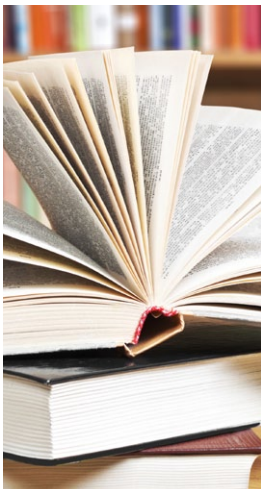
SARC

OUR MESSAGE



OUR SCHOOL

OUR TEACHERS

Orange Center School

2014-15
School Accountability Report Card

Published in 2015-16

Terry M. Hirschfield
Superintendent/Principal
thirschfield@orangecenter.org

3530 South Cherry Avenue
Fresno, CA 93706

Grades: K-8
Phone: (559) 237-0437
www.orangecenter.org

CDS Code: 10-62331-6007009

For Spanish and Hmong visit:
www.orangecenter.org

Orange Center SD

Principal's Message

Welcome to the 2015-16 school year! Our goal at Orange Center Elementary School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners.

Orange Center students and staff thrive to be respectful, responsible and to 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 strive to hold these high standards. We are very excited to have earned the Positive Behavioral Interventions and Supports Bronze Medal at the culmination of the 2014-15 school year. We look forward to working toward receiving a Silver Medal this school year, as we continue to build a strong district-wide behavior intervention support plan.

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

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

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

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

Respectfully,

Terry M. Hirschfield

Superintendent/Principal

School Safety

The school safety plan was last reviewed and updated in February 2016. The plan addresses the following areas of concerns: intruders on campus, drills for earthquakes and monthly fire drills, and bus-evacuation drills. All visitors must sign in at the office and wear an ID tag on campus; all staff members also must wear ID tags.

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

Professional Development

Orange Center provides staff-development days every Monday throughout the school year for the teaching staff. These Mondays are minimum days. There will be two full-day in-services prior to the first day of school. Staff members that attend these two in-services are paid a stipend which is funded out of the Instructional Time and Staff Development Reform Program Assembly Bill 825. All teaching staff, including resource personnel, participates in these professional-development activities. During the 2007-08 school year, 12 teachers completed Assembly Bill 466 training (the bill established the Mathematics and Reading Professional Development Program). During the 2013-14 school year, 15 teachers received Common Core State Standards training and coaching. A total of six teachers also received five days of training when they attended the Common Core Summer Academy facilitated by Fresno County Office of Education. Teachers were paid a stipend which was funded out of the Common Core State Standards Implementation Funds. For the previous three school years, we had 10 days each year dedicated to staff and professional development.

Teachers are encouraged to attend off-campus conferences and workshops that emphasize reading instruction. The district supports staff members by paying for registration fees and the cost of a substitute teacher. First- and second-year teachers receive assistance through Fresno County Office of Education Beginning Teacher Support Assessment (BTSA) program. These teachers are required to complete state-mandated professional development activities with the help of a support provider (mentor teacher) that is assigned to them.

Further staff development is provided through Fresno County Office of Education's Academic Systemwide Intensive Support Team (ASIST) team.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Orange Center School	10 days	10 days	10 days

School Accountability Report Card

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

School Mission Statement

Orange Center Elementary School strives to develop productive citizens who have a general 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

Veronica Salazar
President

Veronica Thomas
Vice President

Javier Gonzales
Clerk

Michael Gonzalez
Trustee

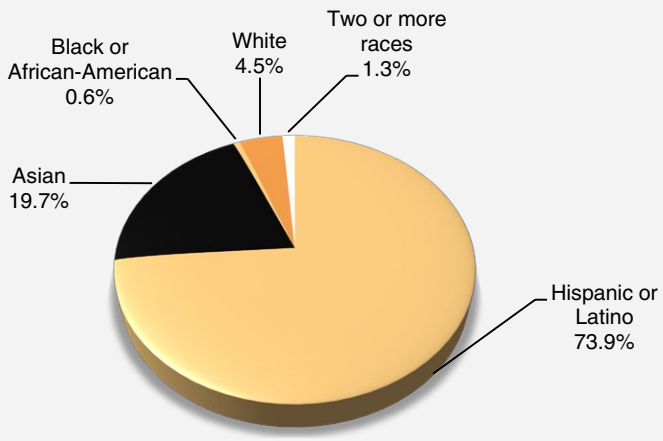
Panfilo Cerrillo
Trustee

Enrollment by Student Group

The total enrollment at the school was 314 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

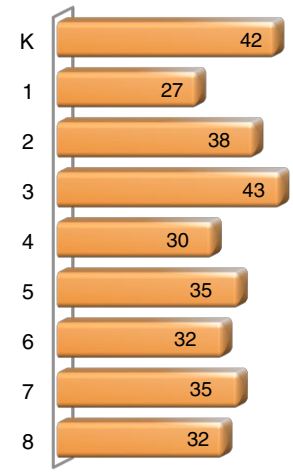


Socioeconomically disadvantaged	92.7%	English learners	51.3%	Students with disabilities	9.9%	Foster Youth	1.3%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

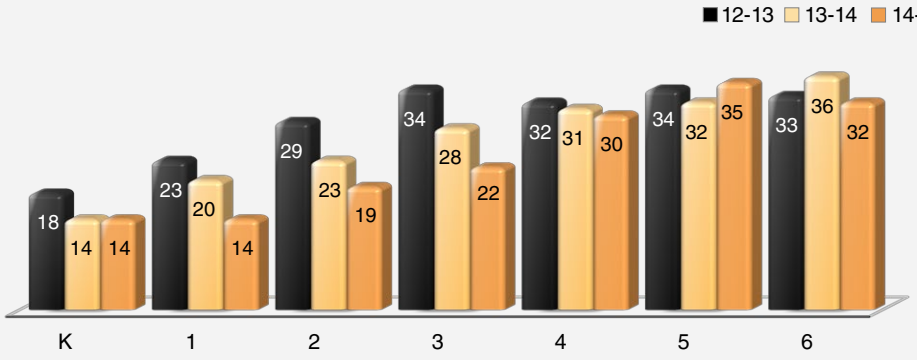


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2	1		2	1	
1		2		2			2		
2		1			2		2		
3			1		1			2	
4		1			1			1	
5			1		1				1
6			1			1		1	

Suspensions and Expulsions

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

Suspension and Expulsion Rates

Orange Center School			
	12-13	13-14	14-15
Suspension rates	5.4%	6.7%	7.2%
Expulsion rates	0.0%	0.0%	0.3%
Orange Center SD			
	12-13	13-14	14-15
Suspension rates	1.5%	1.7%	1.6%
Expulsion rates	0.0%	0.0%	0.3%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria

2014-15 School Year

	Orange Center School	Orange Center SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program

2015-16 School Year

	Orange Center School	Orange Center SD
Program Improvement status	In PI	Not In PI
First year of Program Improvement	2006-2007	✧
Year in Program Improvement	Year 5	✧
Number of Title I schools currently in Program Improvement		1
Percentage of Title I schools currently in Program Improvement		50.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

○ Not applicable. This AYP indicator is only applicable for high schools.

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

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.

Percentage of Students Meeting Fitness Standards

2014-15 School Year	
Grade 5	
Four of six standards	30.3%
Five of six standards	3.0%
Six of six standards	0.0%
Grade 7	
Four of six standards	20.6%
Five of six standards	8.8%
Six of six standards	11.8%

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels — **Three-Year Data**

	Orange Center School			Orange Center SD			California		
Subject	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	28%	19%	11%	28%	19%	11%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels — **2014-15 School Year**

Group	Science
All students in the district	11%
All students at the school	11%
Male	10%
Female	12%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	8%
Native Hawaiian or Pacific Islander	❖
White	❖
Two or more races	❖
Socioeconomically disadvantaged	10%
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards — **2014-15 School Year**

Subject	Orange Center School	Orange Center SD	California
English language arts/literacy	13%	13%	44%
Mathematics	7%	7%	33%

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

◈ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	51	50	98.0%	68%	24%	6%	2%
Male		27	52.9%	78%	15%	7%	0%
Female		23	45.1%	57%	35%	4%	4%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	21.6%	73%	27%	0%	0%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		37	72.5%	68%	24%	5%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.0%	❖	❖	❖	❖
Two or more races		1	2.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	96.1%	67%	24%	6%	2%
English learners		33	64.7%	64%	27%	6%	3%
Students with disabilities		5	9.8%	❖	❖	❖	❖
Students receiving Migrant Education services		11	21.6%	55%	36%	9%	0%
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	51	50	98.0%	86%	8%	6%	0%
Male		27	52.9%	81%	11%	7%	0%
Female		23	45.1%	91%	4%	4%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		11	21.6%	91%	9%	0%	0%
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		37	72.5%	86%	5%	8%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.0%	❖	❖	❖	❖
Two or more races		1	2.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	96.1%	86%	8%	6%	0%
English learners		33	64.7%	85%	6%	9%	0%
Students with disabilities		5	9.8%	❖	❖	❖	❖
Students receiving Migrant Education services		11	21.6%	82%	18%	0%	0%
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	31	30	96.8%	53%	20%	20%	7%
Male		18	58.1%	61%	11%	22%	6%
Female		12	38.7%	42%	33%	17%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		24	77.4%	46%	25%	21%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	6.5%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	93.5%	55%	21%	17%	7%
English learners		16	51.6%	69%	19%	13%	0%
Students with disabilities		4	12.9%	❖	❖	❖	❖
Students receiving Migrant Education services		3	9.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	31	30	96.8%	60%	37%	3%	0%
Male		18	58.1%	56%	39%	6%	0%
Female		12	38.7%	67%	33%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		24	77.4%	58%	38%	4%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	6.5%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	93.5%	62%	34%	3%	0%
English learners		16	51.6%	81%	19%	0%	0%
Students with disabilities		4	12.9%	❖	❖	❖	❖
Students receiving Migrant Education services		3	9.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	35	97.2%	63%	26%	9%	0%
Male		13	36.1%	62%	31%	8%	0%
Female		22	61.1%	64%	23%	9%	0%
Black or African-American		1	2.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	13.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		28	77.8%	68%	21%	7%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		34	94.4%	62%	26%	9%	0%
English learners		20	55.6%	60%	40%	0%	0%
Students with disabilities		7	19.4%	❖	❖	❖	❖
Students receiving Migrant Education services		6	16.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	35	97.2%	69%	26%	0%	3%
Male		13	36.1%	62%	31%	0%	8%
Female		22	61.1%	73%	23%	0%	0%
Black or African-American		1	2.8%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	13.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		28	77.8%	71%	21%	0%	4%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		34	94.4%	68%	26%	0%	3%
English learners		20	55.6%	75%	25%	0%	0%
Students with disabilities		7	19.4%	❖	❖	❖	❖
Students receiving Migrant Education services		6	16.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	35	97.2%	43%	46%	11%	0%
Male		19	52.8%	58%	32%	11%	0%
Female		16	44.4%	25%	63%	13%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	25.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		25	69.4%	36%	48%	16%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		32	88.9%	41%	47%	13%	0%
English learners		15	41.7%	67%	27%	7%	0%
Students with disabilities		3	8.3%	❖	❖	❖	❖
Students receiving Migrant Education services		5	13.9%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	36	36	100.0%	64%	25%	11%	0%
Male		19	52.8%	53%	32%	16%	0%
Female		17	47.2%	76%	18%	6%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		9	25.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		26	72.2%	69%	15%	15%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.8%	❖	❖	❖	❖
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		32	88.9%	63%	25%	13%	0%
English learners		16	44.4%	81%	13%	6%	0%
Students with disabilities		3	8.3%	❖	❖	❖	❖
Students receiving Migrant Education services		5	13.9%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	35	34	97.1%	50%	35%	15%	0%
Male		21	60.0%	52%	38%	10%	0%
Female		13	37.1%	46%	31%	23%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	14.3%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		27	77.1%	44%	37%	19%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.9%	❖	❖	❖	❖
Two or more races		1	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		32	91.4%	50%	38%	13%	0%
English learners		14	40.0%	79%	14%	7%	0%
Students with disabilities		2	5.7%	❖	❖	❖	❖
Students receiving Migrant Education services		2	5.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	35	34	97.1%	53%	32%	15%	0%
Male		21	60.0%	57%	29%	14%	0%
Female		13	37.1%	46%	38%	15%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	14.3%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		27	77.1%	56%	33%	11%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		1	2.9%	❖	❖	❖	❖
Two or more races		1	2.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		32	91.4%	56%	28%	16%	0%
English learners		14	40.0%	71%	21%	7%	0%
Students with disabilities		2	5.7%	❖	❖	❖	❖
Students receiving Migrant Education services		2	5.7%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

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

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	31	93.9%	58%	29%	13%	0%
Male		18	54.5%	78%	11%	11%	0%
Female		13	39.4%	31%	54%	15%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		23	69.7%	65%	30%	4%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	6.1%	❖	❖	❖	❖
Two or more races		2	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	87.9%	59%	28%	14%	0%
English learners		7	21.2%	❖	❖	❖	❖
Students with disabilities		2	6.1%	❖	❖	❖	❖
Students receiving Migrant Education services		5	15.2%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	33	31	93.9%	58%	32%	3%	3%
Male		18	54.5%	50%	33%	6%	6%
Female		13	39.4%	69%	31%	0%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		23	69.7%	65%	30%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		2	6.1%	❖	❖	❖	❖
Two or more races		2	6.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		29	87.9%	62%	31%	0%	3%
English learners		8	24.2%	❖	❖	❖	❖
Students with disabilities		2	6.1%	❖	❖	❖	❖
Students receiving Migrant Education services		5	15.2%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

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

◈ Information is not available at this time.

Textbooks and Instructional Materials

During the Fresno County Office of Education Williams case settlement review in August 2014 and August 2015, we were found to be in full compliance when it came to adequacy and necessary number of state-adopted textbooks.

Our textbooks and instructional materials were selected from recent list of standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of their curriculum frameworks.

Each year, within eight weeks after the first day of school, a hearing is held to determine whether there are sufficient textbooks for the upcoming school year. For the 2014-15 school year, every student had access to his or her own textbook and instructional materials, including all English learners. The public hearing was held on September 9, 2014, for the 2015-16 school year.

Textbooks and Instructional Materials List — 2015-16 School Year

Subject	Textbook	Adopted
English language arts	*Reading*, Houghton Mifflin (K-6)	2003
English language arts	Literature, McDougal Littell (7-8)	2009
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-8)	2015
Science	*California Science*, Harcourt (K-6)	2007
Science	Holt California Science, Life and Physical; Holt, Rinehart and Winston (7-8)	2007
History/social science	*Adventures in Time and Place*, Macmillan/McGraw-Hill (K-3)	2000
History/social science	*Discovering Our Past*, McGraw-Hill (6-8)	2006
History/social science	*Scott-Foresman History-Social Science for California: Our Nation*, Scott-Foresman (4-5)	2006

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data — 2015-16 School Year

Data collection date	9/2015

School Facilities

Orange Center School was built in 1955 and contains 16 classrooms, four restrooms, a cafeteria and a district office. A fourth wing, that contained five classrooms and two student restrooms, was added in 1961. In 2000, 16 of the 21 classrooms were modernized. In 1998, the kitchen was renovated, and during the 2007-08 school year, major renovations were made to the cafeteria. During the summer of 2013, the school was completely painted. The project of the wireless tower was completed in January 2014, and the campus now has wireless Internet service for students and staff. The district's solar project was completed in April 2013.

Eighty-five percent of the students are provided with bus transportation. Parents are allowed to drop off students as early as 7:30 a.m., with supervision provided.

The school is located with a dairy on one side with limited access from the only street, which is South Cherry Avenue.

All visitors are denied entrance to the school grounds until they report to the office. Entrance to the grounds is controlled by the office staff, which electronically controls the entrance doors. Staff members must have a PIN number or use their thumbprint to gain entrance through these doors.

Administrative personnel are on campus until 5 p.m.

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

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

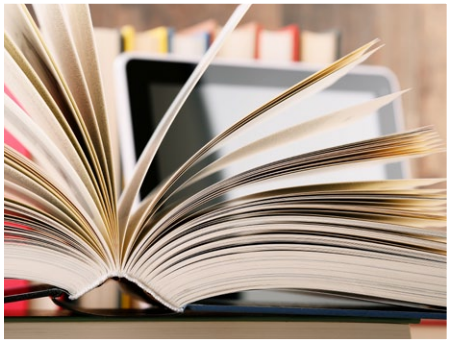
Continued on page 13

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 — 2015-16 School Year

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



Quality of Textbooks

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

Quality of Textbooks — 2015-16 School Year

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

School Facility Items Inspected

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status — 2015-16 School Year

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	**Restrooms/fountains**	Good
Interior	Fair	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			9/4/2015
Date of the most recent completion of the inspection form			9/4/2015

Deficiencies and Repairs

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

Deficiencies and Repairs — 2015-16 School Year

Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Interior	Cafeteria needs painting and floor tiles repaired. Repairs are planned for summer of 2016.
Restrooms/fountains	Restrooms had problems flushing. Due to a transformer outage causing an electrical outage that affected automatic flushing in restrooms all toilets were not working properly. Problem has been corrected.
External	Play area and equipment need cleaning. Asphalt and cement drive need repair. Play area has been cleaned and wood chips replaced. Asphalt and cement drive will be addressed in future projects.

Parental Involvement

Programs and activities where parents can become involved and be an integral part of the school include School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee (ELAC) and the Parent Teachers Club.

Migrant Education Program will offer free counseling to migrant parents throughout the 2012-13 school year. Also, the After School Program will provide programs for parents to assist them in becoming more involved in leadership roles at the school site.

For more information on how to become involved at the school, please contact Carmela Rivera, SSC president, at (559) 237-0437.

School Facilities

Continued from page 12

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

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

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

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

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

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

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

In 2011, Orange Center received a complete lighting retrofit from PG&E 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.

Teacher Qualifications

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

Teacher Credential Information — Three-Year Data

	Orange Center SD	Orange Center School		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	17	15	16	17
Without full credential	2	0	0	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions — Three-Year Data

	Orange Center School		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers — 2014-15 School Year

	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Orange Center School	100.00%	0.00%
All schools in district	90.39%	9.61%
High-poverty schools in district	90.39%	9.61%
Low-poverty schools in district	✧	✧

✧ Not applicable.

"Orange Center students and staff thrive to be respectful, responsible and to build positive relationships with others."

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data

2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	1.0

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data

2013-14 Fiscal Year

	Orange Center SD	Similar Sized District
Beginning teacher salary	✪	$39,948
Midrange teacher salary	✪	$57,401
Highest teacher salary	✪	$73,183
Average elementary school principal salary	✪	$94,578
Superintendent salary	✪	$112,657
Teacher salaries: percentage of budget	35%	35%
Administrative salaries: percentage of budget	7%	7%

Expenditures Per Pupil

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

Financial Data Comparison

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

Financial Data Comparison

2013-14 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center School	$4,433	$63,745
Orange Center SD	$4,433	$63,745
California	$5,348	$59,180
School and district: percentage difference	◆	◆
School and California: percentage difference	-17.1%	+7.2%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).
◆ The percentage difference does not apply to single-site districts.

Types of Services Funded

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

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

School Financial Data

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

School Financial Data

2013-14 Fiscal Year	
Total expenditures per pupil	$6,966
Expenditures per pupil from restricted sources	$2,533
Expenditures per pupil from unrestricted sources	$4,433
Annual average teacher salary	$63,745

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

All data accurate as of December 2015.

PUBLISHED BY: SIA School Innovations & Achievement
www.sia-us.com | 800.487.9234

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.