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Orange Center Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Orange Center Elementary School
Street	3530 South Cherry Ave.
City, State, Zip	Fresno, CA 93706-5615
Phone Number	(559) 237-0437
Principal	Terry M. Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org
CDS Code	10 62331 6007009

District Contact Information	
District Name	Orange Center Elementary School District
Phone Number	(559) 237-0437
Superintendent	Terry M. Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org

School Description and Mission Statement (School Year 2017-18)

Orange Center strives to develop productive citizens who have a general knowledge and appreciation of the world around them. Our goals are to encourage students to accept responsibilities as members of a group, to promote and create a life-long enjoyment of learning, to meet the needs of the individual students rather than just the individual class, and to produce students capable of creative and imaginative thought.. Orange Center School District serves approximately 320 students in preschool through 8th grade, preparing students for their future educational and life experiences through high quality and engaging instruction in the area of English Language Arts, Mathematics, Social Science, Science, Technology, Physical Education, and Art. Orange Center School District serves a diverse population, with approximately 5 languages spoken by students and their families including English, Spanish, Hmong, Nahuatl, Arabic. Ethnicity data for Orange Center School district indicates that the student population is made up of approximately: 72% Hispanic or Latino, 21% Asian, 2% African American, 4 % White and 1 % Two or more Races. Orange Center School District's student population consists of: 51% of the student population are English Learners, 96% of students that have been categorized as socioeconomically distavandaged. In addition to the general education program, Orange Center offers opportunities for students to explore: Coding, 3D Printing, Debate, Leadership, Sports, Music, and Secondary Language Acquisition (through a Dual Immersion Language Program) to students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	39
Grade 1	36
Grade 2	37
Grade 3	20
Grade 4	38
Grade 5	43
Grade 6	30
Grade 7	26
Grade 8	31
Total Enrollment	300

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	21.3
Filipino	0
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	0
White	4.3
Two or More Races	0.7
Socioeconomically Disadvantaged	95.7
English Learners	42
Students with Disabilities	11
Foster Youth	2.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	13	15	15
Without Full Credential	2	4	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

During the Fresno County Office of Education Williams case settlement review in August 2017, we were found to be in full compliance when it came to adequacy and necessary number of state-adopted textbooks.
Our textbooks and instructional materials were selected from recent list of standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of their curriculum frameworks.

Each year, within eight weeks after the first day of school, a hearing is held to determine whether there are sufficient textbooks for the upcoming school year. For the 2017-18 school year, every student had access to his or her own textbook and instructional materials, including all English learners. The public hearing was held in September 2017, for the 2017-18 school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, Houghton Mifflin (K-5) Collections, Houghton Mifflin (6-8)	Yes	0
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-8)	Yes	0
Science	California Science, Harcourt (K-6) Holt California Science, Life and Physical; Holt, Rinehart and Winston (7-8)	Yes	0
History-Social Science	Adventures in Time and Place, Macmillan/McGraw-Hill (K-3) Discovering Our Past, McGraw-Hill (6-8)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Orange Center School was built in 1955 and contains 16 classrooms, four restrooms, a cafeteria and a district office. A fourth wing that contained five classrooms and two student restrooms was added in 1961. In 2000, 16 of the 21 classrooms were modernized. In 1998, the kitchen was renovated, and during the 2007-08 school year, major renovations were made to the cafeteria. During the summer of 2013, the school was completely painted. The project of the wireless tower was completed in January 2014, and the campus now has wireless internet service for students and staff. The district's solar project was completed in April 2013.

Eighty-five percent of the students are provided with bus transportation. Parents are allowed to drop off students as early as 7:30 a.m., with supervision provided.

The school is located with a dairy on one side with limited access from the only street, which is South Cherry Avenue.

All visitors must report to the office. Entrance to the grounds is controlled by the office staff, which electronically controls the entrance doors. Staff members must have a PIN number or use their thumbprint to gain entrance through these doors.

In September of 2017, 12 heating and air conditioning units were replaced in classrooms. All buildings and rooms were fitted with upgraded thermostats for energy efficiency. In January 2018- all indoor and outdoor lighting is scheduled to be upgraded for energy efficiency and safety. A water distribution system is scheduled to be installed campus wide during the summer of 2018, replacing the original water distribution pipes.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2017				
System Inspected	Repair Status			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Office had an office tile that was removed. The tile has since been replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Very Clean.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical		X		All indoor and outdoor lighting will be upgraded: scheduled January 2018
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking Fountains are shut off: POU filters to be installed January-February 2018. Loose Faucet in Room 17 has been repaired. Some toilets to be included in modernization during summer 2018.
Safety: Fire Safety, Hazardous Materials	X			Chipped paint in North Kitchen door. Repair scheduled for January 2018.
Structural: Structural Damage, Roofs	X			Library south wall panels are separating, planned maintenance summer 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Many squirrel holes and gopher mounds, trash and dirt pile in SW corner. plan to eliminate squirrels and gophers to be created by 3/2018

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2017				
Overall Rating	**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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	20	30	30	32	48	48
Mathematics (grades 3-8 and 11)	13	21	17	19	36	37

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	194	97.98	29.9
Male	96	95	98.96	27.37
Female	102	99	97.06	32.32
Black or African American	--	--	--	--
Asian	40	40	100	32.5
Hispanic or Latino	142	139	97.89	29.5
White	11	10	90.91	30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	30.65
English Learners	118	114	96.61	29.82
Students with Disabilities	24	24	100	12.5
Students Receiving Migrant Education Services	11	11	100	63.64
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	198	192	96.97	20.83
Male	96	95	98.96	24.21
Female	102	97	95.1	17.53
Black or African American	--	--	--	--
Asian	40	40	100	17.5
Hispanic or Latino	142	137	96.48	21.9
White	11	10	90.91	30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	184	96.84	20.65
English Learners	118	112	94.92	21.43
Students with Disabilities	24	24	100	8.33
Students Receiving Migrant Education Services	11	11	100	27.27
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	11	32	11	36	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	11.9	4.8
7	17.9	3.6	10.7

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Programs and activities where parents can become involved and be an integral part of the school include School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee (ELAC) and the Parent Teachers Club.
The Migrant Education Program will offer support to migrant parents throughout the 2017-18 school year. Also, the After School Program and Parents Club will provide opportunities for parents to assist them in becoming more involved in leadership roles at the school site.
For more information on how to become involved at the school, please contact Raquel Banda, OCPC member, at (559) 237-0437.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.2	7.5	4.3	1.6	2.1	1.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school safety plan was last reviewed, updated and discussed with the school faculty in May 2017 and will be reviewed again in January 2018. The plan addresses the following areas of concerns: intruders on campus, drills for earthquakes and monthly fire drills, and bus-evacuation drills. All visitors must sign in at the office through the newly adopted Raptor security System. This system checks all visitors who enter campus against hte Megan's Law Sexual PRedators list and will alert administration to any individuals who have been flagged based on safety concerns. ALl visitors will be issied and encouraged to wear a computer generated ID tag on campus; all staff members also must wear ID tags.

Orange Center has a zero-tolerance policy regarding drugs and bullying. Parents may access a copy of the safety plan by contacting the superintendent/principal at (559) 237-0437.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	2	1		13	3			13	3		
1	14	2			18	2			18	2		
2	19	2			14	2			19	2		
3	22		2		19	2			20	1		
4	30		1		26		2		19	2		
5	35			1	29		1		22		2	
6	32		1		32		1		30		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	1.0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$6,574	$61,939
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 2016-17)

Goal 1.
Professional Development for teachers with a Focus on student engagement, the foundations of reading and writing.
Instructional Aides will work specifically with EL students TK-3 and will receive training in order to

provide focused support for targeted students.
Additional Aide will be added to staff.
Goal 2.
LVN will be hired to assist in increasing education in the
area of preventative care to parents and in working
with students to increase support in health and social
emotional issues if needed.
Funding has been allocated to provide motivational
speakers, rallies and hire an activities director
(stipend).
Facilities will be improved: AC in Cafeteria Auditorium.
Goal 3.
VAPA professional learning provided to teachers
VAPA opportunities will be provided to students
Funding for GATE program
Funding for an Activities Director Stipend.
Goal 4. Plans to incorporate a parent involvement team that
will provide parent activities and trainings have been
added.
The need for a Hmong Liaison/Instructional Aide was
indicated and has been added.
Goal 5.
inclusion of 1:1 technology devices for students plan
has been added. Funding for STEM, Common Core and Career Tech ED
related Field Trips has been added.Funding to support the creation of maker spaces for
TK-8 students has been allocated.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$42,598
Mid-Range Teacher Salary		$62,232
Highest Teacher Salary		$80,964
Average Principal Salary (Elementary)		$102,366
Average Principal Salary (Middle)		$104,982
Average Principal Salary (High)		
Superintendent Salary		$117,868
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Orange Center provides staff-development days every Monday throughout the school year for the teaching staff. These Mondays are minimum days. There will be two full-day in-services prior to the first day of school. During the 2015-16 school year, all teachers were trained in; Kagan Cooperative Learning Structure implementation (3-5 day training), Time to Teach, behavior management training and were provided by Fresno county office of education in the area of English Language Arts. During th 2016-2017 school year Kagan training was offered to all new staff. All K-3 teachers attended Reading Results training and all 3-8th grade teachers were trained in Rally/ CAll training, both offered by the California Reading and Literacy Project, California State University Fresno. And Visual and performing arts and technology integration training was provided as well. During the 2016-2107 school year teachers were offered a refresher course in Time to Teach, Kagan, and focus on receiving Writing/ELA and Mathematics training and collaboration through FCSS.

Teachers are encouraged to attend off-campus conferences and workshops that emphasize reading instruction. The district supports staff members by paying for registration fees and the cost of a substitute teacher. First- and second-year teachers receive assistance through Fresno County Office of Education Beginning Teacher Support Assessment (BTSA) program. These teachers are required to complete state-mandated professional development activities with the help of a support provider (mentor teacher) that is assigned to them.

Further staff development is provided through Fresno County Office of Education's Academic Systemwide Intensive Support Team (ASIST) team, in the area of English language arts and mathematics Common Core implementation.