Orchard School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Orchard School
Street	921 Fox Lane
City, State, Zip	San Jose, CA 95131
Phone Number	(408) 944-0388
Principal	Marie Roberts
Email Address	mroberts@orchardsd.org
Website	http://www.orchardsd.org/
County-District-School (CDS) Code	43696330000000

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orchard School District
Phone Number	(408) 944-0397
Superintendent	Wendy Gudalewicz
Email Address	wgudalewicz@orchardsd.org
Website	http://www.orchardsd.org/

School Description and Mission Statement (School Year 2020-2021)

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 transitional 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 Champions. 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 is guided by Orchard's mission, "We will meet you where you are and prepare you for where you are going", and vision, Inspire: One student, one family, one neighborhood at time. The Board has also established a set of priorities that is currently guiding the District through continual improvement.

Our Strategic Priorities are:
1. Ensure all students and staff have the supports and resources to be socially, emotionally and physically safe
2. Engage all students in their learning and provide necessary supports and resources to ensure all students are academically successful and challenged
3. Align resources to support priorities, maintain a balanced budget, be fiscally responsible and transparent
4. Maintain, upgrade and innovate facilities, including technology, to best support teaching and learning

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	128
Grade 1	96
Grade 2	88
Grade 3	82
Grade 4	77
Grade 5	107
Grade 6	92
Grade 7	77
Grade 8	106
Total Enrollment	853

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.8
Asian	37.9
Filipino	7.2
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	2.5
White	7.3
Two or More Races	3.9
Socioeconomically Disadvantaged	49.8
English Learners	34.5
Students with Disabilities	6
Foster Youth	0.1
Homeless	1.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	46	48		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Wonders (TK-3) 2017 Expeditionary Learning (4-8) 2017 Lucy Calkins Writer's Workshop (K-5) 2013	Yes	%0
Mathematics	EngageNY Mathematics (K-8) 2016	Yes	%0
Science	Houghton Mifflin California Science (K-5) 2007 Holt California Earth, Life, Physical Science (6-8) 2007	Yes	%0
History-Social Science	Pearson (TK-2) 2018 Teachers Curriculum Institute (3-8) 2018	Yes	%0

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

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 Facilities Committee is always looking into new ways to improve and enhance the school grounds and facilities and is currently prioritizing Master Planning process around reopening for in-person instruction

School Facility Good Repair Status

Using the **most recently collected** 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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Master Plan to address replacing/fixing/adding buildings
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Master Plan to address adding playground for younger/smaller children
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	59	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	51	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	44	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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. This is due to an active Parent-Teacher Association (PTA), as well as the school staff, whom welcomes and invites families to the school.

As per parent engagement survey results, parents and students indicated that they feel welcomed and take pride in being a part of the Orchard School community. Throughout the school year, there are various activities to showcase student learning and talents, including Back-to-School Night, Open House, and various student talent shows. Parents are also invited to participate in school governance through School Site Council/English Learner Advisory Committee, PTA, and Principal's Coffee. Highlights of parent/community events include PTA Movie Nights, Dollar Dances, an 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	2.5	1.8	2.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Orchard School has established school safety practices, which are listed as part of the Comprehensive School Safety Plan. These practices are implemented through monthly drills as conducted by school staff. Annually, students and staff are trained in following proper procedures and behaviors during various emergencies, including but not limited to earthquake, fire, and lockdown alerts. The lockdown process has been facilitated by the San Jose Police Department. Parent,staff, and community input, as well as input from local government agencies, has been incorporated into the Comprehensive School Safety Plan. The Comprehensive School Safety Plan is reviewed annually by the School Site Council, as well as the school board. The Board of Education reviews and approves the procedures listed in the Comprehensive School Safety Plan.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		5		21	1	5		18	3	4	
1	22	1	3		22		4		18	4	1	
2	21	1	3		22	1	2		22	1	3	
3	24		4		23		3		20	4		
4	25		4		23		4		25		3	
5	23	1	3		21	1	4		26		4	
6	26	6	11	4	23	4	15		15	22	15	
Other**	9	1			23		1		8	2		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	853

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,587	3,594	7,993	$86,217
District	N/A	N/A		$86,217
Percent Difference - School Site and District	N/A	N/A		0.0
State	N/A	N/A	$7,750	$71,448
Percent Difference - School Site and State	N/A	N/A	3.1	18.7

Types of Services Funded (Fiscal Year 2019-2020)

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 4Cs operates a parent paid pre-school program on the Orchard campus serving infants 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,453	$46,965
Mid-Range Teacher Salary	$89,480	$67,638
Highest Teacher Salary	$106,225	$88,785
Average Principal Salary (Elementary)	$115,192	$112,524
Average Principal Salary (Middle)		$117,471
Average Principal Salary (High)		
Superintendent Salary	$188,000	$128,853
Percent of Budget for Teacher Salaries	40.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

Since the 2015-16 school year, Orchard district has annually set aside three pupil free days for teacher professional development. This has been conducted for the past three years with much success. 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 their 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 workshops at the Santa Clara County Office of Education throughout the school year as they continue to implement the Common Core State Standards. These teachers then return from their trainings and provide professional development to the rest of the staff. Teachers also have the opportunity to attend the Teacher's College Summer Institute for reading and writing instruction.