

Del Rey Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

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

2023-24 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 | www.orindaschools.org |

2023-24 School Description and Mission Statement

Del Rey Elementary School Mission/Vision Statement

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

Description:

Del Rey School rests nestled in a neighborhood just east of the Caldecott tunnel, in Orinda, CA. We are one of four elementary schools in Orinda. We serve transitional kindergarten through 5th-grade students, with a population of 437 this current school year. Built in 1953 and maintaining the original footprint, the most current expansion involves adding four new Gen7 classrooms. Our campus includes 21 full-sized classrooms, a MakerSpace, science lab, multipurpose room, library, wellness center, and music room.

A California Distinguished School for multiple years, 2014, 2018, and 2023, a National Blue Ribbon School in 2015, and a California Gold Ribbon School in 2016. We are very proud of our educational program. From an educational perspective, we are a team that uses both formative and summative data across all subject areas to drive instruction and to make the curriculum accessible to all of our students. We accomplish this with the support of the school district and the greater community. We have weekly collaboration time that supports the growth of our professional learning community (PLC). In our grade level professional learning teams (PLTs), we are driven by four main questions, continually asking ourselves: "What do we want all students to learn? How will we know they have learned it? How will we respond when learning has not occurred? How will we respond when learning has already occurred?" We address these questions by determining essential learning standards, developing common assessments, and analyzing data. We believe in professional development, and provide ongoing training for our teachers that aligns with district and site goals. Data analysis allows us to plan grouping strategies, adjust curriculum pacing, and develop enrichment and intervention experiences.

Our students take pride in their school and we help them learn to connect to their community and develop skills that support the whole child. We highlight a variety of character traits throughout the year both on a classroom and whole school level. Through our school wide read aloud, whole school assemblies, and student council leaders, we teach and reinforce the meaning of the

2023-24 School Description and Mission Statement

character traits, and the actions that reflect these traits. Our social emotional curriculum, Second Step, also supports the development of the whole child. Units on growth mindset, emotion management, empathy & kindness, problem solving, and anti bullying are taught vertically across the grade levels, with specific grade level lessons within each unit.

In conclusion, we are an inclusive community that listens to each other respectfully, communicates effectively, and values the bonds we work hard to create. Everyone is encouraged to be involved, and there are so many different ways to play a part. We work toward bringing people into the fold. While we are competitive in terms of our performance, we are collaborative, hardworking, and modest in our day-to-day operations. We are about people and what is best for all students.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 77 |
| Grade 1 | 64 |
| Grade 2 | 66 |
| Grade 3 | 70 |
| Grade 4 | 72 |
| Grade 5 | 71 |
| Total Enrollment | 420 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.6% |
| Male | 52.4% |
| Asian | 14.3% |
| Black or African American | 2.1% |
| Filipino | 1% |
| Hispanic or Latino | 9% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 16.9% |
| White | 52.6% |
| English Learners | 1% |
| Socioeconomically Disadvantaged | 2.4% |
| Students with Disabilities | 10.2% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.60 | 100.00 | 123.20 | 90.29 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.73 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 3.70 | 2.75 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 4.00 | 2.93 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 4.40 | 3.29 | 15831.90 | 5.67 |
| Total Teaching Positions | 23.60 | 100.00 | 136.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0 |
| 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 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

Year and month in which the data were collected

08/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Teachers College Units of Study for Reading Teachers College Units of Study for Writing 95% Phonics | Yes | 0% |
| Mathematics | 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% |
| Foreign Language | | Yes | 0% |
| Visual and Performing Arts | Making Music, Silver Burdette Adopted 2008 | Yes | 0% |

School Facility Conditions and Planned Improvements

Buildings: Built in 1953, the Del Rey School campus includes 20 full-size classrooms. We have a multi-purpose room, library, music room, and computer lab. The campus underwent modernization construction, which was completed in fall 2004. The physical quality of our school buildings influences learning and teaching. Overall, the facilities are clean and in good repair. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m. We strive to maintain and improve the facilities at Del Rey School.

The City of Orinda put in an Americans with Disabilities Act (ADA) ramp in the crosswalk to provide wheelchair access to sidewalks. In addition, we have planted a shaded area with benches on the field.

Library: Del Rey School has an exemplary library program. The library contains a collection of over 16,000 books, magazines, audiotapes, videos, and equipment. Our library media clerk works alongside teachers as they teach all students information on literacy skills. Students learn to use the library and internet sources for schoolwork, research, and reading for pleasure. Additional library activities include author and storyteller visits, read-alouds, contests, book fairs, and book swaps. Library services are available to all staff, students, and parents.

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

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

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

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

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

In the summer of 2022, construction started to upgrade the electrical service and installation of new HVAC/Mechanical. This work was completed 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 3 entrances to the MPR/Gym to reduce slipping hazards during wet weather. The MPR floor was re-coated in the summer of 2023. Additional asphalt repairs and roof coating are also part of the deferred maintenance plan slated for future summer projects.

A Modernization that includes accessibility upgrades and window replacement is slated for the summers of 2025 and 2026.

Improvements in prior years:

- New wireless WIFI-connected thermostats install throughout the school to permit smartphone-connected control.
- Hallways in the upper and lower classroom buildings were painted.
- New LED canopy lighting installed.
- New LED hallway lighting to be installed in Winter 2019-20.
- New shade sails for STEAM wing
- Upgraded STEAM lab.
- Renovated library - more spacious with new furnishings.
- Installation of new play equipment at the Dolphin Club play area.
- Four new 21st Century modular classroom buildings replacing 1960's portables.
- Playground restriping, new ball wall, new basketball standards, seat wall, colorful picnic tables, planters, trees, and other improvements.
- New electronic marquee replacing old school sign.
- Outdoor lunch area with new blue picnic tables on pavers adjacent to the MPR.
- New 21st Century furniture for classrooms.
- Relocation of the before & after school Dolphin Club building closer to the front of the school.

School Facility Conditions and Planned Improvements

- Renovated portable space for teachers' workroom, copier room, and book storage.
- New PE office and equipment storage unit created.
- A new solar array shade structure was installed adjacent to the sports field in 2016.
- Solar array kiosk monitor placed in the library for science and math studies.
- The painting of the entire school took place in 2016.
- Water lines were replaced in summer 2016.
- Re-roofing of the upper & lower-grade classroom buildings and the MPR was done in 2016.
- AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures in 2016.
- Restoration of sports fields undertaken by filling cracks, aerating, overseeding, and fertilizing to address drought damage.
- Installed new perimeter pathway, fencing and gates around the sports field and campus in 2015.
- Renovated and updated all student bathrooms during summer 2015.
- Refinished Multi-purpose Room (MPR) gym wood floor.
- Installed new rubber mat surfaces for ADA access to play structure.
- Replaced Kindergarten play structure surfacing from sand to wood fiber chips.
- Put in new flooring in the kitchen following asbestos abatement of tile.
- Three portables were recently renovated and painted.
- New window shades were recently installed in upper and lower grade classrooms.
- Security cameras have been placed around campus.
- A workroom was converted into a conference room.
- There are interactive boards in all classrooms.

Year and month of the most recent FIT report

12/20/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Multi-Purpose Room: Boiler is getting near the end of its service life. |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Classroom 17: Exit door is weathered. Will be added to the District's 5 year deferred maintenance plan. Some dry rot at T-111 siding Classroom 19: Some dry rot at T-111 siding. Oak Tree needs trimmed Classroom 21: Some dry rot at T-111 siding. Oak Tree needs trimmed Classroom 24 Dolphin Club: Some dry rot at T-111 siding. Tree needs trimmed Learning Center C: Some dry rot at T-111 siding. Office: Roof is slated for repair in 2024 and playground blacktop is slated for repairs in 2023 as part of the District's 5 year deferred maintenance plan. P1: Some dry rot at T-111 siding. P2: Some dry rot at T-111 siding. |

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|----------|------|------|
| | <p>X</p> | | |

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).

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.

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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 81 | 90 | 87 | 87 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 74 | 82 | 78 | 82 | 33 | 34 |

2022-23 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 | 215 | 215 | 100.00 | 0.00 | 89.77 |
| Female | 100 | 100 | 100.00 | 0.00 | 91.00 |
| Male | 115 | 115 | 100.00 | 0.00 | 88.70 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 42 | 42 | 100.00 | 0.00 | 95.24 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 24 | 100.00 | 0.00 | 75.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 41 | 100.00 | 0.00 | 95.12 |
| White | 100 | 100 | 100.00 | 0.00 | 90.00 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | 29 | 100.00 | 0.00 | 82.76 |

2022-23 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 | 215 | 213 | 99.07 | 0.93 | 81.69 |
| Female | 100 | 99 | 99.00 | 1.00 | 76.77 |
| Male | 115 | 114 | 99.13 | 0.87 | 85.96 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 42 | 42 | 100.00 | 0.00 | 92.86 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 24 | 23 | 95.83 | 4.17 | 69.57 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 41 | 41 | 100.00 | 0.00 | 85.37 |
| White | 100 | 99 | 99.00 | 1.00 | 80.81 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 29 | 28 | 96.55 | 3.45 | 64.29 |

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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 56.72 | 76.81 | 70.87 | 73.53 | 29.47 | 30.29 |

2022-23 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 | 72 | 71 | 98.61 | 1.39 | 77.46 |
| Female | 34 | 34 | 100.00 | 0.00 | 73.53 |
| Male | 38 | 37 | 97.37 | 2.63 | 81.08 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 15 | 15 | 100.00 | 0.00 | 93.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 91.67 |
| White | 35 | 35 | 100.00 | 0.00 | 77.14 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 10 | 90.91 | 9.09 | -- |

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 97.2% | 100% | 100% | 100% | 100% |

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.

2023-24 Opportunities for Parental Involvement

We value strong partnerships with our Del Rey families and community. The Del Rey Parents Club (DRPC) not only supports fundraising, they organize school events to bring our community together to engage in a variety of activities. DRPC provides weekly communications about school doings and ways families can connect with each other. Our parents contribute and support our school site with their time by volunteering in the classrooms, cafeteria, and library. We also continually seek input from our parent community through a variety of opportunities and outlets. Stakeholder meetings for the Local Control Accountability Plan (LCAP), school site council meetings, district steering committees, and DRPC meetings are all venues that provide opportunities for input and feedback.

Additionally, the entire Orinda community is invited to contribute to the Orinda Network for Education (ONE). ONE is an educational foundation that enriches school programs through a variety of ways both large and small. Certificated music and art teachers and specialized aide positions (Science, Garden, and MakerSpace) enrich the school program for our students. Through working together and maintaining high expectations we continue to thrive.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 425 | 424 | 25 | 5.9 |
| Female | 201 | 201 | 16 | 8.0 |
| Male | 224 | 223 | 9 | 4.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 61 | 61 | 3 | 4.9 |
| Black or African American | 9 | 9 | 1 | 11.1 |
| Filipino | 4 | 4 | 1 | 25.0 |
| Hispanic or Latino | 41 | 41 | 5 | 12.2 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 72 | 72 | 4 | 5.6 |
| White | 224 | 223 | 11 | 4.9 |
| English Learners | 4 | 4 | 1 | 25.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 10 | 10 | 2 | 20.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 57 | 56 | 6 | 10.7 |

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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.23 | 0.47 | 0.00 | 0.35 | 0.90 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.47 | 0 |
| Female | 0 | 0 |
| Male | 0.89 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 1.64 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0.45 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

At Del Rey School, maintaining a safe and orderly environment is a top priority. Adult supervisors monitor the grounds before and after school and during recess. Student safety patrol help during drop-off and pickup. Students arriving before school hours, or staying after school must report to our before and after school program. Visitors must sign in at the office using our school check in system, and wear identification badges.

We revise our School Safety Plan and replenish safety supplies annually. The safety plan was last reviewed, updated, and discussed with school faculty and staff in September 2023 and will be reviewed annually. OUSD has also updated district Air Quality safety protocols due to the environmental changes that impact the area during fire season, which has been shared with staff and the community.

We maintain emergency supplies and conduct monthly emergency drills. This includes an annual disaster drill where emergency protocols are practiced on a larger scale. Emergency drills provide our students and staff safe opportunities to practice emergency protocols. Staff continue to debrief drills and revise any necessary procedures. Our Del Rey Parents Club supports our efforts by purchasing and updating the emergency supplies stored in our emergency container and in classrooms. The Del Rey safety plan addresses the physical, social, and emotional safety of all members of our community, and is available for review in the main office.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 24 | 3 | 0 | 1 |
| 1 | 21 | 0 | 3 | 0 |
| 2 | 22 | 0 | 3 | 0 |
| 3 | 23 | 0 | 3 | 0 |
| 4 | 24 | 0 | 3 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 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 |

2022-23 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) | 0.7 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.4 |
| Social Worker | |
| Nurse | .20 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 8,716 | 2,591 | 6,125 | 81,671 |
| District | N/A | N/A | 8,797 | 87,289 |
| Percent Difference - School Site and District | N/A | N/A | -35.8 | -6.7 |
| State | N/A | N/A | \$8,255 | 88,508 |
| Percent Difference - School Site and State | N/A | N/A | -29.6 | -8.0 |

Fiscal Year 2022-23 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 (2022-23)

- * 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$37,579 | \$54,046 |
| Mid-Range Teacher Salary | \$75,500 | \$84,515 |
| Highest Teacher Salary | \$99,428 | \$110,867 |
| Average Principal Salary (Elementary) | \$142,132 | \$136,841 |
| Average Principal Salary (Middle) | \$151,316 | \$141,477 |
| Average Principal Salary (High) | \$0 | \$137,985 |
| Superintendent Salary | \$242,040 | \$217,473 |
| Percent of Budget for Teacher Salaries | 33.05% | 32.43% |
| Percent of Budget for Administrative Salaries | 6.27% | 5.62% |

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 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 4 |