

Orchard Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Anne Silva, Principal

Principal, Orchard Elementary

About Our School

Thank you for your interest in Orchard Elementary School. Orchard Elementary School is a caring learning community, with excellent teachers who will offer a rigorous curriculum, engaged parental support, all the while challenging all of our students with high expectations for academic and social excellence.

Orchard Elementary is a STEAM school. STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

Orchard is a school with a very positive school climate. We are a Positive Behavior Intervention and Support (PBIS) school that provides incentives for students who exemplify our school-wide expectations. We have a leadership team called the Making a Difference (MAD) Club that does service projects in the community. We welcome parent support and involvement in our school by working with their children at home, volunteering in classrooms, and working with our PTC to host several events each year. Orchard is a wonderful community where students are being prepared for the 21st century in a caring and safe environment.

Sincerely,
Anne Silva

Contact

Orchard Elementary
805 North Orchard Ave.
Vacaville, CA 95688-2138

Phone: 707-453-6255
Email: asilva@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Orchard Elementary
Street	805 North Orchard Ave.
City, State, Zip	Vacaville, Ca, 95688-2138
Phone Number	707-453-6255
Principal	Anne Silva, Principal
Email Address	asilva@vacavilleusd.org
Website	http://orchard.schoolloop.com/
County-District-School (CDS) Code	48705736097950

Last updated: 1/28/2020

School Description and Mission Statement (School Year 2019—20)

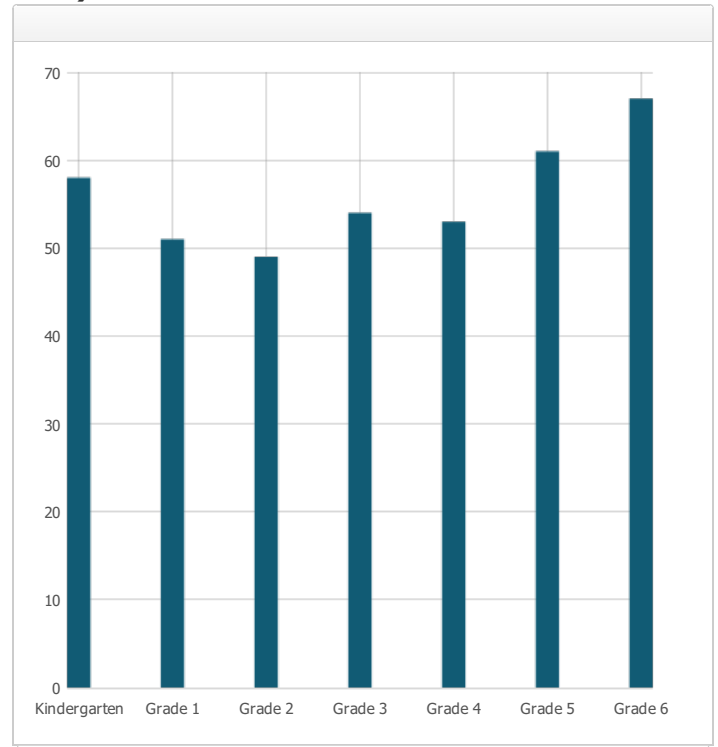
Orchard is a TK-6 elementary school with an enrollment of about 440 students. Orchard hosts sixteen general education classes and four special education classes. The staff includes 21 certificated teachers; in addition to a resource specialist and one administrator. The support staff includes a 40% speech therapist, a 60% psychologist, a 40% Mental Health Clinician, four part-time band teachers, two full-time secretaries (one serving as Health Clerk. as part of the full-time job; one part-time librarian; seven special education instruction assistants, two full-time custodians (day and night), a cafeteria manager, and five student monitors. Kindergarten through sixth grade classrooms, have no more that thirty-two 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 produce well-rounded students and 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 in the 21st century. 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: 1/28/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	58
Grade 1	51
Grade 2	49
Grade 3	54
Grade 4	53
Grade 5	61
Grade 6	67
Total Enrollment	393



Last updated: 1/16/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.00 %
American Indian or Alaska Native	%
Asian	1.50 %
Filipino	2.00 %
Hispanic or Latino	18.80 %
Native Hawaiian or Pacific Islander	1.00 %
White	68.70 %
Two or More Races	5.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	22.90 %
English Learners	1.30 %
Students with Disabilities	10.40 %
Foster Youth	1.00 %
Homeless	0.50 %

A. Conditions of Learning

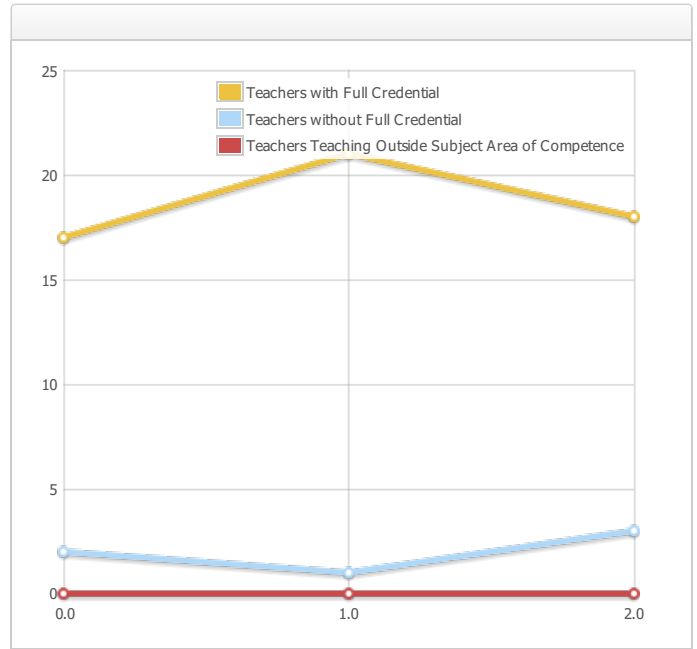
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	17	21	18	583
Without Full Credential	2	1	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/28/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/27/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health			0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/16/2020

School Facility Conditions and Planned Improvements

- Orchard school serves the north western part of Vacaville. This school is being maintained in good repair and in a clean and neat manner.
- Orchard receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/28/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	97.87% Exhaust fans repaired.
Interior: Interior Surfaces	Poor	65.96% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor tiles to be replaced. Carpets are planned for future replacement as part of Maintenance Plan.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	98.04% Items stored too high have been removed.
Electrical: Electrical	Fair	89.36% Appliance near water source removed. Lights not working have been repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	100%
Safety: Fire Safety, Hazardous Materials	Good	98.94% Evacuation map replaced.
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	93.14% Vegetation in wood fiber removed.

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/28/2020

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	55.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	60.0%	55.0%	39.0%	38.0%	38.0%	39.0%

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.

Note: 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.

Last updated: 1/16/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	243	237	97.53%	2.47%	55.27%
Male	133	128	96.24%	3.76%	53.91%
Female	110	109	99.09%	0.91%	56.88%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	44	41	93.18%	6.82%	41.46%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	159	158	99.37%	0.63%	59.49%
Two or More Races	16	15	93.75%	6.25%	73.33%
Socioeconomically Disadvantaged	61	57	93.44%	6.56%	42.11%
English Learners	--	--	--	--	
Students with Disabilities	31	28	90.32%	9.68%	28.57%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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

Last updated: 1/16/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	238	97.54%	2.46%	55.46%
Male	133	128	96.24%	3.76%	61.72%
Female	111	110	99.10%	0.90%	48.18%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	44	41	93.18%	6.82%	39.02%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	160	159	99.38%	0.62%	60.38%
Two or More Races	16	15	93.75%	6.25%	60.00%
Socioeconomically Disadvantaged	62	58	93.55%	6.45%	39.66%
English Learners	--	--	--	--	
Students with Disabilities	31	28	90.32%	9.68%	39.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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

Last updated: 1/16/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/16/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.00%	28.60%	33.30%

Note: 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.

Last updated: 1/24/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents, guardians, and community members are encouraged and welcomed to volunteer in the classroom and for school wide events at Orchard. These volunteers are especially helpful in the classrooms working with small groups on academics; or helping the teacher and students with special activity days.

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 Spring Carnival; Basket Raffle; Silent Auction; Spirit Shirt Sales; Fun Run; Box Top Collection, Talent Show/Dinner Night. PTC fundraisers support enrichment opportunities for students that include field trips, attendance incentives, assemblies, Science nights, curriculum related incentives, and classroom projects. PTC has continued to provide books for the library and classrooms. Administration continues to provide for an after-school enrichment S.T.E.A.M. program.

PTC information is posted on Orchard's website or is available in the parent information center outside our front office. A parent/school review committee meets (as needed) to review academic achievement, and the safe school plans. Parents provide input to assist the meeting with comments/suggestions (as needed) for student learning and a safe school environment.

State Priority: Pupil Engagement

Last updated: 1/28/2020

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.00%	0.80%	1.10%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/16/2020

School Safety Plan (School Year 2019—20)

Student safety is a top priority at Orchard. Our School Safety Plan was last reviewed and updated with faculty and staff during January 2020. We have monthly fire, earthquake, lock-out and lock-down drills conducted and assessed on a rotating basis. All staff and students are encouraged to let the office know immediately if there are any safety concerns.

A Parent Handbook provides procedures and expectations for student behavior, including PBIS (Positive Behavior Intervention and Supports), 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. The Orchard Site Safety Committee met and reviewed the Safety plan. Members of the committee include parents, and staff. Meetings focus on a safe physical school environment; assuring each student a safe, respectful, accepting, nurturing environment; and further develop each student's basic life skills. The parents also reviewed the Safe School Plan at a Principal's coffee chat.

The students and staff 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 works together with parents and families to promote the District wellness policy which includes: physical education, health services, nutrition services, psychological and mental health services, and a safe and healthy school environment and parent and community involvement. Classroom volunteers (all of which are required to be fingerprinted-if volunteering for the first time) and visitors sign a binder in the front office as a record as to who is on campus.

Our School Safety Plan was reviewed by our Safety Committee on January 6, 2020. It was reviewed by parents on January 7, 2020, and reviewed by the staff on January 8, 2020.

Last updated: 1/28/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		2	
1	26.00		2	
2	24.00		2	
3	16.00	1	2	
4	32.00		2	
5	26.00		2	
6	21.00	1	2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		2	
1	24.00		2	
2	25.00		2	
3	25.00		2	
4	24.00		2	
5	31.00		2	
6	19.00	1	2	
Other**	3.00	1		

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	1	2	
1	24.00		2	
2	24.00		2	
3	15.00	4		
4	27.00		2	
5	30.00		2	
6	23.00	1		2
Other**				

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

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

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

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

**Average Number of Pupils per Counselor

Last updated: 1/16/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	0.60
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	0.50

*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: 1/28/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6419.98	\$535.90	\$5884.08	\$73817.66
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-16.02%	7.10%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-21.61%	-11.13%

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

Last updated: 1/28/2020

Types of Services Funded (Fiscal Year 2018—19)

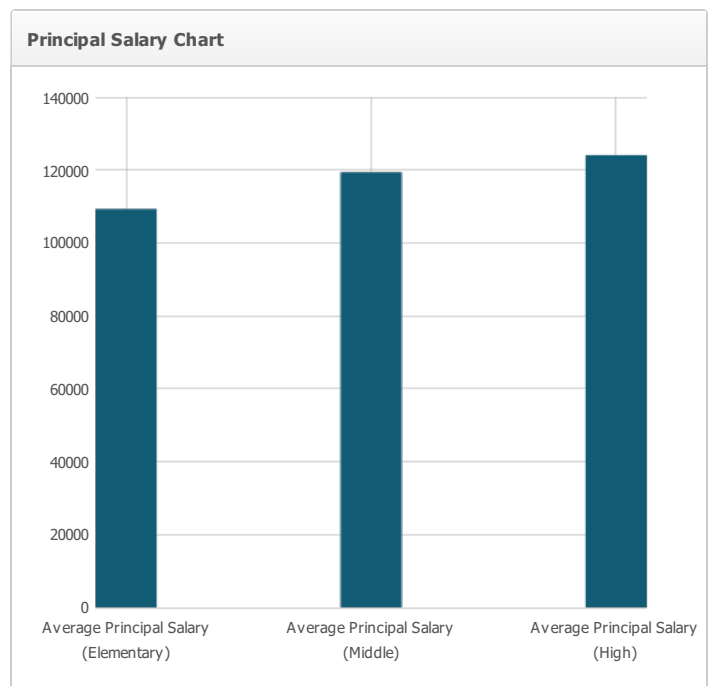
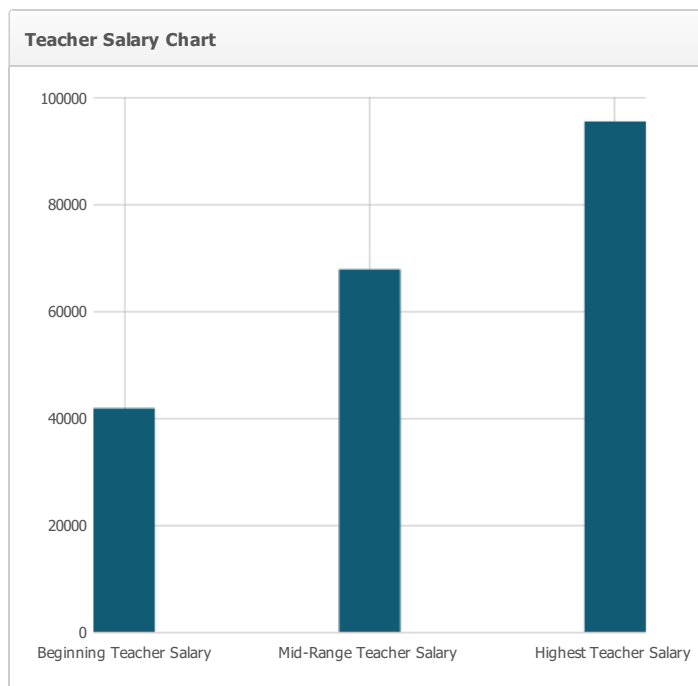
Object	Unrestricted	Restricted
1000 Certificated Salaries	1,328,701.74	129,450.46
2000 Classified Salaries	229,804.39	17,825.08
3000 Benefits	520,098.07	48,090.84
4000 Materials & Supplies	31,858.30	8,887.56
5000 Operating Expenses & Services	93,136.40	0

Last updated: 1/28/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/16/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	16