

Orinda Intermediate 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	Orinda Intermediate School
Street	80 Ivy Drive
City, State, Zip	Orinda CA, 94563
Phone Number	(925) 258-3090
Principal	Stacy Wayne
Email Address	swayne@orinda.k12.ca.us
School Website	https://ois.orindaschools.org/
County-District-School (CDS) Code	07-61770-6004477

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

School Description

The ongoing mission of Orinda Intermediate School is to foster academic curiosity, develop a growth mindset, and cultivate a sense of belonging to each and every student in grades sixth, seventh, and eighth. Our shared vision is one in which every student feels motivated, challenged, and valued as a member of the school and wider community. We strive to inspire students to become lifelong learners, critical thinkers, and problem solvers.

OIS teachers have participated in professional development around the fundamentals of Professional Learning Communities, collaborating to engage in collective inquiry and action research so that all students will achieve at high levels. Grade level and department teams meet regularly to share best practices and review student data. Teachers demonstrate the core values of growth mindset and lifelong learning as they engage in opportunities to reflect with their colleagues in a process of continuous improvement.

2023-24 School Description and Mission Statement

The key components of the Orinda Intermediate School experience are outstanding academic programs and elective offerings, high expectations for students, involved parents, and an engaging educational environment. Character education, social emotional learning (SEL), and diversity, equity, inclusion, and belonging (DEIB) initiatives complement the academic experience to develop the whole child, empowering students to interact confidently in their world with empathy, joy, and a sense of purpose. Orinda Intermediate School was designated as a California Distinguished School in 2013, a California Gold Ribbon School in 2015, and a National Blue Ribbon School in 2022.

The OIS Parents' Club and the Orinda Network for Education (ONE) continue to provide significant volunteer and financial contributions to our school. The financial support helps drive our elective offerings, allows for three full-time counselors who help with the school climate and the social/emotional well-being of all students, and funds many of our academic initiatives. The School Site Coordinating Council guides improvement efforts in all academic subjects as well as in the areas of communications, technology, and character education.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	277
Grade 7	269
Grade 8	286
Total Enrollment	832

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2%
Male	51.6%
American Indian or Alaska Native	0.2%
Asian	16.7%
Black or African American	1%
Filipino	1.7%
Hispanic or Latino	8.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	12.6%
White	58.4%
English Learners	1.1%
Homeless	0.6%
Socioeconomically Disadvantaged	3.4%
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)	33.90	76.09	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)	2.00	4.48	2.00	1.50	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	6.72	3.00	2.24	12115.80	4.41
Unknown	5.60	12.68	6.60	4.98	18854.30	6.86
Total Teaching Positions	44.60	100.00	133.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.00	72.73	123.20	90.29	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.42	1.00	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	6.67	3.70	2.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	7.27	4.00	2.93	11953.10	4.28
Unknown	4.40	10.88	4.40	3.29	15831.90	5.67
Total Teaching Positions	41.20	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	1.00	1.20
Misassignments	1.00	1.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.70

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	3.00	3.00
Total Out-of-Field Teachers	3.00	3.00

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	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.6	6

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

09/2022

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	Yes	0%
Mathematics	Big Ideas College Preparatory Mathematics (CPM)	Yes	0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016 Glencoe McGraw Hill, Science (7-8), 2007	Yes	0%
History-Social Science	History Alive! Ancient World, Teachers Curriculum Institute (6), 2022 History Alive! The Medieval World and Beyond(7), 2022 American Stories: National Geographic (8), 2022	Yes	0%
Foreign Language	Senderos- Spanish D'accord- French	Yes	0%
Health	Teen Health Course 1, Glencoe, 2009	Yes	0%
Visual and Performing Arts		Yes	

School Facility Conditions and Planned Improvements

Buildings: Our school was originally built in the early 1960s, and now includes 12 buildings with 46 classrooms. The most recent modernization of classrooms was completed during the 2004-05 school year. The modernization plan included the installation of new heating and ventilation units, new floor coverings, electrical/data upgrades, refinishing of existing cabinets and applying fresh coats of paint. We strive to maintain and improve the facilities at OIS. The site has full-time day and evening custodians, serving the campus from 6:30am to 10:30pm. The facilities are inspected by our District's maintenance team on a regular basis. Repairs and upgrades are made as needed.

Library: The library has the equivalent of a full-time librarian and is open to students daily between the hours of 8:30am and 4:00pm. It is also open during the student lunch and brunch breaks. The library was renovated during the 2017-18 school year, transforming it into a 21st Century learning commons with flexible seating. This educational hub is equipped with 28 chromebooks, 16 chromeboxes, 14 iPads, two 75-inch presentation screens, and two Apple TV devices.

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.

Solar array shade structures adjacent to the upper field were installed during the summer of 2016.

In the summer of 2022, construction started on upgrades to the electrical service and installation of new HVAC/Mechanical. This work was completed in the summer of 2023.

Also started in the summer of 2022 is the construction of a new Student Service Building. The scope includes the demolition of Building 10 and the canopy that runs from the MPR to the 80's wing. Installation of utilities, electrical upgrades, site work, bio-retention, and an ADA-compliant walkway and new canopy from the MPR to the 80's wing and construction of a new Student Services Building. This work should be completed by February 2024..

In the fall of 2022, the District worked to create a 5-year District-wide deferred maintenance plan. As part of that plan, dry-rot repairs and roof repairs will be made to the equipment well areas of most of the existing wings in the summer of 2025. Roofing and asphalt repairs are slated for future summers.

Also planned for the future is a Modernization Plan. Included in this plan are accessibility upgrades to the site as well as restroom improvements. Windows are planned for replacement in the summer of 2025.

We believe that the physical quality of our school buildings influences learning and teaching. We strive to maintain and improve our school site and facilities at Orinda Intermediate School. Our regular custodians, with the support of the District maintenance staff, take pride in maintaining the cleanliness and safety of our school site.

Year and month of the most recent FIT report

12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Classroom Woodshop 20's wing: Dust collector was repaired in 2023.

School Facility Conditions and Planned Improvements

			Lockerrooms: The HVAC units are nearing the end of their service life span. Will be added to the District's 5 year deferred maintenance plan.
Interior: Interior Surfaces	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	20's Wing: Equip. well worn roof. Electrical box needs lock replacement. Ceiling tiles missing. Modernization slated for summer 2025. 30's Wing: Equip. Well roof worn. Ceiling tiles missing. Hallway lights need upgrading. Slated for Modernization Summer of 2025 60's Wing: Electric Panel need new lock. Doors at 62, 64 are weathered. Worn ceiling tiles. Slated for Modernization Summer of 2025.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Classroom Woodshop 20's wing: Eye wash station needs to be repaired.
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	20's Wing: Equip. well worn roof. Work will be performed under the District's deferred maintenance plan. 30's Wing: Equip. Well roof worn. Work will be performed under the District's deferred maintenance plan. 40's Wing: Equip. Well rood worn. Work will be performed under the District's deferred maintenance plan. 50's Wing: Equip. Well roof worn. Work will be performed under the District's deferred maintenance plan. 70's Wing: Equip. well roof worn. Work will be performed under the District's deferred maintenance plan. 80's Wing: Door is weathered. Equip. Well Roof Worn. Work will be performed under the District's deferred maintenance plan. Classroom 13: Some weathered siding. Will be added to the District's 5 year deferred maintenance place.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X 40's Wing: Doors at 41, 42, 43,44 are weathered. Slated for Modernization Summer of 2025 60's Wing: Electric Panel need new lock. Doors at 62, 64 are weathered. Worn ceiling tiles. Slated for Modernization Summer of 2025. 70's Wing: Doors at 71, 72, 74, 76 are weathered. Modernization slated for Summer of 2025. 90's Wing: Doors at 91,92,93,94,76,97 are weathered. Slated for Modernization Summer of 2025. windows are slated for replacement in the summer of 2025 as part of the modernization project.

School Facility Conditions and Planned Improvements

Parking lots, Driveways: Asphalt needs repair. Currently under construction Paving includes 7 areas of driveways, drop-off, blacktop and parking

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)	89	86	87	87	47	46
Mathematics (grades 3-8 and 11)	75	77	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	829	806	97.23	2.77	85.98
Female	399	390	97.74	2.26	88.21
Male	428	414	96.73	3.27	83.82
American Indian or Alaska Native	--	--	--	--	--
Asian	139	137	98.56	1.44	91.97
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	92.86
Hispanic or Latino	69	66	95.65	4.35	80.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	113	113	100.00	0.00	88.50
White	484	467	96.49	3.51	84.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	26	86.67	13.33	76.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	74	85.06	14.94	52.70

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	829	806	97.23	2.77	76.67
Female	399	389	97.49	2.51	74.81
Male	428	415	96.96	3.04	78.31
American Indian or Alaska Native	--	--	--	--	--
Asian	139	138	99.28	0.72	89.86
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	69	66	95.65	4.35	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	113	113	100.00	0.00	76.11
White	484	466	96.28	3.72	73.61
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	55.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	87	72	82.76	17.24	43.06

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)	70.57	70.86	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	285	278	97.54	2.46	70.86
Female	136	133	97.79	2.21	64.66
Male	148	144	97.30	2.70	76.39
American Indian or Alaska Native	0	0	0	0	0
Asian	43	43	100.00	0.00	81.40
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	65.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	35	100.00	0.00	80.00
White	180	174	96.67	3.33	67.24
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	72.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	23	82.14	17.86	52.17

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 7	95.9%	98.9%	98.5%	98.9%	98.9%

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

Parent volunteers at Orinda Intermediate School work closely with administration and staff to enhance the educational experience for our students. Members of the OIS Parents' Club organize volunteers to raise funds, support educational and extracurricular programs at our school, and build community. Parent volunteers play an integral role in many aspects of our exceptional programming at OIS. This includes athletics, visual and performing arts, community service, parent education, and diversity, equity, inclusion, and belonging (DEIB) work. Through their efforts, OIS families contribute to the implementation of the District's strategic goals.

OIS parents also provide input into the Local Control Accountability Plan and the Facilities Master Plan through district stakeholder meetings, school climate surveys, and participation on our School Site Coordinating Council.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	834	72	8.6
Female	402	402	31	7.7
Male	431	430	39	9.1
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	2	2	0	0.0
Asian	141	140	6	4.3
Black or African American	8	8	0	0.0
Filipino	14	14	3	21.4
Hispanic or Latino	69	69	5	7.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	106	106	7	6.6
White	486	486	50	10.3
English Learners	8	8	1	12.5
Foster Youth	0	0	0	0.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	32	31	4	12.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	93	21	22.6

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	0.72	1.68	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	1.68	0
Female	1.74	0
Male	1.62	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.13	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.45	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.89	0
White	1.65	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	5.38	0

2023-24 School Safety Plan

The safety of students and staff is the top priority at Orinda Intermediate School. The School Safety Plan is reviewed and updated annually and shared with all staff members. The purpose of the plan is to prepare students and staff for a variety of emergencies that could occur during a school day. On a rotating schedule, the staff and students participate in unannounced fire, earthquake, and intruder drills. The School Safety Plan was last reviewed, updated, and discussed with school faculty and staff in the fall of 2023. The Maintenance and Operations department of the District works closely with the site administration to ensure a safe campus.

The fire alarm system is used to signal when an evacuation drill is initiated and indicates the need for all buildings to be evacuated. Earthquake drills begin with an announcement over the intercom system that we are simulating an earthquake. This requires students and staff to duck, cover, and hold until the shaking has stopped. Under the direction of the teacher, the students are then told when it is safe to evacuate the buildings and line up outside by class at their assigned location. Secure campus drills involve the entire school sheltering in place by entering the nearest room, securing all doors and windows, closing all window coverings, and maintaining a quiet environment with all individuals obscured from view of anyone outside the building.

OIS staff members practice their roles on emergency response teams. Responsibilities include command central, structural evaluation, search and rescue, first aid, student accountability, campus security, communications, and student pick-up. Emergency response team members meet throughout the year to analyze and improve the plan. The OIS Parents' Club works with the site administration to keep emergency supplies up to date.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24		4	
Mathematics	24	7	17	
Science	25	4	20	
Social Science	24			

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		3	
Mathematics	24	6	17	
Science	25		22	
Social Science	24			

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	16	34	0
Mathematics	23	8	15	0
Science	23	11	13	0
Social Science	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	277.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
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	\$9,432	\$3,161	\$6,271	\$99,804
District	N/A	N/A	\$8,797	\$87,289
Percent Difference - School Site and District	N/A	N/A	-33.5	13.4
State	N/A	N/A	\$8,255	88,508
Percent Difference - School Site and State	N/A	N/A	-27.3	12.0

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
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4
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