

Allan Orrenmaa Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Allan Orrenmaa Elementary School
Street	3350 Fillmore St., Riverside CA
City, State, Zip	Riverside, CA 92505
Phone Number	(951) 358-1635
Principal	Diana Taylor
Email Address	diana.taylor@alvordschools.org
School Website	https://www.alvordschools.org/orrenmaa
County-District-School (CDS) Code	33-66977-6031496

2022-23 District Contact Information

District Name	Alvord Unified School District
Phone Number	(951) 509-5000
Superintendent	Allan J. Mucerino, Ed.D.
Email Address	superintendent@alvordschools.org
District Website Address	www.alvordschools.org

2022-23 School Overview

Orrenmaa Elementary School is located in the western region of Riverside and serves students in grades transitional kindergarten through five following a traditional calendar. In a region that serves a unique community of Riverside. Orrenmaa disrupts the status quo providing empowerment, engagement, and visionary education building our "House" on a solid foundation of fundamentals, academics, and fun. At Orrenmaa, we create a school environment where ALL students, staff and the community are empowered with a growth mindset for learning. Orrenmaa Elementary School utilizes a comprehensive and equitable framework designed to create a unique culture that develops the social, emotional, physical and academic rigor of the students, staff, families and community. All community partners are included in making data driven decisions designed for differentiated instruction and 21st century learning. Through this framework we have agreed that with collaboration, data driven instruction, and a focus on student needs we will empower students, staff and the community with a growth mindset for learning in a culture that nurtures the skills to achieve lifelong excellence. This is accomplished through expanding professional development of all staff, engaging families and involving the community. Orrenmaa students find joy learning in a safe welcoming environment. We are preparing our students to be problem solvers capable of rising to life events.

Orrenmaa Elementary School is committed to Alvord Unified School District's vision, mission, and core values:

Vision Statement:

Create safe learning environments that meet our student's academic, social and emotional needs with the goal of helping every Alvord student find their own version of success in life.

Mission Statement:

To strengthen our community by providing safe and nurturing schools that educate and celebrate the entire child. We meet our students' social and emotional needs and prepare them for college, career and a lifetime of personal growth.

Core Values:

Every Student, By Name
Accountable
Family Environment
Safe & Secure
Accepting

2022-23 School Overview

Collaborative
Innovative

During the 2021-22 school year, Orrenmaa Elementary enrollment was 519 pupils with the following breakdown by ethnicity: Hispanic 78%, White 10%, Asian 5%, African American 3%, Filipino 1%, Pacific Islander 1%, 2 or more races 1%, American Indian or Alaska Native .2%. The following subgroups were represented: English Learners 28.5%, Foster Youth 1%, Homeless Youth 4%, Students with Disabilities 6%, Socioeconomically Disadvantaged 84%, Migrant Education 0%

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	74
Grade 2	80
Grade 3	80
Grade 4	88
Grade 5	98
Total Enrollment	519

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4
Male	46.6
American Indian or Alaska Native	0.2
Asian	4.8
Black or African American	3.3
Filipino	1.3
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	1.3
Two or More Races	1.0
White	10.2
English Learners	28.5
Foster Youth	1.0
Homeless	3.9
Migrant	0.0
Socioeconomically Disadvantaged	84.2
Students with Disabilities	6.2

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)	23.10	100.00	714.20	90.39	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	1.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.61	12115.80	4.41
Unknown	0.00	0.00	51.20	6.49	18854.30	6.86
Total Teaching Positions	23.10	100.00	790.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On September 15, 2022, Alvord Unified School District's Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of "sufficient textbooks or instructional materials" means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Year and month in which the data were collected	September 15, 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts/English Language Development: McGraw Hill, World of Wonders, TK / Adopted in 2018 McGraw Hill, Wonders and Wonderworks, 1-5 / Adopted in 2018	Yes	0%
Mathematics	Coherent Guide to Mathematics/Adopted 2020 Houghton Mifflin, CA Math Expressions Common Core, K-2 / Adopted in 2014 Harcourt, HSP Math, 3-5 / Adopted in 2008	Yes	0%
Science	Scott Foresman, California Science, K-5 / Adopted in 2007	Yes	0%
History-Social Science	Scott Foresman, History-Social Science for California, K-5 / Adopted in 2007	Yes	0%
Foreign Language	N/A		N/A
Health	Harcourt, Harcourt Health / Adopted in 2015	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)			N/A

School Facility Conditions and Planned Improvements

Orrenmaa Elementary School, built in 1965, is located on 9.9 acreage. Its square footage totals 46,749. The school has 30 permanent classrooms, one portable classroom, four sets of restrooms, one cooperative learning space, one multipurpose room, and one library. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with one day custodian and one evening custodian who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Floor tile broken (MPR) Carpet lifting/torn (16, 17, 19) Formica chipped/water damage (2, 4, 101, 102, 103, 202, 203, 204) Interior wall rusted (7) Ceiling tiles stained/damaged (5, 10, 12)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Electrical covers missing (unisex RR) Electrical conduit endcap missing (15) Exterior light flickers (205)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	36	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	267	99.63	0.37	35.58
Female	139	139	100.00	0.00	42.45
Male	129	128	99.22	0.78	28.13
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	203	202	99.51	0.49	31.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	53.13
English Learners	73	73	100.00	0.00	16.44
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77
Military	--	--	--	--	--
Socioeconomically Disadvantaged	222	221	99.55	0.45	32.58
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	4.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	268	99.63	0.37	20.90
Female	139	139	100.00	0.00	18.71
Male	130	129	99.23	0.77	23.26
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	204	203	99.51	0.49	19.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	15.63
English Learners	73	73	100.00	0.00	13.70
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	7.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	223	222	99.55	0.45	20.72
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	25	25	100.00	0.00	8.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	22.92	NT	19.95	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100	0	22.92
Female	47	47	100	0	19.15
Male	49	49	100	0	26.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	70	100	0	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	15	15	100	0	33.33
English Learners	22	22	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100	0	21.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.28%	79.60%	79.68%	79.60%	83.52%
Grade 7	92.87%	75.69%	76.14%	75.77%	86.72%
Grade 9	64.12%	62.07%	61.78%	62.07%	72.75%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming events through parent conferences, progress reports, school newsletters, Peachjar, phone calls, the school website: www.alvordschools.org/domain/15, YouTube: [orrenmaaelementary](https://www.youtube.com/channel/UCorrenmaaelementary), and Twitter: [@orrenmaaowls](https://twitter.com/orrenmaaowls). Teachers use Class Dojo and Google Classroom to connect with students and families. Contact the school office at (951) 358-1635 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:

- Classroom Helper
- School Activities
- Valet Drop Off
- Parent Teacher Organization
- The Lemonade Stand

School Advisory Groups & Committees:

- English Learner Advisory Council
- Parent Teacher Association
- School Site Council
- Coffee with the Principal

School Events:

- Parent Education Workshops
- Homework Club
- Reading Club

2022-23 Opportunities for Parental Involvement

Entrepreneurship Club
 Annual Color Run
 October Candy Cruise
 Family Fun Nights
 Math Night
 Multi-cultural Night
 Science Night
 Literacy Night
 Lunch on the Lawn
 Achievement recognition assemblies
 5th grade Science Camp

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	543	151	27.8
Female	296	292	74	25.3
Male	258	251	77	30.7
American Indian or Alaska Native	1	1	0	0.0
Asian	27	26	1	3.8
Black or African American	20	19	7	36.8
Filipino	8	8	1	12.5
Hispanic or Latino	432	423	128	30.3
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	5	5	3	60.0
White	54	54	9	16.7
English Learners	171	168	48	28.6
Foster Youth	11	9	3	33.3
Homeless	25	23	8	34.8
Socioeconomically Disadvantaged	463	454	136	30.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	50	48	20	41.7

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.33	2.31	2.45
Expulsions	0.00	0.13	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.35	0.09	3.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.10	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0.00
Female	0.00	0.00
Male	5.04	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.85	0.00
English Learners	1.17	0.00
Foster Youth	9.09	0.00
Homeless	8.00	0.00
Socioeconomically Disadvantaged	2.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.00	0.00

2022-23 School Safety Plan

The Orrenmaa Elementary Comprehensive School Safety Plan was discussed with staff and community partners in November, 2022. The plan was evaluated and amended by the Safety Committee in December 2022 and approved by the School Site Council in January, 2023. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89 and California Senate Bill 187. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5. The Orrenmaa Elementary Comprehensive School Safety Plan will be recommended for Board approval on February 9, 2023.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	25		3	
2	23		4	
3	24		4	
4	33		1	1
5	32		2	

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	15	5		
1	7	8	2	
2	12	4	2	
3	17	3	2	
4	12	6	2	
5	8	10	3	
Other	23		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	24	6	13	
1	22	8	15	
2	20	7	21	
3	20	7	21	
4	29		21	
5	31	1	14	
Other	29		5	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	519

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4.7

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,423	\$919	\$7,504	\$99,150
District	N/A	N/A	\$7,536	\$100,596
Percent Difference - School Site and District	N/A	N/A	-0.4	-1.4
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	12.9	11.5

2021-22 Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, [insert your school name] received the following supplemental state and federal funds in 2020-21:

- State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners, and foster youth.
- Title I funds

Specific services and actions are described in [insert your school name] School Plan for Student Achievement and/or the District's Local Control and Accountability Plan.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,735	\$54,370
Mid-Range Teacher Salary	\$83,750	\$82,681
Highest Teacher Salary	\$119,163	\$106,610
Average Principal Salary (Elementary)	\$136,585	\$135,283
Average Principal Salary (Middle)	\$147,026	\$141,244
Average Principal Salary (High)	\$152,293	\$152,955
Superintendent Salary	\$284,184	\$264,367
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional trainings appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. District professional development includes release days and after school workshops. When appropriate to meet the needs of students, staff attends conferences. District instructional coaches and site academic coaches support certificated and paraprofessional staff by providing workshop opportunities, individual mentoring, and in-class coaching. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2021-22 school year, Orrenmaa Elementary School's professional development focused on Math common core state standards, English learner needs, Early Numeracy, and Cognitively Guided Instruction (CGI).

Alvord Unified School District provided professional development for teachers and support staff in 2021-22 on various topics, including but not limited to: state mandated assessments (SBAC, ELPAC, CAST), special education assessments, interim assessments, formative assessments (PELI, DIBELS), Aeries/CALPADS data management for specific school staff, instructional strategies for English learners, interventions with Wonderworks, behavior supports, mandated special education forms/plans, crisis response, student success teams, and Aeries gradebook.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

2019-20: 23
 2020-21: 23
 2021-22: 23

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23