Orchard Ranch Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Orchard Ranch Elementary
Street	4375 Brookstone Dr.
City, State, Zip	Roseville, CA 95747
Phone Number	916-771-1890
Principal	Josh M.C. Joseph M. Ed.
Email Address	jjoseph@rcsdk8.org
School Website	www.rcsdk8.org
County-District-School (CDS) Code	31 66910 0135178

2023-24 District Contact Information

District Name	Roseville City School District
Phone Number	916-771-1820
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2023-24 School Description and Mission Statement

Mission: Students will be KNOWN, VALUED and CONNECTED

Vision: Cultivate an accepting environment for all students. Provide a rigorous, risk taking, safe atmosphere for learning. Build and cultivate student and community relationships

School Description and Profile
Orchard Ranch is in West Roseville located within a mile of Fiddyment and Pleasant Grove Blvd. Orchard Ranch Elementary School opened in August 2017 and is the nineteenth school in the Roseville City School District and is in its seventh year of operation. It has many unique features including classrooms built around an inner pod for planning, conferences, and small group teaching. It has a large playground for grades 1st through 5th and another playground in the kindergarten wing. The school is located in a previously rural area that was home to ranches and orchards. The prevalent theme on the buildings is related to the orchard theme. Orchard Ranch is the home of the Broncos! Today Orchard Ranch serves over 700 students with 30 teachers and 1.5 special education teachers. Our teaching practices at Orchard Ranch Elementary School reflects the new California Content Standards focusing on rigor in the subjects of reading, writing, oral language, literature, math, science, and physical education.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	124
Grade 1	149
Grade 2	140
Grade 3	150
Grade 4	146
Grade 5	141
Total Enrollment	850

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.6%
Asian	13.1%
Black or African American	2.1%
Filipino	12.5%
Hispanic or Latino	17.4%
Two or More Races	10.1%
White	43.8%
English Learners	9.9%
Homeless	0.2%
Socioeconomically Disadvantaged	43.2%
Students with Disabilities	7.3%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.80	100.00	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.50	2.27	12115.80	4.41
Unknown	0.00	0.00	11.00	2.18	18854.30	6.86
Total Teaching Positions	35.80	100.00	506.80	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)	35.30	97.25	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.75	16.30	2.96	11953.10	4.28
Unknown	0.00	0.00	14.40	2.61	15831.90	5.67
Total Teaching Positions	36.30	100.00	553.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 14, 2023, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2016	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:
Overall Summary of School Facilities Repair Status – Exemplary
The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas, this school passed inspection.

Cleaning Process and Schedule:
The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report	12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66		60		47	
Mathematics (grades 3-8 and 11)	61		50		33	

2022-23 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
All Students	443	432	97.52	2.48	64.12
Female	208	204	98.08	1.92	67.65
Male	235	228	97.02	2.98	60.96
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11	1.89	71.15
Black or African American	12	12	100.00	0.00	50.00
Filipino	50	50	100.00	0.00	80.00
Hispanic or Latino	67	66	98.51	1.49	51.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	51	98.08	1.92	64.71
White	207	199	96.14	3.86	63.32
English Learners	38	34	89.47	10.53	26.47
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	188	98.43	1.57	58.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	32.43

2022-23 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
All Students	443	434	97.97	2.03	63.59
Female	208	204	98.08	1.92	59.31
Male	235	230	97.87	2.13	67.39
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11	1.89	73.08
Black or African American	12	12	100.00	0.00	58.33
Filipino	50	50	100.00	0.00	70.00
Hispanic or Latino	67	65	97.01	2.99	60.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	52	51	98.08	1.92	58.82
White	207	202	97.58	2.42	62.38
English Learners	38	38	100.00	0.00	26.32
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	191	189	98.95	1.05	60.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	35.14

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.13		45.53		29.47	

2022-23 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
All Students	145	142	97.93	2.07	45.77
Female	66	66	100.00	0.00	53.03
Male	79	76	96.20	3.80	39.47
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	41.18
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	41.18
Hispanic or Latino	23	22	95.65	4.35	40.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	23	100.00	0.00	52.17
White	62	60	96.77	3.23	46.67
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	45.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	11	84.62	15.38	36.36

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	98.6	100	100	98.6	100

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.

2023-24 Opportunities for Parental Involvement

Our key contacts are: President School Site Council Omar Merlos, PTC President Allison Van Leeuwen OrchardRanchPTC@gmail.com

Orchard Ranch Elementary uses its volunteers in many ways. Every day we have from fifteen to twenty parent volunteers who assist in the classroom or copy room. We have over 50 parent volunteers who volunteer as Art Docents. These volunteers teach about classic artwork, and then have students participate in the genre or theme being taught for that month. We have a dynamic Parent Teacher Club with over 200 active members that donate resources and time for our students in varying ways including sponsoring assemblies, fundraising for technology, library books and social events. They also organize school events such as our Tailgates, Trunk or Treat, Movie Nights and Special Person Events. Many parents and community members volunteer their time sharing their career choices with students. These include policemen, legislators, firemen, and military personnel.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	877	873	139	15.9
Female	426	425	66	15.5
Male	451	448	73	16.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	124	124	24	19.4
Black or African American	20	20	5	25.0
Filipino	108	107	11	10.3
Hispanic or Latino	148	148	33	22.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	92	92	11	12.0
White	382	379	54	14.2
English Learners	90	90	8	8.9
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	376	376	66	17.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	16	20.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.43		0.50	1.45		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.02		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.46	0
Female	0	0
Male	0.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0.93	0
Hispanic or Latino	0.68	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.52	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.5	0

2023-24 School Safety Plan

A School Safety Plan has been created and was reviewed and updated annually on December 11th, 2023 by the School Site Council. This plan is available for you to review upon request. Please make an appointment at (916) 771-1890. Evacuation and lockdown drills are practiced on a regular basis at Orchard Ranch. Staff and students are updated on safety practices. RCSD has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. This plan includes procedures for coordinating resources to emergencies.

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.

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	24	2	35	
1	24		42	
2	24		42	
3	24		42	
4	34			21
5	29		28	
Other	22		1	

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	24	6	35	
1	22	9	35	
2	24	1	42	
3	23	2	41	
4	27	1	34	
5	27	2	34	
Other	12	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$10,137	$3,305	$6,832	$81,268
District	N/A	N/A	$8,202	$90,763
Percent Difference - School Site and District	N/A	N/A	-18.2	-6.9
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	3.5	-7.1

Fiscal Year 2022-23 Types of Services Funded

Orchard Ranch receives district funds to support its academic programs. Our teachers also have support materials to provide a more rigorous learning environment funded with LCFF funds. We also used LCFF funds this year to provide ELA/Math instruction support, ELA/Math programs and online programs, and other supplemental materials for our staff and students. Funds are also used to provide PBIS training for both students and staff. Our K-5 students have access to over 700 Chrome books and each classroom has an iPad, Apple TV and 55 inch Flat screen TVs to support learning. Our parents support our schools with generous donations to fund music, campus beautification, technology, library, professional development, arts, and the art docent program. It also funds our after school enrichment programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$47,252	$54,215
Mid-Range Teacher Salary	$92,217	$86,843
Highest Teacher Salary	$107,366	$111,440
Average Principal Salary (Elementary)	$132,000	$140,851
Average Principal Salary (Middle)	$144,838	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$236,741	$252,466
Percent of Budget for Teacher Salaries	42.69%	33.16%
Percent of Budget for Administrative Salaries	5.39%	5.15%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

In addition, Orchard Ranch teachers plan lessons aligned with the state standards and utilize our district ELA program, Benchmark and Expressions program for math. Teachers are supported by cohorts, principals, and district inservices. An emphasis on close reading and integrating language development into our English Language Arts lessons. Teachers are supported in these efforts through collaborative conversations in PLC groups, teacher-principal meetings and classroom walk throughs. At Orchard Ranch our teachers are learning a variety of ways to implement technology into their lessons in meaningful ways. We are working to plan lessons which allow for student collaboration, creativity, critical thinking and communication. We have a focus on student Mindfulness techniques and are receiving training on how to better support EL students and students with trauma.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7