

Orange Center School

Grades K-8
CDS Code 10-62331-6007009

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SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

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, and into the fourth grade in the fall of 2021. Orange Center offers an expansive after school program for students in grades TK-8, for 90 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 continued to thrive with approximately 20 members into the 2020 school year. In 2021, Orange Center will showcase our cultural diversity by creating a Cultural Dance Club. 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,

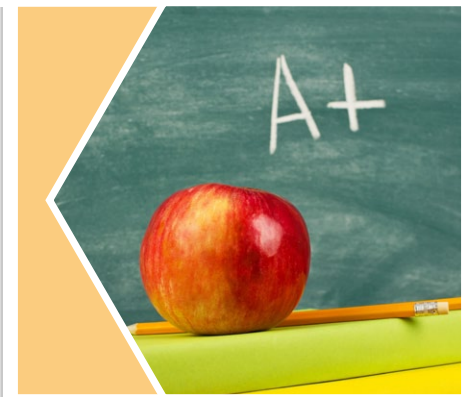
Terry M. Hirschfield, Superintendent/Principal

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 2021-22 school 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.



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.



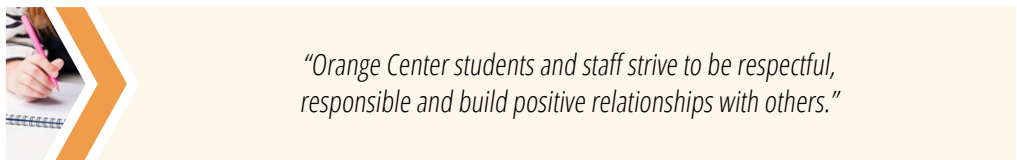
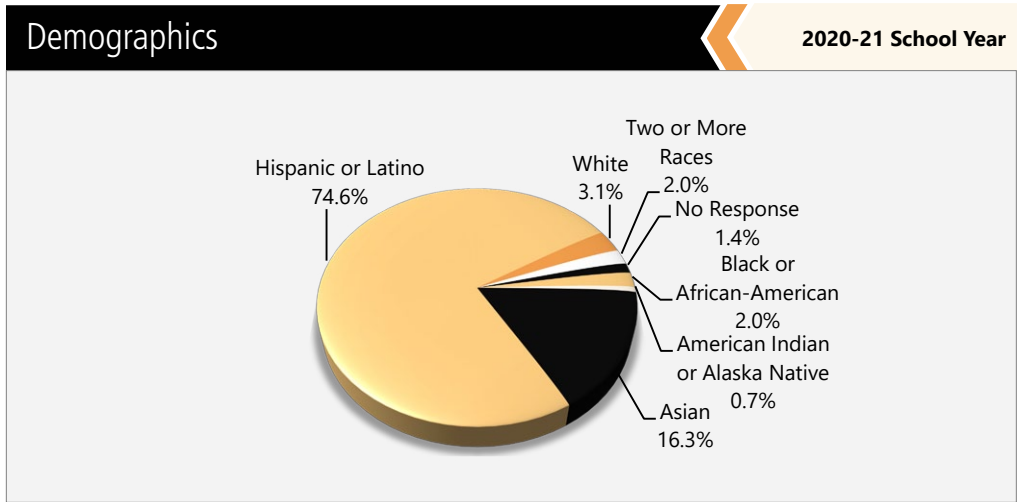
"We are very proud to provide excellent educational opportunities."

Governing Board

Christina Cerrillo, President
Veronica Salazar, Vice President
Melinda Morales, Clerk
Panifilo Cerrillo, Trustee
Ernestine Gonzalez, Trustee

Enrollment by Student Group

The total enrollment at the school was 295 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.



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. Orange Center teachers and classified teaching staff had an opportunity to participate in the Multilingual California Project. The project builds on consistently strong research documenting multilingualism as the most effective option for the academic achievement of English learners (ELs) across all content areas and for preparation to participate effectively in the global workforce. Guiding the implementation of the California English Learner Roadmap, the Multilingual California Project will deliver a powerful statewide model to strengthen the capacity of districts in dramatically accelerating the academic and multilingual opportunities, and outcomes of English learners across California. Using a four-stage model over the course of three years, Multilingual California will provide greater statewide access to, and understanding of, the EL Roadmap and its implementation, while also providing guidance and support to Local Education Agencies (LEAs) for focused, in-depth strategic development and implementation of the EL Roadmap.

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

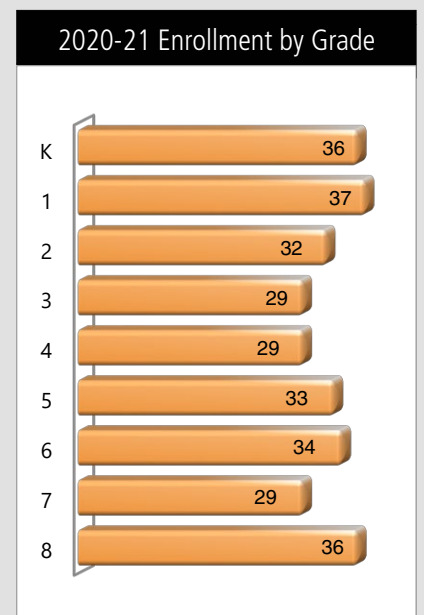
Professional Development Days	Three-Year Data		
	2019-20	2020-21	2021-22
Number of school days dedicated to staff development and continuous improvement	17 days (as of November 2019)	11 days (as of October 2020)	3 days (as of September 2021)

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	48.10%
Male	51.90%
Non-Binary	0.00%
English learners	38.60%
Foster youth	0.30%
Homeless	1.00%
Migrant	4.10%
Socioeconomically Disadvantaged	95.60%
Students with Disabilities	13.20%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

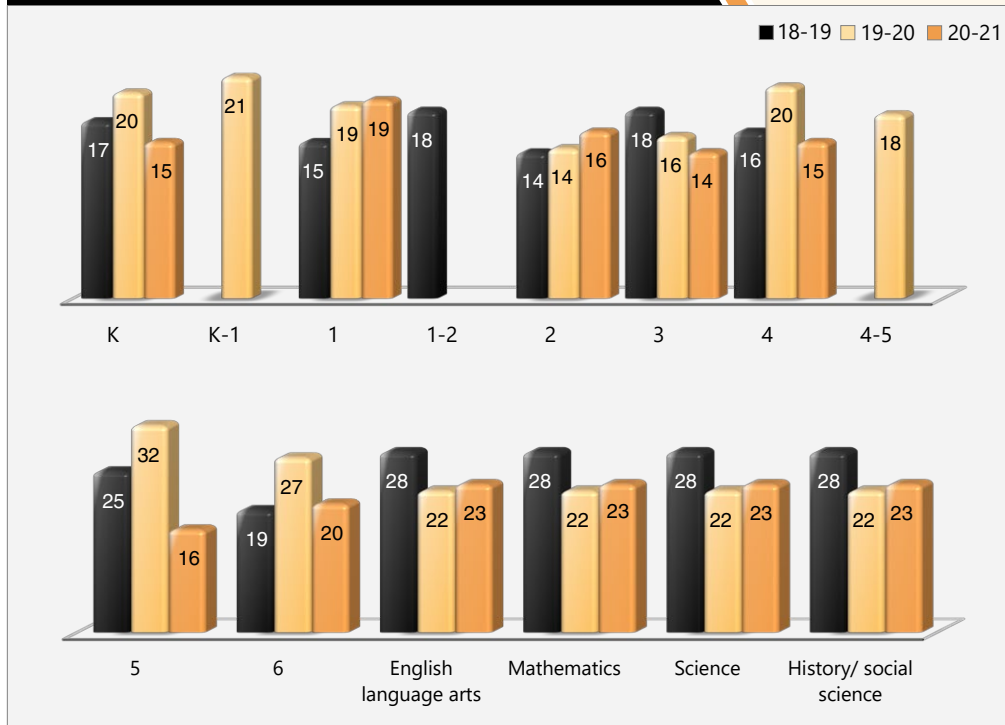


Class Size Distribution

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



Number of Classrooms by Size

Three-Year Data

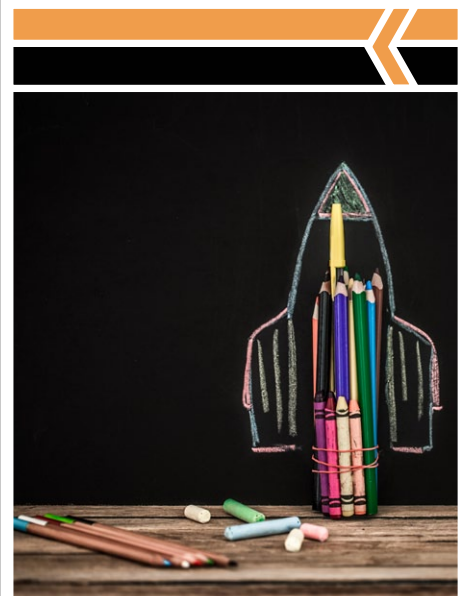
Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
K-1				1					
1	2			2			1	1	
1-2	1								
2	2			2			2		
3	2			2			2		
4	2			1			2		
4-5				1					
5		1		1			2		
6	2			1			1	1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		2	1	2	2		1	1	
Mathematics		2	1	2	2		1	1	
Science		2	1	2	2		1	1	
History/social science		2	1	2	2		1	1	

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.

“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.”



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

2020-21 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	◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	306	40	13.10%
Female	151	147	20	13.60%
Male	164	159	20	12.60%
American Indian or Alaska Native	2	2	0	0.00%
Asian	53	53	8	15.10%
Black or African American	8	6	4	66.70%
Filipino	0	0	0	0.00%
Hispanic or Latino	232	225	26	11.60%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	6	6	1	16.70%
White	10	10	1	10.00%
English Learners	120	120	10	8.30%
Foster Youth	6	6	0	0.00%
Homeless	5	5	2	40.00%
Socioeconomically Disadvantaged	301	293	40	13.70%
Students Receiving Migrant Education Services	13	12	0	0.00%
Students with Disabilities	46	45	8	17.80%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

School Safety

The Orange Center Comprehensive School Safety Plan was last board approved in February 2021 and will be reviewed again in February 2022. 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.



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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Subject	Percentage of Students Meeting or Exceeding State Standard					
	Orange Center School		Orange Center SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	10.61%	■	10.61%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Subject	Percentage of Students Meeting or Exceeding State Standard					
	Orange Center School		Orange Center SD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

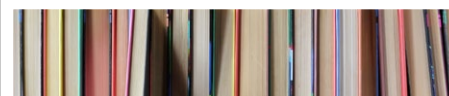
The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	69	66	95.65%	4.35%	10.61%
Female	29	28	96.55%	3.45%	3.57%
Male	40	38	95.00%	5.00%	15.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	11	91.67%	8.33%	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	49	47	95.92%	4.08%	12.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	25	24	96.00%	4.00%	8.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	65	62	95.38%	4.62%	11.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	11	8	72.73%	27.27	❖

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: English Language Arts (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	191	188	98.43%	1.57%	27.13%
Female	84	83	98.81%	1.19%	28.92%
Male	107	105	98.13%	1.87%	25.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	37	35	94.59%	5.41%	20.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	134	99.26%	0.74%	30.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	74	72	97.30%	2.70%	22.22%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	183	180	98.36%	1.64%	28.33%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	31	93.94%	6.06%	3.23%

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CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

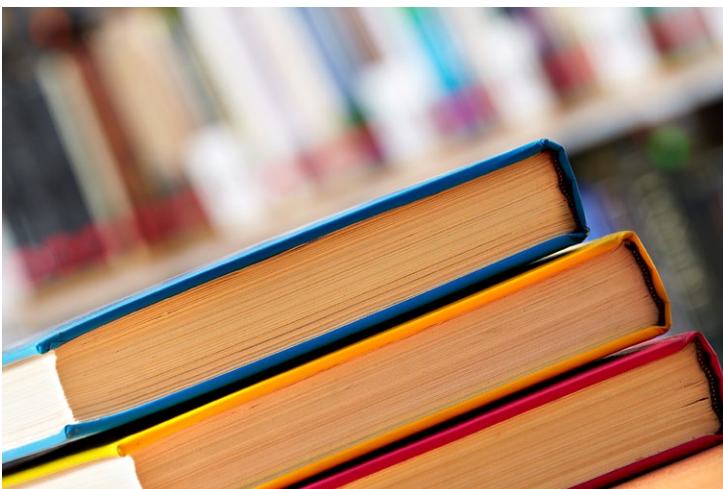
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	191	187	97.91%	2.09%	11.23%
Female	84	82	97.62%	2.38%	8.54%
Male	107	105	98.13%	1.87%	13.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	37	35	94.59%	5.41%	0.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	135	133	98.52%	1.48%	12.03%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	74	72	97.30%	2.70%	6.94%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	183	179	97.81%	2.19%	11.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	33	30	90.91%	9.09%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

During the Fresno County Office of Education Williams case settlement review in August 2021, 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

2021-22 School Year

Subject	Textbook	Adopted
English language arts	<i>Journeys</i> , Houghton Mifflin (K-5)	2016
English language arts	<i>Senders</i> , Houghton Mifflin (K-4 Dual Immersion program)	2017
English language arts	<i>Collections</i> , Houghton Mifflin (6-8)	2016
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-8)	2015
Mathematics	<i>Go Math! Spanish</i> , Houghton Mifflin (K-4 Dual Immersion Program)	2017
Science	<i>Elevate Science</i> , Pearson California, (K-5)	2019
Science	<i>Elevar Ciencias</i> , Pearson California (K-4 Dual Immersion Program)	2019
Science	<i>Amplify Science</i> (6-8)	2019
History/social science	<i>My World Interactive</i> , Pearson (K-5)	2018
History/social science	<i>Mi Mundo Interactivo</i> , Pearson (K-4 Dual Immersion Program)	2019
History/social science	<i>California World History</i> , National Geographic (6-8)	2019

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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.

◇ 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

2021-22 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇

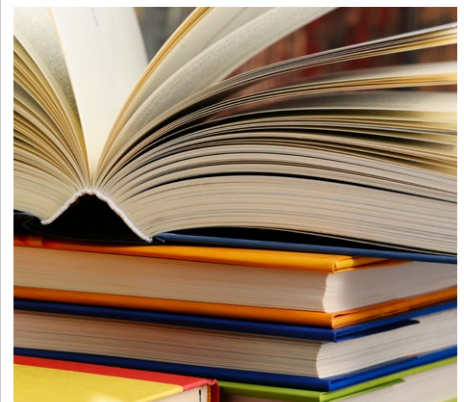
Currency of Textbooks

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

2021-22 School Year

Data collection date	9/14/2021
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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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2021-22 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	9/1/2021	

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.

Nearly half of Orange Center 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.

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

Our After School Program (ASP) has 85 students enrolled, or approximately 30% of the student body.

A grounds/maintenance/custodian/bus driver team of 4.5 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.

The campus was cleaned, painted and light maintenance projects were completed.

School Facilities

Continued from left

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 allowed energy saving improvements to be made throughout the year.

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.

In 2021, three additional water bottle filling stations/drinking fountains were installed on the intermediate and middle school wings.

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Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Orange Center School		Orange Center SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	4.7%	0.0%	4.7%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

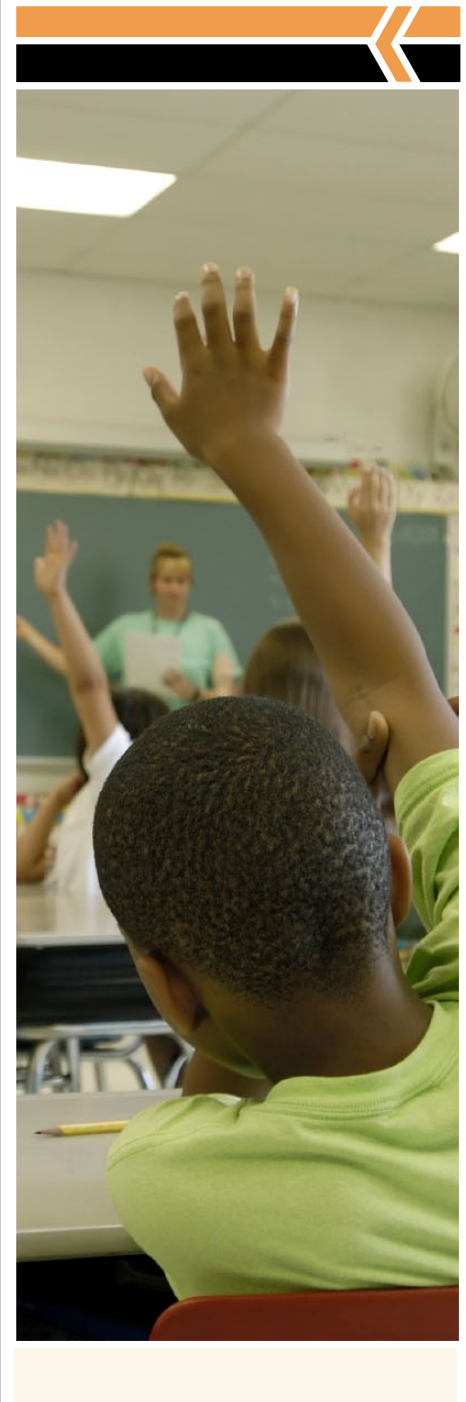
Suspensions and Expulsions		2019-20 School Year		
	Orange Center School	Orange Center SD	California	
	19-20	19-20	19-20	
Suspension rates	3.2%	3.2%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other 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 other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.00%	0.00%	
Female	0.00%	0.00%	
Male	0.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

“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.”



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2019-20 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	Orange Center School	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.



Credentialed Teachers Assigned Out-of-Field

2019-20 School Year

Indicator	Orange Center School
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

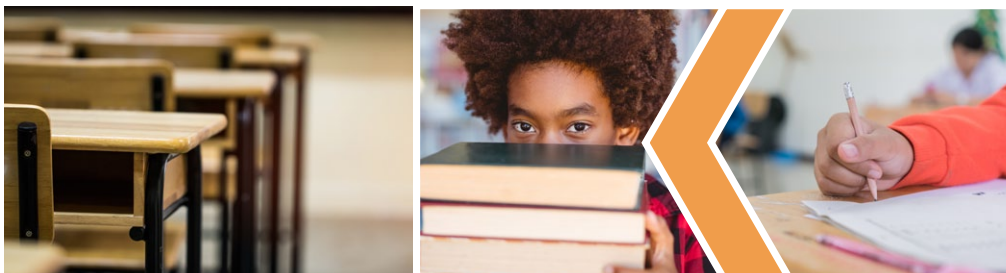
Class Assignments

2019-20 School Year

Indicator	Orange Center School
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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

2020-21 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	0.6
Resource specialist (nonteaching)	0.0
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Orange Center SD	Similar Sized District
Beginning teacher salary	✖	\$47,265
Midrange teacher salary	✖	\$69,813
Highest teacher salary	✖	\$91,237
Average elementary school principal salary	⊕	\$113,466
Superintendent salary	✖	\$131,359
Teacher salaries: percentage of budget	29%	30%
Administrative salaries: percentage of budget	7%	7%

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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center School	\$11,778	\$67,368
Orange Center SD	\$11,778	\$67,368
California	\$8,444	\$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	+39.5%	-6.9%

✖ Data not available.

⊕ The principal and superintendent are combined as one position.

◆ 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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$14,226
Expenditures per pupil from restricted sources	\$2,448
Expenditures per pupil from unrestricted sources	\$11,778
Annual average teacher salary	\$67,368



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.

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://dq.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 2022.