



Twin Rivers Unified School District Orchard Elementary School

CDS Code: 34-76505-6033575

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2014-15 School Accountability Report Card Published in 2015-16 School Year

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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 2015-16)

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.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	2.5%
American Indian or Alaska Native	0.9%
Asian	3.5%
Filipino	0.4%
Hispanic or Latino	31.1%
Native Hawaiian or Pacific Islander	1.8%
White	57.9%
Two or More Races	2.1%
English Learners	24.7%
Socioeconomically Disadvantaged	73.0%
Students with Disabilities	14.2%
Foster Youth	0.2%

School Enrollment & Attendance (School Year 2014-15)

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 the 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

	2012-13	2013-14	2014-15
K	63	67	57
1st	73	58	74
2nd	63	69	60
3rd	59	58	66
4th	58	59	60
5th	67	64	63
6th	66	67	62
7th	61	67	68
8th	55	60	60

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	97.3%	2.7%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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.

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.

Teacher Credential Status

	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	26	28	1270
Without Full Credentials	0	0	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Misassignments/Vacancies

	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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 Board	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	Foreign Language	Prentice Hall/Pearson	2008	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%

School Facilities & Safety (School Year 2015-16)

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.

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.

School Facility Conditions				
Date of Last Inspection: 09/15/2015				
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		Computer Lab Room 16 - the carpet is torn; Kindergarten, Room 4 - the carpet is stained; Room 12 - the carpet is stained, and there are stained ceiling tiles outside of the classroom.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains		X		Boys Restroom Next to Room 15 - there is a crack in the flooring; Girls Restroom Next to Room 15 - there is a crack in the flooring.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

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); 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 Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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. 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.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	44	47	60	43	47	43	59	60	56

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

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	60
Hispanic or Latino	47
White	71
Males	58
Females	63
Socioeconomically Disadvantaged	57
English Learners	36

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

California Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	27	26	44
Mathematics (Grades 3-8 and 11)	23	21	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	63	62	98.4	42	34	15	10	62	98.4	47	31	18	5
Male	63	29	46	48	34	14	3	29	46	45	34	17	3
Female	63	33	52.4	36	33	15	15	33	52.4	48	27	18	6
Black or African American	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	63	17	27	24	65	12	0	17	27	41	35	24	0
Native Hawaiian or Pacific Islander	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
White	63	42	66.7	50	24	14	12	42	66.7	52	26	14	7
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	63	49	77.8	51	35	10	4	49	77.8	55	31	12	2
English Learners	63	13	20.6	46	46	8	0	13	20.6	62	15	23	0
Students with Disabilities	63	6	9.5	--	--	--	--	6	9.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	59	59	100	44	29	24	3	59	100	46	41	12	2
Male	59	28	47.5	46	25	29	0	28	47.5	36	46	14	4
Female	59	31	52.5	42	32	19	6	31	52.5	55	35	10	0
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--
American Indian or Alaska Native	59	3	5.1	--	--	--	--	3	5.1	--	--	--	--
Asian	59	2	3.4	--	--	--	--	2	3.4	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	59	23	39	61	26	9	4	23	39	57	39	4	0
Native Hawaiian or Pacific Islander	59	2	3.4	--	--	--	--	2	3.4	--	--	--	--
White	59	28	47.5	29	29	39	4	28	47.5	39	39	21	0
Two or More Races	59	1	1.7	--	--	--	--	1	1.7	--	--	--	--
Socioeconomically Disadvantaged	59	45	76.3	51	27	18	4	45	76.3	51	33	13	2
English Learners	59	18	30.5	44	44	11	0	18	30.5	50	44	6	0
Students with Disabilities	59	8	13.6	--	--	--	--	8	13.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	61	59	96.7	39	34	17	10	59	96.7	46	32	14	8
Male	61	31	50.8	52	32	13	3	31	50.8	48	29	16	6
Female	61	28	45.9	25	36	21	18	28	45.9	43	36	11	11
Black or African American	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	61	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	61	22	36.1	45	36	18	0	22	36.1	55	36	9	0
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	61	32	52.5	34	34	16	16	32	52.5	41	31	13	16
Two or More Races	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Socioeconomically Disadvantaged	61	48	78.7	40	35	17	8	48	78.7	46	33	15	6
English Learners	61	15	24.6	67	20	13	0	15	24.6	60	27	13	0
Students with Disabilities	61	4	6.6	--	--	--	--	4	6.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	60	60	100	40	37	20	3	60	100	45	22	22	12
Male	60	33	55	48	36	12	3	33	55	58	21	12	9
Female	60	27	45	30	37	30	4	27	45	30	22	33	15
Black or African American	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	60	16	26.7	56	44	0	0	16	26.7	56	38	6	0
Native Hawaiian or Pacific Islander	60	1	1.7	--	--	--	--	1	1.7	--	--	--	--
White	60	38	63.3	34	37	24	5	38	63.3	42	16	29	13
Two or More Races	60	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Socioeconomically Disadvantaged	60	43	71.7	44	40	12	5	43	71.7	56	16	19	9
English Learners	60	13	21.7	62	38	0	0	13	21.7	77	15	8	0
Students with Disabilities	60	10	16.7	--	--	--	--	10	16.7	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	66	65	98.5	28	45	25	3	65	98.5	42	34	23	2
Male	66	33	50	39	39	18	3	33	50	39	36	24	0
Female	66	32	48.5	16	50	31	3	32	48.5	44	31	22	3
Black or African American	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	66	3	4.5	--	--	--	--	3	4.5	--	--	--	--
Filipino	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
Hispanic or Latino	66	15	22.7	27	40	33	0	15	22.7	40	47	7	7
Native Hawaiian or Pacific Islander	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
White	66	43	65.2	28	44	26	2	43	65.2	40	30	30	0
Two or More Races	66	1	1.5	--	--	--	--	1	1.5	--	--	--	--
Socioeconomically Disadvantaged	66	45	68.2	33	40	22	4	45	68.2	49	31	18	2
English Learners	66	11	16.7	64	27	0	9	11	16.7	55	36	9	0
Students with Disabilities	66	9	13.6	--	--	--	--	9	13.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	61	58	95.1	24	43	31	2	57	93.4	40	37	12	11
Male	61	39	63.9	28	46	26	0	38	62.3	47	32	11	11
Female	61	19	31.1	16	37	42	5	19	31.1	26	47	16	11
Black or African American	61	5	8.2	--	--	--	--	5	8.2	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	61	2	3.3	--	--	--	--	2	3.3	--	--	--	--
Filipino	61	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Hispanic or Latino	61	18	29.5	28	44	28	0	17	27.9	41	47	0	12
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	61	32	52.5	19	41	38	3	32	52.5	31	34	22	13
Two or More Races	--	--	--	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	61	40	65.6	23	48	30	0	39	63.9	44	31	15	10
English Learners	61	11	18	55	36	9	0	11	18	64	36	0	0
Students with Disabilities	61	10	16.4	--	--	--	--	10	16.4	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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 2014-15)

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).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.8%	15.8%	5.3%
7	-	-	-

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

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 school site.

Parent & Community Involvement (School Year 2015-16)

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 are usually successful in redirecting the negative student behavior. The staff has made a commitment to providing explicit instruction and rehearsal of our school wide/classroom expectations. In addition, our staff employs responsive classroom/restorative practices in dealing with student behavior on a daily basis. Our focus is on supporting all students in becoming positive role models and contributing members of the community. The staff discusses and responds to safety issues, problem areas on campus, and behavior trends on a regular basis.

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					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	5.1%	5.9%	3.5%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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 2014.

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.

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

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					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	27	22	19	-	1	3	3	2	-	-	-	-
1	30	-	25	-	-	-	1	-	3	-	-	-
2	30	25	30	-	-	-	2	5	2	-	-	-
3	30	29	17	-	-	1	2	2	3	-	-	-
4	29	30	30	-	-	-	2	2	2	-	-	-
5	34	32	32	-	-	-	-	1	2	2	1	-
6	33	34	31	-	-	-	1	-	2	1	2	-
Other	30	-	-	-	-	-	-	-	-	-	-	-
By Subject Area												
English	29	29	32	-	-	-	3	3	2	1	1	2
Mathematics	29	29	28	-	-	1	3	3	2	1	1	2
Science	29	29	32	-	-	-	3	3	2	1	1	2
Social Science	29	29	32	-	-	-	3	3	2	1	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 2014-15)

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.

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.

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

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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSa program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$72,635
District	\$71,162
Percentage of Variation	2.1%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-0.5%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,932
From Supplemental/Restricted Sources	\$2,115
From Basic/Unrestricted Sources	\$4,817
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-7.4%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-9.9%

District Revenue Sources (Fiscal Year 14-15)

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