

Orchard View

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 700 Watertrough Rd.
Sebastopol, CA , 95472-3917

Principal: Maura DuVall, Principal

Phone: (707) 823-4709

Grade Span: K-12

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Maura DuVall, Principal

📍 Principal, Orchard View

Contact

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

Phone: [\(707\) 823-4709](tel:7078234709)
Email: mduvall@twinhillsusd.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Pedersen, Dana
Email Address	dpedersen@twinhillsusd.org
Website	www.twinhillsusd.org
School Contact Information (School Year 2025–26)	
School Name	Orchard View
Street	700 Watertrough Rd.
City, State, Zip	Sebastopol, CA , 95472-3917
Phone Number	(707) 823-4709
Principal	Maura DuVall, Principal
Email Address	mduvall@twinhillsusd.org
Website	http://www.orchardviewschool.org
Grade Span	K-12
County-District-School (CDS) Code	49709614930319

School Description and Mission Statement (School Year 2025–26)

<p>School Description</p> <p>Orchard View School Orchard View School (OVS) is a public charter school in California that serves students in grades K-12 through an independent study model. With a student body of approximately 225 students, OVS provides a personalized and flexible learning environment tailored to the needs of each student. The school embraces a hybrid approach that combines independent study with optional on-campus classes, dual enrollment opportunities at Santa Rosa Junior College (SRJC), and enrichment courses that support academic and personal development. OVS prioritizes family involvement, recognizing parents and guardians as essential partners in the educational process.</p> <p>Programs Offered Orchard View School offers a variety of academic and enrichment programs designed to meet diverse student needs and interests. Core academic subjects, including math, science, English, social studies, and Spanish, are available through independent study and in-person instruction. Students have access to career and technical education (CTE) courses through a partnership with SRJC, as well as the opportunity to earn college credit while in high school. In addition, OVS provides enrichment courses in visual and performing arts, and hands-on exploratory learning experiences. Social emotional learning is addressed in one to one teacher meetings and student clubs. The school’s College and Career program helps students explore post-secondary</p>

pathways, develop career readiness skills, and engage in real-world experiences such as internships and mentorships.

OVS Mission and Vision Statement

Orchard View School is a Western Association of Schools and Colleges accredited academic program offering an independent-study program that partners with families to create a supportive and holistic environment. K–8 students are offered a combination of traditional methods and project-based learning to build confidence and as a sense of curiosity. High school students prepare for college, careers, and personal growth through dual enrollment with Santa Rosa Junior College, as well as a diverse selection of electives that support their interests and aspirations.

Mission

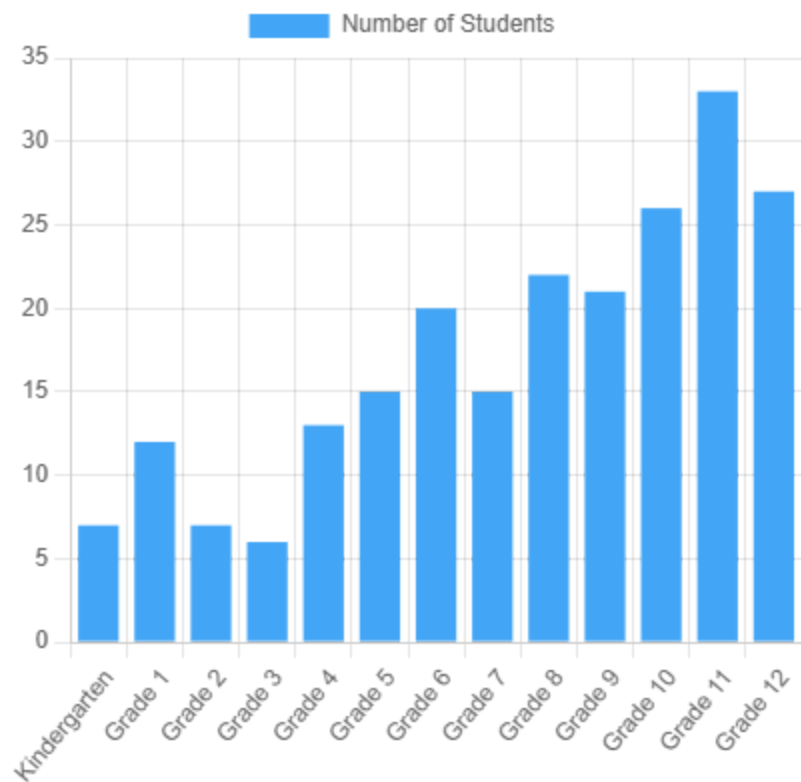
Orchard View School provides a personalized, flexible educational experience in our community for grades K–12 through a unique blend of independent study, on-campus classes, and active family partnership. We nurture social-emotional development, provide personalized academic growth through one-to-one teacher meetings, and inspire creativity and a lifelong love for learning

Vision

We envision a thriving school community that fosters academic excellence and personal growth where students, staff, and families feel seen, inspired, and supported to reach their full potential. Together, we are committed to cultivating a culture of well-being, inclusivity, and meaningful contributions to our school, local community, and beyond.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	7
Grade 1	12
Grade 2	7
Grade 3	6
Grade 4	13
Grade 5	15
Grade 6	20
Grade 7	15
Grade 8	22
Grade 9	21
Grade 10	26
Grade 11	33
Grade 12	27
Total Enrollment	224



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	56.30%
Male	42.90%
Non-Binary	0.90%
American Indian or Alaska Native	0.90%
Asian	2.20%
Black or African American	0.00%
Filipino	0.40%
Hispanic or Latino	24.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.30%
White	65.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	22.30%
Students with Disabilities	9.40%

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 Preparation and Placement (School Year 2021–22)

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)	10.60	67.99%	54.60	84.90%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.90	1.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.90	31.49%	8.60	13.40%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.51%	0.00	0.12%	15831.90	5.67%
Total Teaching Positions	15.50	100.00%	64.30	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	7.60	57.67%	46.00	82.82%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.40	4.37%	14938.30	5.38%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	4.60	34.74%	5.80	10.45%	11746.90	4.23%
Unknown/Incomplete/NA	0.90	7.44%	1.20	2.32%	14303.80	5.15%
Total Teaching Positions	13.30	100.00%	55.60	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	8.00	58.04%	46.50	83.27%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	1.60	2.86%	16855.00	6.04%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	5.70	41.88%	7.40	13.26%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	0.30	0.59%	13705.80	4.91%
Total Teaching Positions	13.80	100.00%	55.90	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	4.90	4.6	5.70
Total Out-of-Field Teachers	4.90	4.6	5.70

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%		0.00%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw Hill — Wonders, grades K–6</p> <p>All About Learning Press — All About Reading, grades TK–3</p> <p>Evan-Moor — Daily 6-Trait Writing, grades 1–8</p> <p>EPS Learning — Explode the Code, grades K–5</p> <p>School Specialty — Handwriting Without Tears, grades TK–6</p> <p>Perfection Learning — Benson Handwriting, grades K–6</p> <p>Thoughtful Learning — Writing Program, grades K–12</p> <p>EPS Learning — Making Connections, grades 1–5</p> <p>HMH — California Collections, grades 6–8</p> <p>Educators Publishing Service — Wordly Wise, grades 2–12</p> <p>Pearson — My Perspectives, grades 9–12</p> <p>Pearson — An Introduction to Poetry</p> <p>Prentice Hall — Literature, grades 9–12</p> <p>The English Language Arts program for grades 9–12 includes a range of classic and contemporary literary works. Texts studied may include The Poet X by Elizabeth Acevedo; Fahrenheit 451 by Ray Bradbury; The Woman in White by Wilkie Collins; Between the World and Me by Ta-Nehisi Coates; The Great Gatsby by F. Scott Fitzgerald; Farewell to Manzanar by James D. Houston; Their Eyes Were Watching God by Zora Neale Hurston; A Raisin in the Sun by Lorraine Hansberry; Romeo and Juliet and Hamlet by William Shakespeare; Frankenstein by Mary Shelley; The Crucible by Arthur Miller; Born a Crime by Trevor Noah; The Fire This Time: A New Generation Speaks About Race, edited by Jesmyn Ward; The Anthropocene Reviewed: Essays on a Human-Centered Planet and Turtles All the Way Down by John Green; and A Very Large Expanse of Sea by Tahereh Mafi.</p>	0
Mathematics	<p>HMH — Math in Focus: Singapore Math, grades K–8</p> <p>Desmos — Comprehensive Digital Mathematics Program, grades K–12</p> <p>Math-U-See — Mathematics Program, grades K–5</p> <p>Zearn — Digital Mathematics Program, grades K–8</p> <p>Kendall/Hunt — High School Mathematics: Algebra I</p> <p>Kendall/Hunt — High School Mathematics: Geometry</p> <p>Kendall/Hunt — High School Mathematics: Algebra II</p> <p>Pearson Education — Algebra I (Common Core)</p> <p>Pearson Education — Algebra II (Common Core)</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Pearson Education — Geometry (Common Core) Prentice Hall — Precalculus	
Science	McGraw Hill — California Inspire Science, grades K–6 Hands-on Science Discovery Kits — Supplemental kits designed to promote exploration and experimentation Mystery Science — Science Program, grades K–5 Pearson — Concepts and Challenges, grades 6–8 Glencoe — Focus on Science, grades 6–8 Glencoe — Chemistry grades 9-12 Holt, Rinehart and Winston — Physical Science grades 9-12 HMH — Biology grades 9-12 McGraw Hill — Inspire Chemistry grades 9-12	0
History-Social Science	McGraw Hill — IMPACT Social Studies, grades K–12 Prentice Hall — Psychology grades 9-12 Teachers’ Curriculum Institute — Government Alive! Econ Alive! U.S. History Alive! grades 9-12	0
Foreign Language	Pearson Prentice Hall — Realidades, Levels 1–3 grades 9-12	0
Health	Oak Meadow — Healthy Living From the Start, grades K–3 Human Kinetics — Fitness for Life grades 9-12 Pearson Education — Health grades 9-12	0
Visual and Performing Arts	Davis — Discovering Art History, Focus on Photography grades 9-12	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Orchard View School's current facility evaluation shows all areas including classrooms, bathrooms and playgrounds were evaluated and all are rates 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.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

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: November 2025

Overall Rating	Exemplary
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

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

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	63%	61%	61%	61%	47%	48%
Mathematics (grades 3-8 and 11)	44%	43%	46%	49%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	119	94.44%	5.56%	61.34%
Female	77	73	94.81%	5.19%	63.01%
Male	49	46	93.88%	6.12%	58.70%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	26	96.30%	3.70%	53.85%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	12	92.31%	7.69%	75.00%
White	82	77	93.90%	6.10%	59.74%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	25	22	88.00%	12.00%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	118	93.65%	6.35%	43.22%
Female	77	72	93.51%	6.49%	37.50%
Male	49	46	93.88%	6.12%	52.17%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	24	88.89%	11.11%	33.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	13	12	92.31%	7.69%	41.67%
White	82	78	95.12%	4.88%	44.87%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	25	24	96.00%	4.00%	41.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	47.27%	54.41%	32.43%	44.62%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	68	89.47%	10.53%	54.41%
Female	42	39	92.86%	7.14%	48.72%
Male	34	29	85.29%	14.71%	62.07%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	15	14	93.33%	6.67%	28.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	52	46	88.46%	11.54%	60.87%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	13	92.86%	7.14%	53.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

<p>Orchard View School provides developmentally appropriate Career Technical Education (CTE) and career awareness experiences across all grade levels, aligned to the school’s independent study and hybrid instructional model.</p>	
<p>Elementary Program (Grades K–5)</p> <p>At the elementary level, career exploration is introduced through integrated, age-appropriate learning experiences that build foundational skills such as problem-solving, collaboration, communication, and creativity. Students engage in project-based learning, experiential activities, and interdisciplinary lessons that connect academic content to real-world applications and everyday careers.</p> <p>Elementary students are encouraged to explore interests and strengths through enrichment classes, hands-on projects, and exposure to a wide range of fields including science, technology, art, health, and community service. These experiences support early awareness of careers while reinforcing core academic skills and positive learning habits.</p>	
<p>Middle School Program (Grades 6–8)</p> <p>At the middle school level, career education focuses on exploration and skill development. Students are introduced to a broad range of career fields through interdisciplinary coursework, project-based learning, and enrichment opportunities that connect academic skills to real-world applications.</p> <p>Middle school students engage in activities that build foundational workplace skills such as collaboration, communication, problem-solving, and time management. Career exploration is embedded into coursework and advisory conversations, helping students identify interests and strengths while beginning to understand how academic learning connects to future options.</p> <p>Students are supported in developing early postsecondary awareness, including exposure to college and career pathways, goal setting, and preparation for the transition to high school.</p>	
<p>High School Program (Grades 9–12)</p> <p>At the high school level, Orchard View School provides more targeted career preparation through dual enrollment, career-focused coursework, and work-based learning experiences. Students may participate in college-level courses through local postsecondary partnerships, earning both high school and college credit in career-related fields.</p> <p>High school students may also earn academic credit for job skills developed through employment, internships, or experiential learning aligned to individualized academic and career goals. Career exploration and planning are supported through individualized counseling, college and career workshops, and ongoing progress monitoring to ensure alignment with graduation and postsecondary plans.</p>	

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU)
Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	69%	69%	63%	69%	63%
7	73%	73%	73%	73%	60%
9	71%	71%		71%	62%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

Orchard View School offers a wealth of opportunities for parents to actively engage in their children's education, recognizing the vital role that family involvement plays in student success. One of the key aspects of parental involvement is the close communication between parents and the Teacher of Record to update and involve families in their child's academic progress and day-to-day learning. The school's website includes information regarding school business and upcoming events, keeping parents informed and connected to the school community.

Parents play a significant role in the governance and planning of the school through the Orchard View School Advisory Board. This board, which includes four parent and two student members, meets monthly to discuss school concerns and set long-term goals. All families are encouraged to attend these meetings, providing them with a place to voice their opinions and contribute to the decision-making process.

The **Orchard View Education Foundation (OVEF)** plays a vital role in fostering community involvement by organizing fundraising efforts, supporting enrichment programs, and enhancing educational opportunities for students. Parents can get involved by attending OVEF meetings, volunteering for school events, assisting with fundraising initiatives, or sharing their skills and expertise in school activities.

The school values the input of its community and regularly collects data through various channels such as the OVS Parent Survey and YouthTruth survey. These surveys are instrumental in gathering feedback from both parents and students, offering insights into their experiences and perspectives. Family input is also gathered through interviews and meetings to shape the school's Western Association of Schools and Colleges (WASC) action plan goals and the Local Control and Accountability Plan (LCAP) goals.

State Priority: Pupil Engagement

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

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

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

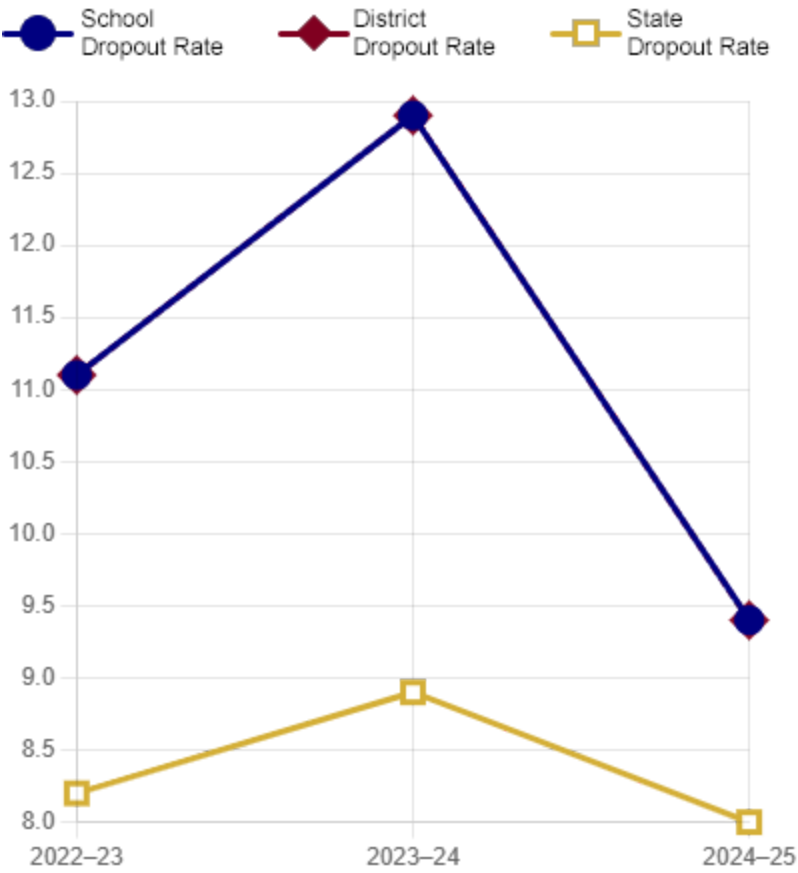
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	88.9%	87.1%	90.6%	88.9%	87.1%	90.6%	86.2%	86.4%	87.5%
Dropout Rate	11.1%	12.9%	9.4%	11.1%	12.9%	9.4%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	29	90.6%
Female	15	15	100.0%
Male	16	14	87.5%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	23	21	91.3%
English Learners	0.0	0.0	0.0%
Foster Youth	0	0	0.00%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	12	11	91.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	241	103	0	0.0%
Female	139	50	0	0.0%
Male	100	51	0	0.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	30	0	0.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	--	--	--
White	159	63	0	0.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	59	28	0	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	13	0	0.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	1.26	0.00	0.00	1.40	1.59	1.46	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	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	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Please refer to the THUSD district website for our Emergency Operations Plan by using this link:

<https://www.twinhillsusd.org/about-our-district/other-resources/safety-plan>

This individual school site has a comprehensive safety plan that can be requested by emailing the site administrator.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	3	0	0
1	2.00	3	0	0
2	3.00	4	0	0
3	3.00	4	0	0
4	3.00	5	0	0
5	2.00	5	0	0
6	4.00	4	0	0
Other**	0.00	0	0	0

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	4		
1	2.00	3		
2	2.00	5		
3	3.00	5		
4	3.00	6		
5	3.00	5		
6	3.00	5		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	4.00	2		
1	3.00	4		
2	2.00	3		
3	2.00	4		
4	2.00	6		
5	3.00	5		
6	3.00	6		
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	24	0	0
Mathematics	5.00	13	2	0
Science	5.00	6	1	0
Social Science	4.00	29	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	22		
Mathematics	5.00	15		
Science	9.00	6	1	1
Social Science	4.00	24		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	28	1	
Mathematics	4.00	22		
Science	5.00	11	1	
Social Science	10.00	9	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.45
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other**	0.50

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11227.00	\$1152.00	\$10075.00	\$91410.00
District	N/A	N/A	\$1853.00	\$87714.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A		

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

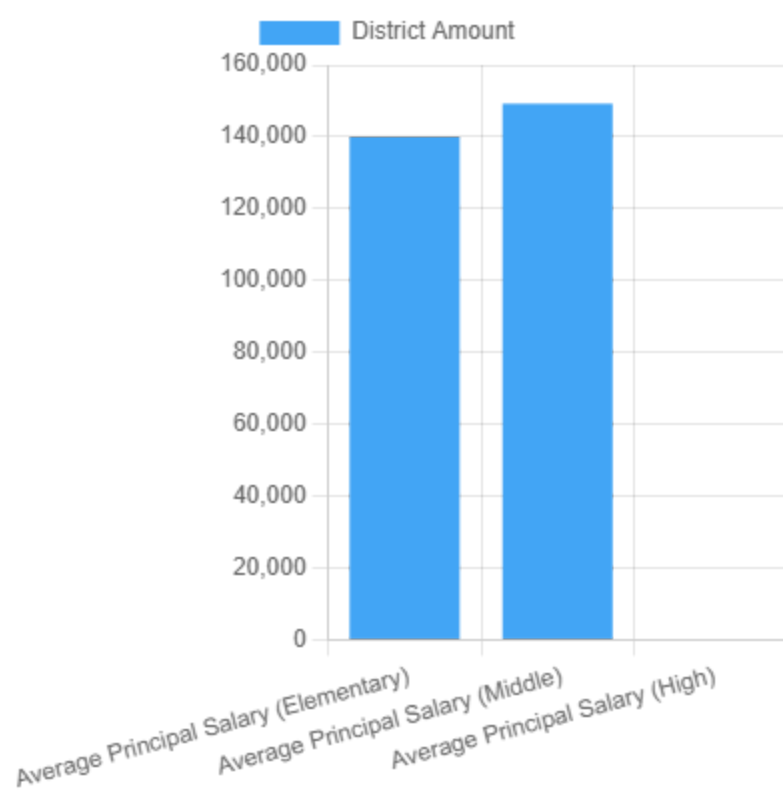
Types of Services Funded (Fiscal Year 2024–25)

<p>The types of programs and services available at the school that support and assist students through all fund sources include:</p> <p>Highly Qualified Teachers, Academic Support, Special Education Support, Curriculum Planning, Enrichment Courses, Curriculum Development, Technology, Curriculum/Instructional Materials, Online Math, Homework Support, Instructional Program, Counseling, Services, Safety and Connectedness, Student Attendance, Stakeholder Involvement, Custodial Services, Campus Supervision, Citizenship,</p> <p>Physical Environment, College and Career Counseling, College and Career Outreach, Textbook Assistance SRJC Dual Enrollment, Community Involvement, CTE Courses</p>
--

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59145.00	\$55247.70
Mid-Range Teacher Salary	\$83482.00	\$80745.76
Highest Teacher Salary	\$108799.00	\$109655.38
Average Principal Salary (Elementary)	\$139958.00	\$133828.44
Average Principal Salary (Middle)	\$149235.00	\$142253.44
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$218535.00	\$155953.89
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4