

Orchard View

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Catherine Stroud, Director

Principal, Orchard View

About Our School

Welcome to Orchard View School, a K-12 Independent Study Charter School in the Twin Hills Union School District. For more information about Orchard View School visit <http://www.orchardviewschool.org/>

Principal's Comment

Welcome to Orchard View School, a K-12 independent study charter school in the Twin Hills Union School District.

Contact

*Orchard View
700 Watertrough Rd.
Sebastopol, CA 95472-3917*

*Phone: 707-823-4709
Email: cstroud@orchardviewschool.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
Email Address	bbickford@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2019—20)	
School Name	Orchard View
Street	700 Watertrough Rd.
City, State, Zip	Sebastopol, Ca, 95472-3917
Phone Number	707-823-4709
Principal	Catherine Stroud, Director
Email Address	cstroud@orchardviewschool.org
Website	www.orchardviewschool.org
County-District-School (CDS) Code	49709614930319

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

Orchard View School is an independent study school, chartered by the Twin Hills Union School District, serving students in grades K-12. It was named a California Distinguished school in 2013. Enrollment is 230 students, 105 of whom are high school students. School facilities include a school office, three resource and office space rooms, a computer lab, and five classrooms including an art studio and a science lab. Orchard View has 22 high school classes accepted as A-G coursework for admittance to the CSU and UC systems. The school has been accredited by WASC since 2013. Utilizing a non-traditional learning environment, Orchard View School treats each person as a person with unique needs, skills, goals, and interests. Resource teachers design individualized lesson plans that offer flexibility in the implementation of the student's educational goals and objectives. The goal of OVS is to provide students with strategies to help them develop into competent, confident, productive, and responsible citizens who possess the habits, skills, and attitudes to succeed in the 21st century. Individual students meet regularly with a credentialed supervising teacher, who works with the parents and students to develop and monitor the academic program. While core curriculum, under the supervision of the supervising teacher, is completed at home, Orchard View School offers a wide variety of on campus enrichment classes for grades 8-12 such as art, writing, lab science, drama, math, and Spanish. High school on-campus classes include biology, chemistry, agro-ecology, environmental science, studio art, English, creative writing, coding, maker's lab, Spanish, and graphic arts.

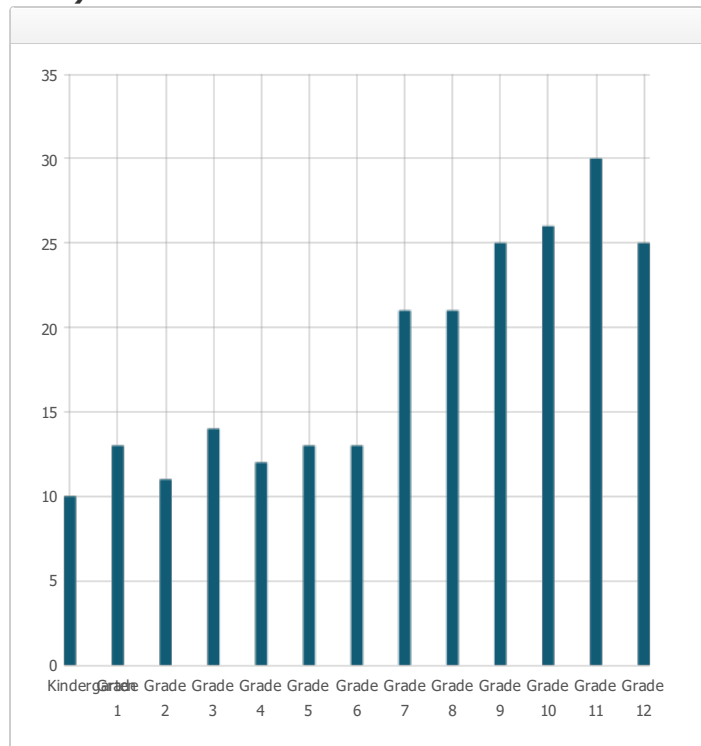
Our Mission:

Orchard View School seeks to empower students to develop a passion for lifelong learning by engaging them in a learning process that is designed to challenge their intellect and support their emotional growth and natural curiosity.

Last updated: 12/17/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	10
Grade 1	13
Grade 2	11
Grade 3	14
Grade 4	12
Grade 5	13
Grade 6	13
Grade 7	21
Grade 8	21
Grade 9	25
Grade 10	26
Grade 11	30
Grade 12	25
Total Enrollment	234



Last updated: 12/17/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	0.90 %
Asian	3.00 %
Filipino	0.40 %
Hispanic or Latino	15.80 %
Native Hawaiian or Pacific Islander	0.90 %
White	73.50 %
Two or More Races	4.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	21.40 %
English Learners	0.40 %
Students with Disabilities	5.60 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

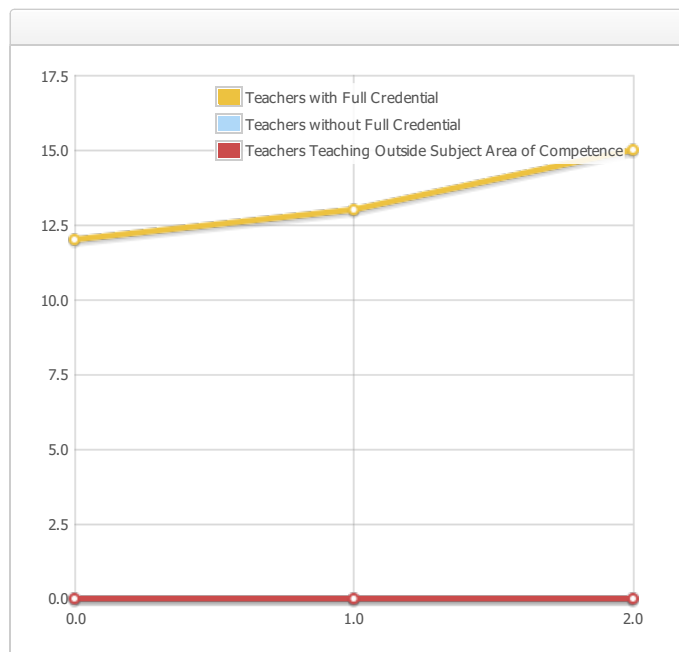
State Priority: Basic

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

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

Teacher Credentials

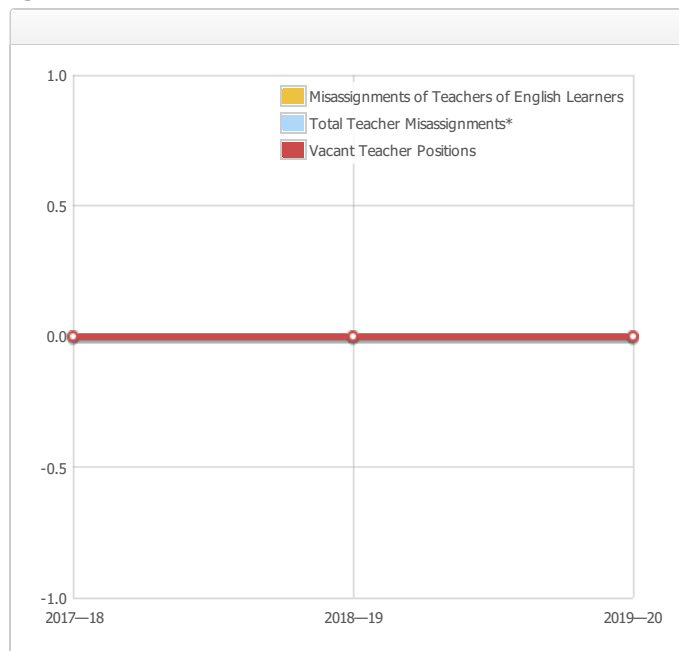
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	12	13	15	72
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/1/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/17/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Pearson, My perspectives 2017; Prentice Hall Literature, 2012		0.00 %
Mathematics	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. In 2014, OVS added common core aligned McGraw Hill math for grades K-8. Grades 9-12: Algebra Concepts, Glencoe 2010; Algebra 1, Pearson 2012; Algebra 2, Pearson 2012; Mathematics with Business Applications, Glencoe 2001; Integrated Math 1,2 & 3, Pearson 2014		0.00 %
Science	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Biology, Holt 2018; Chemistry, Holt 2012; Environmental Science, Holt 2012		0.00 %
History-Social Science	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Principles of American Democracy, McGraw Hill 2019; Principles of Economics, McGraw Hill 2019; US History & Geography, McGraw Hill 2019; World History, McGraw Hill 2019; World Cultures and Geography, McGraw Hill 2019		0.00 %
Foreign Language	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Realidades Level 1,2 & 3, Pearson 2013		0.00 %
Health	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Health, Holt 2012		0.00 %
Visual and Performing Arts	Orchard View School is an independent study school; texts vary according to student and programs. For a complete list of books in all subjects for grades K-8, contact the school office. Grades 9-12: Art History, Davis 2007; Focus on Photography, Davis 2007; The Visual Experience, Davis 2005		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2019

School Facility Conditions and Planned Improvements

Orchard View Charter School's current facility evaluation shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rated as Good or Exemplary. This district takes great pride in maintaining the grounds and facilities. The safety of our students, parents and staff members is a district priority.

Last updated: 1/2/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Exemplary
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Last updated: 1/1/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	74%	66%	69%	64%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	47%	46%	51%	50%	38.0%	39.0%

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

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

Last updated: 12/17/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	102	81.60%		65.69%
Male	55	45	81.82%		57.78%
Female	70	57	81.43%		71.93%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	16	16	100.00%		75.00%
Native Hawaiian or Pacific Islander	--	--	--		
White	97	75	77.32%		64.00%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	28	19	67.86%		63.16%
English Learners	--	--	--		
Students with Disabilities	12	9	75.00%		22.22%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/17/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	101	80.80%		45.54%
Male	55	44	80.00%		43.18%
Female	70	57	81.43%		47.37%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	16	16	100.00%		31.25%
Native Hawaiian or Pacific Islander	--	--	--		
White	97	74	76.29%		48.65%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	28	20	71.43%		25.00%
English Learners	--	--	--		
Students with Disabilities	12	8	66.67%		12.50%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/17/2019

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/17/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Orchard View School is an Independent K-12 school. Students in grades 9-12 can take classes onsite, independently, and concurrently at the local community college. Independent study and onsite classes that help prepare students for careers and the workplace include: Inquire, Job Skills, Photoshop, Intro and Advanced Coding, Equine Management, Fashion Design, Career Survey, and Agro-ecology. Career related skills including use of technology and STEAM applications and processes are reinforced in on-campus enrichment and high school classes. Through a combination of flexible scheduling, community involvement, textbook assistance and free tuition, OVS students have the opportunity to pursue college level CTE courses at the community college and at CERES, a community program. OVS provides college and career counseling and helps students with all aspects of selecting and enrolling in college level classes. Progress in all classes is monitored by OVS supervising teachers, the OVS academic counselor, and data provided to the school by the community college.

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parents choose Orchard View School because they want to be intricately involved in the everyday instruction of their children. They are also involved in campus activities including, drama club, field trips, and graduations. Four parents and one student serve on the Orchard View School Advisory Board which meets on a regular basis to address school concerns and long term goals. Data and input is collected and analyzed from student and parent surveys, staff meetings, and the Advisory Board to determine the school's WASC action steps and the LCAP goals.

State Priority: Pupil Engagement

Last updated: 12/17/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

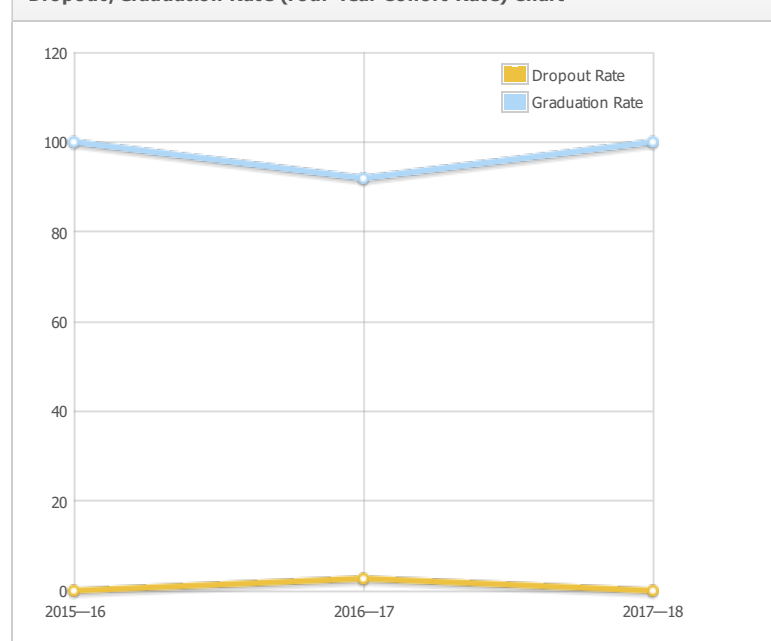
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	0.00%	9.70%
Graduation Rate	100.00%	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.70%	0.00%	2.70%	0.00%	9.10%	9.60%
Graduation Rate	91.90%	100.00%	91.90%	100.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/2/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	1.40%	0.60%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/2/2020

School Safety Plan (School Year 2019—20)

The Orchard View School Comprehensive Safety Plan has disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). Disaster Procedures, Crisis response, and the Emergency Plan include SEMS/NIMS Incident Command Structure, Emergency procedures are established and displayed in each classroom for Drop-Cover-Hold-on, Evacuation, Run-Hide-Fight, Lockdown and Shelter-in-Place. The Charter School conducts monthly safety drills including fire, shelter in place, and earthquake drills (conducted quarterly.) The plan includes two annual goals determined by the stakeholders; one for people and one for place. These goals are monitored and progress is reported annually.

The plan was reviewed with Advisory Board members and staff in November and they approved on November 12, 2019 and the Twin Hills School Board approved on November 14, 2019.

Last updated: 1/1/2020

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	

*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.

**Average Number of Pupils per Counselor

Last updated: 1/2/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.10
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other	0.10

*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.

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7281.00	\$421.00	\$6860.00	\$61484.00
District	N/A	N/A	--	\$61710.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/2/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3.0	3.0	3.0