

Glorietta Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	15 Martha Rd. Orinda, CA , 94563-3558	Principal:	Megan Natal, Principal
Phone:	(925) 254-8770	Grade Span:	K-5

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Megan Natal, Principal

📍 Principal, Glorietta Elementary

Contact

Glorietta Elementary
15 Martha Rd.
Orinda, CA 94563-3558

Phone: [\(925\) 254-8770](tel:9252548770)
Email: aglimme@orinda.k12.ca.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Orinda Union
Phone Number	(925) 254-4901
Superintendent	Glimme, Aida
Email Address	aglimme@orinda.k12.ca.us
Website	www.orindaschools.org

School Contact Information (School Year 2025–26)

School Name	Glorietta Elementary
Street	15 Martha Rd.
City, State, Zip	Orinda, CA , 94563-3558
Phone Number	(925) 254-8770
Principal	Megan Natal, Principal
Email Address	mnatal@orinda.k12.ca.us
Website	
Grade Span	K-5
County-District-School (CDS) Code	07617706004451

School Description and Mission Statement (School Year 2025–26)

Glorietta Mission Statement: Glorietta is a learning community that inspires, engages, and supports all students to learn at high levels.

Glorietta Elementary School is an elementary school, where enriched learning, meaningful connections, and a commitment to excellence come together to create a nurturing and inclusive environment for all students. Our dedicated administration, experienced teachers, and support staff work collaboratively to ensure that every child experiences both challenge and support in their academic journey. We believe in the power of continuous growth, with our credentialed teachers actively pursuing professional development, while our cherished support staff play an essential role in helping our school thrive. We are deeply grateful for the ongoing partnership with our parent community, whose involvement strengthens our shared mission to provide the best possible education for our students.

At Glorietta, we work as a team—staff, parents, and advisory councils—focused on implementing district goals, addressing key priorities, and offering rich, engaging learning experiences. Our commitment to high academic achievement is evident through our students' consistent success on the California Assessment of Student Performance and Progress (CAASPP). This success is driven by differentiated instruction, thoughtful data analysis, and the strategic support of our Instructional Support Team. As facilitators of learning, we focus on continuous improvement across literacy, mathematics, history/social studies, and science. Our teachers also receive support from OUSD Teachers on Special Assignment and collaborate extensively with colleagues to strengthen their practices, attending professional development workshops

and conferences to enhance their skills.

We are proud of the regular enrichment opportunities we provide in art, music, and physical education, made possible through the generous contributions of our parent community. Our library technician plays a key role in supporting both students and teachers during their weekly library visits, ensuring access to valuable resources. Parent support continues to play a vital role in enhancing our learning environment, from providing cutting-edge technology such as Chrome carts in grades 3-5 and 1:1 iPads in K-3 classrooms, to supporting the adaptive software that enriches the experiences of our 21st-century learners.

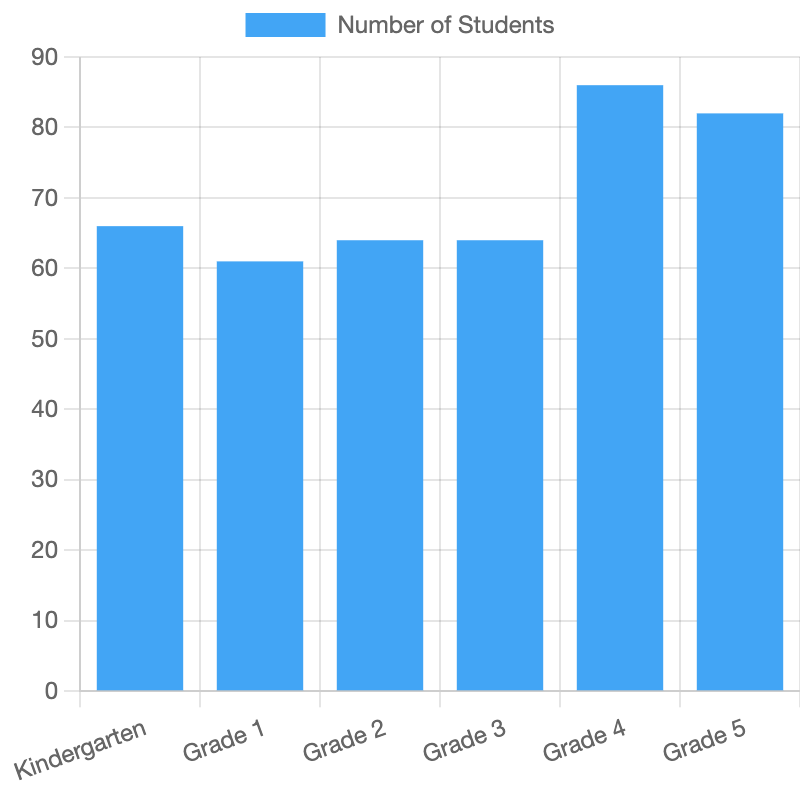
In addition to our rigorous academic curriculum, we are dedicated to fostering students' social-emotional development. Our Wellness Counselor and Wellness Center provide critical support for students' well-being, helping them thrive both in and out of the classroom. Students participate in the OUSD-adopted Second Step program, a nationally recognized character education curriculum designed to nurture empathy, kindness, and resilience. As part of OUSD's Strategic Priorities, we are also committed to developing ethical, respectful citizens through initiatives such as our Everyone Belongs Here program, which includes themed activities, buddy class interactions, monthly community-building assemblies, and recognition of exemplary character. Our school-wide read-aloud books and reflection activities also reinforce these values.

We believe strongly in fostering an inclusive, anti-bias climate, supported by district-wide equity training and events like Diverse Ability Awareness Week. Additionally, students have opportunities to take on leadership roles through programs such as Student Council, the Green Team, and the Student Leader and Safety Patrol Teams, which empower them to contribute to our school community in meaningful ways.

At Glorietta Elementary, we take pride in our rich traditions, our dedication to high academic standards, and our unwavering commitment to creating a caring, inclusive school community. We are excited to continue this journey, and we look forward to all the wonderful things our students will achieve together.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	66
Grade 1	61
Grade 2	64
Grade 3	64
Grade 4	86
Grade 5	82
Total Enrollment	423



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	47.20%	English Learners	2.90%
Male	52.80%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	20.10%	Socioeconomically Disadvantaged	2.20%
Black or African American	0.20%	Students with Disabilities	8.40%
Filipino	0.90%		
Hispanic or Latino	7.50%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	19.20%		
White	49.00%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2021–22)

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/Incomplete/NA	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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	23.40	95.13%	126.00	91.96%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.80	2.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	4.83%	3.30	2.44%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.10	2.31%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	1.60	1.22%	14303.80	5.15%
Total Teaching Positions	24.60	100.00%	137.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	24.10	99.14%	126.30	89.51%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.20	2.27%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.82%	4.40	3.12%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	4.80	3.42%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	2.30	1.68%	13705.80	4.91%
Total Teaching Positions	24.30	100.00%	141.10	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1.1	0.20
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.1	0.20

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	10%	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%	0%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Units of Study in Reading & Writing: From State's Most Recent Adoption List: No / 2020 95 Percent Phonics, From State's Most Recent Adoption List: NA / 2023	0
Mathematics	Math Expressions: From State's Most Recent Adoption List: Yes / 2015	0
Science	Foss: From State's Most Recent Adoption List: Yes / 2016	0
History-Social Science	Inquiry Journeys: From State's Most Recent Adoption List: No / 2024	0
Foreign Language	NA	0
Health	Stanford Medicine Halpern-Felsher REACH Lab resources, Too Good for Drugs resources, Contra Costa County resources, and other locally developed resources: From State's Most Recent Adoption List: NA / 2024	0
Visual and Performing Arts	Music: Quaver Ed: From State's Most Recent Adoption List: Yes / 2022 Art: Locally developed curriculum aligned to state standards	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Glorietta Elementary School, built in 1949, features a campus with 19 full-size classrooms, a multipurpose room, a library, and dedicated music and STEAM classrooms. The campus has undergone extensive modernization, including HVAC and electrical upgrades, dual-pane window installation, door and hardware upgrades, full-campus painting, and added insulation. Accessibility pathways were repaired and bathrooms were modernized.

To enhance campus safety and security, the school completed wireless network upgrades and installed a new PA and clock system in all learning spaces, along with a comprehensive security camera system around the school perimeter.

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 and book swaps. Library services are available to all staff, students, and parents. Glorietta Library catalog has been updated and new titles continue to be added to the inventory of over 12,000 books, magazines, and varied resources.

Technology and Makerspace

The school maintains a one-to-one laptop program for students in grades 3–5 and a one-to-one iPad program for students in TK–2. A fully integrated Makerspace supports hands-on, project-based learning across all grade levels. The Makerspace is also open during lunch, providing students with opportunities to explore, create, and innovate in an engaging environment.

We believe that the physical condition of our school facilities directly impacts teaching and learning. Glorietta Elementary is committed to maintaining a clean, safe, and welcoming campus. Our two dedicated custodians, supported by the District's maintenance staff, take great pride in ensuring the ongoing care and safety of our school site.

The school includes a dedicated Wellness Center, which provides for a fully staffed and properly equipped facility, is available to all students.

Before and After School Care facilities, providing childcare for students in TK through grade 5 are available for care before, throughout, and after school hours. Trained district employees staff BASC, and all facilities include two areas to provide appropriate care for TK/K and 1–5 students.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof replacements will be conducted in the coming years.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	85%	85%	86%	87%	47%	48%
Mathematics (grades 3-8 and 11)	87%	86%	82%	83%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	231	99.57%	0.43%	85.28%
Female	105	105	100.00%	0.00%	87.62%
Male	127	126	99.21%	0.79%	83.33%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	41	41	100.00%	0.00%	97.56%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00%	0.00%	71.43%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	53	53	100.00%	0.00%	92.45%
White	115	114	99.13%	0.87%	79.82%
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	29	28	96.55%	3.45%	64.29%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	231	99.57%	0.43%	85.71%
Female	105	105	100.00%	0.00%	85.71%
Male	127	126	99.21%	0.79%	85.71%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	41	41	100.00%	0.00%	97.56%
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00%	0.00%	76.19%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	53	53	100.00%	0.00%	88.68%
White	115	114	99.13%	0.87%	81.58%
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	29	28	96.55%	3.45%	57.14%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	72.73%	78.05%	74.25%	72.23%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00%	0.00%	78.05%
Female	33	33	100.00%	0.00%	75.76%
Male	49	49	100.00%	0.00%	79.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	15	15	100.00%	0.00%	86.67%
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	21	21	100.00%	0.00%	76.19%
White	36	36	100.00%	0.00%	77.78%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	98.8%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

Glorietta Elementary is deeply enriched by the active involvement of its enthusiastic parent community, whose support is vital to the school's success. Parents contribute significantly through both volunteer efforts and financial support, strengthening the connection between the school and the broader community.

The Glorietta Coordinating Council (GCC), which includes 7 representatives from both staff and the parent community, plays a key role in shaping the school's direction. Together, they coordinate and approve the Glorietta Single School Plan, which outlines annual priorities, initiatives, and funding.

Parents are integral to daily school life, working directly in classrooms, overseeing the emergency preparedness program, and supporting before- and after-school activities. They also organize a variety of cultural and community events, such as Diverse Ability Week and the Makers Fair, and volunteer in the lunch program. The Glorietta Parents Club (GPC) organizes successful fundraising events, including pay-to-play parties and the annual school auction, raising critical funds to support school programs.

Our commitment to Diversity, Equity, and Inclusion is reflected in the active involvement of parents on the Parent Club Board and in collaborative efforts with the principal to promote awareness, education, and celebration of diversity at Glorietta.

Thanks to the generosity of our community, we are able to maintain small class sizes (K-3), retain paraprofessional support in classrooms, and offer a range of valuable programs and initiatives that directly benefit our students. Parents also play a key role in shaping the Local Control Accountability Plan (LCAP), providing valuable input through annual surveys that help identify and prioritize areas for school improvement.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	450	449	18	4.0%
Female	212	212	10	4.7%
Male	238	237	8	3.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	80	4	5.0%
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	39	1	2.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	98	98	0	0.0%
White	224	224	13	5.8%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	52	4	7.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.64	0.00	0.00	0.90	0.50	0.57	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

At Glorietta Elementary School, creating a safe and orderly environment to support student learning is a top priority. The school is equipped with a dedicated Emergency Preparedness Team that continuously monitors and updates plans for potential natural disasters and other emergency situations. Each classroom is equipped with walkie-talkies and emergency lighting lanterns, ensuring readiness in case of an emergency. The Parent Club plays a key role in supporting these efforts by replenishing and updating on-campus emergency supplies annually. The School Safety Plan is reviewed and updated each year, and staff members are trained on its procedures. A copy of the plan is available in the school office for reference.

To ensure preparedness, monthly drills give both students and staff the opportunity to practice responses to fire, earthquake, lockdown, and shelter-in-place situations.

For added security, all visitors, including parents and volunteers, are required to sign in at the main office and wear a visitor badge during school hours. Parents who wish to volunteer for field trips must complete a TB test and fingerprinting as part of the chaperone requirements.

Adult supervision is provided throughout the day, with staff monitoring the grounds before school, during recess, and after school. Additional supervision is provided during carpool times to ensure safety. Students arriving before 7:40 a.m. or staying after school are expected to report to the before- and after-school program for supervision. A Student Safety Patrol team also assists during morning drop-off to help guide students safely.

To promote safe practices, all students and adults are expected to obey traffic laws and follow designated procedures for carpool efficiency. Reminders about safety and traffic guidelines are included in the Glorietta newsletter each trimester to keep our community informed and engaged.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	3	0
1	19.00	3	0	0
2	21.00	0	3	0
3	23.00	0	3	0
4	25.00	0	3	0
5	24.00	0	3	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	2	1	
1	21.00	1	2	
2	21.00		3	
3	22.00		4	
4	26.00		3	
5	26.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		3	
1	21.00	1	2	
2	21.00		3	
3	21.00		3	
4	29.00		3	
5	27.00		3	
6				
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	445

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10756.00	\$1852.00	\$9034.00	\$105612.00
District	N/A	N/A	\$10135.00	\$97757.00
Percent Difference – School Site and District	N/A	N/A	-11.5%	7.7%
State	N/A	N/A	\$11146.18	\$100089.00
Percent Difference – School Site and State	N/A	N/A	-20.9%	5.4%

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

Types of Services Funded (Fiscal Year 2024–25)

These programs and services are provided at the school either through supplemental funds or other sources that support and assist students:

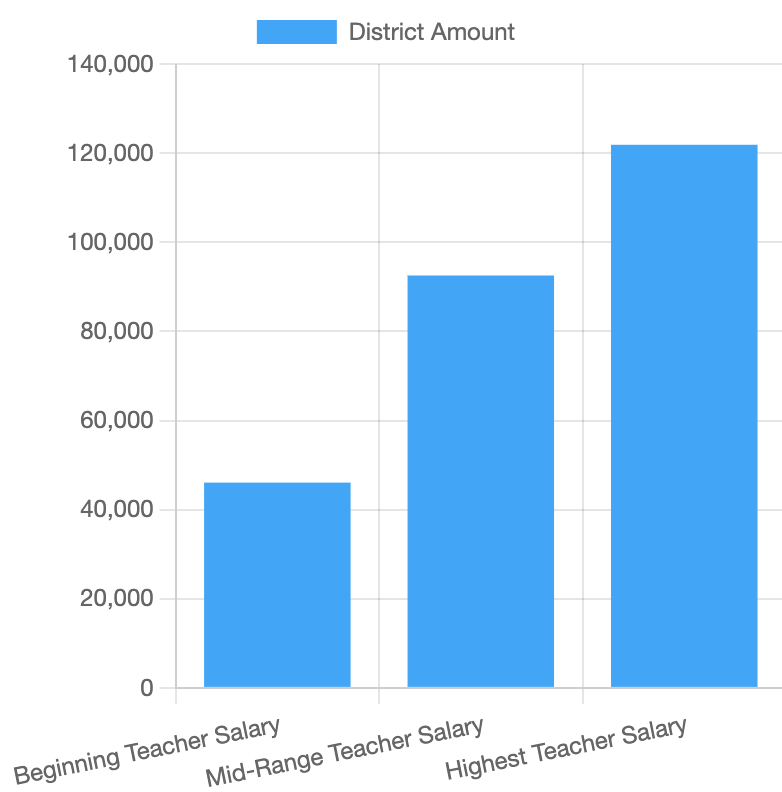
Types of Services Funded (2024-25)

- 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
- LCFF Supplemental: Funding is used to support our English learner students, as well as provide intervention support
- Lottery: Funding is used for books, textbooks, and other printed materials
- 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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46062.00	\$61516.32
Mid-Range Teacher Salary	\$92543.00	\$95478.69
Highest Teacher Salary	\$121872.00	\$125207.90
Average Principal Salary (Elementary)	\$162713.00	\$152668.30
Average Principal Salary (Middle)	\$173226.00	\$156487.16
Average Principal Salary (High)	\$0.00	\$165427.38
Superintendent Salary	\$249312.00	\$242780.63
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3