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Twin Rivers Unified School District Orchard Elementary School

CDS Code: 34-76505-6033575

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2015-16 School Accountability Report Card Published in 2016-17 School Year

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.

DataQuest

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

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 2016-17)

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	
2015-16	
	Percentage
Black or African American	2.0%
American Indian or Alaska Native	1.3%
Asian	3.7%
Filipino	0.4%
Hispanic or Latino	33.0%
Native Hawaiian or Pacific Islander	1.1%
White	55.4%
Two or More Races	3.1%
EL Students	22.5%
Socioeconomically Disadvantaged	74.0%
Students with Disabilities	13.6%
Foster Youth	0.2%

School Enrollment & Attendance (School Year 2015-16)

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.

Orchard School had a beginning enrollment of 543 students in grades kindergarten through eight for the 2015-16 school year.

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

Enrollment Trend by Grade Level			
	2013-14	2014-15	2015-16
K	67	57	56
1st	58	74	67
2nd	69	60	65
3rd	58	66	53
4th	59	60	60
5th	64	63	60
6th	67	62	61
7th	67	68	58
8th	60	60	63

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 2016-17)

Federal law 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.

Highly Qualified 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	79.1%	20.9%
High-Poverty Schools in District	79.1%	20.9%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	26	28	27	1257
Without Full Credentials	0	1	2	46
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

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			
	14-15	15-16	16-17
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 2016-17)

Twin Rivers Unified held a public hearing on October 4, 2016, 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 2016, 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%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033575Textbooks_1.pdf

School Facilities & Safety (School Year 2016-17)

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.

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 2016-17 school year, the district has budgeted \$1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/16/2016				
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		Room 1, Kindergarten - the interior rug is a trip hazard; Girls Restroom Near Room 5 - the flooring is damaged.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains			X	Boys Restroom Near Room 14 - the floor is damaged; Boys Restroom Near Room 5 - the floor is damaged; Girls Restroom Near Room 14 - the floor is damaged; Girls Restroom Near Room 5 - one toilet leaks. Room 16 Computer Lab - the outside drinking fountain has too much 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 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	27	29	--	28	31	--	44	48
Mathematics (Grades 3-8 and 11)	--	23	23	--	23	25	--	34	36
Science (Grades 5, 8, and 10)	47	60	64	47	43	40	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grade eight broken down by student group.

California Assessment of Student Performance and Progress - Science				
Science				
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	122	111	90.98	63.96
Male	64	55	85.94	69.09
Female	58	56	96.55	58.93
Hispanic or Latino	43	37	86.05	59.46
White	64	60	93.75	68.33
Socioeconomically Disadvantaged	92	83	90.22	61.45
English Learners	12	8	66.67	50
Students with Disabilities	19	9	47.37	--

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	54	54	100	12.96	54	100	22.22
Male	32	32	100	15.63	32	100	37.5
Female	22	22	100	9.09	22	100	--
Hispanic or Latino	15	15	100	6.67	15	100	--
White	33	33	100	18.18	33	100	33.33
Socioeconomically Disadvantaged	43	43	100	9.3	43	100	13.95
English Learners	15	15	100	--	15	100	6.67
Students with Disabilities	12	12	100	8.33	12	100	25

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	60	59	98.33	22.03	59	98.33	13.56
Male	31	30	96.77	16.67	30	96.77	13.33
Female	29	29	100	27.59	29	100	13.79
Hispanic or Latino	17	16	94.12	18.75	16	94.12	6.25
White	40	40	100	20	40	100	12.5
Socioeconomically Disadvantaged	45	44	97.78	15.91	44	97.78	11.36
English Learners	12	11	91.67	--	11	91.67	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	61	61	100	44.26	61	100	26.23
Male	32	32	100	43.75	32	100	28.13
Female	29	29	100	44.83	29	100	24.14
Hispanic or Latino	25	25	100	32	25	100	20
White	27	27	100	59.26	27	100	37.04
Socioeconomically Disadvantaged	50	50	100	38	50	100	20
Students with Disabilities	11	11	100	9.09	11	100	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	60	59	98.33	25.42	59	98.33	18.64
Male	33	33	100	15.15	33	100	15.15
Female	27	26	96.3	38.46	26	96.3	23.08
Hispanic or Latino	22	22	100	13.64	22	100	9.09
White	33	33	100	30.3	33	100	21.21
Socioeconomically Disadvantaged	49	48	97.96	25	48	97.96	18.75

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	58	56	96.55	28.57	56	96.55	30.36
Male	33	32	96.97	15.63	32	96.97	28.13
Female	25	24	96	45.83	24	96	33.33
Hispanic or Latino	19	18	94.74	5.56	18	94.74	27.78
White	34	33	97.06	39.39	33	97.06	27.27
Socioeconomically Disadvantaged	44	42	95.45	21.43	42	95.45	26.19
English Learners	11	10	90.91	--	10	90.91	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts		Mathematics	
				% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	61	60	98.36	36.67	59	96.72	28.81
Male	32	31	96.88	25.81	30	93.75	26.67
Female	29	29	100	48.28	29	100	31.03
Hispanic or Latino	18	17	94.44	35.29	16	88.89	18.75
White	37	37	100	40.54	37	100	35.14
Socioeconomically Disadvantaged	42	42	100	33.33	41	97.62	26.83

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.5%	14.8%	-
7	14.3%	19.6%	25.0%

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

C. 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 2016-17)

Providing a wealth of opportunities for parent involvement is a priority for our staff. The results of our most recent survey show that 92% of those that responded feel they have opportunities to be involved and 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.

The school at large provides numerous family events that include 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 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, or by fax at (916) 566-3566. You can visit our school's website at <http://orchard-trusd-ca.schoolloop.com>.

State Priority: School Climate

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

- Pupil suspension and 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	6.0%	4.0%	4.0%	0.0%	0.0%	0.0%
District	9.0%	8.0%	8.0%	0.0%	0.0%	0.0%
State	4.0%	4.0%	4.0%	0.0%	0.0%	0.0%

Safe School Plan (School Year 2016-17)

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 2015.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	Year 4	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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			
14	15	16	14	15	16	14	15	16	14	15	16	
By Grade Level												
K	22	19	19	1	3	3	2	-	-	-	-	-
1	-	25	22	-	-	-	-	3	3	-	-	-
2	25	30	22	-	-	-	5	2	3	-	-	-
3	29	17	27	-	1	-	2	3	2	-	-	-
4	30	30	30	-	-	-	2	2	2	-	-	-
5	32	32	30	-	-	-	1	2	-	1	-	-
6	34	31	31	-	-	-	-	2	2	2	-	-
By Subject Area												
English	32	32	30	-	-	-	2	2	4	2	2	-
Mathematics	32	28	27	-	1	1	3	2	4	1	2	-
Science	32	32	30	-	-	-	2	2	4	2	2	-
Social Science	32	32	30	-	-	-	2	2	4	2	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 2015-16)

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.75
Counselor	1	0.5
Health Assistant	1	0.3
Instructional Support Teacher	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
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	1.0

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.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations that are formal, non-formal, and non-evaluative observations are designed to promote high quality instruction for our students. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by trained administrators, and criteria is adapted from the California Standards for the Teaching Profession and addressing 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2015-2016 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. 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 high quality instruction, restorative practices, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2015-2016 year, the district also supported over 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 Choir
- 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

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	\$73,925
District	\$71,399
Percentage of Variation	3.5%
School & State	
All Unified School Districts	\$75,837
Percentage of Variation	-2.5%

Teacher & Administrative Salaries (Fiscal Year 2014-2015)

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		
2014-15		
	District	State
Beginning Teachers	\$41,616	\$45,092
Mid-Range Teachers	\$54,748	\$71,627
Highest Teachers	\$88,311	\$93,288
Elementary School Principals	\$100,647	\$115,631
Middle School Principals	\$104,639	\$120,915
High School Principals	\$111,719	\$132,029
Superintendent	\$240,000	\$249,537
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	37.0%
Administrative Salaries	6.0%	5.0%

District Expenditures (Fiscal Year 2014-15)

Based on 2014-15 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	\$7,387
From Supplemental/Restricted Sources	\$2,071
From Basic/Unrestricted Sources	\$5,316
District	
From Basic/Unrestricted Sources	\$5,756
Percentage of Variation between School & District	-7.6%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-6.4%

District Revenue Sources (Fiscal Year 2015-16)

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**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Arts in Education
- Head Start
- State Lottery
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Sustain Meaningful Arts
- Pupil Retention Block Grant