Glorietta Elementary School
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/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.

2023-24 School Contact Information

School Name	Glorietta Elementary School
Street	15 Martha Road
City, State, Zip	Orinda, CA 94563
Phone Number	(925) 254-8770
Principal	Megan Natal
Email Address	mnatal@orinda.k12.ca.us
School Website	https://gl.orindaschools.org/
County-District-School (CDS) Code	07-61770-6004451

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

Principal's Message:

Glorietta Elementary School is a place of enriched learning and connection. 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. 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 students' social-emotional learning. The addition of our Wellness Counselor and Wellness Center is the latest additional layer of Social Emotional support for our students' well-being. Students participate in the OUSD adopted 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 district-wide equity trainings and continued support for our Diverse Ability Awareness Week. Students are also encouraged to get involved in Student Council, Green Team, as well as our Student Leader and Safety Patrol Team.

2023-24 School Description and Mission Statement

Glorietta is a dynamic community that prides itself on rich traditions, high academic standards, and a drive to cultivate a caring and inclusive learning environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	61
Grade 2	86
Grade 3	81
Grade 4	74
Grade 5	78
Total Enrollment	462

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
Asian	19.3%
Filipino	0.9%
Hispanic or Latino	6.7%
Two or More Races	18%
White	52.4%
English Learners	3%
Homeless	0.2%
Socioeconomically Disadvantaged	1.5%
Students with Disabilities	5.2%

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)	23.30	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	23.30	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)	26.00	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	26.00	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	08/2022

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%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements

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 STEAM Lab (offering students in grades K-5 opportunities to explore, create, and innovate.) Library services are available to all staff, students, and parents. The 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: 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.

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.

In the summer of 2022, construction started on upgrades to the electrical service and installation of new HVAC/Mechanical systems. 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, dry-rot repairs and roof repairs were made to the MPR building in the spring of 2023. Asphalt and additional road repairs are also part of that list and are slated for the next few summer projects. A modernization is currently in DSA review. It includes accessibility upgrades to the site as well as the replacement of windows.

Year and month of the most recent FIT report	12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC/Mechanical system was completed in the summer of 2023.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			Upgrades are being made to the electrical service were completed in the summer of 2023.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Classromm 2 K-1: Roof is slated for replacement and uneven concrete replaced in 2025 as part of the District's 5 year deferred maintenance plan, Classroom 3 K-2: Roof is slated for replacement and uneven concrete replaced in 2025 as part of the District's 5 year deferred maintenance plan, Classroom 4 K-3: Roof is slated for replacement and uneven concrete replaced in 2025 as part of the District's 5 year deferred maintenance plan, Multi-Purpose Room: Dry rot siding was repaired in 2023. The MPR roof was repaired in 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Classroom 13: Door is weathered Classroom 14: Door is weathered Classroom 15: Door is weathered Classroom 16: Door is weathered Classroom 20: Door is weathered Classroom 3 K-2: Roof is slated for replacement and uneven concrete replaced in 2025 as part of the District's 5 year deferred maintenance plan, Classroom 4 K-3: Roof is slated for replacement and uneven concrete replaced in 2025 as part of the District's 5 year deferred maintenance plan, Classroom 5 : Door is weathered Classroom 6: Door is weathered Classroom 7: Door is weathered Classroom 9: Drainage ditch at corner of building needs maintenance School Grounds & Garden: Asphalt is slated for repairs in 2025 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).

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)	86	87	87	87	47	46
Mathematics (grades 3-8 and 11)	82	87	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	232	229	98.71	1.29	87.34
Female	104	102	98.08	1.92	89.22
Male	128	127	99.22	0.78	85.83
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	95.24
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	81.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	44	95.65	4.35	86.36
White	124	123	99.19	0.81	85.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	75.00

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	232	230	99.14	0.86	87.39
Female	104	103	99.04	0.96	83.50
Male	128	127	99.22	0.78	90.55
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	100.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	45	97.83	2.17	84.44
White	124	123	99.19	0.81	85.37
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	68.75

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)	68.83	77.63	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	76	76	100.00	0.00	77.63
Female	35	35	100.00	0.00	80.00
Male	41	41	100.00	0.00	75.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
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	12	12	100.00	0.00	75.00
White	48	48	100.00	0.00	77.08
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.

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	97.4%	98.7%	98.7%	98.7%	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

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 Elementary. The Glorietta Coordinating Council (GCC) 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 Makers Fair, and volunteers at our lunch program. The Glorietta Parents Club (GPC) conducts a variety of successful fundraising events including pay-to-play parties and the annual school auction. Our Diversity, Equity, and Inclusion work include parent representation on the parent club board as well as planning and coordination with the principal to 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	468	466	31	6.7
Female	218	217	19	8.8
Male	250	249	12	4.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	90	88	6	6.8
Black or African American	0	0	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	31	31	2	6.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	84	84	6	7.1
White	248	248	16	6.5
English Learners	18	16	2	12.5
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	11	9	3	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	4	9.8

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	0.00	0.64	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	0.64	0
Female	0	0
Male	1.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.11	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	0.81	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	2.44	0

2023-24 School Safety Plan

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 and fingerprinting if chaperoning on field trips.

Adult supervisors monitor the grounds before school, after school, and during recess times and we have increased adult supervision during carpool. 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. Students and adults are expected to obey all traffic laws and follow procedures to ensure student safety and carpool efficiency; reminders are posted in the Glorietta newsletter every trimester.

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	19	5		
1	23		3	
2	18	4		
3	19	4		
4	24		3	
5	28		2	

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	24	3		1
1	20	3	1	
2	18	4		
3	18	4		
4	25		3	
5	25		3	

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	26	2	1	1
1	20	2	1	0
2	27	0	3	1
3	20	3	1	0
4	25	0	3	0
5	26	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)	1.0
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	$9,080	$2,469	$6,611	$83,491
District	N/A	N/A	$8,797	$87,289
Percent Difference - School Site and District	N/A	N/A	-28.4	-4.4
State	N/A	N/A	$8,255	88,508
Percent Difference - School Site and State	N/A	N/A	-22.1	-5.8

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