

# Executive Summary School Accountability Report Card, 2010–11

## For Orchard Elementary

**Address:** 805 North Orchard Ave., Vacaville, CA 95688-2138

**Phone:** (707) 453-6255

**Principal:** Christie Cochran, Principal

**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Orchard is a K-6 elementary school with an enrollment of almost 400 students. Orchard hosts sixteen general education classes and three special education classes. The staff includes 18 certificated teachers; including the resource specialist, one job share position, and one administrator. The support staff includes the part-time nurse, speech therapist, psychologist, five part-time band teachers, one secretary, one part-time secretary, one part-time librarian, six special education instruction assistants, one full-time and one part time custodian, cafeteria supervisor, and four noon time yard supervisors. Kindergarten through third grade classrooms have no more that twenty-eight students per teacher and fourth through sixth grade classrooms average thirty-two students per teacher. Most teachers have appropriate credentials for their assignments, and qualified substitutes are provided by the district when necessary.

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.

## Student Enrollment

<b>Group</b>	<b>Enrollment</b>
<b>Number of students</b>	391
<b>Black or African American</b>	5.1%
<b>American Indian or Alaska Native</b>	0.5%
<b>Asian</b>	0.0%
<b>Filipino</b>	2.3%
<b>Hispanic or Latino</b>	14.1%
<b>Native Hawaiian or Pacific Islander</b>	0.5%
<b>White</b>	74.7%
<b>Two or More Races</b>	2.8%
<b>Socioeconomically Disadvantaged</b>	18.4%
<b>English Learners</b>	2.8%
<b>Students with Disabilities</b>	10.5%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	19
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	72%
<b>Mathematics</b>	76%
<b>Science</b>	66%
<b>History-Social Science</b>	0%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	880
<b>Statewide Rank (from 2010 Base API Report)</b>	8
<b>Met All 2011 AYP Requirements</b>	Yes
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 9 of 9
<b>2011–12 Program Improvement Status (PI Year)</b>	Not in PI

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### 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

No repairs are needed.

### Corrective Actions Taken or Planned

No corrective action taken or planned.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
<b>School Site</b>	\$3,974.81
<b>District</b>	\$906
<b>State</b>	\$5,455

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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.

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

## I. Data and Access

### *Ed-Data Partnership Web Site*

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### *DataQuest*

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### *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.

## II. About This School

### *Contact Information (School Year 2011–12)*

<b>School</b>		<b>District</b>	
<b>School Name</b>	Orchard Elementary	<b>District Name</b>	Vacaville Unified
<b>Street</b>	805 North Orchard Ave.	<b>Phone Number</b>	(707) 453-6117
<b>City, State, Zip</b>	Vacaville, CA, 95688-2138	<b>Web Site</b>	www.vacavilleusd.org
<b>Phone Number</b>	(707) 453-6255	<b>Superintendent</b>	John Niederkorn
<b>Principal</b>	Christie Cochran, Principal	<b>E-mail Address</b>	jniederkorn@vacavilleusd.org
<b>E-mail Address</b>	christiec@vacavilleusd.org	<b>CDS Code</b>	48705736097950

### *School Description and Mission Statement (School Year 2010–11)*

Orchard is a K-6 elementary school with an enrollment of around 400 students. Orchard hosts fourteen general education classes and two special education classes. The staff includes 18 certificated teachers; including the resource specialist, one job share position, and one administrator. The support staff includes the part-time nurse, speech therapist, psychologist, five part-time band teachers, one secretary, one part-time secretary, one part-time librarian, six special education instruction assistants, one full-time and one part time custodian, cafeteria supervisor, and four noon time yard supervisors. Kindergarten through third grade classrooms have no more than twenty-eight students per teacher and fourth through sixth grade classrooms average thirty-two students per teacher. Most teachers have appropriate credentials for their assignments, and qualified substitutes are provided by the district when necessary. A before and after school program is available for students and their families.

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.

### *Opportunities for Parental Involvement (School Year 2010–11)*

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) offers 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, Ice Cream Social, 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 with 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.

***Student Enrollment by Grade Level (School Year 2010–11)***

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	49
<b>Grade 1</b>	64
<b>Grade 2</b>	51
<b>Grade 3</b>	57
<b>Grade 4</b>	58
<b>Grade 5</b>	61
<b>Grade 6</b>	50
<b>Total Enrollment</b>	391

***Student Enrollment by Subgroup (School Year 2010–11)***

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	5.1%
<b>American Indian or Alaska Native</b>	0.5%
<b>Asian</b>	0.0%
<b>Filipino</b>	2.3%
<b>Hispanic or Latino</b>	14.1%
<b>Native Hawaiian or Pacific Islander</b>	0.5%
<b>White</b>	74.7%
<b>Two or More Races</b>	2.8%
<b>Socioeconomically Disadvantaged</b>	18.4%
<b>English Learners</b>	2.8%
<b>Students with Disabilities</b>	10.5%

***Average Class Size and Class Size Distribution (Elementary)***

<b>Grade Level</b>	<b>Avg. Class Size</b>	<b>2008–09 Number of Classes*</b>			<b>Avg. Class Size</b>	<b>2009–10 Number of Classes*</b>			<b>Avg. Class Size</b>	<b>2010–11 Number of Classes*</b>		
		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>		<b>1-20</b>	<b>21-32</b>	<b>33+</b>
<b>K</b>	20.0	2			18.7		3		16.3	2	1	0
<b>1</b>	19.5	4			16.0		3		22.7	1	2	0
<b>2</b>	19.5	4			18.0	1	2		23.0	0	3	0
<b>3</b>	19.0	2			19.0		3		19.3	1	2	0
<b>4</b>	33.0			1	20.3		3		19.3	1	2	0
<b>5</b>	32.0		1		24.0		1	1	20.3	1	2	0
<b>6</b>	32.0		1		31.0		2		25.0	0	2	0

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

### III. School Climate

#### *School Safety Plan (School Year 2010–11)*

Fire drills, earthquake drills 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. Volunteers and visitors sign a binder in the front office as a record as to who is on campus. A schoolwide discipline plan is in place with emphasis on positive behavior. A Parent Handbook provides procedures and expectations for student behavior for families every year. Students attend assemblies on playground rules and expectations on the first day for school. Positive behavior rewards are acknowledged through classroom and school incentives. Staff, PTC, and students create activities to engage students positively.

#### *Suspensions and Expulsions*

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	4.7	3.7	5.9	12.9	14.2	15.0
<b>Expulsions</b>	0.0	0.0	0.0	03	0.2	0.4

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### *School Facility Conditions and Planned Improvements (School Year 2011–12)*

##### **Age of School Buildings**

Orchard Elementary School has 9 permanent and 12 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1979. It was modernized using State School Facilities Program and local Measure V general obligation bond funding in the summer of 2007. Portable classrooms were added in 1996 for Class Size Reduction. Portable classrooms have been added over the years to accommodate growth.

##### **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

##### **Cleaning Process and Schedule**

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

##### **Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010/11 school year, the District exercised the option provided by the State to use all funding earmarked for Deferred Maintenance to meet General Fund obligations. The District still has an established Deferred Maintenance Fund but this fund is reserved to address

emergency repairs.

**Deferred Maintenance Projects (if applicable)**

No Deferred Maintenance Projects were completed during this year.

**Recent Deferred Maintenance Projects:**

For the 2008/09 school year, there were no Deferred Maintenance projects at this school.

The district's complete deferred maintenance plan is available at the Educational Services Center at 401 Nut Tree Road, and at the Maintenance Department Office at 353 Brown Street..

**Modernization Projects (if applicable)**

In the summer and fall, 2007, a modernization project was done at this school. The scope of this completed work includes: Install running water and sinks in portable classrooms; add telephone and security systems in classrooms for increased safety; improve student support areas; improve multi-purpose room; upgrade outdated and inefficient air conditioning in multi-purpose room; upgrade door handles for disabled accessibility and for student and teacher safety; complete data network wiring; replace wooden doors and fences; improve site drainage. In the 2007/08, additional work was completed, including the installation of new carpet, a new boiler at part of a new air conditioning/heating system upgrade, and a new fire alarm system.

**New School Construction Projects (if applicable)**

No School Construction Projects.

*School Facility Good Repair Status (School Year 2011–12)*

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	22	21	16	487
<b>Without Full Credential</b>	1	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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*.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	87.22%	12.78%
<b>High-Poverty Schools in District</b>	90.41%	9.59%
<b>Low-Poverty Schools in District</b>	85.74%	14.26%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### *Academic Counselors and Other Support Staff (School Year 2010–11)*

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	N/A	N/A
<b>Counselor (Social/Behavioral or Career Development)</b>	N/A	N/A
<b>Library Media Teacher (librarian)</b>	N/A	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0.4	391
<b>Psychologist</b>	0.3	391
<b>Social Worker</b>	N/A	N/A
<b>Nurse</b>	0.3	391
<b>Speech/Language/Hearing Specialist</b>	0.6	391

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### *Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)*

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** \_\_\_\_\_ 7/11 \_\_\_\_\_

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	MacMillan McGraw-Hill CA Treasures/2011	Yes	0%
<b>Mathematics</b>	Scott Foresman enVision Math (CA edition)/2008	Yes	0%
<b>Science</b>	MacMillan McGraw-Hill California Science/2008	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin History/Social Science (gr. K-5)/2007 Glencoe Ancient Civilizations CA Edition (gr. 6)/2006	Yes	0%

## VIII. School Finances

### *Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,127.50	\$1,152.69	\$3,974.81	\$71,280
District			\$906	\$61,644
Percent Difference – School Site and District			62.9%	7.2%
State			\$5,455	\$67,667
Percent Difference – School Site and State			15.7%	2.6%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

*Types of Services Funded (Fiscal Year 2010–11)*

**ORCHARD ELEMENTARY SCHOOL**

**2010/11**

Total unrestricted expenditures	\$1,554,151.60	
Instructional		\$1,110,771.56
Supervision of Instruction		\$483.60
School Administration		\$213,887.85
Pupil Services		\$457.49
Health Services		\$10,935.58
Maintenance/Operations		\$191,183.16
Lottery		\$26,432.36
Total restricted expenditures	\$450,701.05	
Child Nutrition		\$47,098.65
Ed Jobs Funds		\$1,858.41
Special Ed		\$401,743.99

*Teacher and Administrative Salaries (Fiscal Year 2009–10)*

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$35,980	\$41,035
<b>Mid-Range Teacher Salary</b>	\$57,757	\$65,412
<b>Highest Teacher Salary</b>	\$81,324	\$84,837
<b>Average Principal Salary (Elementary)</b>	\$96,731	\$106,217
<b>Average Principal Salary (Middle)</b>	\$103,647	\$111,763
<b>Average Principal Salary (High)</b>	\$106,485	\$121,538
<b>Superintendent Salary</b>	\$194,117	\$197,275
<b>Percent of Budget for Teacher Salaries</b>	42.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	6.00%	5.00%

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

## IX. Student Performance

### *Standardized Testing and Reporting Program*

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### *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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	71%	68%	72%	53%	54%	54%	49%	52%	54%
<b>Mathematics</b>	70%	73%	76%	44%	45%	47%	46%	48%	50%
<b>Science</b>	77%	68%	66%	51%	52%	53%	50%	54%	57%
<b>History-Social Science</b>	0%	0%	0%	43%	45%	48%	41%	44%	48%

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.**

*Standardized Testing and Reporting Results by Student Group – Most Recent Year*

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	54%	47%	53%	48%
<b>All Students at the School</b>	72%	76%	66%	0%
<b>Male</b>	71%	74%	69%	0%
<b>Female</b>	74%	78%	63%	0%
<b>Black or African American</b>	73%	60%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	-	-	-	-
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	68%	81%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	-	-	-	-
<b>White</b>	73%	77%	68%	0%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	43%	56%	0%	0%
<b>English Learners</b>	0%	0%	0%	0%
<b>Students with Disabilities</b>	44%	58%	0%	0%
<b>Students Receiving Migrant Education Services</b>	-	-	-	-

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.

*California Physical Fitness Test Results (School Year 2010–11)*

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	19.70%	23.00%	34.40%
<b>7</b>	0.00%	0.00%	0.00%
<b>9</b>	0.00%	0.00%	0.00%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
<b>Statewide</b>	9	8	8
<b>Similar Schools</b>	8	4	3

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
<b>All Students at the School</b>	3	1	12
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	1	6	5
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

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.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	264	880	9,102	778	4,683,676	778
<b>Black or African American</b>	15	861	782	714	317,856	696
<b>American Indian or Alaska Native</b>	2		88	701	33,774	733
<b>Asian</b>	0		257	855	398,869	898
<b>Filipino</b>	9		284	839	123,245	859
<b>Hispanic or Latino</b>	34	867	2,681	710	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		102	786	26,953	764
<b>White</b>	198	888	4,702	819	1,258,831	845
<b>Two or More Races</b>	6		145	781	76,766	836
<b>Socioeconomically Disadvantaged</b>	45	764	3,694	708	2,731,843	726
<b>English Learners</b>	7		1,355	654	1,521,844	707
<b>Students with Disabilities</b>	28	693	1,014	568	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

**Federal Intervention Program (School Year 2011–12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>	N/A	2004-2005
<b>Year in Program Improvement</b>	N/A	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	22.2%

Note: Cells shaded in black do not require data.

## **XI. Instructional Planning and Scheduling**

### ***Professional Development***

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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, SB 472 and AB 430 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. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: 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 CAMP committees. These collaborative groups work together to discuss 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. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
- How we 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?

**Orchard Elementary**

**School Accountability Report Card, 2010-2011**

Vacaville Unified

***Provided by the Ed-Data Partnership***

*For more information visit [www.ed-data.org](http://www.ed-data.org)*