Orange Center School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Orange Center School
Street	3530 South Cherry Avenue
City, State, Zip	Fresno, CA 93706
Phone Number	(559) 237-0437
Principal	Terry M. Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org
CDS Code	10-62331-6007009

District Contact Information	
District Name	Orange Center Elementary School District
Phone Number	(559) 237-0437
Superintendent	Terry M. Hirschfield
E-mail Address	thirschfield@orangecenter.org
Web Site	www.orangecenter.org

School Description and Mission Statement (School Year 2018-19)

Principal Message

Our goal at Orange Center Elementary School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners.

Orange Center students and staff strive to be respectful, responsible and build positive relationships with others. High academic standards and responsible citizenship are the foundation of our school. It is with pride that we continue to hold these high standards. We are very excited to have earned the Positive Behavioral Interventions and Supports bronze medal at the culmination of the 2014-15 school year, in addition to the silver medal in 2015-2016 and a gold medal at the end of the 2016-2017 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 the use of 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. 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 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 was started in kindergarten in the 2017-2018 school year and has expanded to first grade in the 2018-2019 school year. We look forward to expanding the program into 2nd grade in the fall of 2019. Orange Center offers an expansive after school program for students in grades K-8th grade, for over 180 students daily. This program provides opportunities for academic assistance, enrichment & physical fitness activities, competitive sports programs and the opportunity for students to eat a nutritious supper before they go home. In addition, Orange Center prides itself on providing intensive academic intervention for students in need of support in reading and mathematics. Orange Center Folklorico began in the 2016-2017 school year and continues to thrive with approximately 30 members in 2019. Orange Center has established a mariachi elective where students have began learning to play instruments and perform mariachi themed music. The class has 19 students enrolled. Students play: the violin, guitar, vihuela, guitarron, or trumpet and learn to sing traditional mariachi songs. Other electives include: Clarinet, Leadership, Intro to Business, Three D Printing, Photovoice, Tinker CADS Coding, Lego/Robotics, Art, Multicultural Education, and Dance, throughout the school year. Orange Center is also very proud to offer 1:1 technological devices to students from TK-8th grade.

We look forward to continuing to provide 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

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.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	36
Grade 1	33
Grade 2	33
Grade 3	32
Grade 4	25
Grade 5	38
Grade 6	45
Grade 7	33
Grade 8	26
Total Enrollment	301

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	20.3
Filipino	0.0
Hispanic or Latino	75.1
Native Hawaiian or Pacific Islander	0.0
White	3.7
Socioeconomically Disadvantaged	96.0
English Learners	45.5
Students with Disabilities	11.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	15	15	15
Without Full Credential	4	4	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 12, 2018

During the Fresno County Office of Education Williams case settlement review in August 2018, 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 2018-19 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 2018 for the 2018-19 school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys, Houghton Mifflin (K-5) 2016 Collections, Houghton Mifflin (6-8) 2016	Yes	0
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-8) 2015	Yes	0
Science	California Science, Harcourt (K-6) 2007 Holt California Science, Life and Physical; Holt, Rinehart and Winston (7-8) 2007	Yes	0
History-Social Science	My World Interactive, Pearson (K-5) 2018 California World History, National Geographic 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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

All visitors are directed to the school office before they are allowed entrance onto the school grounds. Visitors 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 more than 180 students enrolled, or approximately 60 percent of the student body.

A grounds/ maintenance /custodian/busdriver team of 3.75 full-time equivalent employees (FTE) oversee the 10-acre campus. All rooms are cleaned nightly. 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 types of 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 had 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.

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

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

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

In 2011, Orange Center received a complete lighting retrofit from PG&E and Sylvania Lighting Systems. All ballasts were replaced with energy-efficient lighting.

In 2014, classroom improvements and upgrades were performed in middle grade classrooms which included new paint, carpeting and electrical.

In 2015, cafeteria furniture was upgraded.

In 2016, various trees on campus were removed or trimmed. In addition, a chain link enclosure and a metal hanging bar were removed from the kindergarten playground and replaced with a basketball hoop and cement area for game play. A Proposition 39 audit allowed energy saving improvements to be made throughout the year.

In September of 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 campus wide 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 other 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. There were two new cooler units installed in the cafeteria.

Plans for 2018-2019 include: safety cameras to be installed, the finalization of the water distribution project to include: all new pipes for water distribution to the bathrooms, cafeteria, and classrooms and 6 new outdoor water fountains with water bottle filling stations and one water fountain station in the cafeteria. The district home/ building will also be connected to city water services. All stage drapes and curtains will be cleaned and fire retardant will be applied. there will be new carpet added to at least 2 classrooms during the 2018-2019 school year.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/17/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Light covers are missing and a bank of lights are out in cafeteria. Light bulbs were replaced in cafeteria in September of 2018. Light covers will be purchased in February of 2019
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Water fountains not working because of plumbing project. Bottled water available for students. Plumbing project completed and new water fountains installed in December 2018.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/17/2018	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30.0	40.0	32.0	39.0	48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	27.0	19.0	21.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	191	98.45	39.79
Male	99	97	97.98	34.02
Female	95	94	98.95	45.74
Black or African American	--	--	--	--
Asian	41	41	100.00	43.90
Hispanic or Latino	145	142	97.93	37.32
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	183	98.39	39.34
English Learners	118	117	99.15	38.46
Students with Disabilities	20	20	100.00	5.00
Students Receiving Migrant Education Services	13	13	100.00	69.23

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	194	191	98.45	27.23
Male	99	97	97.98	27.84
Female	95	94	98.95	26.6
Black or African American	--	--	--	--
Asian	41	41	100	24.39
Hispanic or Latino	145	142	97.93	27.46
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	183	98.39	27.87
English Learners	118	117	99.15	28.21
Students with Disabilities	20	20	100	5
Students Receiving Migrant Education Services	13	13	100	30.77

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	11.4	0
7	29	16.1	3.2
9	NA	NA	NA

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Programs and activities where parents can become involved and be an integral part of the school include: Back to School Night, Open House, Spring VAPA Night, Fall Carnival, Grand Parents Day event, Parent Engagement Team Planned activities (Multicultural Literacy Night, Health and Safety Night, Math Interaction Family Night), School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee (ELAC) and the Parent Teachers Club.

The Migrant Education Program will offer support to migrant parents throughout the 2018-19 school year. Also, the After School Program and Parents Club will provide opportunities 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 the Orange Center School Office, at (559) 237-0437.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.5	4.3	9.5	2.1	1.3	2.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Orange Center Comprehensive School Safety Plan was board approved in February, 2018 and will be reviewed in February, 2019.

The school safety plan was last reviewed, updated and discussed with the school faculty in January, 2018. 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 through the newly 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	2			19	2			18	2		
1	18	2			18	2			17	2		
2	14	2			19	2			17	2		
3	19	2			20	1			16	2		
4	26		2		19	2			25		1	
5	29		1		22		2		19	2		
6	32		1		30		1		23		2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	.90	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site		$1.982.55	$9,702.72	$59,792.47
District	N/A	N/A	$1,339.62	
Percent Difference: School Site and District	N/A	N/A	151.5	
State	N/A	N/A	$7,125	$63,218
Percent Difference: School Site and State	N/A	N/A	30.6	-5.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These programs and supplemental educational services (SES) are provided at the school either through categorical funds or other sources that support and assist students:
- *Peer Assistance and Review (PAR) funds were used for staff development
- *Title l and School Improvement Program (SIP) funds helped to provide direct services to students by defraying the costs for paraprofessionals, a site LVN, English resource teacher, curriculum resource and technology resource teacher
- *Title II, Part A funds were used for staff development
- *Title II, Part D funds were used to purchase computer hardware and help pay for the technology resource teacher
- *Title III funds helped pay for the English learner (EL) paraprofessional and the EL resource teacher
- *Title V funds were used to purchase tech support materials

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,716.16	$44,375
Mid-Range Teacher Salary	$64,313.76	$65,926
Highest Teacher Salary	$78,765.12	$82,489
Average Principal Salary (Elementary)		$106,997
Average Principal Salary (Middle)		$109,478
Average Principal Salary (High)		
Superintendent Salary	$115,500	$121,894
Percent of Budget for Teacher Salaries	29.0	32.0
Percent of Budget for Administrative Salaries	8.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Orange Center's focus on professional training for the 2018-19 school year is guided reading and guided writing. Our focus was identified through staff collaboration and data from district and state assessment. Teachers had the opportunity to attend off-campus summer trainings such as:
FCSS Writers Workshop, FCSS Breakout EDU, FCSS Guided Reading, FCSS - Put a in in it, FSU Fostering Independent Writers Using District Adopted Curriculum,

Orange Center teachers attend professional learning every Monday during the school year. During the 2018-19 school year, all teachers have an opportunity to learn about: Writing and writers workshop, classroom management techniques (Kagan), Goal Setting, Integrating Technology into the Curriculum, History Curriculum training, STEM integration (4-8th), Guided Reading and assessing your students. Beginning Teachers and their mentors are provided with the FCSS Induction And Support training throughout the school year. Supplemental staff development is provided through FCSS Academic Systemwide Intensive Support Team (ASIST) team, as requested and as needed.