

Orange Center School District

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



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Orange Center School

Grades TK-8
CDS Code 10-62331-6007009

Terry M. Hirschfield, Superintendent/Principal
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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 (PBIS) 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 into 5th grade in the fall of 2022. Orange Center offers an expansive after school program for students in grades TK-8, for 143 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. Orange Center folklórico began in the 2016-17 school year and continues to thrive with approximately 40 members into the 2022 school year. 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, Fall Carnival, Grandparents 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 Fall Fest and Spring Art Exhibition.

The Migrant Education Program will offer support to migrant parents throughout the 2022-23 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.

Governing Board

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

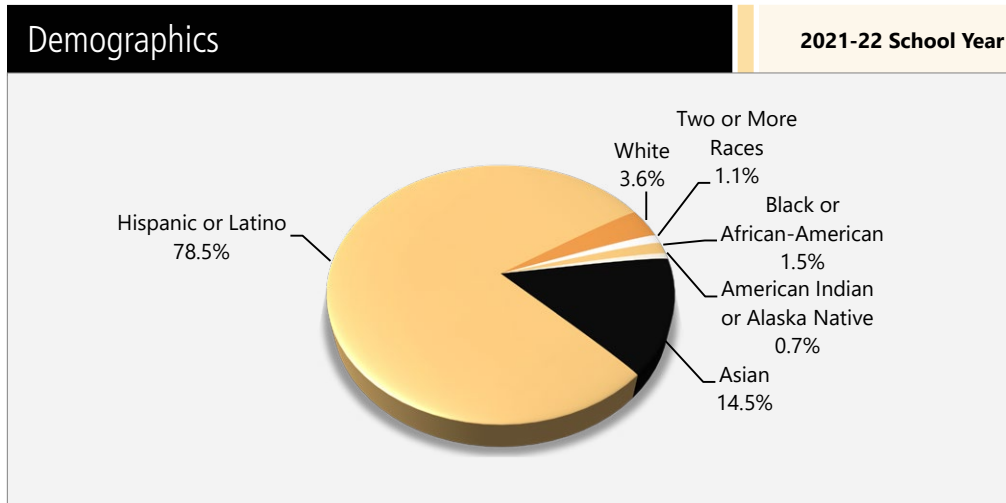


"Orange Center Elementary School strives to develop productive citizens who have in-depth knowledge and appreciation of the world around them."



Enrollment by Student Group

The total enrollment at the school was 295 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



"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."

Professional Development

Teachers had the opportunity to attend off-campus summer trainings such as the California Multi-Tiered System of Support (MTSS) conference. In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. California has a long history of providing numerous systems of support. These include the interventions within the Response to Instruction and Intervention (RTI2) processes, support for Special Education, Title I, Title III, support services for English learners, American-Indian students and those in gifted and talented programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. English Language Development training was held before our students returned for all new teachers and was optional for veteran teachers. Orange Center teachers attend professional learning every Monday during the school year. During the 2022-23 school year, Monday trainings will focus on writing and math from Fresno County Superintendent of Schools (FCSS) coaches. Beginning teachers and their mentors are provided with the FCSS Induction and Support training throughout the school year. 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 Systemwide Intensive Support Team (ASIST), as requested and as needed.

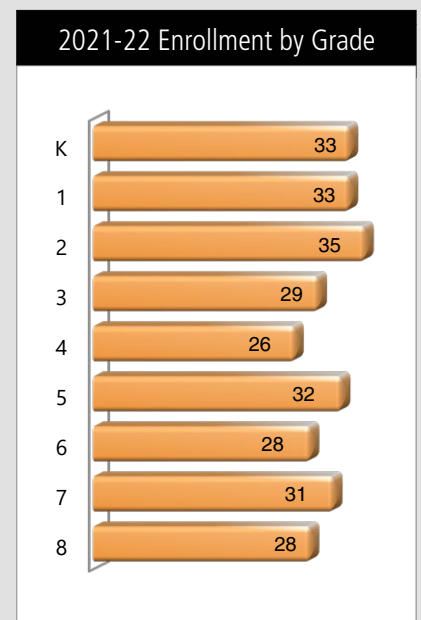
Professional Development Days	Three-Year Data		
	2020-21	2021-22	2022-23
Number of school days dedicated to staff development and continuous improvement	11 days (as of October 2020)	3 days (as of September 2021)	9 days (as of October 12, 2022)

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.80%
Male	50.20%
Non-Binary	0.00%
English learners	36.40%
Foster youth	0.70%
Homeless	2.20%
Migrant	1.10%
Socioeconomically Disadvantaged	94.20%
Students with Disabilities	13.50%

Enrollment by Grade

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

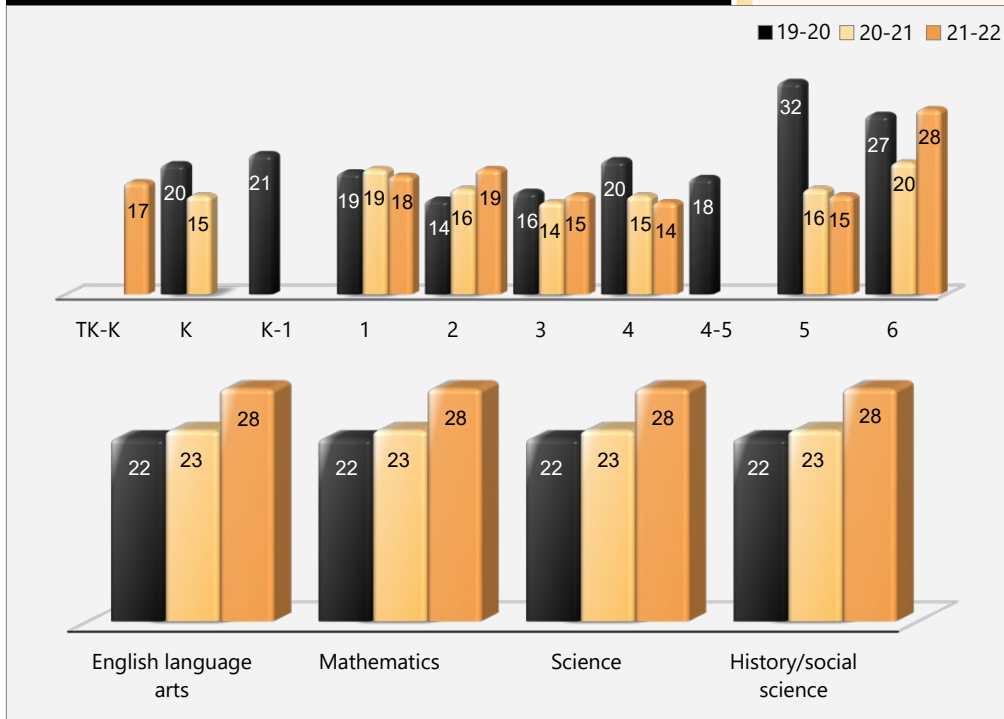


Class Size Distribution

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	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K							2		
K	2			2					
K-1	1								
1	2			1	1		2		
2	2			2			1	1	
3	2			2			2		
4	1			2			2		
4-5	1								
5		1		2			2		
6		1		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	2		1	1			2	
Mathematics	2	2		1	1			2	
Science	2	2		1	1			2	
History/social science	2	2		1	1			2	

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:

- Dual immersion program
- Free/reduced meal program
- Speech and language services
- Special education
- All4Youth Counseling
- English language development services
- Health services: Hearing, vision and scoliosis screenings
- Library
- After school program
- Expanded learning
- Student Study Teams
- PBIS
- Athletic opportunities (Easton Athletic League)
- Reading intervention
- 1:1 ratio of student to technology
- FCSS Mobile Health Unit



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 ES		Orange Center ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	4.6%	0.0%	0.8%	0.2%	3.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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.

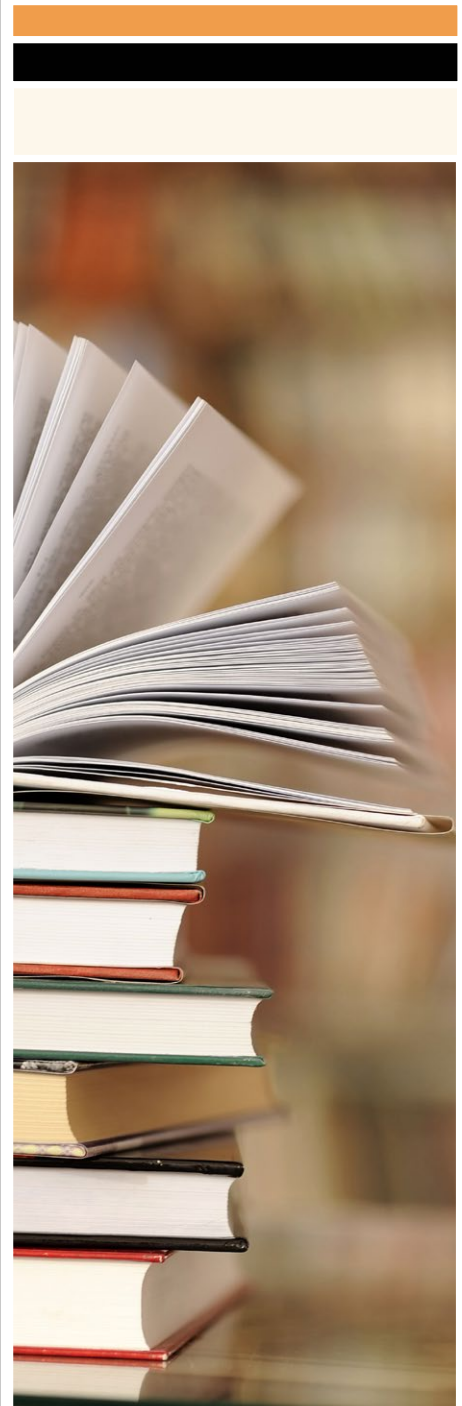
Suspensions and Expulsions			2019-20 School Year
	Orange Center ES	Orange Center ESD	California
	19-20	19-20	19-20
Suspension rates	3.2%	3.2%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

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		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	4.6%	0.0%	
Female	2.0%	0.0%	
Male	7.3%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	4.9%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	2.9%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	25.0%	0.0%	
English Learners	5.5%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	4.6%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	12.0%	0.0%	

“Orange Center students and staff strive to be respectful, responsible and build positive relationships with others.”



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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	97%	100%	100%	100%	93%
7	100%	100%	100%	93%	93%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	302	294	141	48.0%
Female	151	145	71	49.0%
Male	151	149	70	47.0%
American Indian or Alaska Native	2	2	1	50.0%
Asian	41	40	18	45.0%
Black or African American	4	4	2	50.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	239	233	117	50.2%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	4	3	0	0.0%
White	12	12	3	25.0%
English Learners	110	106	40	37.7%
Foster Youth	5	5	1	20.0%
Homeless	6	6	4	66.7%
Socioeconomically Disadvantaged	286	278	137	49.3%
Students Receiving Migrant Education Services	5	5	2	40.0%
Students with Disabilities	50	49	29	59.2%

School Safety

The Orange Center Comprehensive School Safety Plan was last board approved in February 2022 and will be reviewed again in February 2023. 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).

Percentage of Students Meeting or Exceeding State Standard	Two-Year Data					
	Orange Center ES		Orange Center ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	10.61%	11.67%	10.61%	11.67%	28.72%	29.47%

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.

Percentage of Students Meeting or Exceeding State Standard	Two-Year Data					
	Orange Center ES		Orange Center ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	47%	*	38%	*	47%
Mathematics	*	13%	*	23%	*	33%

* 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).



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.



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

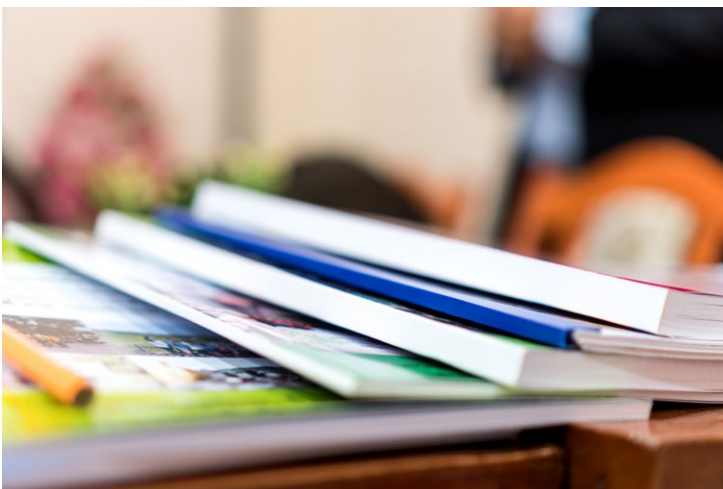
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	61	60	98.36%	1.64%	11.67%
Female	27	27	100.00%	0.00%	7.41%
Male	34	33	97.06%	2.94%	15.15%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	44	43	97.73%	2.27%	13.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	23	23	100.00%	0.00%	17.39%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	56	55	98.21%	1.79%	12.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

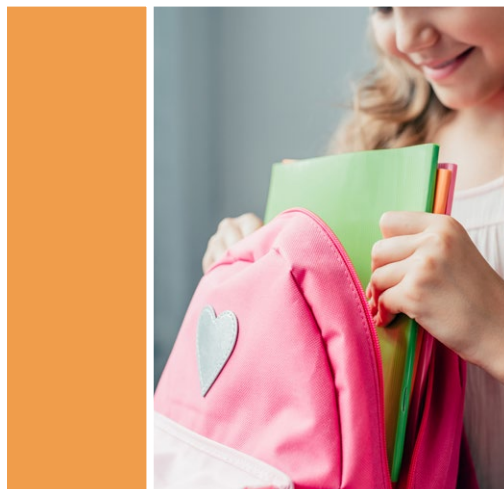
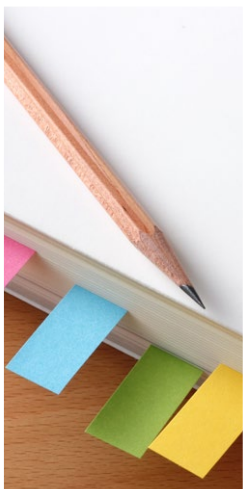
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	180	174	96.67%	3.33%	29.82%
Female	85	83	96.47%	3.53%	32.10%
Male	95	92	96.84%	3.16%	27.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	27	27	100.00%	0.00%	33.33%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	136	130	95.59%	4.41%	30.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	75	74	98.67%	1.33%	25.68%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	170	164	96.47%	3.53%	29.01%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	31	88.57%	11.43%	10.71%

❖ 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.

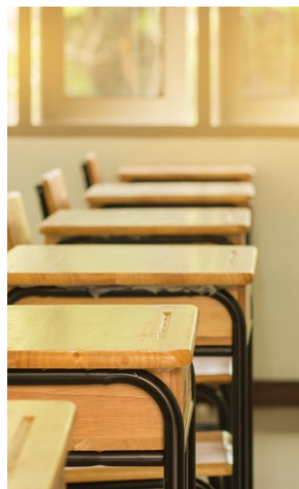




CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	180	174	96.67%	3.33%	13.37%
Female	85	82	96.47%	3.53%	18.29%
Male	95	92	96.84%	3.16%	8.89%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	27	27	100.00%	0.00%	7.41%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	136	130	95.59%	4.41%	14.06%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	75	74	98.67%	1.33%	17.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	170	164	96.47%	3.53%	13.50%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	31	88.57%	11.43%	10.34%

❖ 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.





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		2022-23 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	Exemplary	
Date of the most recent school site inspection	9/28/2022	

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. During the summers of 2021 and 2022, two of our classroom wings received new roofs.

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 143 students enrolled, or approximately 57% 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.

Continued on sidebar

School Facilities

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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.

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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Textbooks and Instructional Materials

During a local district’s Williams case settlement review in August 2022, 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 2022-23 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 2022 for the 2022-23 school year.

Textbooks and Instructional Materials List		2022-23 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!</i> Spanish, 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

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		2022-23 School Year
Orange Center ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✦	
Foreign language	✦	
Health	✦	

✦ Not applicable.

School Facilities

Continued from page 11

We are currently planning a modernization project of the campus to include:

- Cafeteria: improvements to ventilation, flooring and windows
- Upgrades to some of our classroom windows
- Technology data storage area
- Front drive renovation
- School bus driveway renovation

During the 2022-23 school year, technology upgrades include Boxlight interactive displays in our TK- 1 and our special education classrooms. Technology infrastructure upgraded by switching over from sharing a signal for internet service to a direct fiber line to the Fresno County Superintendent of Schools office. Upgraded television displays in four classrooms and the sound of our television displays was upgraded in all classrooms. Our afterschool program’s technology was upgraded by adding four mobile charging carts and new student devices.

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2022-23 School Year	
Data collection date	9/14/2022



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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/>.

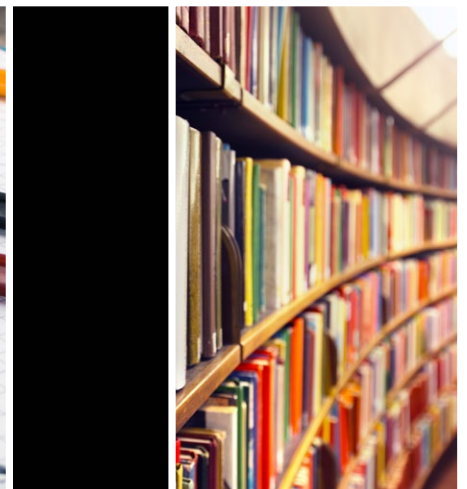
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.0	87.5%	55.1	92.7%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	12.5%	2.0	3.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	1.2	2.2%	12,115.8	4.4%
Unknown	0.0	0.0%	1.0	1.7%	18,854.3	6.9%
Total Teaching Positions	16.0	100.0%	59.4	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 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)	11.0	68.8%	51.0	89.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	12.5%	2.0	3.6%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	18.8%	3.0	5.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.8	1.4%	11,953.1	4.3%
Unknown	0.0	0.0%	0.4	0.8%	15,831.9	5.7%
Total Teaching Positions	16.0	100.0%	57.3	100.0%	279,044.8	100.0%

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/calpadsupdf201.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>.





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

This table displays the number of authorization/assignments 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/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	1.0	2.0
Misassignments	1.0	1.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	3.0

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.

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	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

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

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

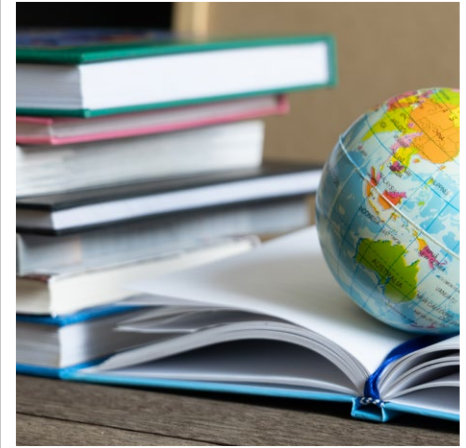
Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2%	5.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2021-22 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 2020-21 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	2020-21 Fiscal Year	
	Orange Center ESD	Similar Sized District
Beginning teacher salary	✖	\$46,743
Midrange teacher salary	✖	\$73,398
Highest teacher salary	✖	\$93,345
Average elementary school principal salary	⊕	\$116,457
Superintendent salary	⊕	\$122,115
Teacher salaries: percentage of budget	28%	30%
Administrative salaries: percentage of budget	7%	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.

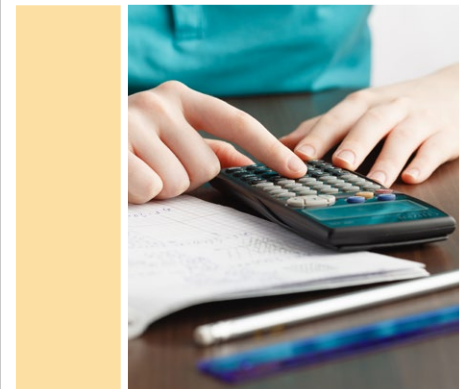
Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center ES	\$11,053	\$60,724
Orange Center ESD	\$11,053	\$60,724
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+67.6%	-18.0%

- ✖ 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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$14,695
Expenditures per pupil from restricted sources	\$3,642
Expenditures per pupil from unrestricted sources	\$11,053
Annual average teacher salary	\$60,724



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 2023.