

Orchard Park School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Orchard Park School
Street	5150 Live Oak Avenue
City, State, Zip	Oakley, CA 94561
Phone Number	925.779.7445
Principal	Ed Dacus
Email Address	EdDacus@antiochschools.net
School Website	www.antiochschools.net/OrchardPark
County-District-School (CDS) Code	07 61648 0113761

2021-22 District Contact Information

District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
District Website Address	www.antiochschools.net/

2021-22 School Overview

Orchard Park, in partnership with home and community, is committed to preparing students to take responsibility for themselves and their own learning. The mission is to develop the whole child; shaping respectful citizens with a foundation in good character, communication, problem solving, and basic skills, while instilling self-esteem and a lifelong love of learning in a diverse world.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	64
Grade 2	72
Grade 3	55
Grade 4	70
Grade 5	90
Grade 6	82
Grade 7	98
Grade 8	89
Total Enrollment	677

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	1.3
Black or African American	12.1
Filipino	4
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	1
Two or More Races	6.5
White	22.2
English Learners	15.4
Foster Youth	0.6
Homeless	0.9
Socioeconomically Disadvantaged	59.2
Students with Disabilities	8.1

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

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

2020-21 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)	31.6	99.5	631.0	85.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	5.7	0.8	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	30.1	4.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	41.8	5.6	12115.8	4.4
Unknown	0.1	0.5	32.4	4.4	18854.3	6.9
Total Teaching Positions	31.8	100.0	741.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Year and month in which the data were collected

August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16) 6-8 (Literature Common Core 6-8, Pearson, © 2015) (Adopted 1/21/15) 6-8 (ELD 1-5, Inside Fundamental Volume 1-2 and Insides Level A-C, Cengage, © 2014) (Adopted 5/26/10)	Yes	0%
Mathematics	K-5 (My Math, McGraw-Hill, © 2014) (Adopted 3/12/14) 6-8 (Math Course 1-3, McGraw-Hill, © 2014 and Math Accelerated, McGraw-Hill, © 2014) (Adopted 4/9/14),	Yes	0%
Science	K-5 (TWIG Science, TWIG, © 2020) (Adopted 5/12/21) 6-8 (California Elevate Science-Integrated, Pearson © 2020) (Adopted 9/23/20)	Yes	0%
History-Social Science	K-5 (My World Interactive, Pearson, © 2018) (Adopted 3/28/18) 6-8 (World History : Ancient Civilization, World History : Medieval & Early Modern Times, and US History American Stories : Beginnings to World War I, Cengage, © 2018) (Adopted 3/28/18)	Yes	0%
Health	K-5 (Health Promotion Wave, Health Wave, Inc., © 2012) (Adopted 6/27/12) 6-8 (ETR Health Smart, ETR, © 2013) (Adopted 5/30/13)	Yes	0%
Visual and Performing Arts	K-5 (N/A) 6-8 (Varies by course)	Yes	0%

School Facility Conditions and Planned Improvements

This school has 32 classrooms, a multi-purpose room, a library and an administration building. Construction was completed in 2007. The school opened in 2007.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

Year and month of the most recent FIT report

3/9/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 2:
Interior: Interior Surfaces	X			Room 8: Room has paint spilled throughout
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 10:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room 8: Room has paint spilled throughout
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	486	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	245	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	58	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	254	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	82	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	297	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	486	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	245	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	58	NT	NT	NT	NT
Filipino	15	NT	NT	NT	NT
Hispanic or Latino	254	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	38	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	82	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	20	NT	NT	NT	NT
Socioeconomically Disadvantaged	297	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	484	412	85%	15%	38%
Female	240	203	85%	15%	42%
Male	244	209	86%	14%	34%
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**

Black or African American	56	56	100%	0%	34%
Filipino	27	19	70%	30%	53%
Hispanic or Latino	255	200	78%	22%	41%
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or More Races	44	25	57%	43%	40%
White	107	98	92%	8%	47%
English Learners	82	65	79%	21%	8%
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	22	19	86%	14%	42%
Socioeconomically Disadvantaged	287	247	67%	33%	35%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92%	8%	38%

*At or above the grade-level standard in the context of the local assessment administered.

** In order to protect student privacy, double asterisk (**) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	484	398	82%	18%	34%
Female	240	200	83%	17%	34%
Male	244	198	81%	19%	33%
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	**	**
Black or African American	56	56	100%	0%	31%
Filipino	27	16	59%	41%	53%
Hispanic or Latino	255	186	73%	27%	31%
Native Hawaiian or Pacific Islander	**	**	**	**	**
Two or More Races	44	40	91%	9%	33%
White	107	95	89%	11%	42%
English Learners	82	59	72%	28%	10%
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Military	22	18	82%	18%	44%

Socioeconomically Disadvantaged	287	235	82%	18%	34%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92%	8%	13%

*At or above the grade-level standard in the context of the local assessment administered.

** In order to protect student privacy, double asterisk (**) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	NT	NT	NT	NT
Female	99	NT	NT		
Male	82	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	19	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	100	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	24	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	121	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Orchard Park strongly encourages parent participation in the education process. Parents are invited to participate in Orchard Park's Parent Teacher Organization(PTO), English Language Advisory Council (ELAC), School Site Council, volunteer in classrooms, and communicate regularly with the classroom teacher. Parents are also encouraged to provide feedback to the school by completing an annual parent survey. For more information on how to participate at Orchard Park School, please contact the school office at 925.779.7445.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	700	694	141	20.3
Female	346	342	64	18.7
Male	354	352	77	21.9
American Indian or Alaska Native	4	4	1	25.0
Asian	12	9	2	22.2
Black or African American	86	86	30	34.9
Filipino	27	27	1	3.7
Hispanic or Latino	365	363	73	20.1
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	46	45	7	15.6
White	153	153	25	16.3
English Learners	121	118	29	24.6
Foster Youth	5	5	2	40.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	432	427	116	27.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	63	14	22.2

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.91	0.00	8.67	0.02	3.47	0.20
Expulsions	0.00	0.00	0.04	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.49	7.41	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Orchard Park's Comprehensive Safety Plan and Emergency Preparedness Plan were last revised March 2021 and are available for viewing in the school office. Both plans were developed with staff and parent input. The Comprehensive Safety outline policies and procedures to ensure student safety while at school. The emergency preparedness plan outlines procedures to be followed in the event of an emergency at school.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	1	2	
1	39	1	2	2
2	44		3	2
3	49		3	2
4	46		3	2
5	55		3	2
6	21	6	9	2

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	23		3	
1	23		11	
2	22	3	9	
3	28		11	1
4	30		11	
5	29		11	
6	19	18	4	11

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	10	6		
1	17	9	6	
2	20	5	10	
3	14	12	3	
4	18	6	9	
5	24	6	9	
6	9	51	1	

2020-21 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	677

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$11,316	\$367	\$10,949	\$90,239
District	N/A	N/A	\$9,010	\$85,878
Percent Difference - School Site and District	N/A	N/A	19.4	5.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	25.8	4.4

2020-21 Types of Services Funded

ELAP - English Language Acquisition Program and After School English Language Arts, Math, and Visual and Performing Arts. LCAP and Title 1 funds are allocated for intervention and technology supports in the classroom.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$49,103	\$52,562
Mid-Range Teacher Salary	\$80,331	\$83,575
Highest Teacher Salary	\$102,056	\$104,166
Average Principal Salary (Elementary)	\$132,359	\$131,875
Average Principal Salary (Middle)	\$142,773	\$137,852
Average Principal Salary (High)	\$152,500	\$150,626
Superintendent Salary	\$258,809	\$260,243
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

In the Fall of 2021, teachers and administrators returned to in-person learning following the school closure from the previous school year due to the COVID 19 pandemic. In August 2021, one full day of professional development was offered to all teachers. AUSD Education Services Department, provided professional development training to teachers during the morning sessions on a variety of subjects in support of reopening of school for in-person learning. Following the morning sessions, each school site held it's individual site professional development trainings. There are two additional staff development days scheduled during the 2021-22 school year on Monday October 11, 2021 and Wednesday January 5, 2022.

Below is a listing of prioritized content based sessions offered:

- i-Ready Assessments and Instructional Lessons
- Standards Based Learning and Assessments and Grading
- AVID Instructional Strategies
- Reading Comprehension and Literacy Development
- Ethnic Studies
- Restorative Practices
- CTE and Workability Skills Development
- Physical Education
- Science and Mathematics Collaboration and Planning

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3