

William W. Orr Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	William W. Orr Elementary School
Street	12130 South Jersey Ave
City, State, Zip	Norwalk, CA 90650
Phone Number	(562) 868-7988
Principal	Rebecca Casillas
Email Address	rcasillas@llcsd.net
School Website	https://williamorr.llcsd.net/
County-District-School (CDS) Code	19647176015101

2023-24 District Contact Information

District Name	Little Lake City School District
Phone Number	562.868.8241
Superintendent	Jonathan Vasquez
Email Address	jvasquez@llcsd.net
District Website	www.llcsd.net

2023-24 School Description and Mission Statement

Principal's Message

Welcome to William Orr Elementary School's annual School Accountability Report Card. On behalf of the William Orr staff, it gives me pleasure to share information with our parents and community about our school's instructional programs, academic achievement, materials, and facilities.

William Orr Elementary is located in Norwalk and has approximately 360 students attending transitional kindergarten through fifth grade. Most of our students will continue their education at Lakeside Middle School, also a part of Little Lake City School District. We are a community school, relying on parent, community, and local business support to ensure our students receive a top notch education and support services. Parent involvement is a priority at Orr as evidenced in our numerous opportunities for parents, including our Parent Teacher Organization (PTO), School Site Council (SSC), English Learners Advisory Committee (ELAC), and many other school events. Based on a 2022-2023 parent survey, 97% of our parents were satisfied with William Orr.

William Orr Elementary is committed to the belief that every student will learn. The mission of William Orr Elementary School as a learning community, in partnership with families, is to develop all children into responsible, academically prepared citizens through the efforts of a skilled staff implementing a rigorous curriculum, rich in the diversity of a constantly changing world. We strive to provide a positive learning environment that supports high expectations for student achievement and behavior. A balanced educational program is implemented, which recognizes the need for growth in academic, social emotional, physical, and technological skills. At William Orr, we use evidence based teaching strategies to improve the reading, writing, and math skills of all students.

William Orr has been recognized numerous times both at the state and national level for academic excellence. In 2010, Orr was the first school within the Little Lake City School District to be recognized as a National Blue Ribbon School. Moreover, William Orr was also recognized in 2010 as a California Distinguished School and a Title 1 Achieving School. We have also been recognized as a California Business for Education Excellence Star School multiple times (2009, 2010, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, and 2020). In addition, William Orr was named a 2016 Gold Ribbon School and a Title I Academic Achieving School. Orr has been recognized by the California PBIS Coalition with a Silver Level Implementation Award for our fidelity in implementing Tier 1 and Tier 2 of the PBIS framework in both 2018 and 2019 and in 2022 was awarded with a Gold Level Implementation Award. We are also excited to have been honored in 2022 with a CSBA Golden Bell Award

2023-24 School Description and Mission Statement

for our Autism Focus program for its exemplary implementation and the positive impact it has on our school culture as a whole. It is with great pride that Orr has accepted these recognitions and has continued to improve student achievement.

In our longstanding tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment annually in hopes that together we will continue to improve our effectiveness in educating our students and preparing them to become productive citizens.

Rebecca Casillas, Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	54
Grade 2	58
Grade 3	56
Grade 4	61
Grade 5	55
Total Enrollment	360

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
Asian	1.1%
Black or African American	0.8%
Filipino	4.2%
Hispanic or Latino	88.1%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	0.8%
White	2.8%
English Learners	15%
Foster Youth	0.3%
Homeless	10.8%
Socioeconomically Disadvantaged	78.6%
Students with Disabilities	17.8%

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)	18.00	94.74	174.60	90.77	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.20	2.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.60	0.83	12115.80	4.41
Unknown	1.00	5.26	10.70	5.59	18854.30	6.86
Total Teaching Positions	19.00	100.00	192.40	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)	17.00	94.44	173.90	93.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.96	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.60	1.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.30	0.70	11953.10	4.28
Unknown	1.00	5.56	6.00	3.26	15831.90	5.67
Total Teaching Positions	18.00	100.00	186.70	100.00	279044.80	100.00

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

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

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted in 2003-2004 School Year	No	0

Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-20014 School Year	Yes	0
Science	TWIG Science Adopted in 2023-2024 School Year	Yes	0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year	No	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

School Facility Conditions and Planned Improvements

William Orr Elementary School has 22 regular classrooms, 4 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was constructed in 1955.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

12-23

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	53	57	55	56	47	46
Mathematics (grades 3-8 and 11)	36	51	33	38	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	165	165	100.00	0.00	56.97
Female	81	81	100.00	0.00	61.73
Male	84	84	100.00	0.00	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	144	144	100.00	0.00	57.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	55.56
White	0	0	0	0	0
English Learners	22	22	100.00	0.00	36.36
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	134	100.00	0.00	55.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	25.81

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	165	165	100.00	0.00	50.91
Female	81	81	100.00	0.00	44.44
Male	84	84	100.00	0.00	57.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	144	144	100.00	0.00	52.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	38.89
White	0	0	0	0	0
English Learners	22	22	100.00	0.00	50.00
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	31.82
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	134	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	31	100.00	0.00	16.13

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)	34.69	46.00	30.68	34.98	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	56	56	100.00	0.00	42.86
Female	30	30	100.00	0.00	46.67
Male	26	26	100.00	0.00	38.46
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	45.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	47	47	100.00	0.00	42.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents and the community are very supportive of the education programs at William Orr Elementary School and we are always looking to increase parent participation.

Our 2022-2023 parent survey results demonstrate the community's satisfaction with William Orr Elementary. When asked if parents have a positive relationship with the staff at their child's school, 98% of parents agreed. In regards to communication, 94% of parents felt adequately informed about their child's progress, and 95% reported good school-parent communication.

We acknowledge that regular communication with parents is vital for students' success. At Orr, we communicate with families in a variety of methods, including print materials, email, and via our Parent Portal. In addition, the majority of our classroom teachers utilize ClassDojo as a means to maintain positive parent communication.

We have many ways you can get involved at William Orr.

1. Become a PTO member. PTO is responsible for many wonderful student programs at Orr. Some traditional examples include transportation for field trips, our Spring Carnival, Muffins with Mom, Donuts with Dads, and 5th grade end of the year activities to name just a few. Our Color Run is our newest PTO event and is a favorite among all. Our PTO is always working to find new and exciting activities to make William Orr a fun and exciting place to learn.
2. Other important parent groups are our School Site Council (SSC) and English Learners Advisory Committee (ELAC). These groups are comprised of school staff and parents. We meet as one unit a minimum of five times during the year to discuss important school policies and procedures as well as our School Plan for Student Achievement. All members are nominated and elected for a two year term, however, our meetings are always open to the public.
3. We offer different parent and community events throughout the year in an effort to educate our parents in ways that will help to increase student achievement and well being as well as to foster a positive relationship with our community. The topics/themes of these events change yearly depending on the needs of our community and students. Flyers, emails, and telephone notifications are sent home in advance to publicize these events. These events are made possible through

2023-24 Opportunities for Parental Involvement

Supplemental Concentration LCAP funds.

We also provide parent education opportunities during the year in which parents can learn specific strategies to support their child's learning at home. The topics of these days vary from year to year based on parent input and student need.

For more information about getting involved in any of our programs at our school, please contact the school office at (562) 868-7988.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	371	360	93	25.8
Female	175	169	40	23.7
Male	196	191	53	27.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	3	0	0.0
Black or African American	4	3	2	66.7
Filipino	15	15	1	6.7
Hispanic or Latino	326	317	80	25.2
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	3	3	0	0.0
White	10	10	7	70.0
English Learners	57	54	8	14.8
Foster Youth	4	2	0	0.0
Homeless	43	42	18	42.9
Socioeconomically Disadvantaged	294	285	79	27.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	77	32	41.6

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	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The principal, teachers, and supervisory staff monitor the school grounds before, during, and after school. We follow a closed campus policy at all times which requires all visitors to enter through the office, sign in, and obtain a visitor's pass before entering the campus. We have monthly fire drills as well as earthquake and lock down drills throughout the year.

We revise our School Safety Plan annually; it was last updated in November 2023. The plan includes procedures for emergencies, entering and exiting the school, child-abuse reporting, sexual harassment policy, dress code, and school discipline. William Orr implements Positive Behavioral Interventions and Supports (PBIS) to reinforce student behavior and reduce school suspensions. School and community resources, such as our elementary counselor and Turning Point trainees, allow us to support students emotionally and socially. Based on our 2022-2023 parent survey, 94% of parents agreed that the school-wide discipline policy was effective and 98% of parents acknowledged that the school provides a safe environment for students. Moreover, 95% of fifth grade students taking our 2022-2023 Healthy Kids Survey reported that they feel safe at school.

2023-24 School Safety Plan

Our School Safety Plan also includes information regarding our anti-bullying program. All school staff, both certificated and classified, have been trained in our "No Bully" program and students have been taught the definition of bullying, the difference between bullying and conflict, and strategies to stop bullying. William Orr's "No Bully" program includes four levels with the goal being to stop bullying at the lowest level of our program. At the first level, all staff and students have been trained to prevent and interrupt any instances of bullying that are observed. The second level includes a staff member checking in with the target and notifying a trained Solution Coach and the principal. In the third level, a Solution Team may be convened and/or progressive discipline may be implemented. Lastly, an Empathy Building Action Plan may be developed and implemented. Our anti-bullying program is included in detail on our school's website, williamorr.llcsd.net.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	7		
1	15	2	2	
2	17	2	2	
3	16	2	2	
4	16	3		
5	19	1	2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	19	1	2	
2	15	2	2	
3	12	4	1	
4	15	3	1	
5	20	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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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	360

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	16,614	1,659	14,955	89,097
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	11.1	10.9
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	65.1	0.4

Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

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	\$51,855	\$54,046
Mid-Range Teacher Salary	\$77,155	\$84,515
Highest Teacher Salary	\$104,469	\$110,867
Average Principal Salary (Elementary)	\$114,144	\$136,841
Average Principal Salary (Middle)	\$118,260	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$202,452	\$217,473
Percent of Budget for Teacher Salaries	33.02%	32.43%
Percent of Budget for Administrative Salaries	5.13%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the 2022-23 school year, a portion of our LCAP 7 funds were allocated to allow grade level teams to meet over the course of the school year to collaborate on English Language Arts and Math units of study, pacing guides, and assessments that would support student achievement and prepare students for the SBAC. Necessary supplementary materials and resources were identified and purchased to support the units of study. District coaches and TOSAs as well as our site TOSA were available to provide assistance and support for teachers in the areas of ELA, math, science, and technology, including grade level specific professional development. At the site level, professional development was conducted as needed through site staff meetings and Innovative Learning Collaborative meetings and various topics, such as addressing unfinished learning in the classrooms and productive struggle, were addressed.

For the 2023-2024 school year, the district focus for professional development is on continuing to build collective capacity through our SALT Team, Inquiry Cycles, and Learning Rounds. Additional training is provided by TOSAs and consultants and

Professional Development

takes place on designated Professional Development days, during the school day, or after school hours. Training has included: continued math PD through our partnership with the UCLA Math Center. New teachers receive PD throughout the year covering a variety of key instructional strategies utilized throughout the district. In addition, new teachers participate in coaching cycles, receiving valuable feedback from our TOSAs to support their professional development as a beginning teacher. Selected teachers also participate in ongoing NGSS professional development through the UCLA Spiral Project.

At the site level, a portion of our LCAP 7 funds are again allocated to allow grade level teams to meet over the course of the school year to collaborate on English Language Arts and Math units of study, pacing guides, and assessments that would support student achievement and prepare students for the SBAC. ILC continues to provide teachers with regular opportunities to review evidence of student learning, identify successes and areas of needed growth, and to plan for future instruction. It also allows for a high level of purposeful collaboration during the instructional day to continually improve our instruction, maintain our supportive learning environment, and ensure student achievement. Continued Learning Rounds also serve as a professional learning opportunity for teachers to continually improve their craft. This year our school wide focus for professional development is mainly related to our SALT plan and addressing any needs based on student data. Trainings include: Differentiating Productive Struggle and calibrating our new Literacy Footprints Assessments. Training is provided on designated Professional Development days, during the school day, or after school hours. Ongoing needs assessments are given to assess the ever changing needs of our staff in order to plan timely and appropriate professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8