

Orange Center

Orange Center Elementary

Expanded Learning Program
Report Card

2024-25

Grades served: K-8

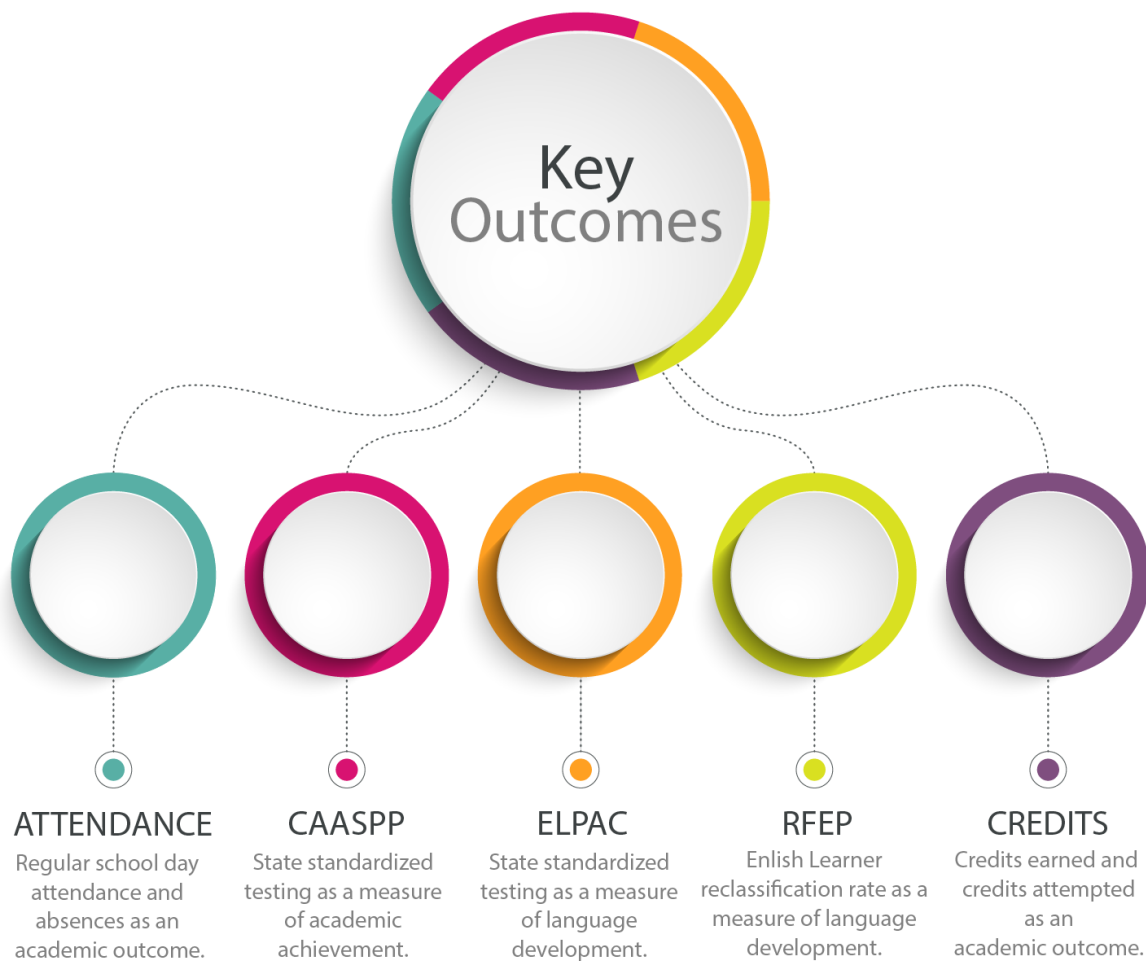
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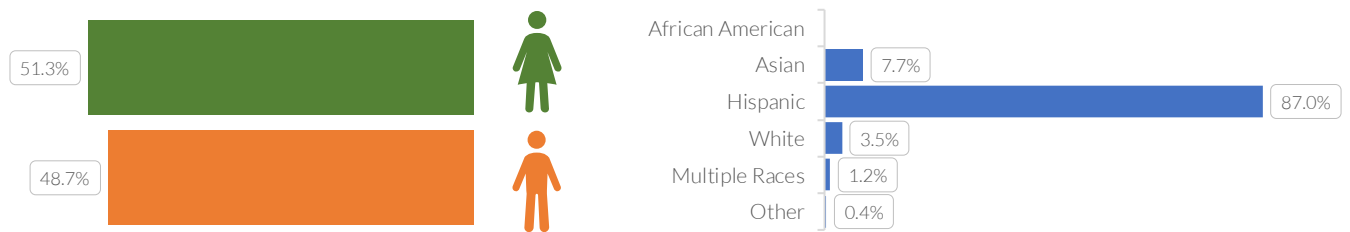
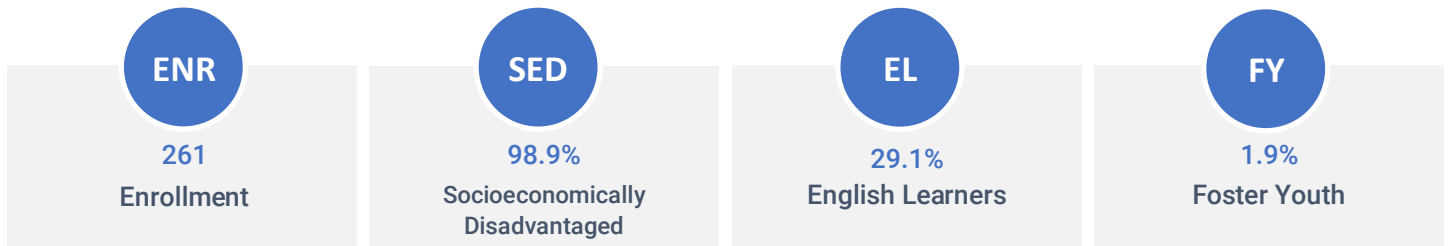
01 Introduction

This report describes the participants, participation levels, and outcomes of the 2024-25 expanded learning program at Orange Center Elementary. Participant data includes the gender, ethnicity, English Learner (EL) status, and grade level of students. Outcomes measured include **regular school day attendance and absences**, percentage of **credits earned (HS Only)**, performance on the English-Language Arts (ELA) and Math portions of the **California Assessment of Student Performance and Progress (CAASPP)**, performance on the **English Language Proficiency Assessments for California (ELPAC)**, and percentages of students **Redesignated as Fluent English Proficient (RFEP)**. The relationship between expanded learning program attendance, or “dosage”, and these key outcomes were examined.

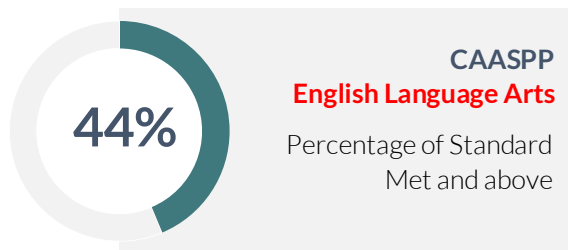
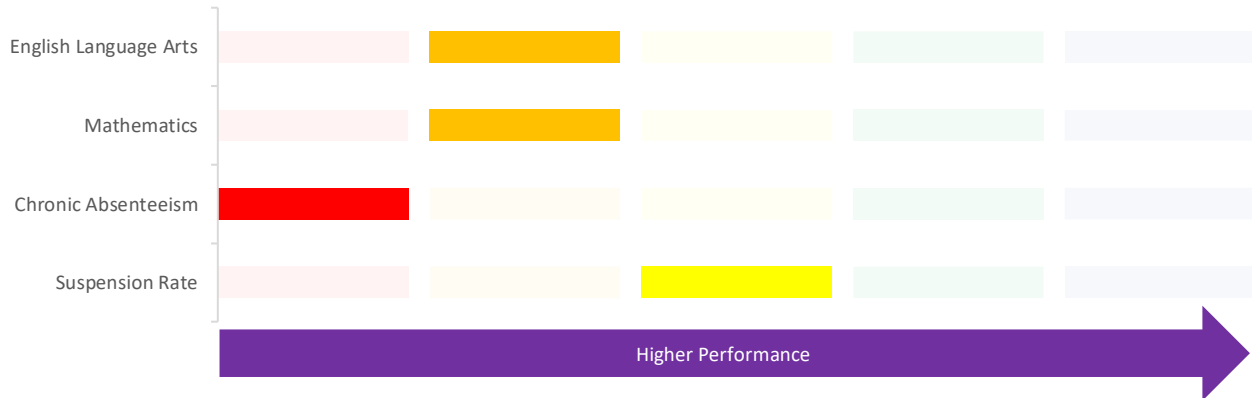
In addition to the outcome measures outlined above, this report includes a variety of data charts, tables, and graphs which are not traditionally considered a part of quantitative evaluation. These additional measures are included for reference and to provide the reader with a better understanding of the program as a whole.



02 School-Wide Profile¹



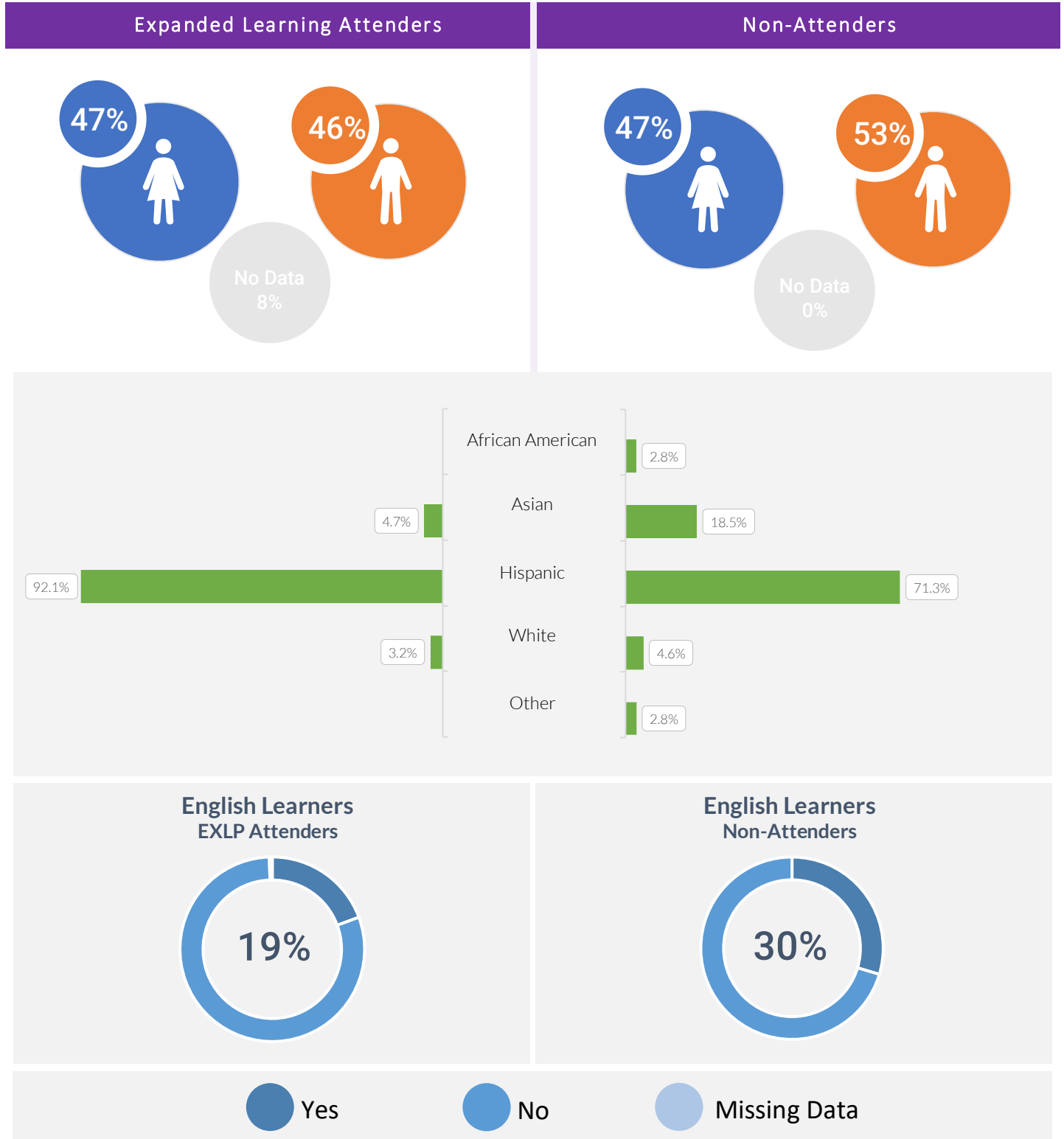
California School Dashboard Results



¹ District and county reports show a composite of schools with expanded learning programs. It is not possible to aggregate CA School Dashboard Results at the county level. For county level reports, statewide results are displayed instead.

03 Participant Demographics

During the 2024-25 school year, a total of **191** students attended the expanded learning program for at least one day². Participant and non-participant demographics are compared in the next sections of this report.



The low, medium, and high attendance categories are defined in the next section of this report.

Local Control Funding Formula (LCFF) Indicators

	<i>Non-Attendees</i>	<i>Low Attendees</i>	<i>Medium Attendees</i>	<i>High Attendees</i>
<i>Special Education</i>	10.2% <i>(n=108)</i>	19.4% <i>(n=72)</i>	20.3% <i>(n=69)</i>	14.3% <i>(n=49)</i>
<i>G.A.T.E.</i>	0.0% <i>(n=108)</i>	0.0% <i>(n=72)</i>	0.0% <i>(n=69)</i>	0.0% <i>(n=49)</i>
<i>Homeless</i>	0.0% <i>(n=108)</i>	0.0% <i>(n=72)</i>	5.8% <i>(n=69)</i>	0.0% <i>(n=49)</i>
<i>Foster Youth</i>	0.9% <i>(n=108)</i>	2.8% <i>(n=72)</i>	0.0% <i>(n=69)</i>	0.0% <i>(n=49)</i>
<i>Chronic Absentee</i>	39.2% <i>(n=102)</i>	25.7% <i>(n=70)</i>	29.0% <i>(n=69)</i>	2.0% <i>(n=49)</i>

Demographics Table

	<i>Non-Attendees</i>	<i>EXLP Attendees</i>	<i>Total</i>
<i>Male</i>	57	87	144
<i>Female</i>	51	89	140
<i>No Data</i>	0	15	15

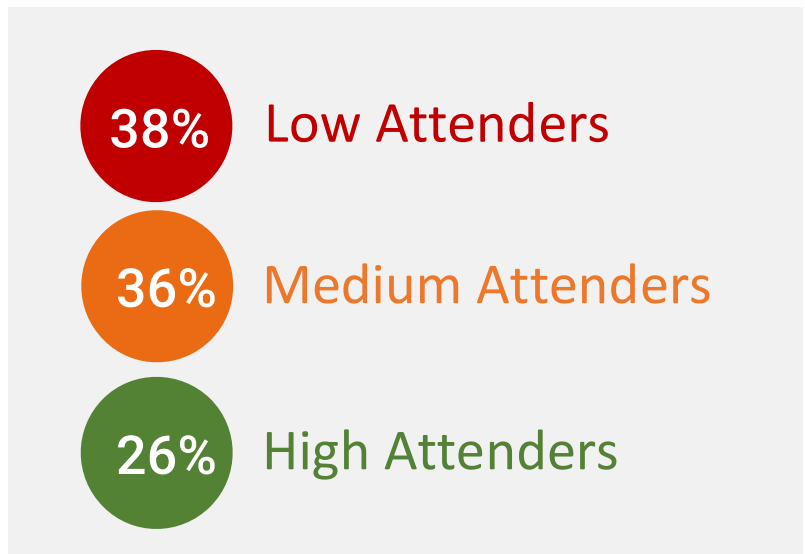
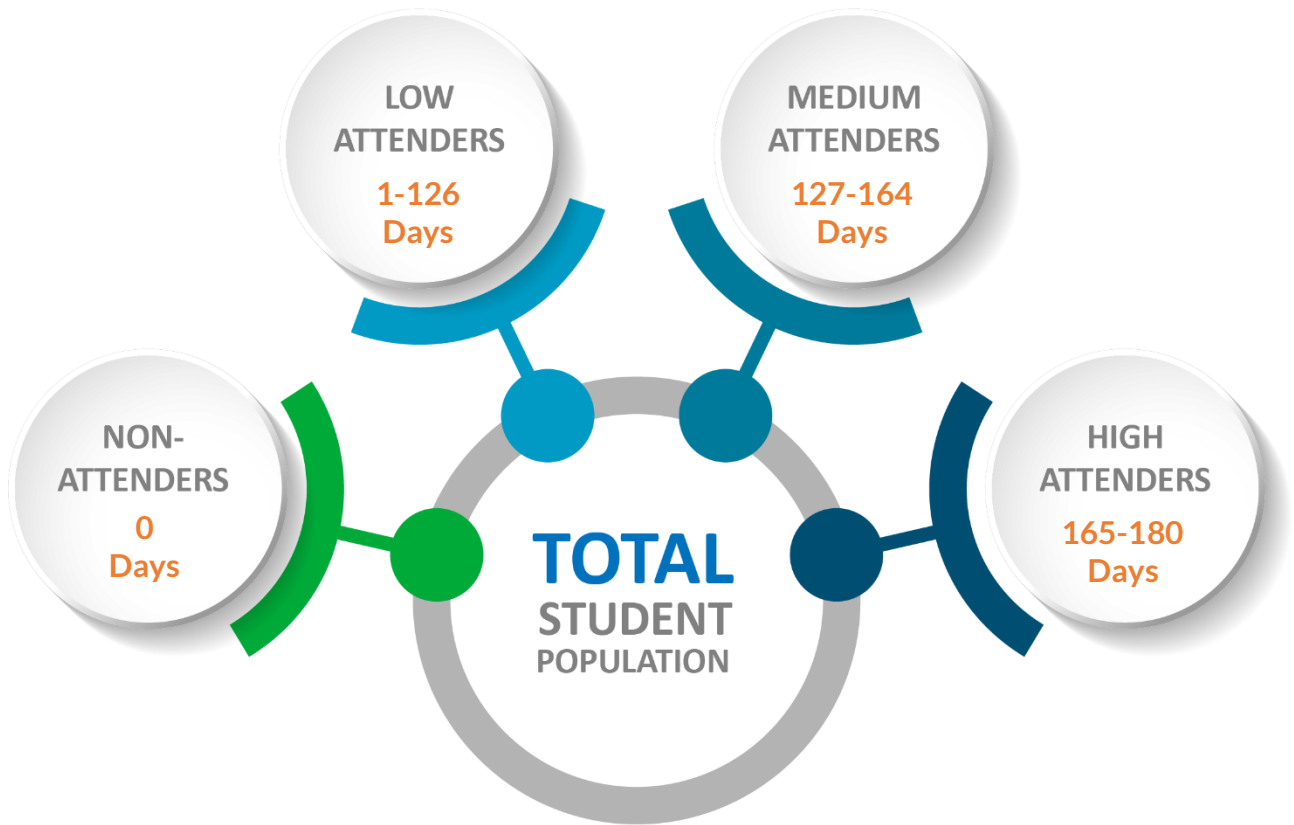
	<i>Non-Attendees</i>	<i>EXLP Attendees</i>	<i>Total</i>
<i>EL</i>	32	37	69
<i>Non-EL</i>	76	153	229
<i>No Data</i>	0	1	1

	<i>Non-Attendees</i>	<i>EXLP Attendees</i>	<i>Total</i>
<i>African American</i>	3	0	29
<i>Asian</i>	20	9	3
<i>Hispanic</i>	77	175	252
<i>White</i>	5	6	11
<i>Other</i>	3	0	3

	<i>Non-Attendees</i>	<i>EXLP Attendees</i>	<i>Total</i>
<i>NSLP</i>	63	177	240
<i>Non-NSLP</i>	45	13	58
<i>No Data</i>	0	1	1

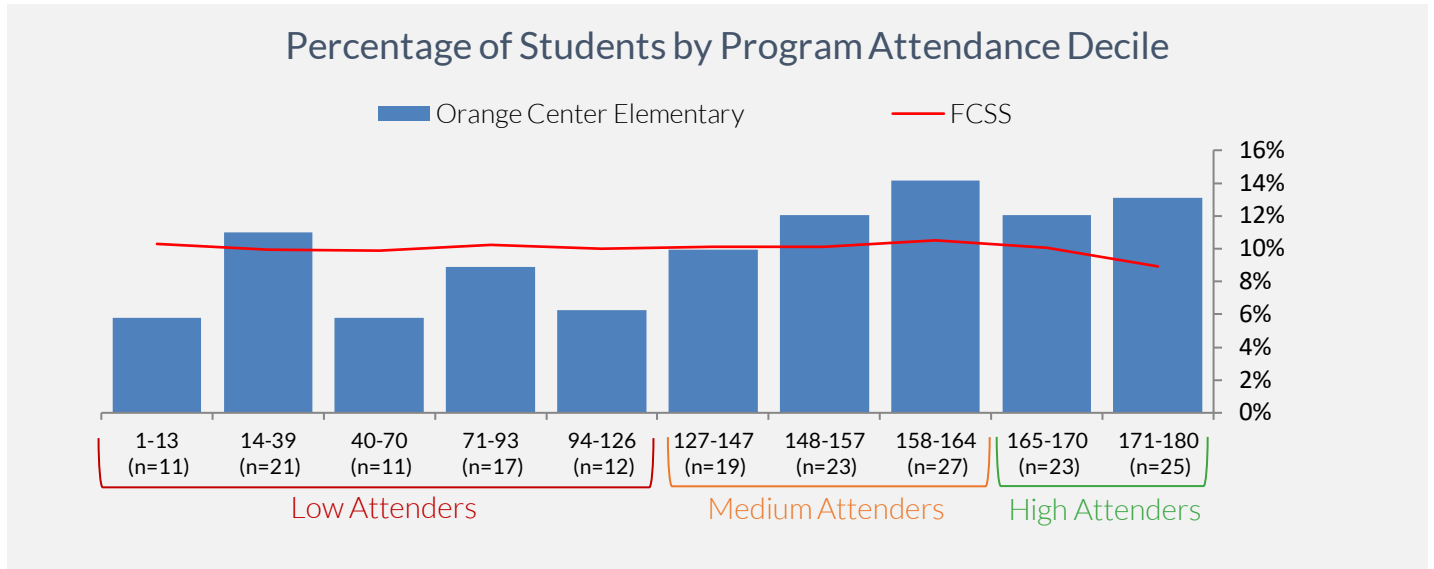
04 Expanded Learning Program Attendance

For purposes of comparison in this report, students are grouped into four attendance categories (non-attenders, low attenders, medium attenders, and high attenders) based on the number of days they participated in the expanded learning program during the school year². Specific low, medium, and high attender ranges are displayed and described in the following sections. These program attendance categories are used in the analysis of measurable outcomes throughout this report³.



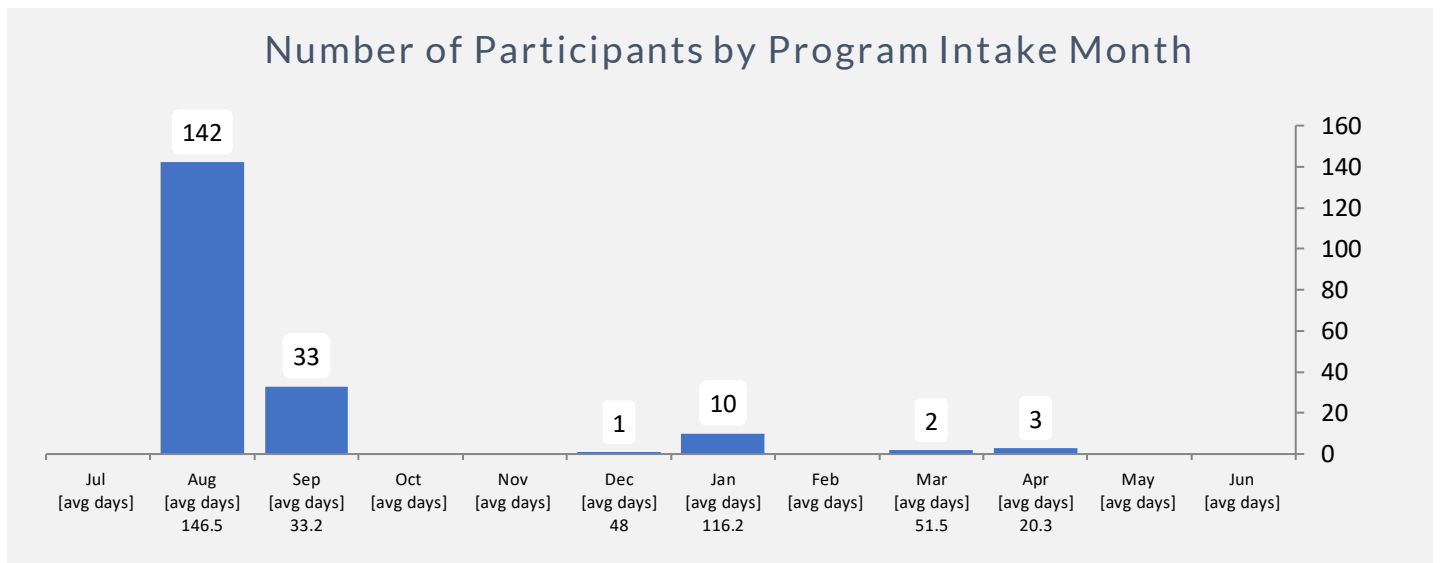
Section 4.1 - Expanded Learning Program Attendance Categories

The program attendance categories were derived by first grouping the students into deciles³ based on the number of days they attended the expanded learning program. Decile groupings were determined by assigning each participant in the FCSS expanded learning program a percentile rank and dividing them into 10 equal percentile groups (0th-9th, 10th-19th, 20th-29th, ... , 80th-89th, 90th-99th)⁴. These deciles, or “program attendance categories”, are used in the analysis of measurable outcomes throughout this report.



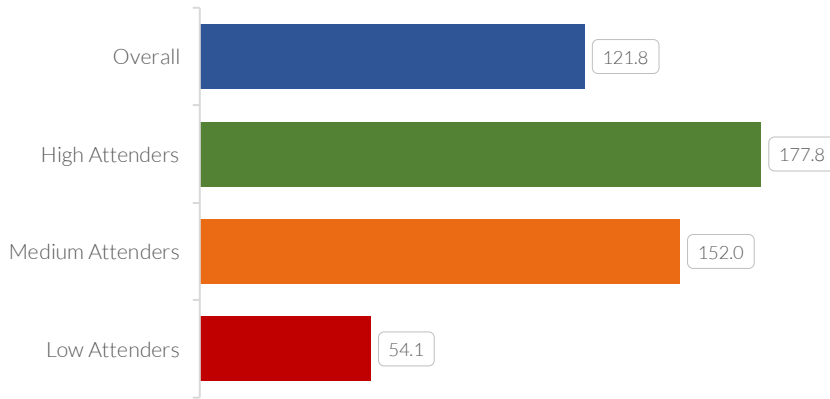
Section 4.2 - Expanded Learning Program Retention

The figure below shows the number of students whose date of intake (e.g. first date of attendance) in 2024-25 fell in each month of the fiscal year. The average shown below each month is the average number of days each student in the group attended the program for the entire year⁵.



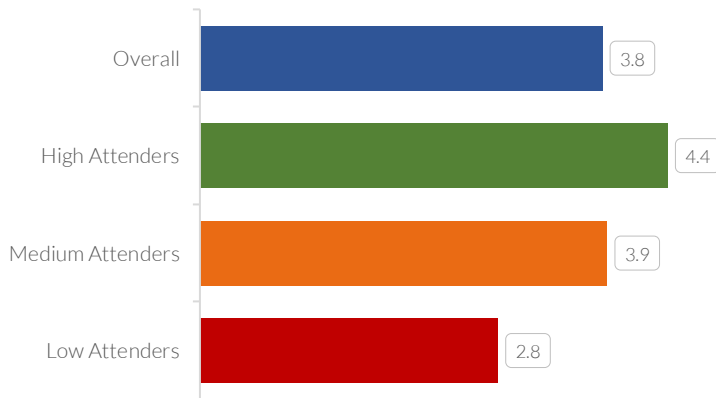
Section 4.3 - Number of Days Students Attended the Expanded Learning Program

Mean Days Attended



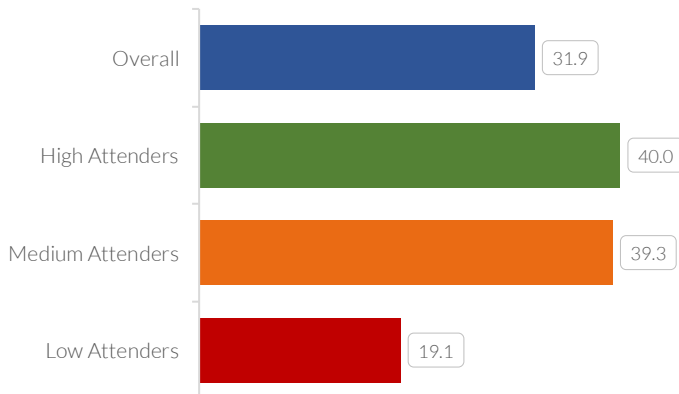
The average attender participated in the program for **121.8** days. This information is disaggregated by attendance category in the figure to the left.

Mean Days Per Week Attended



The average attender participated in the program for **3.8** days per week⁶. This information is disaggregated by attendance category in the figure to the left.

Mean Weeks Per Year Attended

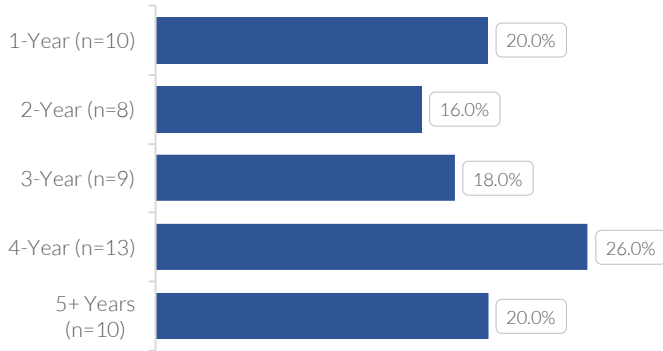


The average attender participated in the program for **31.9** weeks per year⁷. This information is disaggregated by attendance category in the figure to the left.

Section 4.4 – Expanded Learning Annual Retention

The figures below show the percentage of participants by duration and dosage level in the expanded learning program.

High Attenders

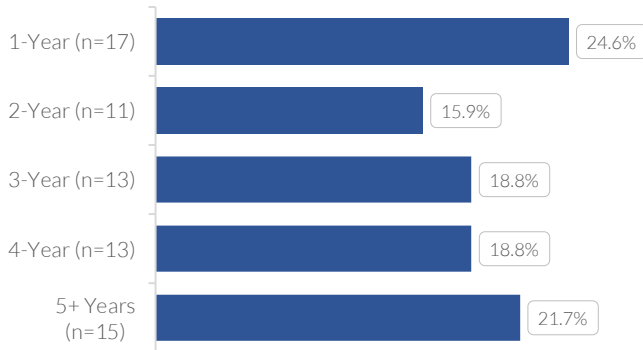


High attenders participated in the program an average of

3.4

Years¹⁵. This information is disaggregated in the figure to the left.

Medium Attenders

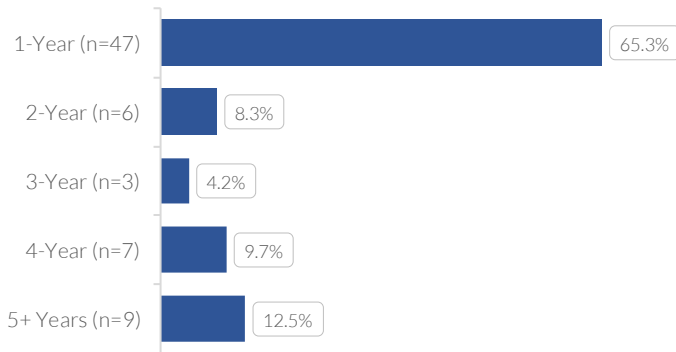


Medium attenders participated in the program an average of

3.2

Years¹⁵. This information is disaggregated in the figure to the left.

Low Attenders



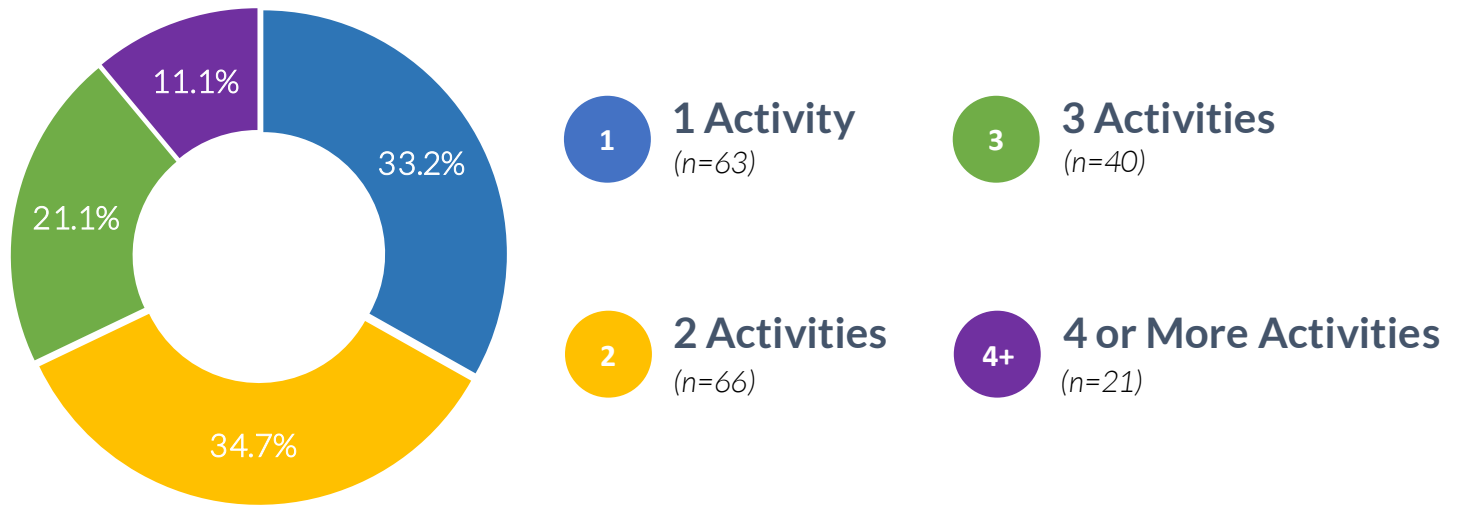
Low attenders participated in the program an average of

2.1

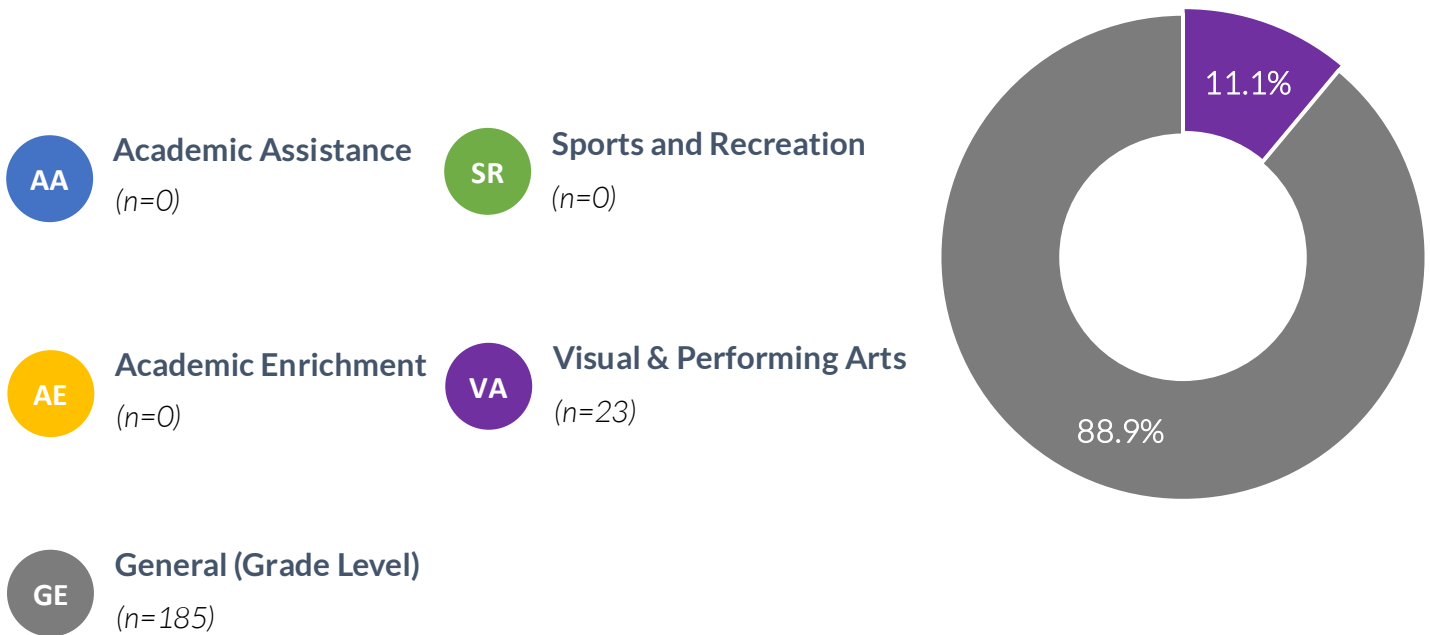
Years¹⁵. This information is disaggregated in the figure to the left.

Section 4.5 – Program Attendance by Activity Category

Figure below shows the percentage of students who participated in 1, 2, 3, or 4 or more activities.

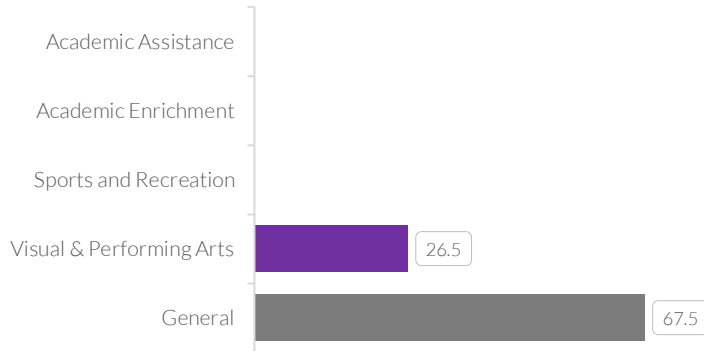


The graph in the figure below shows the percentage of students who participated for at least one day in each of four activity categories. Most of the activity codes used by were assigned to one of the four categories, with the exception of one-time events.



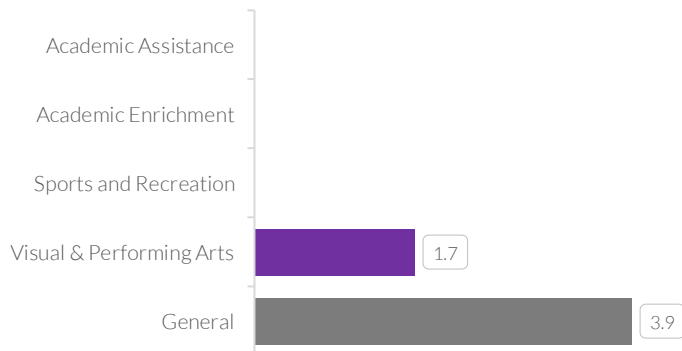
The figures below show the mean numbers of days per year, days per week, and weeks per year that students attended the program within each activity category.

DAYS PER YEAR BY ACTIVITY CATEGORY



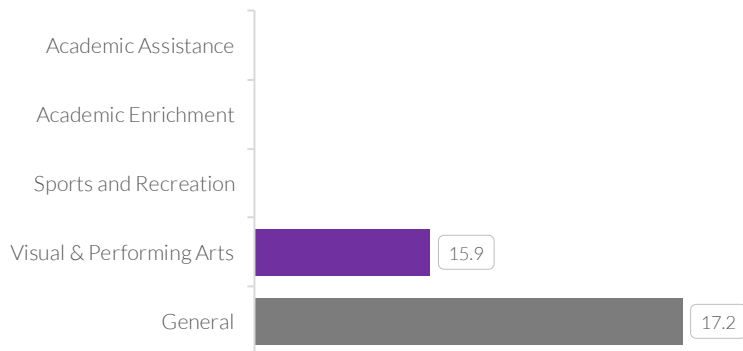
Mean number of
DAYS PER YEAR
students attended the expanded learning program by activity category.

DAYS PER WEEK BY ACTIVITY CATEGORY



Mean number of
DAYS PER WEEK
students attended the expanded learning program by activity category.

WEEKS PER YEAR BY ACTIVITY CATEGORY

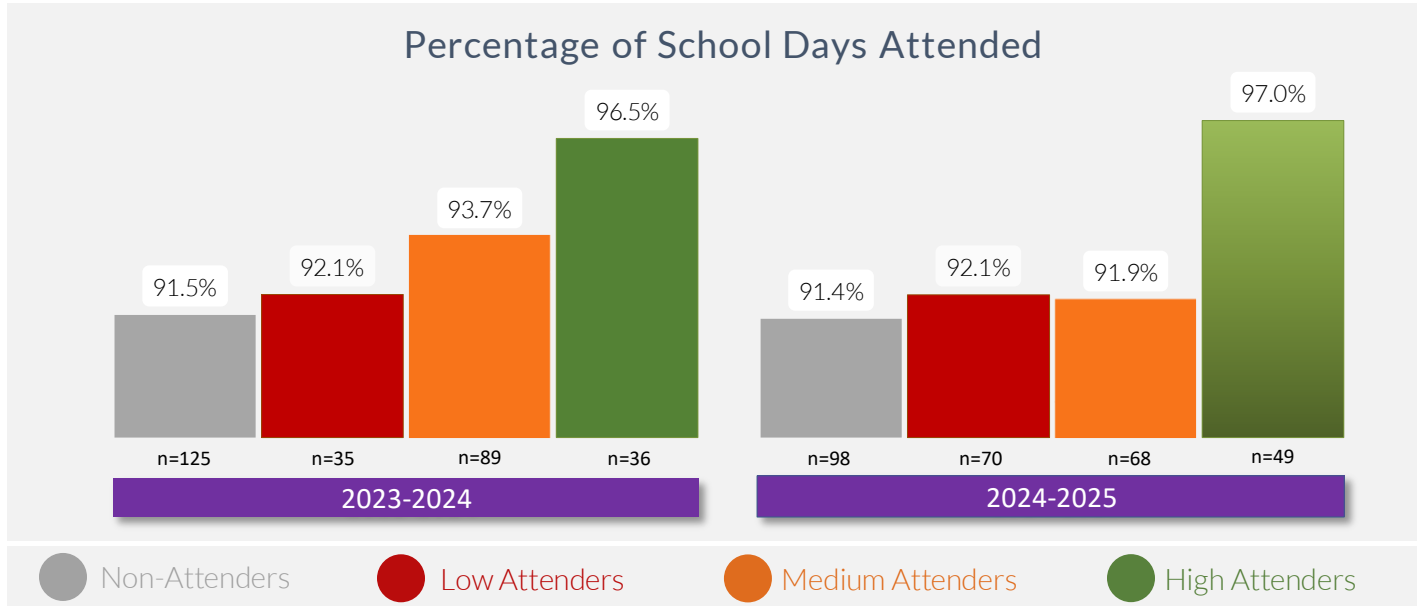


Mean number of
WEEKS PER YEAR
students attended the expanded learning program by activity category.

05 Regular School Day Attendance

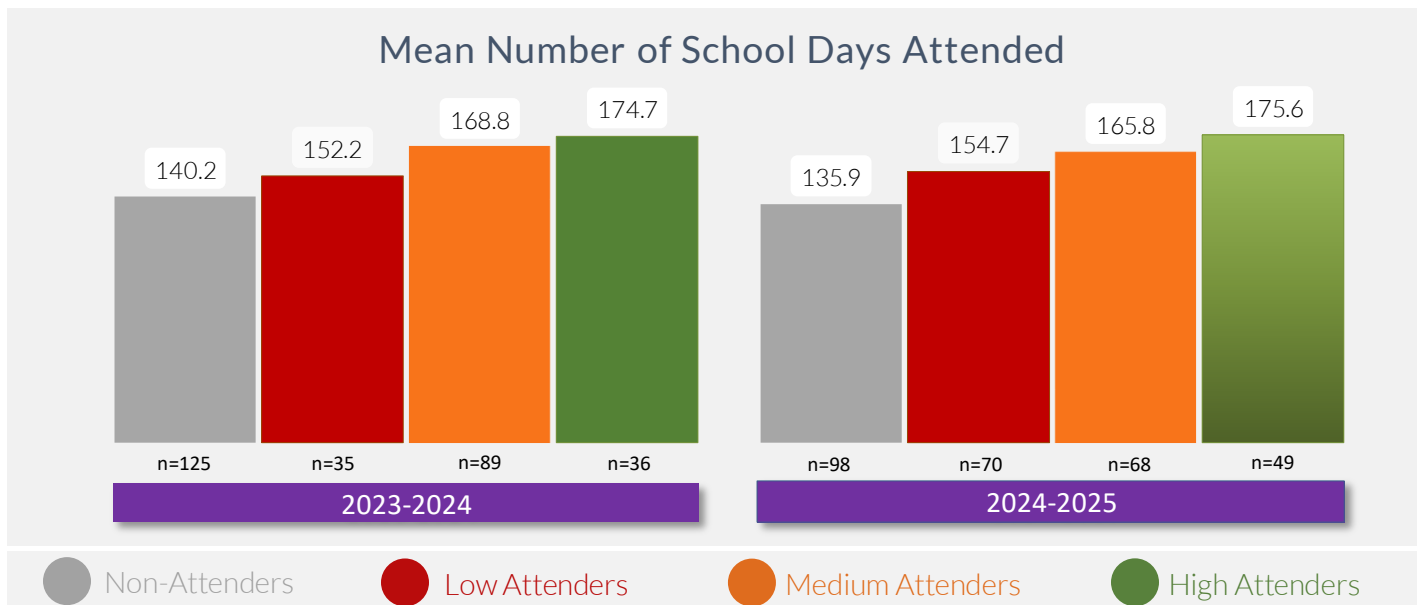
Section 5.1 – Percentage of School Days Attended

The figure below shows the relationship between attending the expanded learning program and attendance for the regular school day. Percentage of school days attended of low, medium, and high attending students are compared with non-attenders⁸. This figure is automatically adjusted for school years with differing calendars, days of operation, and student enrollment patterns.



Section 5.2 – Mean Number of School Days Attended

The figure below shows the relationship between attending the expanded learning program and attendance for the regular school day. Mean number of school days attended of low, medium, and high attending students are compared with non-attenders.

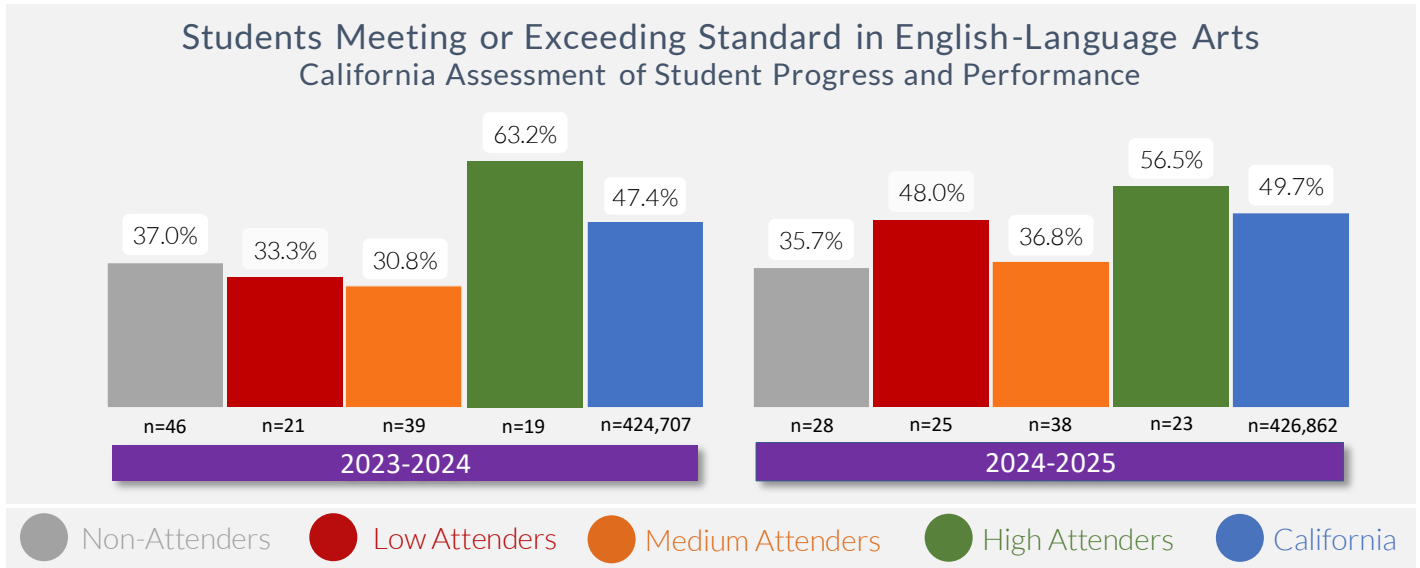


06 Academic Achievement

The relationship between program participation and performance on state standardized tests in core subjects was analyzed using the California Assessment of Student Progress and Performance (CAASPP) in English-Language Arts (ELA) and Math, with an added comparison of the state’s performance for reference¹⁶.

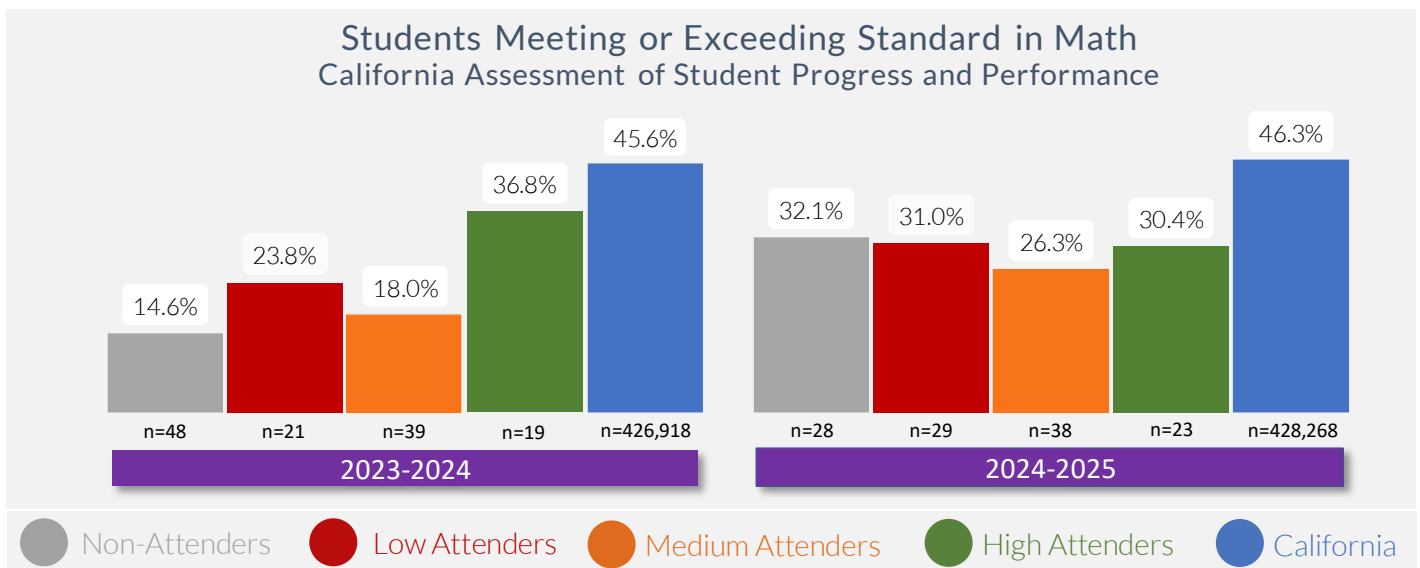
Section 6.1 – Students Meeting or Exceeding Standard in English-Language Arts (ELA)

The figure below compares the percentages of students (in eligible grade levels⁹) who met or exceeded the standard in ELA among non-, low, medium, and high attenders.



Section 6.5 – Students Meeting or Exceeding Standard in Math

The figure below compares the percentages of students (in all eligible grade levels⁹) who met or exceeded the standard in Math among non-, low, medium, and high attenders.

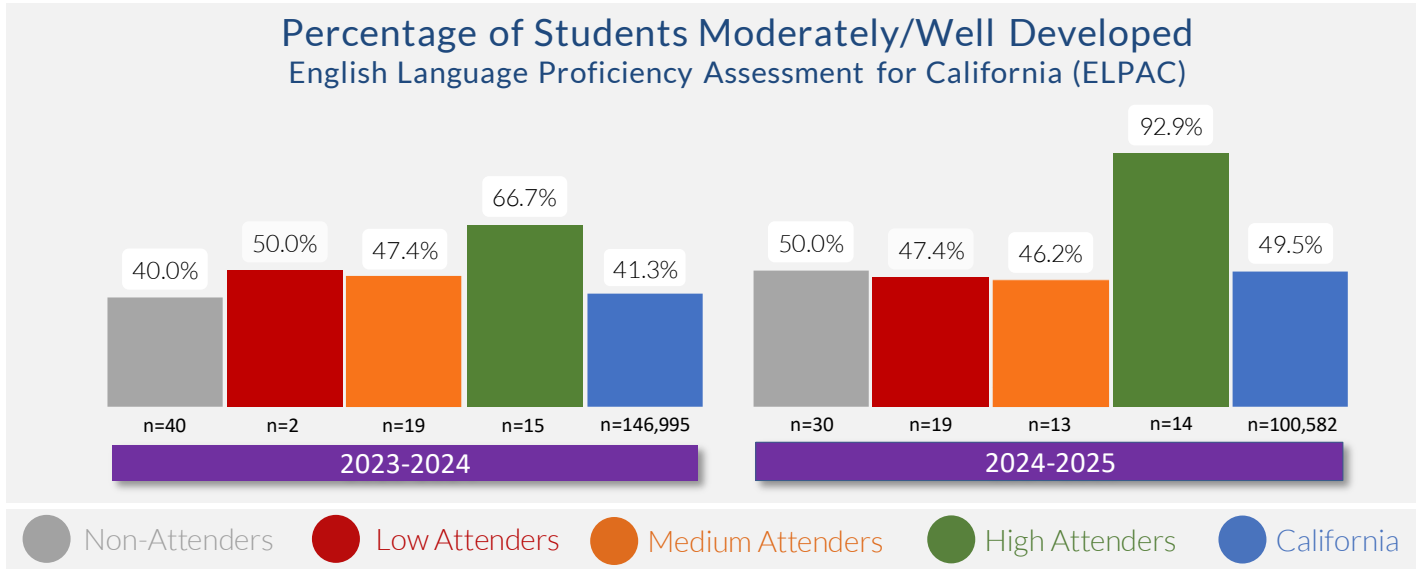


07 Language Development

The relationship between after school participation and language development for English Learners (EL) was analyzed using the English Language Proficiency Assessments for California (ELPAC).

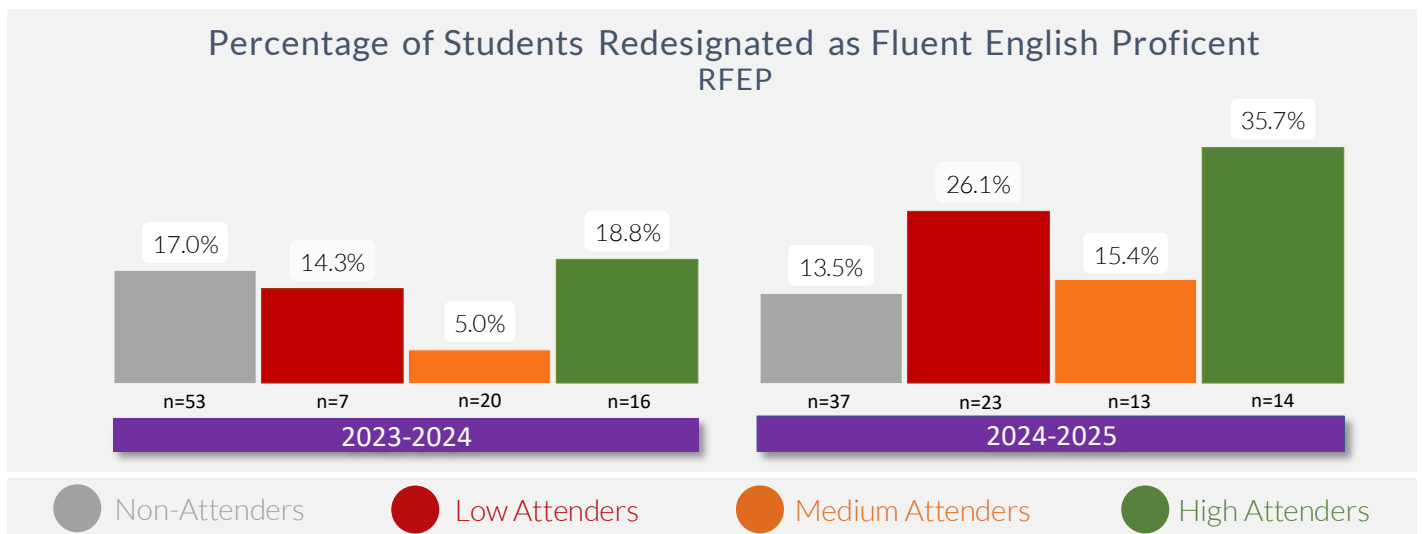
Section 7.1 – English Language Proficiency Assessments for California (ELPAC)

The figure below compares the percentages of EL students (in all grade levels) scoring Moderately Developed or Well Developed among non-, low, medium, and high attenders¹¹, with an added comparison of the state’s performance for reference¹⁷.



Section 7.2 –Percentage of Students Redesignated as Fluent English Proficient (RFEP)

The figure below compares the percentages of students who were Redesignated as Fluent English Proficient (RFEP) in among non-, low, medium, and high attenders¹².



08 End Notes

¹ District and county reports show a composite of schools with expanded learning programs.

It is not possible to aggregate CA School Dashboard Results at the county level. For county level reports, statewide results are displayed instead.

² Summer attendance is ignored for the sake of determining dosage (in order to base dosage on a 180 day school year). In addition, students considered as "Summer Only" are not included in either the after school or non-after school populations.

³ A quantile is defined as class of values of a variate that divides the total frequency of a sample or population into a given number of equal proportions. Specialized quantiles, those that split the sample or population into a specific number of groups, are given special names such as tertiles (3 groups), quartile (4 groups), and deciles (10 groups). This report utilizes deciles.

Decile ranges are determined by assigning each after school participant a percentile rank based on the number of days they attended the program and dividing them into ten equal percentile groups (0th-9th, 10th-19th, 20th-29th, ..., 90th-99th). For this reason, the number of students in each decile group may not be equal. In other words, if you have a very large number of students with 3 days of attendance in the first decile and a very small number of students with 4 days of attendance in the second decile you cannot randomly choose some 3-day students to move over to the second decile to make the groups equally sized.

These attendance groupings were determined by assigning each after school attendee a percentile rank and dividing them into ten equal decile groups. Low attenders represent the lowest five deciles (1st-49th percentile). Medium attenders represent the sixth through eighth deciles (50th-79th percentile). High attenders represent the ninth and tenth decile (80th-99th percentile), which is the top 20% of program attenders.

⁴ By definition, the 100th percentile does not exist.

⁵ The attendance figured into this mean need not be continuous. A student may have left and returned to the program following their intake date but before the end of the fiscal year.

⁶ The mean number of days attended per week is based on the ratio of the number days each student participated in the after school program to the number of weeks where the student had at least one day of attendance.

⁷ The mean number of weeks per year is based on the number of distinct weeks in which a student attended the program at least 1 time.

⁸ The percentage of school days attended is a ratio of regular school days attended to regular school days enrolled. Therefore, this figure is automatically adjusted for school years with differing calendars, days of operation, and student enrollment patterns.

⁹ The California Assessment of Student Progress and Performance (CAASPP) is given only to students in grades 3 through 8 and grade 11.

¹⁰ The data represented is based on the number of credits attempted and completed in the target school year. In rare cases where the school or district was only able to provide cumulative totals, cumulative credits attempted and earned were used in the ratio.

¹¹ This data is based on the 'Overall' ELPAC proficiency and scaled scores. Only students with a classification in our data set (non-empty, non-null) are included in the sample.

¹² Only students with a classification in our data set (non-empty, non-null) are included in the sample. Percentage reclassified is the percent of students who were classified as English Learners (EL) in the baseline year then Reclassified as Fluent English Proficient (RFEP) in the target year.

¹³ Only students with at least 1 suspension are included in this figure.

¹⁴ The number of suspension "occurrences", or incidences of suspension, differs from the number of days suspended in that a single suspension occurrence may account for multiple days of suspension. For example, a student may be suspended once (one occurrence) for 5 days. Only students with at least one suspension are included.

¹⁵ For years in which ERC was able to obtain program attendance information. Years need not be continuous, a student may have exited and returned to the program with a gap-year in between.

¹⁶ For high school evaluation reports, only the state-level grade 11 data is used. For K-8 evaluation reports, only the state-level data for grades 3 through 8 is used.

¹⁷ For high school evaluation reports, only the state-level data for grades 9 through 12 is used. For K-8 evaluation reports, only the state-level data for grades K through 8 is used.