SARC School Accountability Report Card 2018-19
Published in 2019-20

Orange Center School

Grades K-8
CDS Code 10-62331-6007009

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

Orange Center School District

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

Principal's Message

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

Orange Center students and staff strive to be respectful, responsible and build positive relationships with others. High academic standards and responsible citizenship are the foundation of our school. It is with pride that we continue to hold these high standards. We are very excited to have earned the Positive Behavioral Interventions and Supports bronze medal at the culmination of the 2014-15 school year, in addition to the silver medal in 2015-16 and a gold medal at the end of the 2016-17 school year. We continue to maintain a strong districtwide behavior intervention support plan and provide appropriate services to our students.

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

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

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

We are very proud to provide excellent educational opportunities. Rigorous educational programs such as the Spanish Dual Immersion Program which started in kindergarten in the 2017-18 school year and has expanded to first grade in the 2018-19 school year. In 2019, we expanded our Dual Immersion program into the second grade. We look forward to expanding the program into the third grade in the fall of 2020. Orange Center offers an expansive after school program for students in grades K-8, for over 180 students daily. This program provides opportunities for academic assistance, enrichment and physical fitness activities, competitive sports programs and the opportunity for students to eat a nutritious supper before they go home. In addition, Orange Center prides itself on providing intensive academic intervention for students in need of support in reading and mathematics. Orange Center folklórico began in the 2016-17 school year and continues to thrive with approximately 20 members in 2019. Orange Center has established a mariachi elective where students learn to play instruments and perform mariachi themed music. The class has 19 students enrolled. 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!

Together we can create a brighter tomorrow!! Go Tigers!!

Respectfully,

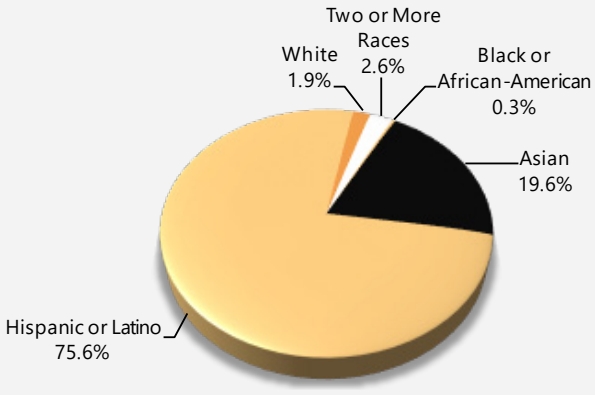
Terry M. Hirschfield, Superintendent/Principal

Enrollment by Student Group

The total enrollment at the school was 311 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	98.10%
English learners	46.30%
Students with disabilities	10.60%
Foster youth	0.00%
Homeless	0.00%

School Accountability Report Card

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

Mission Statement

Orange Center Elementary School strives to develop productive citizens who have in-depth knowledge and appreciation of the world around them. Our goals are to encourage students to accept responsibilities as members of society, to promote and create a lifelong enjoyment of learning, to meet the needs of the individual students, rather than just the individual class, and to produce students capable of creative and imaginative thought.

Governing Board

Veronica Thomas, President

Veronica Salazar, Vice President

Christina Cerrillo, Clerk

Panifillo Cerrillo, Trustee

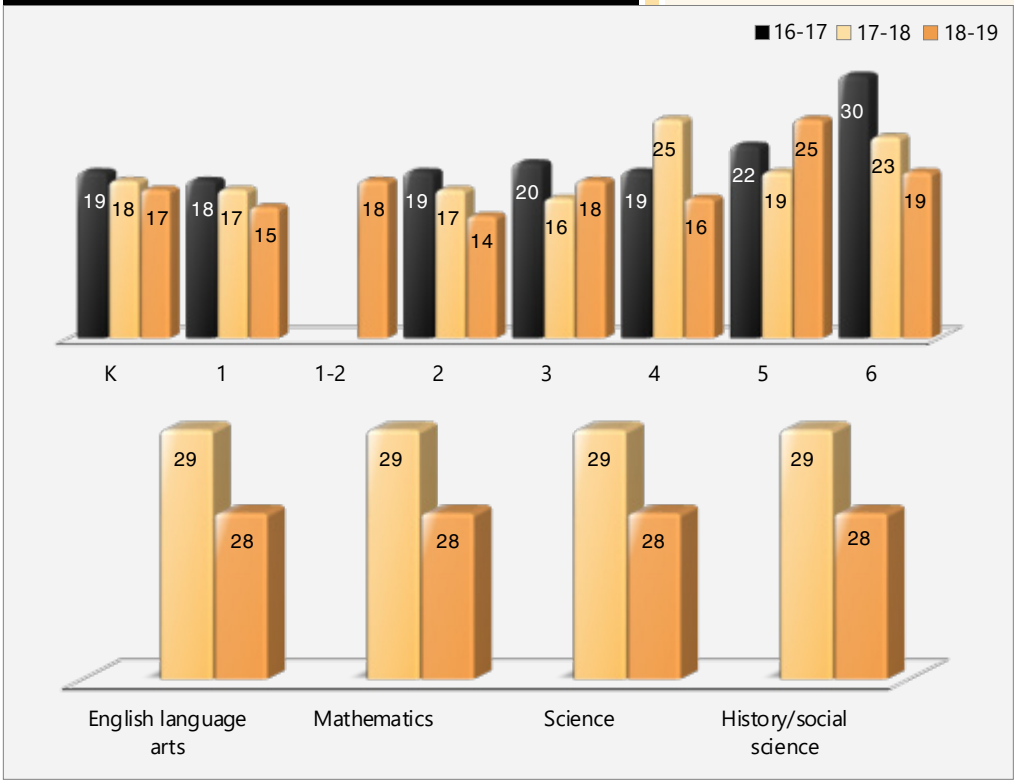
Melinda Moralez, Trustee

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

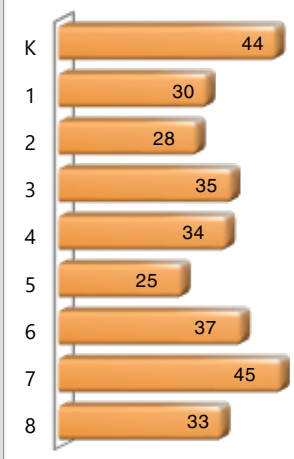
Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			2		
1	2			2			2		
1-2							1		
2	2			2			2		
3	1			2			2		
4	2				1		2		
5		2		2				1	
6		1			2		2		
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	◈	◈	◈		2			2	1
Mathematics	◈	◈	◈		2			2	1
Science	◈	◈	◈		2			2	1
History/social science	◈	◈	◈		2			2	1

◈ Information is not available.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



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			
	16-17	17-18	18-19
Suspension rates	4.3%	9.3%	4.7%
Expulsion rates	0.0%	0.0%	0.0%
Orange Center SD			
	16-17	17-18	18-19
Suspension rates	1.3%	2.5%	4.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced — **Two-Year Data**

	Orange Center School		Orange Center SD		California	
Subject	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Science	✧	✧	✧	✧	✧	✧

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

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

Percentage of Students Meeting or Exceeding State Standards — **Two-Year Data**

	Orange Center School		Orange Center SD		California	
Subject	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
English language arts/literacy	40%	34%	39%	34%	50%	51%
Mathematics	27%	20%	21%	20%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test — **2018-19 School Year**

Percentage of Students Meeting Fitness Standards	Orange Center School	
	Grade 5	**Grade 7**
Four of six standards	32.1%	14.3%
Five of six standards	14.3%	12.2%
Six of six standards	3.6%	4.1%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

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

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

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 Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards

2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	216	211	97.69%	2.31%	34.12%
Male	112	108	96.43%	3.57%	33.33%
Female	104	103	99.04%	0.96%	34.95%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	43	42	97.67%	2.33%	33.33%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	161	159	98.76%	1.24%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	213	208	97.65%	2.35%	34.13%
English learners	125	121	96.80%	3.20%	25.62%
Students with disabilities	36	35	97.22%	2.78%	8.57%
Students receiving Migrant Education services	17	17	100.00%	0.00%	52.94%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards

2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	216	210	97.22%	2.78%	20.48%
Male	112	108	96.43%	3.57%	24.07%
Female	104	102	98.08%	1.92%	16.67%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	43	42	97.67%	2.33%	14.29%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	161	158	98.14%	1.86%	20.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	213	207	97.18%	2.82%	20.29%
English learners	125	121	96.80%	3.20%	19.83%
Students with disabilities	36	35	97.22%	2.78%	5.71%
Students receiving Migrant Education services	17	17	100.00%	0.00%	17.65%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

Textbooks and Instructional Materials

During the Fresno County Office of Education Williams case settlement review in August 2019, 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 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 2019 for the 2019-20 school year.

Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
English language arts	*Journeys*, Houghton Mifflin (K-5)	2016
English language arts	*Collections*, Houghton Mifflin (6-8)	2016
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-8)	2015
Science	Pearson California Elevate Science (K-5)	2019
Science	Amplify Science (6-8)	2019
History/social science	*My World Interactive*, Pearson (K-5)	2018
History/social science	*California World History*, National Geographic	2018

Quality of Textbooks

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

Quality of Textbooks

2019-20 School Year

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

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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

2019-20 School Year

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

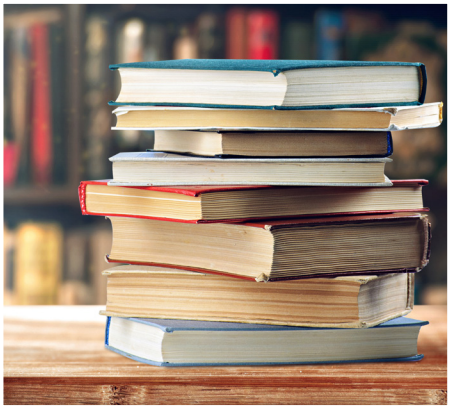
Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	9/11/2019



✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status — 2019-20 School Year

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	9/10/2019
Date of the most recent completion of the inspection form	9/10/2019

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 — 2019-20 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Dead insect in sink in the library. Immediate removal and planned increase of custodial staff.	September & October 2019
Electrical	Light out in cafeteria. Prop 39 contractor notified and bulb was replaced.	September 2019
Restrooms/fountains	Low water pressure in water fountain outside room 11. Contractor notified and repair made. No paper towels in girls restroom. Towels placed in restroom immediately. Light cover missing form boys restroom (room 17). Prop 39 contractor notified and bulb was replaced.	September 2019
External	Cracking of driveway in front of office. Quote for repaving of driveway will be obtained and discussed by school board for repair.	June 2020

"Together we can create a brighter tomorrow!! Go Tigers!!"

School Facilities

Orange Center School was built in 1955 and contains 16 classrooms, four restrooms, a cafeteria and a district office. A fourth wing that contains five classrooms and two student restrooms was added in 1961. In 2000, 16 of the 21 classrooms were modernized. In 1998, the kitchen was renovated, and during the 2007-08 school year, major renovations were made to the cafeteria. During the summer of 2013, the school was completely painted. The wireless tower project was completed in January 2014, and the campus now has wireless internet service for students and staff. The district's solar project was completed in April 2013. The water distribution project was completed in the summer of 2019. Two new water fountains were installed in the cafeteria and three additional outdoor fountains as well. Two staff restrooms were modernized along with all students' restrooms getting updated as well.

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

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

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/bus driver team of 3.75 full-time equivalent employees (FTE) oversees 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 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 500 books have been added to the present collection since 2006.

Continued on page 9

School Facilities

Continued from page 8

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 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. 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. There was new carpet added to at least two classrooms during the 2018-19 school year.

School Safety

The Orange Center Comprehensive School Safety Plan was last board approved in February 2019 and will be reviewed again in February 2020. The plan addresses the following areas of concerns: intruders on campus, earthquake drills, monthly fire drills and bus-evacuation drills. All visitors must sign in at the office through our district-adopted Raptor System. This system checks all visitors who enter campus against the Megan's Law Sexual Predators list and will alert administration to any individuals who have been flagged based on safety concerns. All visitors will be issued and encouraged to wear a computer-generated ID tag on campus; all staff members also must wear ID tags.

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

Parental Involvement

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

The Migrant Education Program will offer support to migrant parents throughout the 2019-20 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.

Types of Services Funded

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

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

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

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	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	12	15	15	12
Without a full credential	5	4	0	5
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions

Three-Year Data

	Orange Center School		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

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 Fresno County Superintendent of Schools (FCSS) Writers Workshop, FCSS Breakout EDU, FCSS Guided Reading, California State University, Fresno Fostering Independent Writers Using District Adopted Curriculum. Orange Center teachers attend professional learning every Monday during the school year. During the 2018-19 school year, all teachers had an opportunity to learn about writing and writers workshop, classroom management techniques (Kagan), Goal Setting, Integrating Technology into the Curriculum, History Curriculum training, STEM (Science, technology, engineering, and mathematics) integration (4-8), Guided Reading and assessing students. Beginning teachers and their mentors are provided with the FCSS Induction and Support training throughout the school year.

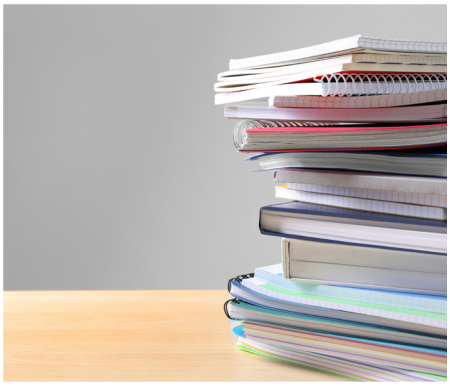
Supplemental staff development is provided through FCSS Academic System-wide Intensive Support Team (ASIST), as requested and as needed.

Professional Development Days

Three-Year Data

	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	21 days	12 days (as of January 2019)	17 days (as of November 2019)

✧ Not applicable.



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

2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.6
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2017-18 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

2017-18 Fiscal Year

	Orange Center SD	Similar Sized District
Beginning teacher salary	✪	$45,252
Midrange teacher salary	✪	$65,210
Highest teacher salary	✪	$84,472
Average elementary school principal salary	✪	$107,614
Superintendent salary	✪	$124,686
Teacher salaries: percentage of budget	27%	31%
Administrative salaries: percentage of budget	7%	7%

Financial Data Comparison

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

Financial Data Comparison

2017-18 Fiscal Year

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center School	$10,509	$63,605
Orange Center SD	$10,509	$63,605
California	$7,507	$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+40.0%	-2.1%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).

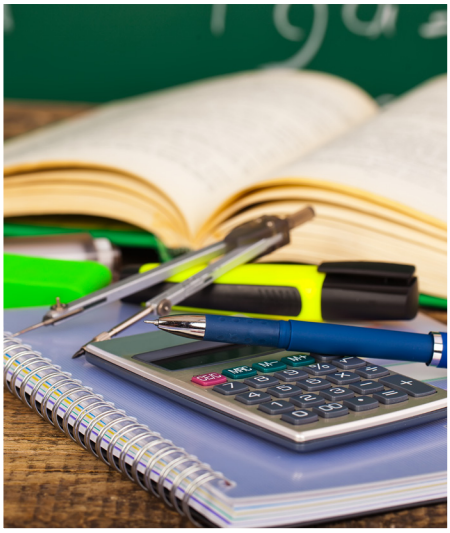
◆ The percentage difference does not apply to single-site districts.

School Financial Data

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

School Financial Data

2017-18 Fiscal Year	
Total expenditures per pupil	$13,790
Expenditures per pupil from restricted sources	$3,281
Expenditures per pupil from unrestricted sources	$10,509
Annual average teacher salary	$63,605



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 December 2019.

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