

# Orchard School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Orchard School
<b>Street</b>	921 Fox Lane
<b>City, State, Zip</b>	San Jose
<b>Phone Number</b>	408-944-0397
<b>Principal</b>	Jeff Bowman
<b>Email Address</b>	jbowman@orchardsd.org
<b>School Website</b>	<a href="https://www.orchardsd.org/">https://www.orchardsd.org/</a>
<b>County-District-School (CDS) Code</b>	43-696330000000

## 2022-23 District Contact Information

<b>District Name</b>	Orchard School District
<b>Phone Number</b>	(408) 944-0397
<b>Superintendent</b>	Jeff Bowman
<b>Email Address</b>	jbowman@orchardsd.org
<b>District Website Address</b>	<a href="http://www.orchardsd.org/">http://www.orchardsd.org/</a>

## 2022-23 School Overview

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 a time. The Board has also established a set of priorities that is currently guiding the District through continual improvement.

Strategic Focus:

1. Student Achievement
2. Social and Emotional Learning
3. Human Resources
4. Financial Stability and Sustainability
5. Safe and maintained facilities
6. Community Engagement

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	85
Grade 2	83
Grade 3	82
Grade 4	65
Grade 5	76
Grade 6	87
Grade 7	105
Grade 8	77
Total Enrollment	765

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.5
Asian	37.0
Black or African American	4.3
Filipino	8.6
Hispanic or Latino	34.9
Native Hawaiian or Pacific Islander	3.1
Two or More Races	4.3
White	6.3
English Learners	38.0
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	45.8
Students with Disabilities	8.5

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	38.60	87.73	38.60	87.73	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.80	4.09	1.80	4.09	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.27	1.00	2.27	12115.80	4.41
<b>Unknown</b>	2.60	5.91	2.60	5.91	18854.30	6.86
<b>Total Teaching Positions</b>	44.00	100.00	44.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.80	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.10	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2019	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	National Geographic Wonders (TK-3) 2017 Expeditionary Learning (4-8) 2017 Lucy Calkins Writer's Workshop (K-5) 2013	Yes	0%
<b>Mathematics</b>	EngageNY Mathematics (K-8) 2016	Yes	0%
<b>Science</b>	STEM Scopes (TK-8) 2022	Yes	0%
<b>History-Social Science</b>	Pearson (TK-2) 2018 Teachers Curriculum Institute (3-8) 2018	Yes	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 Facilities Committee is always looking into new ways to improve and enhance the school grounds and facilities.

Year and month of the most recent FIT report

January 12, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	49	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	33	N/A	33	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	507	482	95.07	4.93	48.55
<b>Female</b>	243	231	95.06	4.94	58.87
<b>Male</b>	264	251	95.08	4.92	39.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	170	160	94.12	5.88	65.63
<b>Black or African American</b>	20	18	90.00	10.00	27.78
<b>Filipino</b>	48	48	100.00	0.00	68.75
<b>Hispanic or Latino</b>	196	188	95.92	4.08	28.19
<b>Native Hawaiian or Pacific Islander</b>	17	17	100.00	0.00	52.94
<b>Two or More Races</b>	32	28	87.50	12.50	50.00
<b>White</b>	21	20	95.24	4.76	70.00
<b>English Learners</b>	151	136	90.07	9.93	13.97
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	163	152	93.25	6.75	33.55
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	55	52	94.55	5.45	5.77

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	507	486	95.86	4.14	32.92
<b>Female</b>	243	233	95.88	4.12	32.19
<b>Male</b>	264	253	95.83	4.17	33.60
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	170	163	95.88	4.12	52.15
<b>Black or African American</b>	20	18	90.00	10.00	22.22
<b>Filipino</b>	48	48	100.00	0.00	43.75
<b>Hispanic or Latino</b>	196	190	96.94	3.06	13.68
<b>Native Hawaiian or Pacific Islander</b>	17	16	94.12	5.88	18.75
<b>Two or More Races</b>	32	28	87.50	12.50	32.14
<b>White</b>	21	20	95.24	4.76	55.00
<b>English Learners</b>	151	142	94.04	5.96	16.20
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	163	154	94.48	5.52	24.68
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	55	51	92.73	7.27	3.92

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	31.97		31.97	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	152	147	96.71	3.29	31.97
<b>Female</b>	71	70	98.59	1.41	31.43
<b>Male</b>	81	77	95.06	4.94	32.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	48	44	91.67	8.33	54.55
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	16	16	100	0	43.75
<b>Hispanic or Latino</b>	58	57	98.28	1.72	12.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100	0	30.77
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	40	37	92.5	7.5	5.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	41	95.35	4.65	19.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	6.67

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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. The involvement of parents and the 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 Annual Spelling Bee, Parent Workshops, Los Dichos, Student Conferences, and School Assemblies.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	927	821	189	23.0
Female	474	416	91	21.9
Male	453	405	98	24.2
American Indian or Alaska Native	5	5	0	0.0
Asian	367	303	43	14.2
Black or African American	41	34	8	23.5
Filipino	67	65	12	18.5
Hispanic or Latino	315	294	97	33.0
Native Hawaiian or Pacific Islander	24	24	5	20.8
Two or More Races	38	37	11	29.7
White	61	50	12	24.0
English Learners	379	337	80	23.7
Foster Youth	0	0	0	0.0
Homeless	22	11	4	36.4
Socioeconomically Disadvantaged	420	381	96	25.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	85	23	27.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.63	1.63	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.29	0.00	1.29	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0.00
Female	0.84	0.00
Male	1.77	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.27	0.00
Black or African American	2.44	0.00
Filipino	1.49	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	4.17	0.00
Two or More Races	0.00	0.00
White	1.64	0.00
English Learners	1.06	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.12	0.00

## 2022-23 School Safety Plan

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 Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	4	
1	18	4	1	
2	22	1	3	
3	20	4		
4	25		3	
5	26		4	
6	15	22	15	
Other	8	2		



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4	3	
1	20	1	4	
2	21	2	2	
3	20	3	1	
4	24		3	
5	24		3	
6	22	6	24	
Other	8	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5		
1	18	4		
2	20	4		
3	18	4		
4	16	4		
5	18	1	3	
6	15	20	16	
Other	14	2	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	382.5

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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		\$93,639
Percent Difference - School Site and District	N/A	N/A		-8.3
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	19.2	15.2

## 2021-22 Types of Services Funded

Orchard School receives state and federal funding to equalize opportunities for at-risk students. Limited English Proficient students receive support from primary language assistance in Vietnamese and Spanish. Low achieving students, including those identified as Title I, receive reading assistance from a 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. Each summer, a summer school program for at-risk learners is operated to reinforce basic skills. Champions 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,677	\$46,844
<b>Mid-Range Teacher Salary</b>	\$95,853	\$73,398
<b>Highest Teacher Salary</b>	\$113,790	\$93,345
<b>Average Principal Salary (Elementary)</b>	\$138,804	\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$221,000	\$136,296
<b>Percent of Budget for Teacher Salaries</b>	41%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

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 training 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	5