

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



### Orchard Elementary

Address: 921 Fox Ln. San Jose, CA 95131-1602

Principal: Michelle Quilantang

Phone: (408) 944-0388

Email: [mquilantang@orchardsd.org](mailto:mquilantang@orchardsd.org)

Web Site: [www.orchardsd.org](http://www.orchardsd.org)

CDS Code: 43696336048185



### Orchard Elementary

Superintendent: Wendy Gudalewicz

Phone: (408) 944-0397

Email: [wgudalewicz@orchardsd.org](mailto:wgudalewicz@orchardsd.org)

Web Site: [www.orchardsd.org](http://www.orchardsd.org)



## I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Orchard Elementary  
 Phone Number: (408) 944-0397  
 Superintendent: Wendy Gudalewicz  
 E-mail Address: [wgudalewicz@orchardsd.org](mailto:wgudalewicz@orchardsd.org)  
 Web Site: [www.orchardsd.org](http://www.orchardsd.org)

### School Contact Information Most Recent Year

School Name: Orchard Elementary  
 Street: 921 Fox Ln.  
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 Web Site: [www.orchardsd.org](http://www.orchardsd.org)  
 County-District-School  
 (CDS) Code: 43696336048185

## School Description and Mission Statement (School Year 2017-18)

The Orchard School District was founded in 1856 by the early pioneers of Santa Clara Valley and was one of the first schools in San Jose, California. The district has been in existence for over 150 years. The school was founded on the principle of being an independent school that was dedicated to serving the needs of the community. Nestled in the heart of Silicon Valley, the former fruit orchards and garden areas are replaced by business and commercial centers. Today, Orchard School District serves the needs of students in grades kindergarten through eighth grade in a beautiful, modern, state-of-the-art facility that provides a center for both school and community gatherings.

The district has a before and after school program for school age children and a preschool program operated by the Community Child Care Council (4Cs). The district has on its campus three Santa Clara County special education classes for autistic students. The Board of Education has been committed to providing leadership and direction to foster an educational environment that places students first. The Board established a set of core beliefs that is currently guiding the district through continual improvement.

-We are absolutely committed to providing a distinguished learning environment that ensures excellence and achievement for all our students.

-We believe that our teachers and staff are our most valuable assets and resources.

-We are fiscally trustworthy and dedicated to responsible financial accountability.

-We believe in and promote community involvement in Orchard School District activities.

-We operate openly with trust and integrity governing in a dignified professional manner, treating everyone with civility and respect.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	108
Grade 1	96
Grade 2	109
Grade 3	99
Grade 4	84
Grade 5	112
Grade 6	83
Grade 7	98
Grade 8	103
Total Enrollment	892

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.4%
American Indian or Alaska Native	0.4%
Asian	34.9%
Filipino	9.2%
Hispanic or Latino	38%
Native Hawaiian/Pacific Islander	2.7%
White	6.3%
Two or More Races	3.6%
Socioeconomically Disadvantaged	51.3%
English Learners	44.3%
Students with Disabilities	8.4%
Foster Youth	0.2%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	47	46	45	45
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	1	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	HSP California Excursion (K-5) 2011 Holt Literature Language Arts (6-8) 2010 Lucy Calkins Writer's Workshop (K-5) 2013	All students have a copy of the most current edition of the adopted text(s) in good condition.	0%
Mathematics	EngageNY Mathematics (K-8) 2016	All students have a copy of the most current edition of the adopted text(s) in good condition.	0%
Science	Houghton Mifflin California Science (K-5) 2007 Holt California Earth, Life, Physical Science (6-8) 2007	All students have a copy of the most current edition of the adopted text(s) in good condition.	0%
History-Social Science	Houghton Mifflin History/Social Science (K-2) 2007 Scott-Foresman History/Social Science (3-5) 2007 Teachers Curriculum Institute (6-8) 2007	All students have a copy of the most current edition of the adopted text(s) in good condition.	0%
Foreign Language	n/a	n/a	0%
Health	n/a	n/a	0%
Visual and Performing Arts	n/a	n/a	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a	0%

## School Facility Conditions and Planned Improvements

The Orchard campus is approximately twenty years old and retains the look of a new school. The school meets all requirements outlined in the Williams legislation. There have been no parent complaints regarding cleanliness or disrepair of the facility. The Board of Education has authorized several building projects to enhance educational programs for students in the last seven years, including a new Event Center, redesigned playgrounds, solar panels in the parking areas, remodeled classrooms and common areas, and classroom technology upgrades (consisting of projectors, document cameras, teacher microphones and speakers). The Board of Education is always looking into new ways to improve and enhance the school grounds and facilities.

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2018

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	-	✓	-	Plan in place to update and maintain gas system
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	Plan in place to update with new exterior paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

### Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	48%	51%	48%	51%	48%	48%
Mathematics (grades 3-8 and 11)	44%	46%	44%	46%	36%	37%

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	585	573	97.95%	50.96%
Male	296	290	97.97%	43.25%
Female	289	283	97.92%	58.87%
Black or African American	21	20	95.24%	50.00%
American Indian or Alaska Native	--	--	--	--
Asian	206	204	99.03%	61.58%
Filipino	44	44	100.00%	75.00%
Hispanic or Latino	235	227	96.60%	34.51%
Native Hawaiian or Pacific Islander	14	14	100.00%	64.29%
White	34	34	100.00%	58.82%
Two or More Races	21	20	95.24%	70.00%
Socioeconomically Disadvantaged	319	313	98.12%	41.16%
English Learners	314	308	98.09%	42.16%
Students with Disabilities	45	41	91.11%	12.20%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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



### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	585	572	97.78%	45.80%
Male	296	289	97.64%	42.91%
Female	289	283	97.92%	48.76%
Black or African American	21	20	95.24%	45.00%
American Indian or Alaska Native	--	--	--	--
Asian	206	205	99.51%	63.41%
Filipino	44	44	100.00%	61.36%
Hispanic or Latino	235	225	95.74%	24.44%
Native Hawaiian or Pacific Islander	14	14	100.00%	57.14%
White	34	34	100.00%	55.88%
Two or More Races	21	20	95.24%	60.00%
Socioeconomically Disadvantaged	319	311	97.49%	35.69%
English Learners	314	308	98.09%	38.96%
Students with Disabilities	45	41	91.11%	17.07%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	68%	64%	68%	64%	56%	54%

### STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	37.30%	11.80%	2.70%
7	13.50%	26.00%	51.00%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

### Opportunities for Parental Involvement - (School Year 2017-18)

Orchard School is committed to providing a variety of activities and events to bring the community and parents together to promote involvement in the educational process. Involvement of parents and morale of students continues to soar. From the Back-to-School Night to Student Talent Shows, students and families participate and enjoy the school. Parents are also invited to participate in school governance through School Site Council/English Learner Advisory Committee, PTA, and Principal's Coffee. Parents feel welcome on the school campus. Highlights of parent/community events include PTA Movie Nights, Dollar Dances, Annual Halloween Carnival, and Family Literacy Night.

## STATE PRIORITY: SCHOOL CLIMATE

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

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

### Suspensions and Expulsions

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.15	1.67	2.87	1.15	1.67	2.87	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.09	0.09	0.09

### School Safety Plan – Most Recent Year

Orchard School has established school safety practices. Monthly drills are conducted and staff and students are trained annually following proper procedures and behaviors during earthquakes, fire, and lockdown alerts. The lockdown process has been facilitated by the San Jose Police Department. Parent, staff and community input has been provided and incorporated into the Safety Plan. The School Site Council and the School Board annually review the plan and approve the procedures.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4	3		19	2	4		19	4	1	
1	24		4		20	2	1		22	1	4	
2	23		4		19	4			21	4	1	
3	23		5		28		3	1	23		4	
4	25		3		29		4		27		3	
5	32		4	1	24	1	3		27		4	
6	25	1	16	1	27	4	14	2	19	13	3	
Other	9	1			16	1	1		8	2		

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

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	4	3	2	21	5	5		24	3	5	
Mathematics	12	1			11	2			23	2	4	
Science	27	2	3	2	21	3	6		23	3	5	
Social Science	29	1	3	2	22	6	4		23	3	5	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

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

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site	\$9035	\$2178	\$6857	\$71247
District	N/A	N/A	\$6857	\$71247
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$6574	\$61939
Percent Difference – School Site and State	N/A	N/A	4.30%	15.03%

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

## Types of Services Funded (Fiscal Year 2016-17)

Orchard School receives state and federal funding to equalize opportunities for at-risk students. Limited English proficient students receive support from primary language assistants in Vietnamese and Spanish. Title I, low achieving students, receive assistance from a reading specialist. The school has implemented several before and after school intervention programs in language arts and mathematics to assist students who are below grade level. Many teachers conduct after school tutorial sessions for students to help them acquire core content. In addition, volunteers assist students with reading and intervention classes are offered after-school for ELA, ELD, and Mathematics. Each summer, a summer school program for at-risk learners is operated to reinforce basic skills. The 4'C's council operates a parent pay pre-school program on the Orchard campus serving babies through four year olds.

In addition, the district has developed an extensive range of opportunities for special education students on the district campus. From a district operated pre-school program to county autism classes, the campus accepts and mainstreams special needs students in a safe protected environment. This successful program continues to grow and service more students.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47087	\$42598
Mid-Range Teacher Salary	\$80327	\$62232
Highest Teacher Salary	\$87831	\$80964
Average Principal Salary (Elementary)	\$122313	\$102366
Average Principal Salary (Middle)	\$0	\$104982
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$145375	\$117868
Percent of Budget for Teacher Salaries	42%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district has set aside three pupil free days for teacher professional development. Teachers receive professional development related to standards-based materials in conjunction with the adoption and implementation of the curriculum. New staff members receive training from peers and the BTSA support provider. Teachers also receive training on the integration of technology into the delivery of instruction in core curriculum areas. Teachers receive instruction on how to utilize data to make instructional decisions in the classroom. Student discipline, motivation, and engagement have been important topics of discussion on teacher training days. In addition, many teachers participate in professional development at the Santa Clara County Office of Education as they continue to implement the new Common Core State Standards. These teachers then return from their training and provide professional development for the rest of the staff. Teachers also have the opportunity to attend the Teacher's College Summer Institute for reading and writing instruction.