



Orange Center School

3530 South Cherry Avenue Fresno, CA 93706 ▪ www.orangecenter.org

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Grades TK-8 ▪ CDS Code 10-62331-6007009

SARC 2024-25 School Accountability Report Card
Published in 2025-26



Orange Center School District

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Principal's Message

Welcome to Orange Center Elementary School!

Our goal is to provide a safe, nurturing, and intellectually challenging environment that empowers students to become innovative thinkers, creative problem solvers, and inspired lifelong learners.

At Orange Center, students and staff strive to be respectful, responsible, and kind, building positive relationships with one another and our greater community. High academic standards and responsible citizenship form the foundation of our school, and we take great pride in upholding these values. We continue to strengthen our districtwide behavior intervention and support plan, while also expanding access to wellness and mental health services for our students and families.

The Orange Center School District is committed to increasing academic achievement for all students, maintaining highly qualified teachers, ensuring access to standards-aligned curriculum, and integrating 21st-century skills through technology. We also value strong parent and community partnerships, knowing that collaboration is key to every student's success. It is our firm belief that every child deserves a rigorous education in a safe, supportive, and welcoming environment.

We believe it is our responsibility to provide students with the tools and opportunities they need to thrive in the future. This includes continued integration of technology and the ongoing implementation of the Common Core State Standards. Our goal is to provide meaningful learning experiences that develop students' leadership, creativity, and confidence.

Together, our dedicated faculty has established a shared set of core values that guide our work every day:

- **Leaders**— We are effective communicators, visionaries, and flexible problem-solvers.
- **Educators**— We are knowledgeable, professional, resourceful, and caring.
- **Lifelong Learners**— We remain attentive, responsible, engaged, and enthusiastic.
- **Community Members**— We are invested, compassionate, and involved.

We are very proud of the wide range of educational opportunities available to our students. Our Spanish Dual Immersion Program, established in 2017, continues to grow and thrive. We also offer a robust Expanded Learning Opportunities After-School Program for TK–8 students, academic assistance, enrichment, physical fitness activities, competitive sports, and nutritious meals before students head home.

Orange Center is equally proud of its intensive academic intervention programs in reading, as well as its rich visual and performing arts (VAPA) offerings, including Folklórico and Hmong dance, beginning music, marimba, and choir. Our middle school students enjoy a diverse selection of electives each trimester, ranging from Leadership and Art to 3-D Printing, Coding, Robotics, and Multicultural Education.

Finally, we are proud to provide 1:1 technology access for all TK–8 students, ensuring that every child has the tools they need to learn, explore, and create.

We look forward to continued learning, growth, and success at Orange Center Elementary School. We thank our families and community for their ongoing partnership and support.

School 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.

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 VAPA Night, Fall Carnival, Grandparents Day event, Parent Engagement Team planned activities (Multicultural Literacy Night, Health and Safety Night, Math Interaction Family Night), School Site Council (SSC), Parent Advisory Committee for Preschool, Migrant Parent Advisory Committee, English Learner Advisory Committee (ELAC) and the Parent Teachers Club. Another opportunity for parental involvement included the Fall Fest and Spring Art Exhibition. Coffee and crafts is another opportunity for parents to become involved with Orange Center.

The Migrant Education Program will offer support to migrant parents throughout the 2025-26 school year. The After School Program and Parents Club will also provide opportunities for parents to assist in becoming more involved in leadership roles at the school site.

For more information on how to become involved at the school, please contact the Orange Center School office at (559) 237-0437.

School Accountability Report Card

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



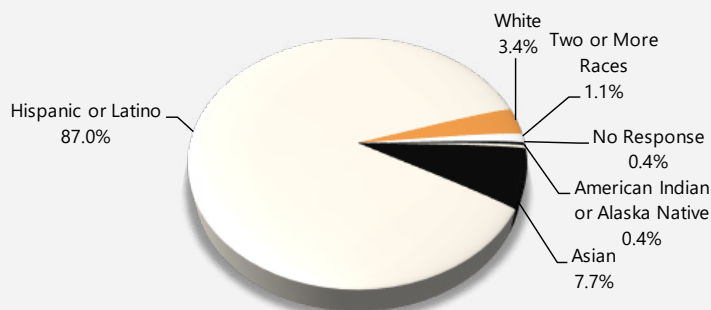
Governing Board

Melinda Moralez, President
 Rosa DePew, Vice President
 Ernestine Gonzalez, Clerk
 Panfilo Cerrillo, Trustee
 Veronica Salazar, Trustee

Enrollment by Student Group

The total enrollment at the school was 261 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



"Our goal is to provide a safe, nurturing, and intellectually challenging environment that empowers students to become innovative thinkers, creative problem solvers, and inspired lifelong learners."

Professional Development

Teachers have the opportunity to attend off-campus summer trainings such as the California Multi-Tiered System of Support (MTSS) conference. In California, MTSS is an integrated, comprehensive framework focusing on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the Response to Instruction and Intervention (RTI2) processes, support for Special Education, Title I, Title III, support services for English learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. English Language Development training was held before our students returned for all new teachers and was optional for veteran teachers. Orange Center teachers attend professional learning every Monday during the school year. During the 2024-25 school year, Monday trainings will focus on writing and math from Fresno County Superintendent of Schools (FCSS) coaches. Beginning teachers and their mentors are provided with the FCSS Induction and Support training throughout the school year. Orange Center teachers and classified teaching staff had an opportunity to participate in the Multilingual California Project. The project builds on consistently strong research documenting multilingualism as the most effective option for the academic achievement of English learners (ELs) across all content areas and for preparation to participate effectively in the global workforce. Guiding the implementation of the California English Learner Roadmap, the Multilingual California Project will deliver a powerful statewide model to strengthen the capacity of districts in dramatically accelerating the academic and multilingual opportunities, and outcomes of English learners across California. Using a four-stage model over the course of three years, Multilingual California will provide greater statewide access to, and understanding of, the EL Roadmap and its implementation, while also providing guidance and support to Local Education Agencies (LEAs) for focused, in-depth strategic development and implementation of the EL Roadmap.

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

Professional Development Days (Three-Year Data)

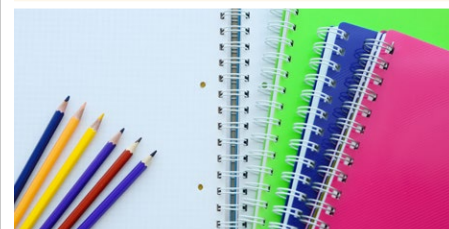
	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	8 days (as of October 2, 2023)	10 days (as of October 7, 2024)	30

Enrollment by Student Group

Demographics

2024-25 School Year

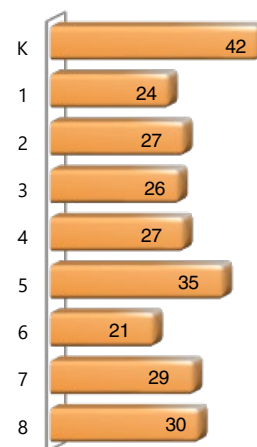
Female	51.30%
Male	48.70%
Non-Binary	0.00%
English Learners	29.10%
Foster Youth	1.50%
Homeless	1.50%
Migrant	4.60%
Socioeconomically Disadvantaged	98.90%
Students with Disabilities	14.60%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

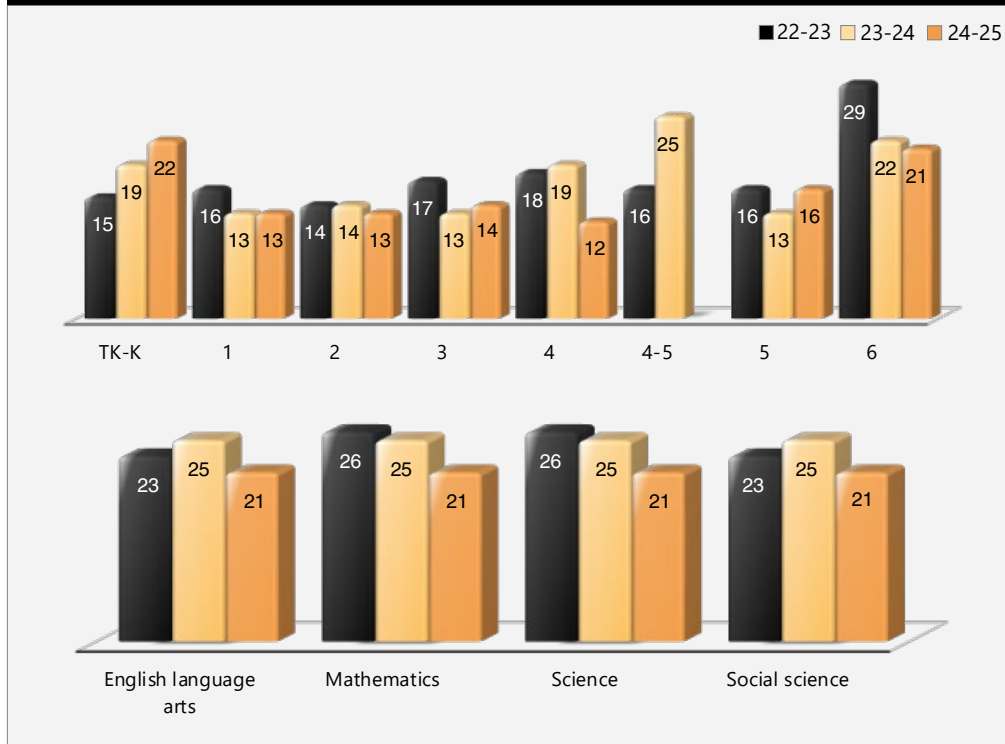
Enrollment by Grade



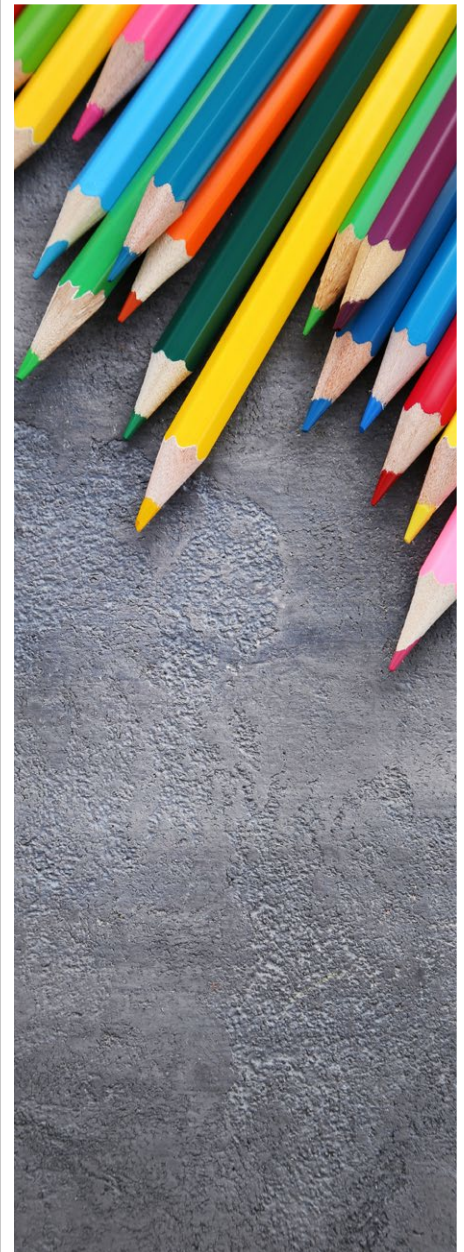
Class Size Distribution

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)



"At Orange Center, students and staff strive to be respectful, responsible, and kind, building positive relationships with one another and our greater community."



Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K (Dual Immersion and English only)	2			2				2	
1	2			2			2		
2	2			2			2		
3	2			2			2		
4				2			2		
4-5	1				1				
5	2			2			2		
6		1			1			1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		1			1			2	
Mathematics		1			1			2	
Science		1			1			2	
Social science		1			1			2	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Orange Center ES			Orange Center SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	5.90%	4.30%	2.80%	0.90%	0.60%	0.30%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.80%	0.00%
Female	0.70%	0.00%
Male	5.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.10%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.60%	0.00%



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:

Funding Sources

Title I

- Reading intervention
- Summer school

Title V

- Positive Behavioral Interventions and Supports (PBIS) activities

Expanded Learning Opportunities Program (ELOP)/ After School Education and Safety (ASSES)/21st Century Grant

- After-school program
- Expanded learning
- Summer school
- Success Together Family Engagement

Local Control Funding Formula (LCFF)

- Dual Immersion Program
- TK/K Snack program

Learning Recovery Emergency Block Grant (LREBG)

- Behavior Technician

Lottery

- Athletic opportunities

Prop 28

- Folkloric, Hip Hop and Hmong Dance
- Play Marimba!! Marimba, Music, and Choir Program

Community Schools Grant

- Glow & Grow Parent Education
- Coffee & Crafts Parent Engagement
- Community Yoga
- Success Together Parent Education

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

California Physical Fitness Test (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

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

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	279	64	22.90%
Female	146	141	26	18.40%
Male	141	138	38	27.50%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	25	25	3	12.00%
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	244	237	57	24.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	❖	❖	❖	❖
English Learners	88	85	25	29.40%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	282	275	63	22.90%
Students Receiving Migrant Education Services	13	13	4	30.80%
Students with Disabilities	54	54	12	22.20%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

School Safety

The Orange Center Comprehensive School Safety Plan was last board-approved in February 2025 and will be reviewed again in February 2026. The plan addresses the following areas of concerns: intruders on campus, earthquake drills, monthly fire drills and bus-evacuation drills. All visitors must sign in at the office through our district-adopted Raptor System. This system checks all visitors who enter campus against the Megan's Law Sexual Predators list and will alert administration to any individuals who have been flagged based on safety concerns. All visitors will be issued and encouraged to wear a computer-generated ID tag on campus; all staff members also must wear ID tags.

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



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Orange Center ES		Orange Center SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	28.57%	15.25%	28.57%	15.25%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Orange Center ES		Orange Center SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	40%	45%	34%	36%	46%	48%
Mathematics	20%	25%	21%	30%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	60	60	100.00%	0.00%	15.25%
Female	31	31	100.00%	0.00%	19.35%
Male	29	29	100.00%	0.00%	13.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	0.00%	17.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	21	21	100.00%	0.00%	14.29%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	60	60	100.00%	0.00%	16.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	7.69%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	159	154	96.86%	3.14%	45.45%
Female	76	74	97.37%	2.63%	50.00%
Male	83	80	96.39%	3.61%	41.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	25.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	137	132	96.35%	3.65%	44.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	50	46	92.00%	8.00%	23.91%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	159	154	96.86%	3.14%	45.45%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	36	34	94.44%	5.56%	26.47%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	160	159	99.38%	0.62%	24.53%
Female	77	76	98.70%	1.30%	23.68%
Male	83	83	100.00%	0.00%	25.30%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	12	12	100.00%	0.00%	25.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	138	137	99.28%	0.72%	21.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	51	50	98.04%	1.96%	8.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	160	159	99.38%	0.62%	24.53%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	36	35	97.22%	2.78%	8.57%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

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

Textbooks and Instructional Materials List (2025-26 School Year)

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

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

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

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

2025-26 School Year

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

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

2025-26 School Year

Data collection date	9/10/2025
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Public Internet Access

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



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status (2025-26 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 FIT report	8/13/2025

School Facilities

Orange Center School was established in 1876; however, the current location at Cherry Avenue was originally built in 1955. The campus includes an administration office, cafeteria/multipurpose building, preschool portable, and four wings of classrooms that house 21 classrooms, 13 restrooms, a storage room, and an athletic equipment closet.

Our school offers several features designed to support student learning and well-being, including a wellness center, library (portable), playground and recreation areas for students in grades TK–1 and 2–8, a patio, and a large grass field used for soccer and flag football. Additional recreation spaces include a volleyball court, multiple basketball courts, and a new play pad area featuring life-size chess boards, cornhole, tic-tac-toe, pickleball, and badminton.

The school is well-maintained and cleaned regularly. Each classroom and building is cleaned daily by our custodial team, which includes a maintenance and transportation supervisor, a bus driver/grounds, a bus driver/janitor, one full-time janitor, and one part-time janitor. Staff can submit maintenance requests through a work order system, and students are encouraged to report cleaning or repair needs through "Tiger Chats," their teachers, or any adult on campus. The Maintenance Supervisor schedules and prioritizes repairs to ensure needs are addressed promptly.

Based on current enrollment and staffing, the school has a sufficient number of classrooms, playgrounds, and workspaces to support teaching and learning. In the future, the district plans to construct two upgraded TK classrooms that include student restrooms.

Campus safety and security are top priorities at Orange Center School. All perimeter gates are locked and checked regularly while students are present. Any broken or breached fence or gate is treated as a high-priority repair. Custodial and maintenance staff address spills, damages, or other safety concerns as quickly as possible.

To ensure student safety, the school campus is closed to unauthorized visitors. All guests must check in at the main office and present valid identification. Visitors' IDs are scanned using the Raptor Visitor Management System, which conducts an instant background check before access is granted. Once cleared, visitors receive a printed badge and may enter the campus through electronically controlled doors. Administrative staff or their designees remain on site until 6:30 p.m. to ensure supervision for students participating in the after-school Expanded Learning Program, which operates until 6:00 p.m.

Orange Center School has made significant facility upgrades in recent years.

- In October 2024, the new TK–1 playground and recreation area was completed with Supplemental Concentration funds.
- In November 2024, all campus picnic tables and benches were replaced, utilizing COVID Relief Funds.

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School Facilities

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- In January 2025, the new play pad area—featuring chess boards, cornhole, tic-tac-toe, pickleball, and badminton—was completed using Federal COVID Relief funds.
- In February 2025, the new grade 2–8 playground and recreation area was completed, also funded through Federal COVID Relief grants.

Thanks to community support and local bond funding, major facility improvements were completed in August 2025, including:

- Construction of a ponding basin
- Replacement of the front driveway and student drop-off/pick-up area
- New concrete walkway to the main office
- Repaving of the bus driveway
- Creation of a new dumpster enclosure and maintenance yard
- Installation of lighting in the pickup/drop-off area
- Complete exterior painting and replacement of rain gutters
- Replacement of front fencing with ornamental fencing
- Removal of unsafe trees and installation of drought-resistant landscaping
- Renovation of the administration office, including restrooms, nurse's station, paint, carpet, and lighting upgrades
- Replacement of classroom and library carpeting
- Replacement of all exterior hallway lighting

From February 2025 through September 2025, the cafeteria and kitchen/multipurpose room underwent a full modernization funded by local bond proceeds. The project included new flooring, painting, backsplash, window upgrades, a sound system with a projection screen, shades, and the replacement of swamp coolers with three central heating and air conditioning units. The kitchen received new appliances, including a walk-in refrigerator, stove, warming ovens, dishwasher, and freezer. Safety systems, electrical switches, and lighting were upgraded throughout. New cafeteria tables were made available in December 2025.

Orange Center School takes pride in maintaining a clean, safe, and welcoming learning environment where students can thrive both academically and socially.

Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.0	68.8%	51.0	89.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	12.5%	2.0	3.6%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	18.8%	3.0	5.2%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.8	1.4%	11,953.1	4.3%
Unknown	0.0	0.0%	0.4	0.8%	15,831.9	5.7%
Total Teaching Positions	16.0	100.0%	57.3	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.0	68.8%	55.2	89.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	2.0	12.5%	2.0	3.2%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	12.5%	2.5	4.2%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	6.3%	1.8	3.0%	11,746.9	4.2%
Unknown	0.0	0.0%	0.2	0.5%	14,303.8	5.2%
Total Teaching Positions	16.0	100.0%	62.0	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.0	75.0%	61.2	93.4%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	3.0	25.0%	3.0	4.6%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.1	0.2%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	1.1	1.8%	12,112.8	4.3%
Unknown	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
Total Teaching Positions	12.0	100.0%	65.5	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	2.0	2.0	0.0
Misassignments	1.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.0	2.0	0.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	1.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	1.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.60
Social worker	0.00
Nurse	1.20★
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	2.00

✧ Not applicable.

★ 0.20 FTE RN, 1.00 FTE LVN.

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)		
	Orange Center SD	Similar Sized District
Beginning teacher salary	⊕	\$55,247
Midrange teacher salary	⊕	\$80,745
Highest teacher salary	⊕	\$109,655
Average elementary school principal salary	⊕	\$133,828
Superintendent salary	⊕	\$155,953
Teacher salaries: percentage of budget	19.95%	25.26%
Administrative salaries: percentage of budget	7.40%	6.12%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Orange Center ES	\$17,132	\$69,989
Orange Center SD	\$17,132	\$69,989
California	\$11,146	\$85,291
School and district: percentage difference	◆	◆
School and California: percentage difference	+53.7%	-17.9%

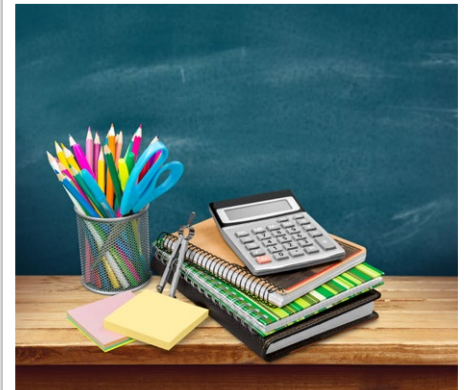
⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ 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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$25,809
Expenditures per pupil from restricted sources	\$8,677
Expenditures per pupil from unrestricted sources	\$17,132
Annual average teacher salary	\$69,989



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 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). 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 2025.

School Accountability Report Card

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