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*Twin Rivers Unified School District*  
**Orchard Elementary School**

*CDS Code: 34-76505-6033575*

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**2013-14 School Accountability Report Card**

**SARC Information**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**School Mission Statement**

Orchard School's mission is to provide a positive learning environment, with high expectations, in which our school community can learn and grow together. A high degree of family involvement is encouraged, and plays a critical role in carrying out our mission. Orchard is a recognized California Distinguished School.

**District & School Profile (School Year 2014-15)**

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Orchard School had a beginning enrollment of 569 students in grades kindergarten through eight for the 2013-14 school year.

**Enrollment By Ethnicity Or Student Group (School Year 2013-14)**

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	2.1%
American Indian	0.9%
Asian	3.5%
Filipino	0.7%
Hispanic or Latino	27.8%
Pacific Islander	1.6%
White	60.3%
Two or More	3.2%
None Reported	-
English Learners	23.9%
Socioeconomically Disadvantaged	75.4%
Students with Disabilities	14.1%

## School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Orchard School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

### Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
K	64	63	67
1st	68	73	58
2nd	59	63	69
3rd	62	59	58
4th	67	58	59
5th	66	67	64
6th	62	66	67
7th	57	61	67
8th	58	55	60

## A. Conditions of Learning State Priority: Basic

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

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

## Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	75.3%	24.7%
High-Poverty Schools in District	75.3%	24.7%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

### Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	25	0	26	1181
Without Full Credentials	0	0	0	14
Working Outside Subject	0	0	0	53

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Algebra I	College Preparatory Math	2014	Yes	0.0%
7th-8th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
K-6	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
7th-8th	English/Language Arts	McDougal Littell	2002	Yes	0.0%
7th-8th	History/Social Studies	Holt	2006	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2007	Yes	0.0%
6th	History/Social Studies	Prentice Hall	2006	Yes	0.0%
7th	Life Science	Holt	2007	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
7th-8th	Mathematics	Houghton Mifflin	2015	Yes	0.0%
8th	Physical Science	McDougal Littell	2007	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34765056033575Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765056033575Textbooks_1.pdf)

### School Facilities & Safety (School Year 2014-15)

The school contain 15 permanent classrooms, nine portable classroom, a multipurpose room, a library/media center, a staff lounge, three playgrounds, and a Medical Therapy Unit run by California Children Services.

School safety is a primary concern of Orchard Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire, lockdown, and duck and cover procedure rehearsals.

In recent years, we have increased playground supervision which has reduced the student to supervisory ratio on the yard. Our school can readily dispatch law enforcement through our district's Safe School Police Officer Program. The Safety Plan was updated and reviewed with staff in August of 2013.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

#### 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. Two full-time custodians ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

#### 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, paving, and floor systems. For the 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/27/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Boys Restroom Near Room 14-there are missing floor tiles; Girls Restroom near Room 14-there are missing floor tiles; Room 17-there is one stained ceiling tile.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical		X		Room 24-there is one light out; Room 28-there is one light out.
Restrooms/Fountains		X		Room 11-the outside drinking fountain has low water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	63	46	50	46	44	48	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	48
School	50
Males	45
Females	55
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	31
Pacific Islander	*
White	56
Socioeconomically Disadvantaged	48
Students with Disabilities	45
Migrant Education	*
Two or More Races	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

### California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	50	51	46	40	42	40	54	56	55
Mathematics	56	46	39	41	41	40	49	50	50
History/Social Science	*	63	42	29	31	31	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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>.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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

The table displays the school's API ranks and actual API point changes by student group for the past three years.

## State Priority: Other Pupil Achievement

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

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

## Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

## Engagement State Priority: Parental Involvement

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

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

## Parent & Community Involvement (School Year 2014-15)

Providing a wealth of opportunities for parent involvement is a priority for our staff. The results of our most recent parent survey show that 82% of those that responded feel they have opportunities to be involved and 86% said they are encouraged to participate in school activities. Our school/parent/student compact and Parent Involvement Policy are published in our school plan and in our Parent/Student Handbooks and the School Plan.

The school at large provides numerous family events that include an annual Dessert with Santa, Family Game Night, Science Night, Arts Night and McTeacher's Night. The events are designed to enhance community building. Parent involvement events designed to support academic achievement include several Parent Academies related to academic literacy. Student portfolio celebrations are held for several grade levels and classes.

Our school holds several smaller fundraisers throughout the year that has raised funds for technology advancement, field trips, and classroom supplies for teachers as well as sponsoring our many family events. Our School Site Council, which is made up of parents and staff, approves our school's annual improvement plan and general budget. In addition, we have an English Learner Advisory Committee to assist the families of students not yet proficient in English to feel welcome at Orchard School and be more involved with the education process.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Orchard Elementary School at 916- 566-1930.

## State Priority: School Climate

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

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

## Discipline & Climate for Learning

Students at Orchard Elementary School are guided by specific rules and expectations that promote respect, cooperation, courtesy and acceptance of others. Our behavior plan is thorough in detailing the behavioral expectations required of our responsible students. There are regularly scheduled reviews and rehearsals of program components. When students choose not to adhere to these expectations there is a progression of natural consequences that is usually successful in redirecting the negative student behavior. The staff has made a firm commitment to enforce mandatory suspension for detailed serious offenses. The staff discusses and responds to safety issues, problem areas on campus, and behavior trends on a regular basis.

API School Results			
	2010	2011	2012
Statewide	5	3	3
Similar Schools	5	3	2
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-29	-17	-22
Hispanic or Latino			
Actual API Change	-52	-29	-43
White			
Actual API Change	-16	-18	-3
Socioeconomically Disadvantaged			
Actual API Change	-33	-25	-18
English Learners			
Actual API Change	-40	-18	-32
Students with Disabilities			
Actual API Change	-42	-56	-2

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.1%	19.7%	6.6%
7	-	-	-

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Suspensions & Expulsions						
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	42	53	54	5588	5607	5513
Suspension Rate	7.5%	9.4%	9.5%	17.7%	17.8%	17.7%
Expulsions	0	0	0	18	12	20
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%

### Other SARC Information

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

### Federal Intervention Program (School Year 2014-15)

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 (English/Language Arts 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>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2010-2011
Year in PI (2014-15)	Year 4	Year 3
# of Schools Currently in PI	-	51
% of Schools Identified for PI	-	100.0%

### Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	25	16	22	-	2	1	2	2	2	-	-	-
1	29	18	15	-	3	4	4	1	-	-	-	-
2	28	16	14	-	3	4	1	1	1	-	-	-
3	31	30	29	-	-	-	3	2	2	-	-	-
4	34	29	30	-	-	-	-	2	2	2	-	-
5	33	34	32	-	-	-	1	-	1	1	2	1
6	31	33	34	-	-	-	1	1	-	1	1	2
By Subject Area												
English	29	29	32	-	-	-	4	3	2	-	1	2
Mathematics	19	29	32	2	-	-	4	3	3	-	1	1
Science	29	29	32	-	-	-	4	3	2	-	1	2
Social Science	29	29	32	-	-	-	4	3	2	-	1	2

### School Leadership

Leadership at Orchard Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Paula Roach. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

### Counseling & Support Staff (School Year 2013-14)

It is the goal of Orchard Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Orchard Elementary School.

Students who are at risk of not meeting standards in language arts and math receive focused tiered intervention before, during, and after the school day. Intervention strategies include, but are not limited to, one-hour before school sessions, push-in classroom support, pullout literacy instruction and math tutoring, and differentiated small group instruction. Student achievement is analyzed to determine those students most at risk and to measure academic growth. Services are coordinated among certificated intervention specialists, classroom and curriculum support teachers, the principal, and family members through ongoing collaboration.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.75
Counselor	1	0.5
Health Assistant	1	0.3
Library Technician	1	0.625
Nurse	1	0.4
Psychologist	1	0.26
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	4	4.0
Speech and Language Specialist	2	1.5
Student Learning Coach	2	1.8

### Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments. Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

### School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$67,467
District	\$68,898
Percentage of Variation	-2.1%
School & State	
All Unified School Districts	\$70,720
Percentage of Variation	-4.6%

### Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$40,000	\$41,761
Mid-Range Teachers	\$54,473	\$66,895
Highest Teachers	\$85,204	\$86,565
Elementary School Principals	\$100,560	\$108,011
Middle School Principals	\$105,080	\$113,058
High School Principals	\$114,809	\$123,217
Superintendent	\$205,358	\$227,183
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	38.0%
Administrative Salaries	6.0%	5.0%



## Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant\*\*
- PE Block Grant\*\*
- School and Library Improvement Block Grant\*\*
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$6,368
From Supplemental/Restricted Sources	\$2,039
From Basic/Unrestricted Sources	\$4,329
<b>District</b>	
From Basic/Unrestricted Sources	\$4,698
Percentage of Variation between School & District	-7.9%
<b>State</b>	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	-7.7%

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

## Curriculum Development

All curriculum development at Orchard Elementary School revolves around the California State Common Core Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Student body assemblies are held weekly where students of the week are recognized. Annually we recognize students with perfect attendance. The 7th and 8th graders are recognized for their academic achievement each trimester. They are awarded honor roll for having a GPA of 3.0-3.99 or Principal's Honor Roll for GPA's of 4.0. In addition, we recognize students who raise their GPA 0.5 or more points from one trimester to the next.

## Extracurricular Activities

Orchard Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Orchard Elementary School include the following:

- 6th grade Outdoor Education
- Technology Integrated Instruction
- Orchard Arts Academy
- Boy & Girl Scouts
- Oratory Competition
- Community Sing Assembly
- Spelling Bee
- After School Programs
- 6th - 8th grade Soccer and Basketball teams
- Academic Talent Search
- 6th - 8th grade Exploratory classes
- Performing Arts Assemblies