

# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Orange Center School

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To view the SARC in Spanish  
or Hmong, please visit:  
[www.orangecenter.org](http://www.orangecenter.org)

# Orange Center SD



### Principal's Message

Welcome to the 2016-17 school year! Our goal at Orange Center Elementary School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners.

Orange Center students and staff strive to be respectful, responsible and build positive relationships with others. High academic standards and responsible citizenship are the foundation of our school. It is with pride that we continue to hold these high standards. We are very excited to have earned the Positive Behavioral Interventions and Supports bronze medal at the culmination of the 2014-15 school year. We look forward to working toward receiving a gold medal this school year, as we continue to build a strong districtwide behavior intervention support plan.

Orange Center School District is determined to increase the academic achievement of all students, maintain highly qualified teachers, ensure that all students have access to standards-aligned curriculum and exposure to 21st-century skills through the use of technology, and to increase parent and community participation in school activities.

It is my belief that all students have the right to a rigorous education in a safe and inviting school environment. I believe that it is our responsibility to provide students with the tools to be successful in the future. The Orange Center School District will continue to increase the use of technology and the implementation of the Common Core State Standards throughout the academic school year. It is our goal to provide meaningful opportunities to students that will assist them in developing their leadership abilities and their creativity.

Together, the faculty has established core values that we are committed to uphold and model. We will be leaders: We will be effective communicators and visionaries, and we will be flexible. We will be educators: We will be knowledgeable in our craft; we will be professional, resourceful and caring. We will be lifelong learners: We will be attentive, responsible, engaged and enthusiastic. We will be community members: We will be invested, concerned and involved.

I look forward to providing extensive learning opportunities and support for all Orange Center students! **Together we can create a brighter tomorrow!! Go Tigers!!**

Respectfully,  
Terry M. Hirschfield  
Superintendent/Principal

### Professional Development

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. Staff members that attend these two in-services are paid a stipend which is funded out of the Instructional Time and Staff Development Reform Program Assembly Bill 825. All teaching staff, including resource personnel, participates in these professional-development activities. During the 2007-08 school year, 12 teachers completed Assembly Bill 466 training (the bill established the Mathematics and Reading Professional Development Program). During the 2013-14 school year, 15 teachers received Common Core State Standards training and coaching. A total of six teachers also received five days of training when they attended the Common Core Summer Academy facilitated by Fresno County Office of Education. Teachers were paid a stipend which was funded out of the Common Core State Standards Implementation Funds. For the previous three school years, we had 10 days each year dedicated to staff and professional development. During the 2015-16 school year, all teachers were trained in Kagan Cooperative Learning Structure implementation (3-5 day training).

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.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Orange Center School	10 days	10 days	10 days



### School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

### Mission Statement

Orange Center Elementary School strives to develop productive citizens who have in-depth knowledge and appreciation of the world around them. Our goals are to encourage students to accept responsibilities as members of society, to promote and create a lifelong 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.

### Governing Board

**Panfilo Cerrillo**  
*President*

**Michael Gonzalez**  
*Vice president*

**Veronica Thomas**  
*Clerk*

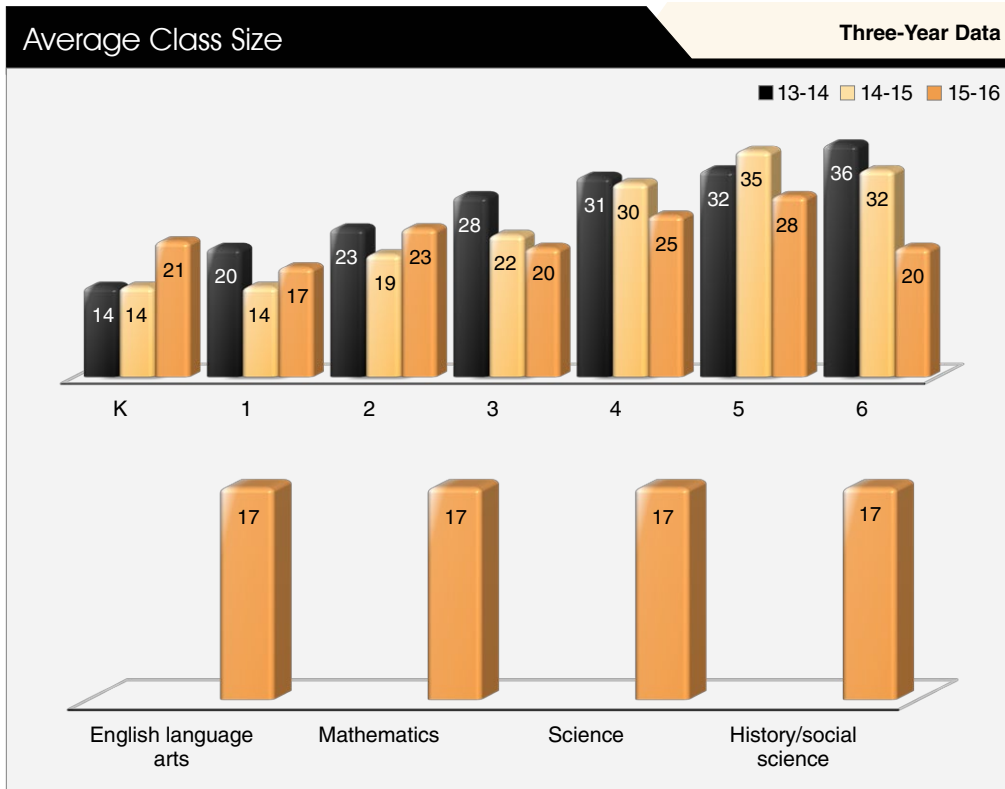
**Javier Gonzales**  
*Trustee*

**Veronica Salazar**  
*Trustee*



### Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



### California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

#### Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	1		2	1			2	
1	2			2			2		
2		2		2				1	
3		1			2		2		
4		1			1			2	
5		1				1		1	
6			1		1		2		

Subject	2013-14			2014-15			2015-16		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts							1		
Mathematics							1		
Science							1		
History/social science							1		

#### Percentage of Students Meeting Fitness Standards

2015-16 School Year

##### Grade 5

Four of six standards	21.4%
Five of six standards	0.0%
Six of six standards	0.0%

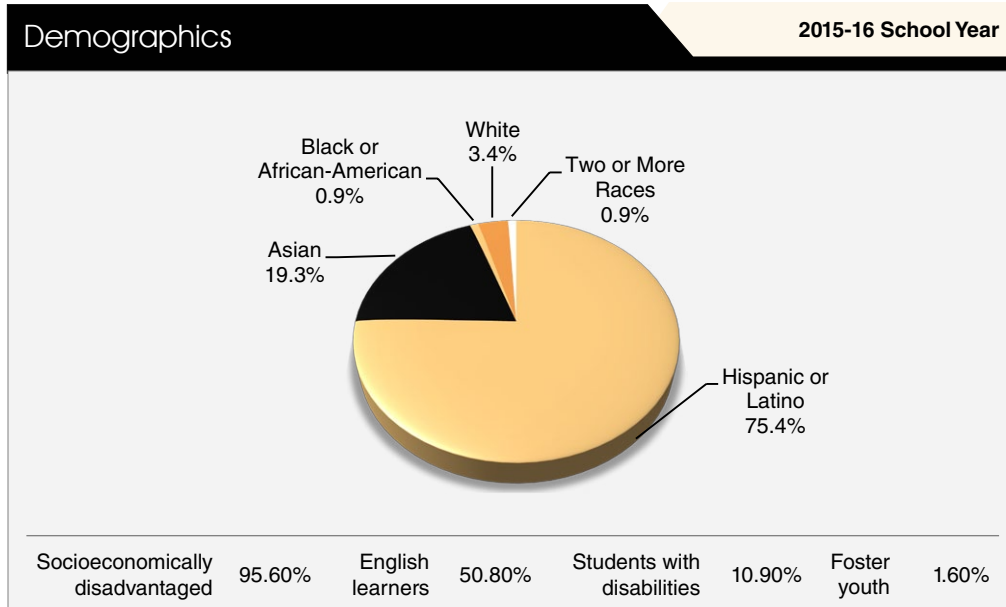
##### Grade 7

Four of six standards	19.4%
Five of six standards	3.2%
Six of six standards	0.0%



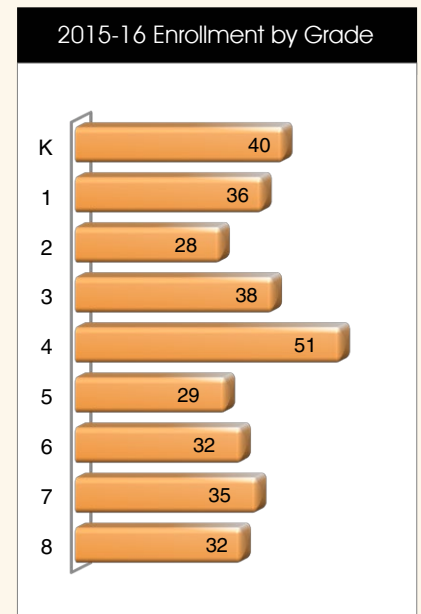
### Enrollment by Student Group

The total enrollment at the school was 321 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2016-17 School Year	
	Orange Center School	Orange Center SD	
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		1	
Percentage of schools currently in Program Improvement		50.00%	

◇ Not applicable. The district is not in Program Improvement.

### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Orange Center School			
	13-14	14-15	15-16
Suspension rates	6.7%	7.2%	7.5%
Expulsion rates	0.0%	0.3%	0.0%
Orange Center SD			
	13-14	14-15	15-16
Suspension rates	1.7%	1.6%	2.1%
Expulsion rates	0.0%	0.3%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%





## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Orange Center School			Orange Center SD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	19%	11%	32%	19%	11%	36%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	62	60	96.77%	31.67%	
Male	37	36	97.30%	38.89%	
Female	25	24	96.00%	20.83%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	49	47	95.92%	36.17%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	59	57	96.61%	29.82%	
English learners	19	19	100.00%	5.26%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Orange Center School		Orange Center SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	13%	20%	28%	30%	44%	48%
Mathematics	7%	13%	18%	17%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-8.

The "percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 3

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	38	97.40%	21.10%
Male	21	21	100.00%	23.80%
Female	18	17	94.40%	17.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	16.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	33	33	100.00%	18.20%
English learners	17	17	100.00%	11.80%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	39	38	97.40%	26.30%
Male	21	21	100.00%	28.60%
Female	18	17	94.40%	23.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	33	33	100.00%	27.30%
English learners	17	17	100.00%	29.40%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	48	46	95.80%	19.60%
Male	26	25	96.20%	8.00%
Female	22	21	95.50%	33.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	18.20%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	33	94.30%	21.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	47	45	95.70%	20.00%
English learners	32	32	100.00%	25.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	48	46	95.80%	10.90%
Male	26	25	96.20%	8.00%
Female	22	21	95.50%	14.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	11	11	100.00%	9.10%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	33	94.30%	12.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	47	45	95.70%	11.10%
English learners	32	32	100.00%	15.60%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	28	96.60%	17.90%
Male	16	15	93.80%	26.70%
Female	13	13	100.00%	7.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	22	95.70%	22.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	28	27	96.40%	14.80%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	28	96.60%	3.60%
Male	16	15	93.80%	6.70%
Female	13	13	100.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	22	95.70%	4.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	28	27	96.40%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	29	29	100.00%	31.03%
Male	11	11	100.00%	45.45%
Female	18	18	100.00%	22.22%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	27.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	27	100.00%	33.33%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	28	28	100.00%	17.86%
Male	11	11	100.00%	36.36%
Female	17	17	100.00%	5.88%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	18.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	27	27	100.00%	18.52%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	30	96.80%	10.00%
Male	15	14	93.30%	7.14%
Female	16	16	100.00%	12.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	13.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	29	28	96.60%	10.71%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	31	30	96.80%	0.00%
Male	15	14	93.30%	0.00%
Female	16	16	100.00%	0.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	29	28	96.60%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	33	100.00%	21.21%
Male	21	21	100.00%	14.29%
Female	12	12	100.00%	33.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	23.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	22.58%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	33	33	100.00%	15.15%
Male	21	21	100.00%	14.29%
Female	12	12	100.00%	16.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	15.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	16.13%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Textbooks and Instructional Materials

During the Fresno County Office of Education Williams case settlement review in August 2015 and August 2016, 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 2016-17 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 2016, for the 2016-17 school year.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Journeys</i> , Houghton Mifflin (K-5)	2016
English language arts	<i>Collections</i> , Houghton Mifflin (6-8)	2016
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-8)	2015
Science	<i>California Science</i> , Harcourt (K-6)	2007
Science	Holt California Science, Life and Physical; Holt, Rinehart and Winston (7-8)	2007
History/social science	<i>Adventures in Time and Place</i> , Macmillan/McGraw-Hill (K-3)	2000
History/social science	<i>Discovering Our Past</i> , McGraw-Hill (6-8)	2006
History/social science	<i>Scott-Foresman History-Social Science for California: Our Nation</i> , Scott-Foresman (4-5)	2006

## School Facilities

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 are denied entrance to the school grounds until they 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.

Administrative personnel are on campus until 5 p.m.

Our After School Program (ASP) has more than 208 students enrolled, or approximately 65 percent of the student body.

A custodian team of 2.75 full-time equivalent (FTE) oversees the 10 acre campus. All rooms are cleaned nightly. All restrooms meet Americans with Disabilities Act (ADA) standards. Upgraded solid plastic partitions were placed in two of the eight restrooms to reduce the amount of graffiti that was in these restrooms.

District housing is provided for the head custodian who lives on campus; his duty hours are 6:30 a.m. to 3 p.m. Bus driver/custodians are here from 7 a.m. to 3:30 p.m. There is an afternoon custodian, who cleans the classrooms, on duty from noon to 6:30 p.m.

During modernization of the 16 classrooms, more than \$70,000 was spent in updating our computer infrastructure. Cat 5 and fiber-optic cabling was installed, and all rooms were outfitted with eight-port hubs. The computer lab has 32 computers available for student use, with an average of three-and-a-half computers per classroom.

*Continued on page 13*

✦ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0 %
Mathematics	0 %
Science	0 %
History/social science	0 %
Visual and performing arts	✦
Foreign language	✦
Health	✦

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/21/2016

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			9/6/2016
<b>Date of the most recent completion of the inspection form</b>			9/6/2016

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Chipped paint in cafeteria will be painted during the water project.	May 2017
Restrooms/fountains	Toilet automatic flushing not as sensitive as needed. Updated with manual flush handles.	February 2017
Safety	Preschool ramp chipped and was resurfaced.	February 2017
	Asphalt resurfacing and cement drive will be repaired during water project.	May 2017

### Parental Involvement

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 2016-17 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.

### School Facilities

*Continued from page 12*

During the 2007-08 school year, a module library replaced the existing structure. More than 500 books have been added to the present collection since 2006.

The library has 16 desktop computers and 16 laptops available for use during and after school. Parents are welcome to use these computers on an as-needed basis. Developer fees funded this improvement.

In the spring of 2008, a 40-foot-by-40-foot shade structure was erected, funded by the ASP.

In July 2009, the septic system was updated with a leach line because of problems with the existing dry wells. This was funded with Deferred Maintenance Program funds.

In October 2010, Orange Center, with the help of the employees of Kraft Foods International and The Home Depot, held an Orange Center Campus Cleanup Day. The campus was cleaned, painted and light maintenance projects were completed.

In 2011, Orange Center received a complete lighting retrofit from PG&E andsylvania Lighting Systems. All ballasts were replaced with energy-efficient lighting.

In 2014, classroom improvements and upgrades were performed in middle grade classrooms which included new paint, carpeting and electrical.

In 2015, cafeteria furniture was upgraded.

In 2016, various trees on campus were removed or trimmed. In addition, a chain link enclosure and a metal hanging bar were removed from the kindergarten playground and replaced with a basketball hoop and cement area for game play. A Proposition 39 audit is under way and energy saving improvements will be made throughout the year, as the grant allows.

### School Safety

The school safety plan was last reviewed and updated in January 2017. 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 and wear an ID tag on campus; all staff members also must wear ID tags.

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





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Orange Center SD	Orange Center School		
Teachers	16-17	14-15	15-16	16-17
With a full credential	13	16	17	13
Without a full credential	4	0	2	4
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Orange Center School		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Orange Center School	94.12%	5.88%
All schools in district	99.20%	0.80%
High-poverty schools in district	99.20%	0.80%
Low-poverty schools in district	◇	◇

◇ Not applicable.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.4
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0



## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Orange Center SD	Similar Sized District
Beginning teacher salary	⊕	\$41,085
Midrange teacher salary	⊕	\$59,415
Highest teacher salary	⊕	\$75,998
Average elementary school principal salary	⊕	\$100,438
Superintendent salary	⊕	\$116,069
Teacher salaries: percentage of budget	32%	33%
Administrative salaries: percentage of budget	5%	7%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center School	\$5,732	\$61,098
Orange Center SD	\$5,732	\$61,098
California	\$5,677	\$60,985
School and district: percentage difference	◆	◆
School and California: percentage difference	+1.0%	+0.2%

⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

## Types of Services Funded

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:

- Title I and School Improvement Program (SIP) funds helped to provide direct services to students by defraying the costs for paraprofessionals, a nurse, reading resource teacher, English learner resource teacher, SES provider, curriculum resource and technology resource teacher
- Peer Assistance and Review (PAR) funds were used for staff development
- Title II, Part A funds were used for staff development
- Title II, Part D funds were used to purchase computer hardware and help pay for the technology resource teacher
- Title III funds helped pay for the English learner (EL) paraprofessional and the EL resource teacher
- Title V funds were used to purchase software

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$8,984
Expenditures per pupil from restricted sources	\$3,252
Expenditures per pupil from unrestricted sources	\$5,732
Annual average teacher salary	\$61,098

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

## School Accountability Report Card

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