Orchard Ranch Elementary
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Orchard Ranch Elementary
Street	4375 Brookstone Drive
City, State, Zip	Roseville, CA 95747
Phone Number	916-771-1890
Principal	Richard B. Prestedge
Email Address	rprestedge@rcsdk8.org
School Website	www.rcsdk8.org
Grade Span	K-5
County-District-School (CDS) Code	31 66910 0135178

2025-26 District Contact Information

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

2025-26 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 located in West Roseville, within a mile of Fiddyment and Pleasant Grove Boulevard. Orchard Ranch Elementary School opened in August 2017 and is the nineteenth school in the Roseville City School District, entering its ninth 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 (TK) transitional kindergarten/ 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	95
Grade 2	111
Grade 3	123
Grade 4	123
Grade 5	143
Total Enrollment	732

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.3
Asian	17.1
Black or African American	1.6
Filipino	9.4
Hispanic or Latino	18.9
Two or More Races	10
White	42.8
English Learners	13.1
Foster Youth	0.1
Homeless	0.8
Socioeconomically Disadvantaged	32.2
Students with Disabilities	9.7

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.

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)	35.3	97.25	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.75	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.4	2.61	15831.9	5.67
Total Teaching Positions	36.3	100	553.3	100	279044.8	100

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.

2022-23 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)	36.4	100	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.3	2.08	14303.8	5.15
Total Teaching Positions	36.4	100	544.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	30	99.18	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.82	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.2	2.18	13705.8	4.91
Total Teaching Positions	30.3	100	562.5	100	278927.1	100

Note: The data in this table is based on 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	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

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

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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 2025

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	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	0

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

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

School Facility Conditions and Planned Improvements

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	11/2025

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			
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.

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

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.

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)	62	61	56	58	47	48
Mathematics (grades 3-8 and 11)	65	55	49	51	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	404	398	98.51	1.49	61.06
Female	203	200	98.52	1.48	65.00
Male	201	198	98.51	1.49	57.07
American Indian or Alaska Native	--	--	--	--	--
Asian	68	66	97.06	2.94	60.61
Black or African American	12	12	100.00	0.00	41.67
Filipino	44	44	100.00	0.00	77.27
Hispanic or Latino	70	69	98.57	1.43	49.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	63.41
White	167	165	98.80	1.20	62.42
English Learners	48	43	89.58	10.42	18.60
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	141	137	97.16	2.84	47.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	41.03

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	404	400	99.01	0.99	55.00
Female	203	200	98.52	1.48	51.00
Male	201	200	99.50	0.50	59.00
American Indian or Alaska Native	--	--	--	--	--
Asian	68	67	98.53	1.47	59.70
Black or African American	12	12	100.00	0.00	16.67
Filipino	44	44	100.00	0.00	75.00
Hispanic or Latino	70	69	98.57	1.43	53.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	46.34
White	167	165	98.80	1.20	53.33
English Learners	48	46	95.83	4.17	28.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	141	137	97.16	2.84	47.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	39	100.00	0.00	41.03

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 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.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	52.38	46.41	43.48	43.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	153	99.35	0.65	46.41
Female	78	77	98.72	1.28	36.36
Male	76	76	100.00	0.00	56.58
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	44.00
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	60.00
Hispanic or Latino	23	23	100.00	0.00	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	31.58
White	65	64	98.46	1.54	50.00
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33	1.67	42.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96%	96%	95%	98%	99%

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.

2025-26 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 who donate resources and time to support our students in various 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	782	777	63	8.1
Female	389	385	32	8.3
Male	393	392	31	7.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	138	137	10	7.3
Black or African American	18	17	3	17.6
Filipino	73	73	2	2.7
Hispanic or Latino	142	142	15	10.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	75	75	8	10.7
White	331	329	25	7.6
English Learners	115	114	16	14.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	269	36	13.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	88	7	8.0

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.

C. Engagement	State Priority: School Climate

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 data.

Suspensions								
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
0.46	0.27	0.9	1.68	2.51	2.04	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
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
0	0	0	0.01	0.02	0.08	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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.90	0.00
Female	0.00	0.00
Male	1.78	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	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.51	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.41	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.

2025-26 School Safety Plan

A School Safety Plan has been created and was reviewed and updated annually on December 10th, 2025, by the School Site Council. The plan will be submitted for final approval by the board in February 2026. This plan is available for you to review upon request. Please make an appointment at (916) 771-1890. Evacuation and lockdown drills are practiced regularly 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.

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
K	25	0	35	0
1	25	0	42	0
2	23	0	42	0
3	28	0	37	5
4	30	5	14	7
5	28	6	21	0
6	0	0	0	0
Other	31	0	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	21	7	0
1	24	0	28	0
2	23	0	35	0
3	23	0	35	0
4	26	5	23	0
5	26	6	27	0
6	0	0	0	0
Other	29	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	1	28	
1	24		28	
2	22		35	
3	25		35	
4	25	6	27	
5	29	6	27	
Other	32		1	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$13,622	$4,323	$9,299	$114,393
District	N/A	N/A	$10,575	$131,673
Percent Difference - School Site and District	N/A	N/A	-12.8	15.6
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-14.7	17.1

Fiscal Year 2024-25 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 TK-5 students have access to over 700 Chrome books or iPads and each classroom has an teacher 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$53,584	$61,597
Mid-Range Teacher Salary	$104,574	$98,902
Highest Teacher Salary	$121,753	$126,340
Average Principal Salary (Elementary)	$138,129	$158,383
Average Principal Salary (Middle)	$162,430	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$275,600	$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

In alignment with the Roseville City School District's board goals, the Professional Development Advisory Committee (PDAC) developed a comprehensive three-year professional development plan for the District. Staff participate in four districtwide professional development days that include both district and site-based sessions focused on advancing site goals within the

Professional Development

district's overall priorities.

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 in-service days. An emphasis is placed 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 various ways to integrate technology into their lessons in meaningful ways. We are working to plan lessons that 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. Our school in in year 3 of our Restorative Practices implementation. Through ongoing training, we intentionally build community, promote healthy relationships among educators and students, teach social-emotional and conflict resolution skills, and turn behaviors into learning opportunities. Our classroom lessons encourage growth towards accepting responsibility and repairing harm in the community.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	4