices in classroom instruction.

Staff developers from Columbia University Teachers College continue to advance teachers' skills in the Readers and Writers Workshop. Outside consultants from Silicon Valley Math Initiative and Solution Tree also provide guidance and support with the implementation of mathematics. Orinda

teachers directly participate in the Bay-Sci program, a partnership with U.C. Berkeley and Lawrence Hall of Science, which helps develop our NGSS-based Science teaching and learning.

Summer training has been offered in the District where teachers receive more specialized training in reading, writing, history-social science, mathematics, science, and technology. Teacher discussion groups and book clubs exist at school sites that provide teachers the opportunity to collaboratively share professional materials of mutual interest. New teachers participate in the Teachers Induction Program (TIP) through the Contra Costa County Office of Education which includes literacy, math, and technology classes.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,007	\$50,574
Mid-Range Teacher Salary	\$70,461	\$76,649
Highest Teacher Salary	\$93,720	\$98,993
Average Principal Salary (ES)	\$132,647	\$125,150
Average Principal Salary (MS)	\$141,218	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$220,262	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	34.0
Administrative Salaries	7.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,653	\$2,201	\$6,452	\$100,551
District	N/A	N/A	\$8,388	\$103,931
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.1	-3.3
School Site/ State	-18.3	22.1

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

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 2018-2019)

- Title II, Part A: Funding used for teacher support and staff development
- School Instruction/Discretionary Funds are used by sites for materials and salaries
- Parcel Tax: Funds are used to maintain small class sizes and to protect classroom programs
- Title III: Immigrant Education Program: Funding is used to support our student immigrant population
- Supplemental Concentration: Funding is used to support our English learners
- Lottery: Funding is used for books, textbooks and other printed materials
- Coronavirus Relief Fund (CRF): Learning Loss Mitigation
- Parents' Club Donations: Funding used for classroom support salaries and materials
- Education Foundation of Orinda Donations: Funding used for classroom electives salaries

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.