

Orchard Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Ken Ratti, Principal

Principal, Orchard Elementary

About Our School

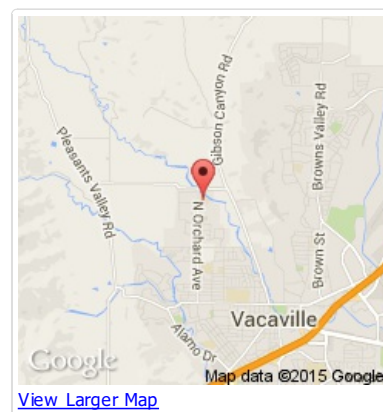
Orchard Elementary School is a caring learning community, with excellent teachers who will offer a rigorous curriculum, challenging all of our students with high expectations for academic and social excellence.

My on-going goals for students will be to have them taught by one of the finest faculties in Vacaville; we, as a school community, will provide each student with the academic knowledge and skill opportunities to advance to the next grade level successfully; and to provide the social and technical skills that will allow each student to start or further develop into caring, knowledgeable, and productive 21st century students and citizens.

Contact

805 North Orchard Ave.
Vacaville, CA
95688-2138

Phone: 707-453-6255
E-mail: kenr@vusd.solanocoe.k12.ca.us



About This School

Contact Information - Most Recent Year

School	
School Name	Orchard Elementary
Street	805 North Orchard Ave.
City, State, Zip	Vacaville, Ca, 95688-2138
Phone Number	707-453-6255
Principal	Ken Ratti, Principal
E-mail Address	kenr@vusd.solanocoe.k12.ca.us
Web Site	orchard.schoolloop.com
County-District-School (CDS) Code	48705736097950

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

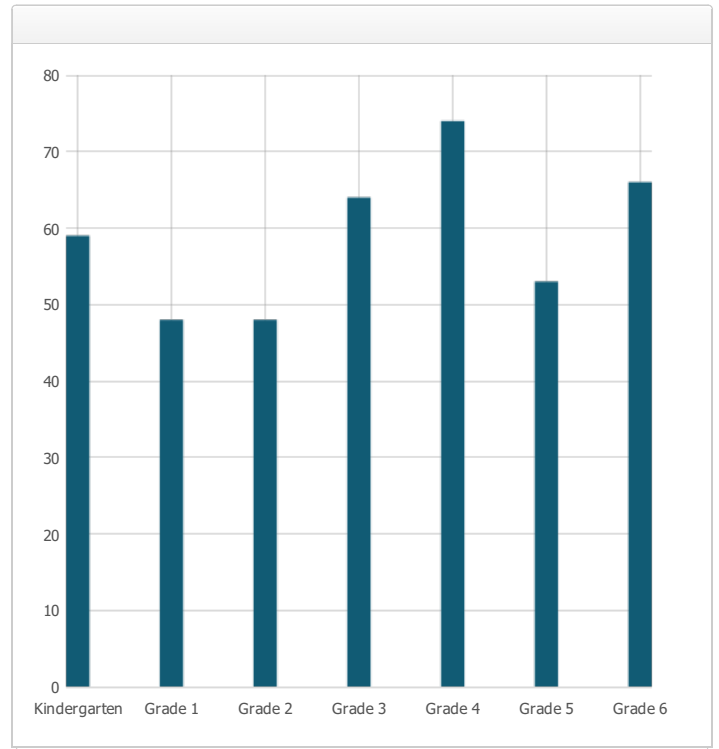
Orchard is a K-6 elementary school with an enrollment of 385 students. Orchard hosts fourteen general education classes and five special education classes. The staff includes 18 certificated teachers; including the resource specialist and one administrator. The support staff includes the part-time health tech., speech therapist, full-time psychologist, four part-time band teachers, one secretary, one part-time secretary, one part-time librarian, nine special education instruction assistants, two full-time custodians (day and night), a cafeteria supervisor, and six noon time yard supervisors. Kindergarten through sixth grade classrooms, have no more than thirty-four students per teacher. There are no combination classes this school year. Teachers have appropriate credentials for their assignments; qualified substitutes are provided by the district when faculty is absent for personal or professional reasons.

The mission of Orchard Elementary School is to create a safe and supportive environment that emphasizes self-esteem and the mastery of academic and life skills to help students become life-long learners. Goals include cultivating each child's intellectual capabilities, their awareness of moral, cultural and human values, as well as multicultural differences and being environmentally responsible. It is a strongly held belief by the Orchard School community that teaching and learning are the responsibilities of students, staff, and parents working collaboratively for the academic and social growth of all students.

Last updated: 1/27/2015

Student Enrollment by Grade Level (School Year 2013-14)

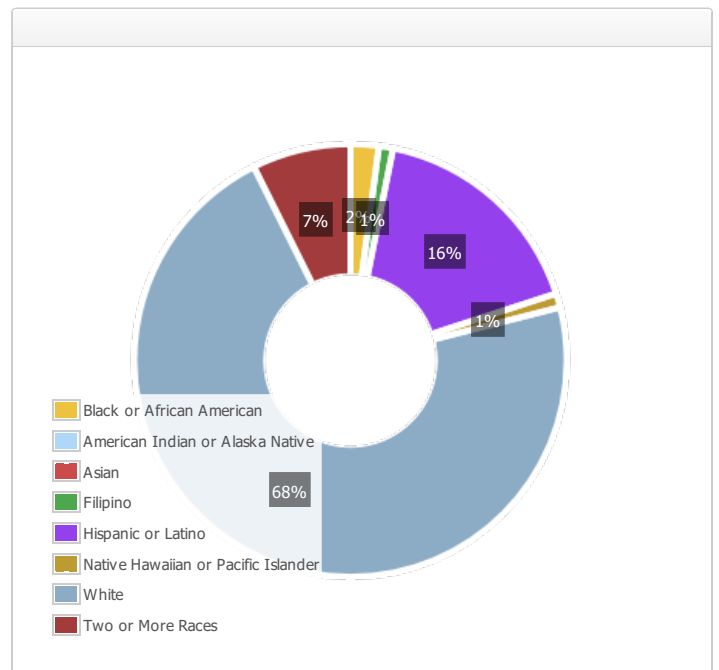
Grade Level	Number of Students
Kindergarten	59
Grade 1	48
Grade 2	48
Grade 3	64
Grade 4	74
Grade 5	53
Grade 6	66
Total Enrollment	412



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	0.0
Filipino	1.7
Hispanic or Latino	16.5
Native Hawaiian or Pacific Islander	1.0
White	68.2
Two or More Races	7.0
Socioeconomically Disadvantaged	22.8
English Learners	1.2
Students with Disabilities	10.9



Last updated: 1/27/2015

A. Conditions of Learning

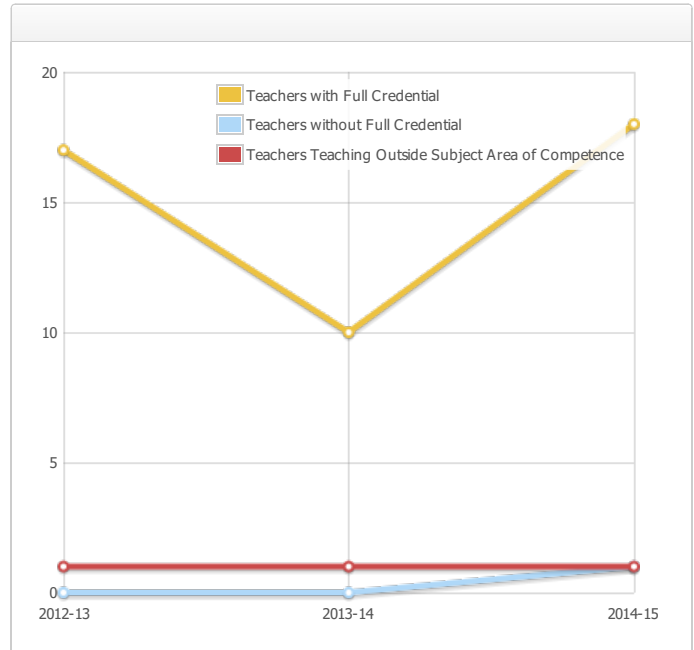
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Credentials

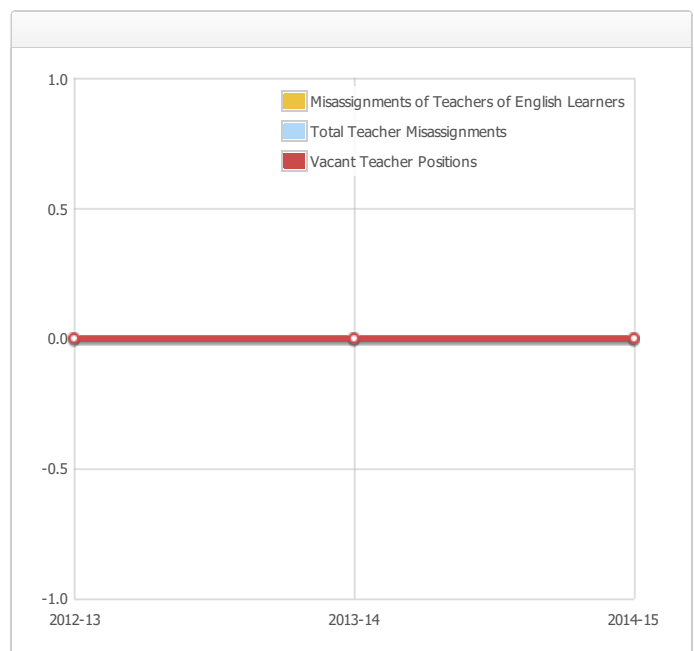
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	17	10	18	506
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	9



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/27/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection

The 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 Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Roof leaks Room 10.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Doors rusting x 2 at restrooms by Room 6 and 7; Rooms 1-4 fascia board needs paint;
Structural: Structural Damage, Roofs	Fair	Roof leaks Room 10; Ramp damage and roof leak at Rooms 15-17. Roof leak Room 18.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Room 6 needs paint. Window screen damage Room 20. Asphalt repair/replace needed at Kindergarten behind Rooms 9-11.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	67	67	63	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/27/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	63
Male	65
Female	61
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	68
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Last updated: 1/27/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	72%	69%	71%	54%	57%	56%	54%	56%	55%
Mathematics	76%	70%	73%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	7	8
Similar Schools	6	2	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	12	-20	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	5	-10	0
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/27/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.6%	13.7%	19.6%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: 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.

Last updated: 1/27/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parents, guardians, and community members are encouraged and welcomed to volunteer in the classroom and school wide events at Orchard. Staff works with a retired teacher who coordinates volunteer efforts with retired teachers and community members.

Orchard's Parent Teacher Club (PTC) is open to all families and staff and offers many opportunities for fundraising and community building events for students and families. PTC oversees committees for Fall Book Fair, Novel Knowledge, Spring Carnival, Basket Raffle, Silent Auction, Spirit Shirt Sales, Triathlon, SCRIP, Box Top Collection, Talent Show/Dinner Night and Family Dinner Nights. PTC fundraisers support enrichment opportunities for students that include field trips, attendance incentives, assemblies, and curriculum related incentives for AR and classroom projects. PTC has supported technology by funding new teacher laptops, LCD projectors, and document cameras. PTC has continued to provide books for the library and classrooms.

PTC information is posted on Orchard's website or is available in the parent information center in our front office. The school site council meets to review academic achievement, safe school plans, and the single school plan. Parents provide input to meet needs of student learning and safe environment.

State Priority: Pupil Engagement

Last updated: 1/27/2015

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

- High school dropout rates; and
- High school graduation rates.

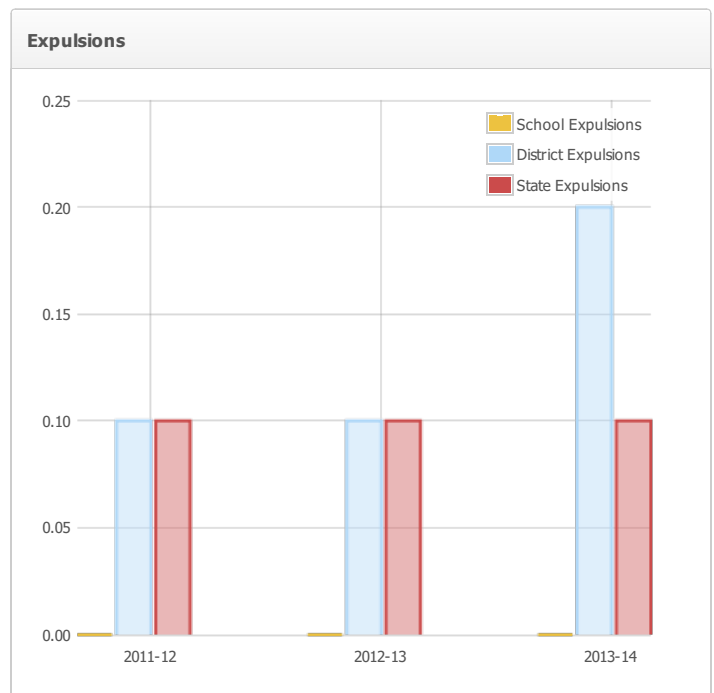
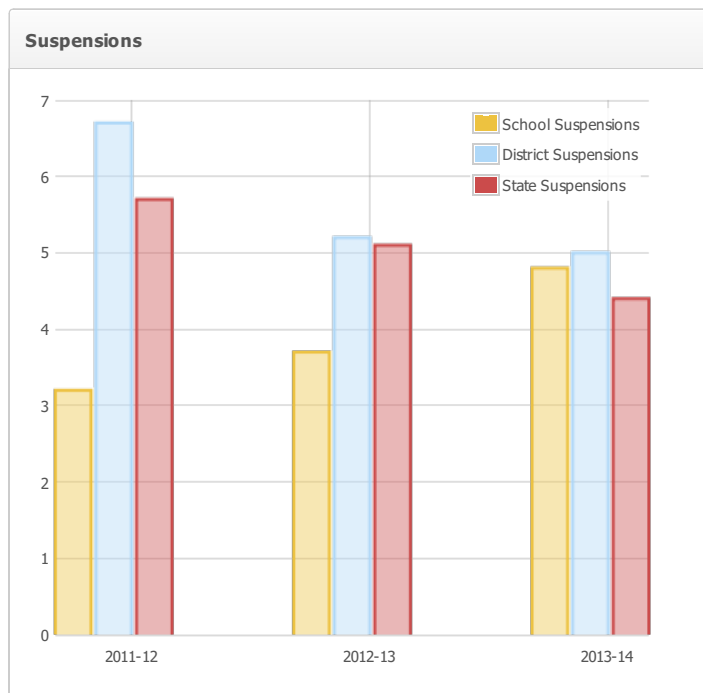
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.20	3.70	4.80	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

Student safety is a top priority at Orchard. Fire, earthquake, bomb threat, and lock-down drills are conducted and assessed on rotating monthly basis. All staff and students are encouraged to let the office know immediately if there are any concerns. The students and staff will, and are expected to remain free of drugs, alcohol and firearms on school grounds. The staff implements a fair and consistent school-wide approach to discipline that promotes positive student, self-directed behavior; designed to keep all students safe and focused on learning.

School and District staff work together with parents and families to promote the District wellness policy which includes health education, physical education, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment and parent and community involvement. Classroom volunteers (all of which are required to be fingerprinted) and visitors sign a binder in the front office as a record as to who is on campus.

A Parent Handbook provides procedures and expectations for student behavior for families every year. Positive behavior rewards are acknowledged through classroom and school incentives. Staff, PTC, and students create activities to engage students in a positive environment

Last updated: 1/27/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/27/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.5	0	2	0	23.0	1		1	20.0	1	2	
1	17.7	1	2	0	16.0	2	1		24.0		2	
2	24.7	1	1	1	16.0	2	2		16.0	1	2	
3	22.0	3	0	0	23.0	1	2		21.0	1	2	
4	27.5	0	2	0	12.0	2	2		18.0	2	2	
5	21.7	1	1	1	22.0	1	1	1	14.0	2	2	
6	33.5	0	0	2	16.0	2	1	1	17.0	2	2	
Other	0.0	3	0	0								

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

Last updated: 1/27/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,171	\$994	\$4,177	\$65,009
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	25.60%	5.00%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	10.90%	6.30%

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

Last updated: 1/27/2015

Types of Services Funded (Fiscal Year 2013-14)**Total Unrestricted Expenditures \$1,720,828.67**

Instruction \$1,189,920.75

Noon Supervisor \$35,420.07

Staff Development \$356.21

Instructional Media/Library \$23,925.57

School Administration \$243,613.42

Health Services \$7,412.29

Operations \$95,038.04

Operations - Buildings \$125,042.32

Other Plant - M & O \$100.00

Total Restricted Expenditures \$409,468.55

Donations \$6,512.46

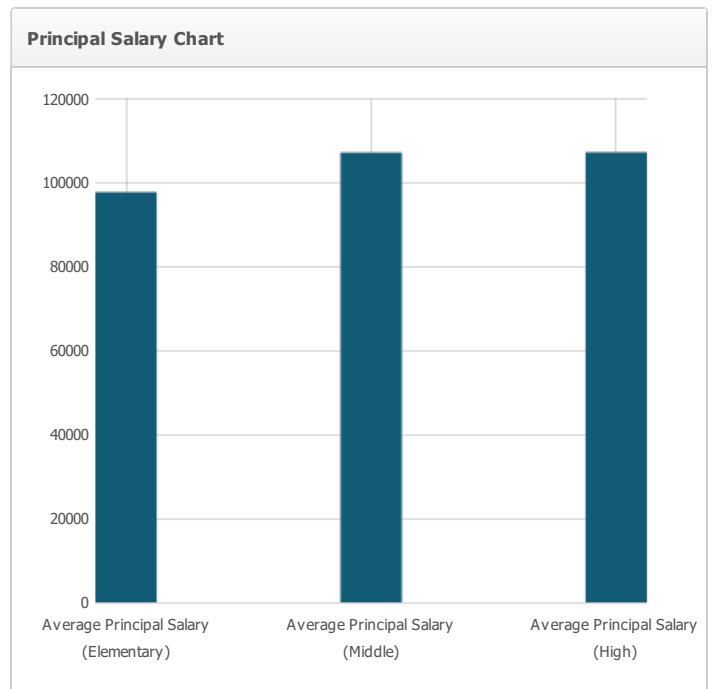
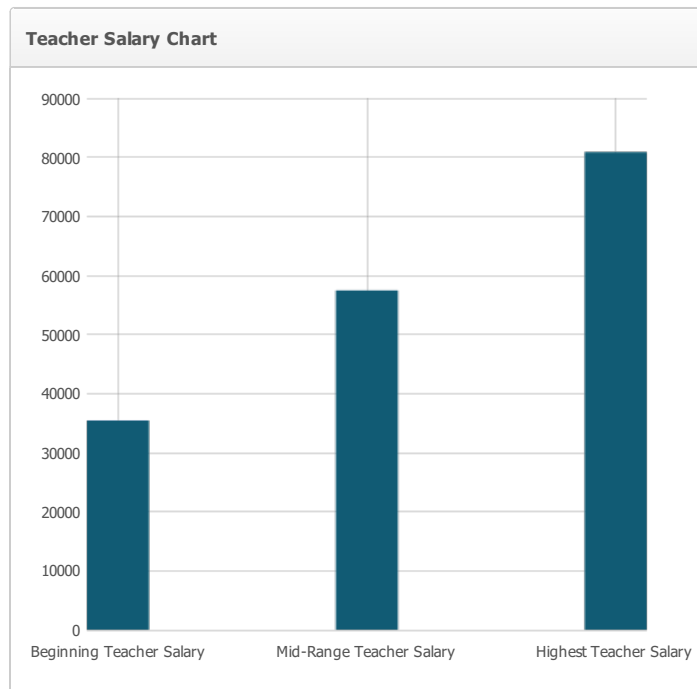
Child Nutrition \$67,278.64

Special Education \$335,677.45

*Last updated: 1/27/2015***Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/27/2015

Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act are the primary funding sources. BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession.

BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. Other areas of professional development include: teacher training in common core standards; Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district committees, working collaboratively to address best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from BTSA and staff surveys. All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends.

Sites may use decentralized funds for professional development specific to their site as part of their single plan. Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement.

Faculty focuses on the four essential questions:

- What is it that our students need to learn?
- How will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?

- What enrichment can we provide for those who have learned the content?

Last updated: 01/23/2015

Last updated: 1/27/2015