

Orchard Elementary

School Accountability Report Card Reported Using Data from the 2017—18 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.



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.

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 student and citizen.

Contact

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

Phone: 707-453-6255
E-mail: kenr@vacavilleusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
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@vacavilleusd.org
Web Site	http://orchard.schoolloop.com/
County-District-School (CDS) Code	48705736097950

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

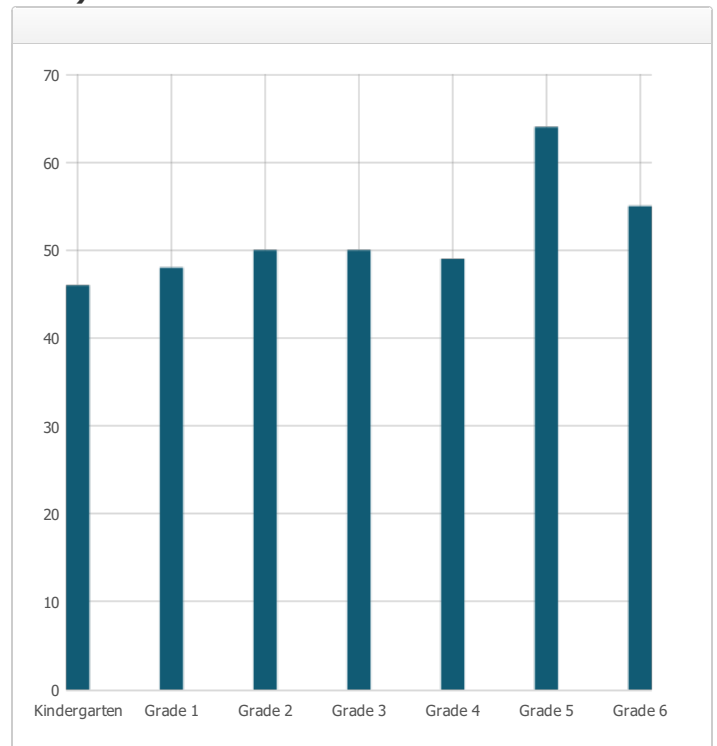
Orchard is a K-6 elementary school with an enrollment of 398 students. Orchard hosts fourteen general education classes and four special education classes. The staff includes 18 certificated teachers; in addition to a resource specialist and one administrator. The support staff includes a 40% speech therapist, a 60% psychologist, a 40% Mental Health Clinician, four part-time band teachers, two full-time secretary (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-four students per teacher. There are no combination classes this school year. Kindergarten is on an extended day schedule. 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. 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: 1/10/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	48
Grade 2	50
Grade 3	50
Grade 4	49
Grade 5	64
Grade 6	55
Total Enrollment	362



Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.3 %
Asian	2.2 %
Filipino	1.7 %
Hispanic or Latino	19.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	61.6 %
Two or More Races	7.5 %
Other	5.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.0 %
English Learners	4.4 %
Students with Disabilities	10.2 %
Foster Youth	0.6 %

A. Conditions of Learning

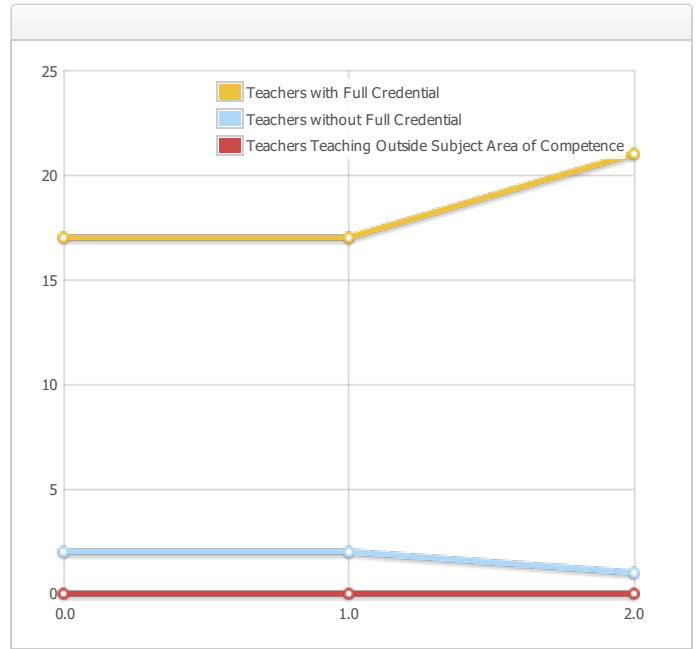
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	17	17	21	593
Without Full Credential	2	2	1	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus, Gr. K (Houghton Mifflin) Go Math! CA, Gr. 1-6 (Houghton Mifflin)	Yes	0.0 %
Science	California Science (MacMillan/McGraw)	Yes	0.0 %
History-Social Science	History/Social Science, Gr. K-5 (Houghton McMillan) Ancient Civilizations CA Edition, Gr. 6 (Glencoe)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
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: 1/10/2019

School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. There are no major facility improvements planned at this time. The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/10/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Fair	Light fixtures to be repaired immediately.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/10/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	67.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	54.0%	60.0%	38.0%	39.0%	37.0%	38.0%

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: 1/15/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	215	95.98%	66.82%
Male	113	107	94.69%	63.21%
Female	111	108	97.30%	70.37%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	44	43	97.73%	59.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	128	95.52%	71.09%
Two or More Races	16	16	100.00%	62.50%
Socioeconomically Disadvantaged	58	56	96.55%	43.64%
English Learners	11	11	100.00%	27.27%
Students with Disabilities	28	24	85.71%	17.39%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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: 1/15/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	224	212	94.64%	59.91%
Male	113	104	92.04%	62.50%
Female	111	108	97.30%	57.41%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	44	42	95.45%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	127	94.78%	66.14%
Two or More Races	16	16	100.00%	43.75%
Socioeconomically Disadvantaged	58	54	93.10%	40.74%
English Learners	11	11	100.00%	45.45%
Students with Disabilities	28	22	78.57%	27.27%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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: 1/15/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/15/2019

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 2017—18)

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	6.2%	30.8%	46.2%

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: 1/15/2019

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 2018—19)

Parents, guardians, and community members are encouraged and welcomed to volunteer in the classroom and 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; Triathlon; Box Top Collection, Talent Show/Dinner Night. PTC fundraisers support enrichment opportunities for students that include field trips, attendance incentives, assemblies, Science nights (fall and spring), 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, safe school plans, and the single school plan. Parents provide input to assist the meeting with comments/suggestions (as needed) for student learning and a safe school environment.

State Priority: Pupil Engagement

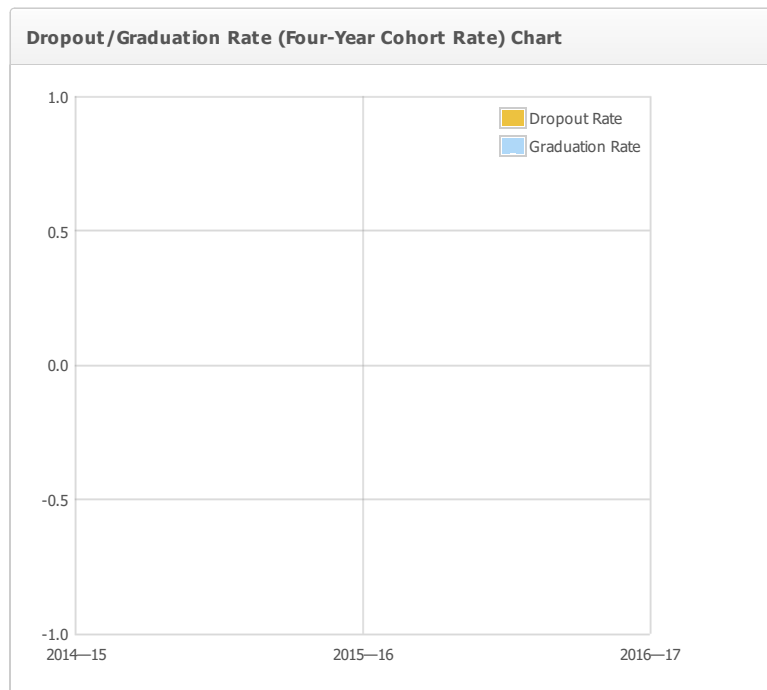
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019

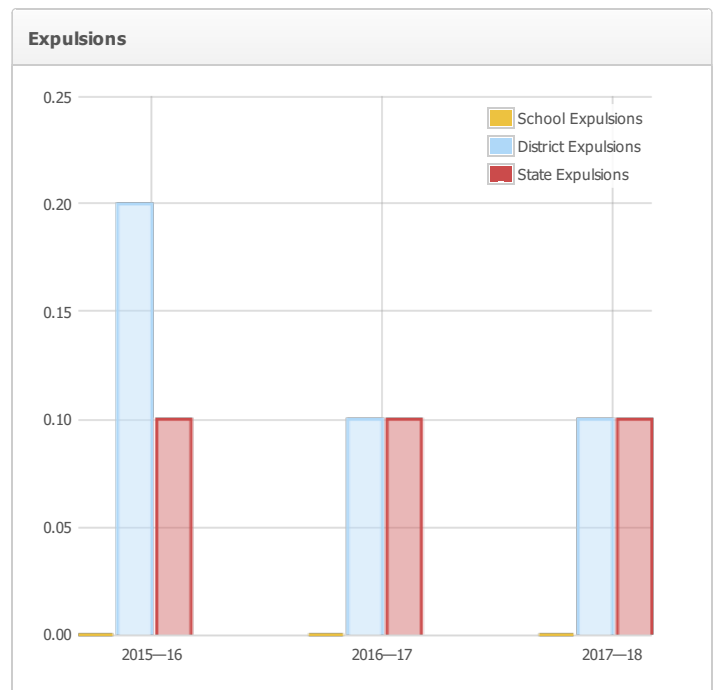
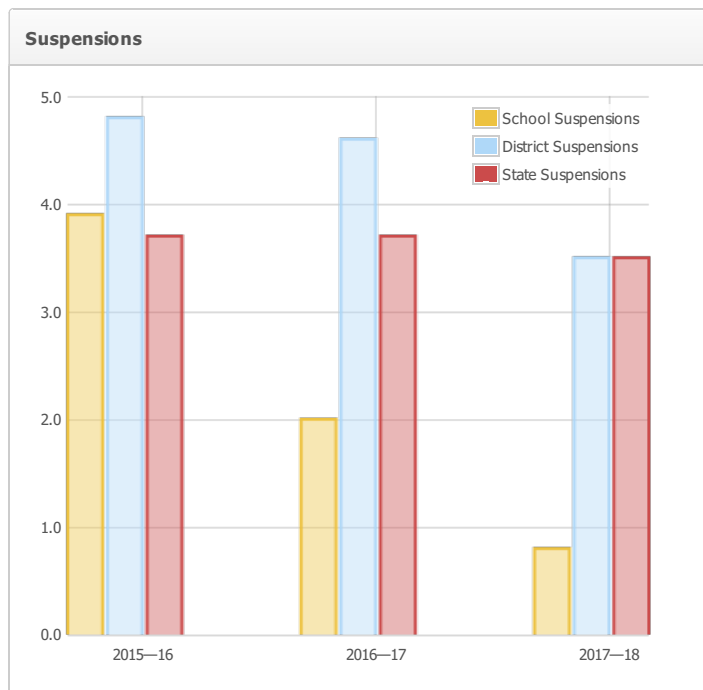
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.9%	2.0%	0.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

Student safety is a top priority at Orchard. Our School Safety Plan was last reviewed and updated with faculty and staff during August 2018. Fire (monthly), earthquake, fire drills, and lock-out 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 safety concerns.

A Parent Handbook provides procedures and expectations for student behavior, including PBIS, 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 Parent review Committee delegates the responsibility for the development and revision of its Safe School Plan to the Site Safety Committee. Members of the committee include parents, and staff. Meetings may 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 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.

Last updated: 1/10/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1	24.0		2	
2	28.0		2	
3	19.0	1	2	
4	26.0		2	
5	29.0		2	
6	19.0	2	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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		2	
1	26.0		2	
2	24.0		2	
3	16.0	1	2	
4	32.0		2	
5	26.0		2	
6	21.0	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	23.0		2	
1	24.0		2	
2	25.0		2	
3	25.0		2	
4	24.0		2	
5	31.0		2	
6	19.0	1	2	
Other**	3.0	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.

Last updated: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6901.3	\$890.6	\$6010.6	\$74376.8
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-11.8%	7.6%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-9.0%	-7.1%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

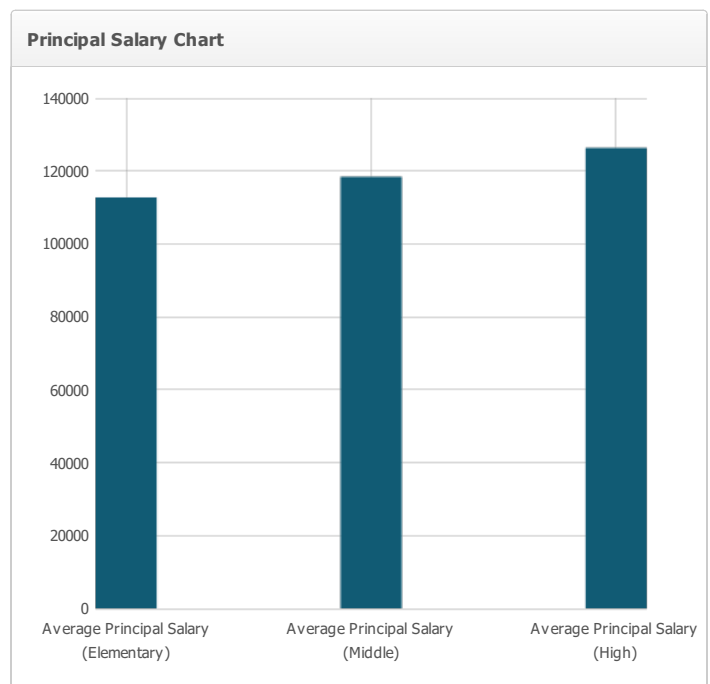
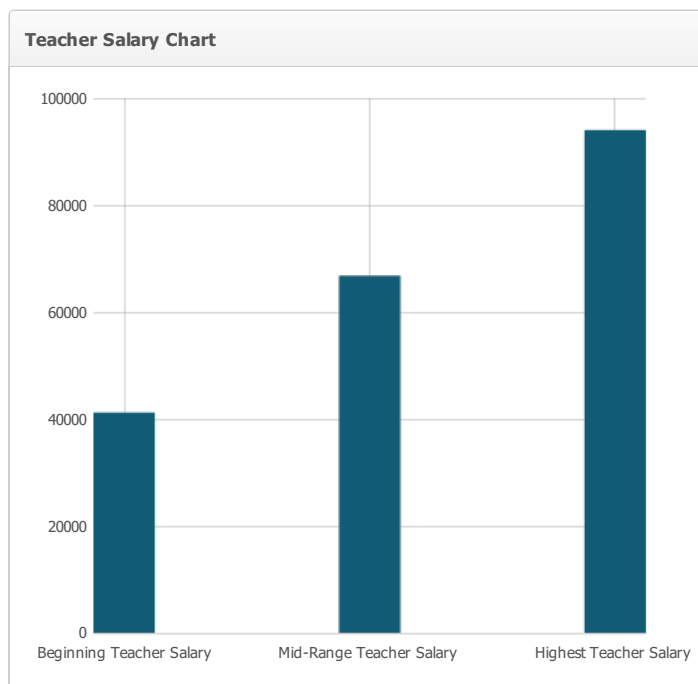
	Unrestricted	Restricted
1000 Certificated Salaries	1,247,211.22	212,050.11
2000 Classified Salaries	245,957.53	10,163.64
3000 Benefits	502,854.50	66,530.84
40000 Materials & Supplies	23,826.80	3,509.08
5000 Operating Expenses & Services	88,243.72	19,764.41
Less Object 3701-3702	(48,412.00)	(7,191.31)
Less Unrestricted	(2,486.93)	
Total	2,057,194.84	304,826.77

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/15/2019

Professional Development

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. The New Teacher

Induction Program State Grants are the primary funding sources for Induction and Professional Development. Induction is a two-year program. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. Induction is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano New Teacher Induction 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. District continues to fund trainings for VUSD teachers in the areas of ELA/reading and mathematics. Other areas of professional development include: teacher training in common core standards; technology training, English Language Development instruction, First Aid, and CPR, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), 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 Induction 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 in English – language arts; Math; and Science. 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.

This year the OES faculty has been focusing on MTSS (Multi-Tiered Support System) Tier 1 level of each of the four pyramids – Social emotional – Academic – Behavioral – Attendance; with multiple awareness professional development sessions. In addition, the faculty has received three training sessions on the skills and techniques of UDL - Universal Design for Learning; with on-going Science and Math training sessions.

Faculty focuses on the four essential questions for student achievement:

- 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 not learned the content?
- What enrichment can we provide for those who have learned the content?

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