SARC

2019-20
School Accountability
Report Card
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Orange Center School

Grades K-8
CDS Code 10-62331-6007009

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To view the SARC in Spanish or Hmong, visit www.orangecenter.org

Orange Center School District

3530 South Cherry Avenue ▪ Fresno, CA 93706 ▪ (559) 237-0437 ▪ www.orangecenter.org

Principal's Message

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, in addition to the silver medal in 2015-16 and a gold medal at the end of the 2016-17 school year. We continue to maintain a strong districtwide behavior intervention support plan and provide appropriate services to our students.

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 technology, and to increase parent and community participation in school activities. It is our 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. Our goal is to provide meaningful opportunities to students that will assist them in developing their leadership abilities and 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.

We are very proud to provide excellent educational opportunities. Rigorous educational programs such as the Spanish Dual Immersion Program which started in kindergarten in the 2017-18 school year and expanded to first grade in the 2018-19 school year. In 2019, we expanded our Dual Immersion program into the second grade. We have expanded the program into the third grade in the Fall of 2020. Orange Center offers an expansive after school program for students in grades TK-8, for over 180 students daily. This program provides opportunities for academic assistance, enrichment and physical fitness activities, competitive sports programs and the opportunity for students to eat a nutritious supper before they go home. In addition, Orange Center prides itself on providing intensive academic intervention for students in need of support in reading and mathematics. Orange Center folklórico began in the 2016-17 school year and continues to thrive with approximately 20 members in 2020. Orange Center has established a mariachi elective where students learn to play instruments and perform mariachi themed music. Students play the violin, guitar, vihuela, guitarrón, or trumpet and learn to sing traditional mariachi songs. Other electives include Clarinet, Leadership, Intro to Business, 3-D Printing, Photovoice, Tinker CADS Coding, Lego/Robotics, Art, Multicultural Education and Dance. Orange Center is also very proud to offer 1:1 technological devices to students in TK-8.

We look forward to continuing to provide extensive learning opportunities and support for all Orange Center students!

Respectfully,

Terry M. Hirschfield, Superintendent/Principal

Enrollment by Student Group

The total enrollment at the school was 336 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2019-20 School Year

- Hispanic or Latino 75.0%
- White 3.0%
- Two or More Races 2.1%
- No Response 0.9%
- Black or African-American 2.4%
- Asian 16.7%

	2019-20 School Year
Socioeconomically disadvantaged	96.10%
English learners	42.30%
Students with disabilities	14.00%
Foster youth	0.30%
Homeless	0.00%

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.
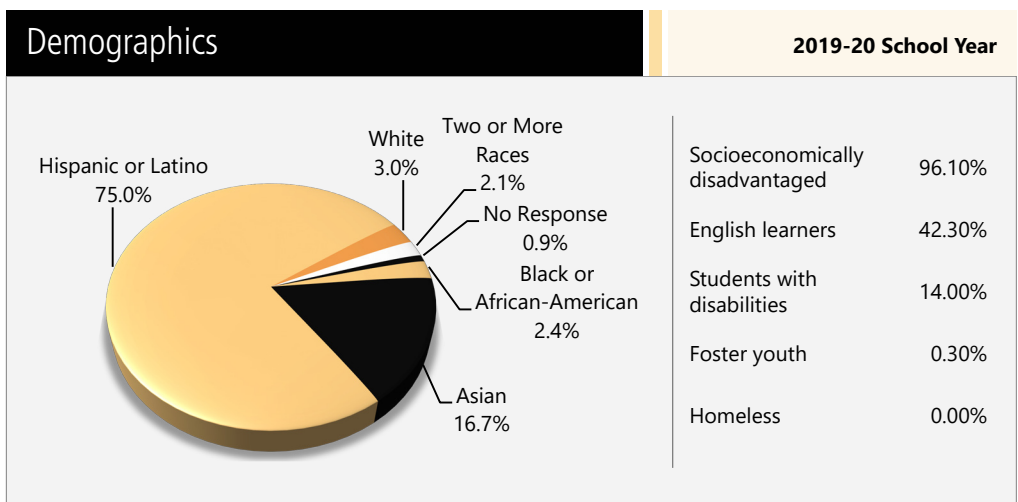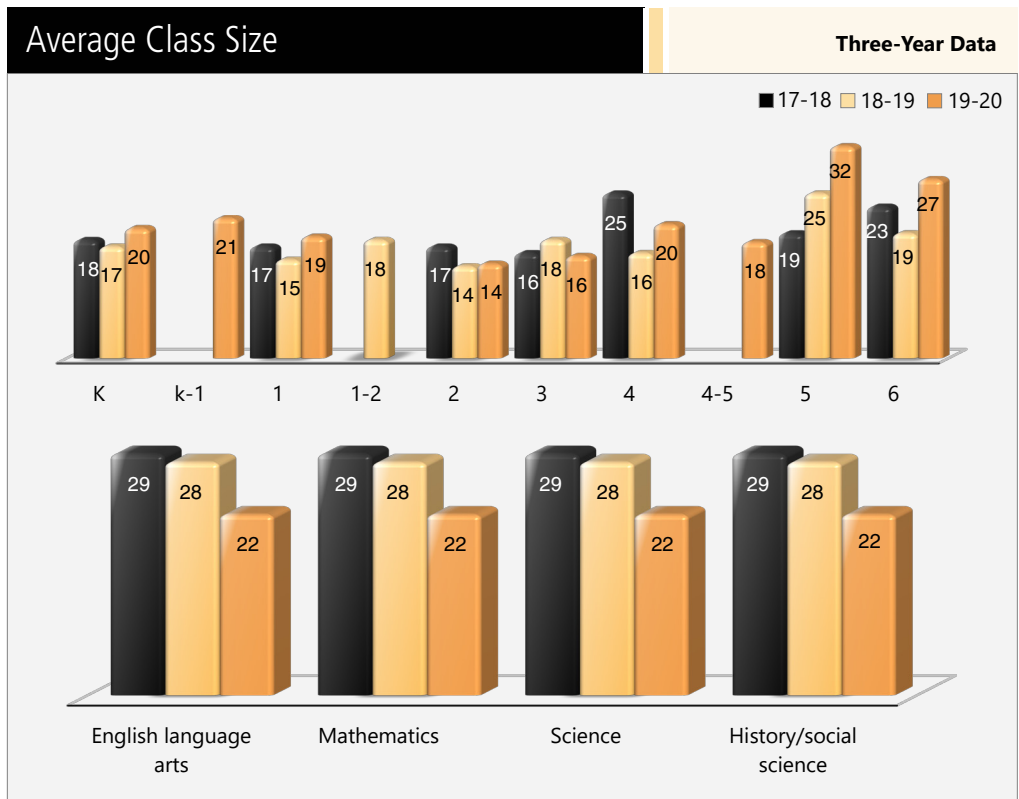
Mission Statement

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

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.

Average Class Size — Three-Year Data

Legend: 17-18, 18-19, 19-20

Grade	17-18	18-19	19-20
K	18	17	20
k-1			21
1	17	15	19
1-2		18	
2	17	14	14
3	16	18	16
4	25	16	20
4-5			18
5	19	25	32
6	23	19	27

Subject	17-18	18-19	19-20
English language arts	29	28	22
Mathematics	29	28	22
Science	29	28	22
History/social science	29	28	22

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

Grade	Students
K	51
1	38
2	28
3	32
4	38
5	35
6	27
7	37
8	50
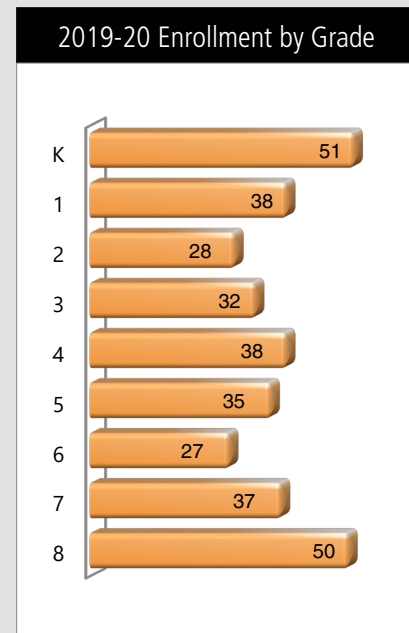
Number of Classrooms by Size — Three-Year Data

Grade	2017-18 Number of Students			2018-19 Number of Students			2019-20 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
K-1							1		
1	2			2			2		
1-2				1					
2	2			2			2		
3	2			2			2		
4		1		2			1		
4-5							1		
5	2				1			1	
6		2		2				1	

Subject	2017-18 Number of Students			2018-19 Number of Students			2019-20 Number of Students		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2			2	1	2	2	
Mathematics		2			2	1	2	2	
Science		2			2	1	2	2	
History/social science		2			2	1	2	2	

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.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Orange Center School		Orange Center SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	10%	◈	18%	◈	30%	◈

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Orange Center School		Orange Center SD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	34%	◈	34%	◈	51%	◈
Mathematics	20%	◈	20%	◈	40%	◈

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.

California Physical Fitness Test		2019-20 School Year	
Percentage of Students Meeting Fitness Standards	Orange Center School		
	Grade 5	Grade 7	
Four of six standards	◈	◈	
Five of six standards	◈	◈	
Six of six standards	◈	◈	

California Assessment of Student Performance and Progress (CAASPP)

For the 2019-20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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.

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA divided by the total number of students who participated in both assessments.
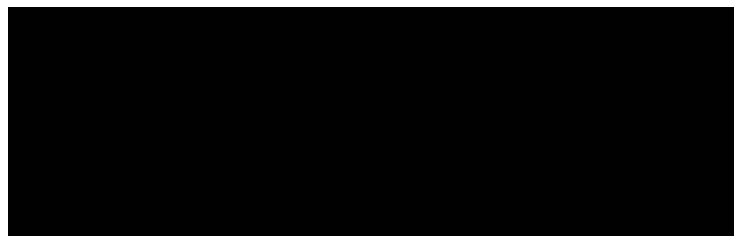
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

CAASPP Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
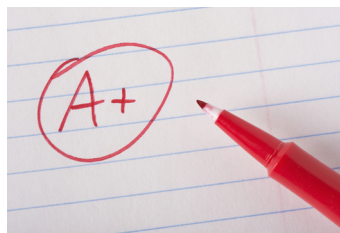
CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.
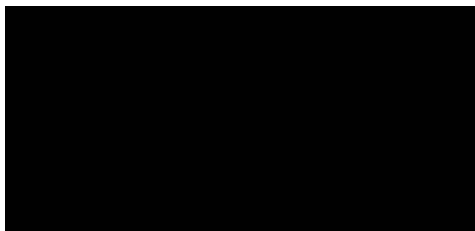
CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◈	◈	◈	◈	◈
Male	◈	◈	◈	◈	◈
Female	◈	◈	◈	◈	◈
Black or African-American	◈	◈	◈	◈	◈
American Indian or Alaska Native	◈	◈	◈	◈	◈
Asian	◈	◈	◈	◈	◈
Filipino	◈	◈	◈	◈	◈
Hispanic or Latino	◈	◈	◈	◈	◈
Native Hawaiian or Pacific Islander	◈	◈	◈	◈	◈
White	◈	◈	◈	◈	◈
Two or more races	◈	◈	◈	◈	◈
Socioeconomically disadvantaged	◈	◈	◈	◈	◈
English learners	◈	◈	◈	◈	◈
Students with disabilities	◈	◈	◈	◈	◈
Students receiving Migrant Education services	◈	◈	◈	◈	◈
Foster Youth	◈	◈	◈	◈	◈
Homeless	◈	◈	◈	◈	◈

◈ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

Textbooks and Instructional Materials

During the Fresno County Office of Education Williams case settlement review in September, 2020, 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 the 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 2020-21 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 2020 for the 2020-21 school year.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
English language arts	*Journeys*, Houghton Mifflin (K-5)	2016
English language arts	*Senderos*, Houghton Mifflin (K-3 - Dual Immersion program)	2017
English language arts	*Collections*, Houghton Mifflin (6-8)	2016
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-8)	2015
Mathematics	*Go Math!* Spanish, Houghton Mifflin (K-3 – Dual Immersion Program)	2017
Science	*Elevate Science*, Pearson California, (K-5)	2019
Science	*Elevar Ciencias*, Pearson California, (K-2 – Dual Immersion Program)	2019
Science	Amplify Science (6-8)	2019
History/social science	*My World Interactive*, Pearson (K-5)	2018
History/social science	*Mi Mundo Interactivo*, Pearson (K-2 Dual Immersion Program)	2019
History/social science	*California World History*, National Geographic (6-8)	2019

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	2020-21 School Year
Orange Center School	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2020-21 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

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	
2020-21 School Year	
Data collection date	9/9/2020

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 a 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.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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	2020-21 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	9/1/2020
Date of the most recent completion of the inspection form	9/1/2020

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		2020-21 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Electrical	Lights out in walk-in. Lights in walk-in to be replaced/repaired. Light cover missing in boys' restroom on upper wing. Light cover in boys' restroom to be installed. Light bulbs out in rooms 9, 10. Light bulbs in rooms 9 and 10 to be replaced.	October 2020
Restrooms/fountains	Loose swivel fixture in preschool. Swivel fixture to be tightened.	October 2020

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 contains 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 wireless tower project 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. The water distribution project was completed in the summer of 2019. Two new water fountains were installed in the cafeteria and three additional outdoor fountains as well. Two staff restrooms were modernized along with all students' restrooms getting updated as well.

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.

All visitors are directed to the school office before they are allowed entrance onto the school grounds. Visitor's identification cards are scanned by Raptor, a visitor information system that checks the background of visitors coming onto campus. Entrance to the grounds is controlled by the office staff, which electronically controls the entrance doors.

School Facilities

Continued from left

Administrative personnel are on campus until 5:30 p.m.

Our After School Program (ASP) has more than 180 students enrolled, or approximately 60% of the student body.

A grounds/maintenance/custodian/bus driver team of 3.75 full-time equivalent (FTE) employees oversees the 10-acre campus. All restrooms meet Americans with Disabilities Act (ADA) standards. All district classrooms and offices are cleaned daily. All deep cleaning and big repair projects are typically planned for winter, spring and summer breaks. These activities include carpet shampooing, light fixture repair/maintenance, floor stripping and waxing, painting, etc.

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.

During the 2007-08 school year, a module library replaced the existing structure. More than 3000 books have been added to the present collection since 2006.

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 and Sylvania 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 allowed energy saving improvements to be made throughout the year.

School Facilities, *Continued from page 9*

In September 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 was upgraded for energy efficiency and safety. A water distribution system was installed campuswide during the summer of 2018, replacing the original water distribution pipes. New carpet was installed in three classrooms, as well as new furniture in three additional classrooms. The flagpole received a fresh coat of paint, several trees were trimmed, new asphalt between 2nd and 3rd wings was laid, and a portion of concrete was cut out and replaced on the basketball court. Two new cooler units were installed in the cafeteria.

In 2019, we installed safety cameras on campus. A new school bus that meets all emissions regulations was added to our fleet as well. The water distribution project was completed. This project included installing all new pipes for water distribution to the bathrooms, cafeteria, and classrooms and six new outdoor water fountains with water bottle filling stations and one water fountain station in the cafeteria. The district home/building was also connected to city water services. All stage drapes and curtains were cleaned and fire retardant was applied. During the 2018-19 school year, new carpet was added to at least two classrooms and a new flag pole was installed. The bell system and public address system were both replaced as well.

School Safety

The Orange Center Comprehensive School Safety Plan was last board approved in February 2020 and will be reviewed again in February, 2021. The plan addresses the following areas of concerns: intruders on campus, earthquake drills, monthly fire drills and bus-evacuation drills. All visitors must sign in at the office through our district-adopted Raptor System. This system checks all visitors who enter campus against the 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 issued 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.

Parental Involvement

Programs and activities where parents can become involved and be an integral part of the school include: Back to School Night, Open House, Spring Visual and Performing Arts (VAPA) Night, Spring Carnival, Grand Parents Day event, Parent Engagement Team planned activities (Multicultural Literacy Night, Health and Safety Night, Math Interaction Family Night), School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee (ELAC) and the Parent Teachers Club. Another opportunity for parental involvement included the Dia de los Muertos Spring Art Exhibition.

The Migrant Education Program will offer support to migrant parents throughout the 2020-21school year. Also, the After School Program and Parents Club will provide opportunities for parents to assist in becoming more involved in leadership roles at the school site.

For more information on how to become involved at the school, please contact the Orange Center School office at (559) 237-0437.

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:

- Peer Assistance and Review (PAR) funds were used for staff development.
- 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, curriculum resource and technology resource teacher.
- 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.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Suspension Rates		
	17-18	18-19
Orange Center School	9.3%	4.7%
Orange Center SD	9.3%	4.7%
California	3.5%	3.5%

Expulsion Rates		
	17-18	18-19
Orange Center School	0.0%	0.0%
Orange Center SD	0.0%	0.0%
California	0.1%	0.1%

Suspension Rates	
	19-20
Orange Center School	3.2%
Orange Center SD	3.2%
California	∗

Expulsion Rates	
	19-20
Orange Center School	0.0%
Orange Center SD	0.0%
California	∗

∗ California suspension and expulsion data is not available at this time.

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.

Teacher Credential Information		Three-Year Data		
	Orange Center SD	Orange Center School		
Teachers	**20-21**	**18-19**	**19-20**	**20-21**
With a full credential	16	15	12	16
Without a full credential	3	2	5	3
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	**18-19**	**19-20**	**20-21**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Teachers had the opportunity to attend off-campus summer trainings such as Fresno County Superintendent of Schools (FCSS) Writers Workshop, FCSS Breakout EDU, FCSS Guided Reading, California State University, Fresno Fostering Independent Writers Using District Adopted Curriculum. Orange Center teachers attend professional learning every Monday during the school year. During the 2018-19 school year, all teachers had an opportunity to learn about writing and writers workshop, classroom management techniques (Kagan), Goal Setting, Integrating Technology into the Curriculum, History Curriculum training, STEM (Science, technology, engineering, and mathematics) integration (4-8), Guided Reading and assessing students. Beginning teachers and their mentors are provided with the FCSS Induction and Support training throughout the school year. Teachers also participated in Trauma: Road to Resilience from FCSS. This training provided participants with knowledge to identify students who may be experiencing emotional, or stressful issues that may interfere with their wellbeing, and offered strategies to assist those students to better deal with such issues, or to better guide students to receive assistance.

Supplemental staff development is provided through FCSS Academic System-wide Intensive Support Team (ASIST), as requested and as needed.

Professional Development Days		Three-Year Data	
	2018-19	**2019-20**	**2020-21**
Number of school days dedicated to staff development and continuous improvement	12 days (as of January 2019)	17 days (as of November 2019)	11 days (as of October 27)

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.6
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.5

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2018-19 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

Salary Data		2018-19 Fiscal Year
	Orange Center SD	**Similar Sized District**
Beginning teacher salary	✪	$46,965
Midrange teacher salary	✪	$67,638
Highest teacher salary	✪	$88,785
Average elementary school principal salary	✪	$112,524
Superintendent salary	✪	$128,853
Teacher salaries: percentage of budget	25%	30%
Administrative salaries: percentage of budget	6%	6%

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		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Orange Center School	$8,244	$73,427
Orange Center SD	$8,244	$73,427
California	$7,750	$71,448
School and district: percentage difference	◆	◆
School and California: percentage difference	+6.4%	+2.8%

✪ 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.

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	
2018-19 Fiscal Year	
Total expenditures per pupil	$10,810
Expenditures per pupil from restricted sources	$2,566
Expenditures per pupil from unrestricted sources	$8,244
Annual average teacher salary	$73,427

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.

School Accountability Report Card

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