

# West Orange Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | West Orange Elementary School   |
| <b>Street</b>                     | 243 S. Bush Street  |
| <b>City, State, Zip</b>           | Orange, CA 92868  |
| <b>Phone Number</b>               | (714) 997-6283  |
| <b>Principal</b>                  | Sandra Preciado-Martin  |
| <b>E-mail Address</b>             | <a href="mailto:spreciado@orangeusd.org">spreciado@orangeusd.org</a>  |
| <b>Web Site</b>                   | <a href="http://www.orangeusd.k12.ca.us/west_orange/index.asp">http://www.orangeusd.k12.ca.us/west_orange/index.asp</a> |
| <b>CDS Code</b>                   | 30-66621-6029987  |

| <b>District Contact Information</b> |                                    |
|-------------------------------------|------------------------------------|
| <b>District Name</b>                | Orange Unified School District     |
| <b>Phone Number</b>                 | (714) 628-4000                     |
| <b>Superintendent</b>               | Michael L. Christensen             |
| <b>E-mail Address</b>               | superintendent@orangeusd.k12.ca.us |
| <b>Web Site</b>                     | www.orangeusd.k12.ca.us            |

### **School Description and Mission Statement (School Year 2016-17)**

West Orange Elementary School is one of 27 elementary schools in the Orange Unified School district. We are located in a residential area consisting primarily of single-family detached homes and apartments in the area of Main St. and Chapman Ave. in the city of Orange. There are 450 students enrolled in Transitional Kindergarten through 5th grade during the 2016/2017 school year. West Orange maintains a traditional school calendar.

The original school site was built in 1890 and the existing permanent structure was built in 1949. The West Orange School community is committed to establishing an environment of quality learning. Teachers align instruction and assessments with the California State Content Standards. The students are challenged to reach their full potential in order to be productive citizens in a global society.

West Orange Elementary takes a child-centered approach to education. Every child has the capacity to learn and the right to the best possible education. Instruction is differentiated to meet the individual student's needs and learning styles. West Orange has a diagnostic Response to Intervention and Instruction system in place where every student is given a universal screening assessment three times per year. The results of these assessments guide teachers in forming homogeneous groups where the specific needs of each student are addressed during a scheduled intervention time five days a week for 30 minutes in language arts. Due to the exemplary RTI system.

West Orange continues to excel in academics and exceed the State's academic targets. We are committed to creating a safe and caring environment that fosters the intellectual, social, emotional and physical growth of each student. The development of literacy, critical thinking, and problem solving skills are crucial to the success of our students as we focus on vocabulary development and reading comprehension.

The West Orange staff has worked diligently and efficiently in order for our community to be favorably impressed by the quality of instructional program and our desire to prepare responsible individuals to develop excellence. West Orange was selected by the California State Department of Education to receive the Gold Ribbon School Award in 2016 as well as the Title I Academic Achievement Award in recognition of the West Orange WIN program. It is our goal to do whatever it takes to promote continuous and sustained academic achievement for every student at West Orange.

**Vision:**

West Orange Elementary School will strive for academic excellence by providing all students a meaningful and rigorous learning experience in order to develop the intellectual, creative, social, emotional, technological, and physical skills necessary to prepare them for the next phase of their lives.

**Mission:**

Attributes of a Warrior Scholar:

We expect our students to:

- Be able to read, analyze and evaluate complex text, both fiction and nonfiction; independently
- Speak, listen and write in complete sentences
- Critically think, communicate and collaborate to creatively solve problems in a variety of ways across disciplines
- Use evidence from text to support an argument across disciplines
- Demonstrate Global Competencies: investigate the world, recognize perspectives, communicate ideas and take action (Council of Chief State School Officers, 2010)
- Understand that it is okay to solve problems in different ways
- Use and understand numbers and number relationships for problem solving with automaticity and fluency
- Be productive citizens by showing respect, empathy, kindness, responsibility, and tolerance within the community

### Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 105                |
| Grade 1                 | 71                 |
| Grade 2                 | 89                 |
| Grade 3                 | 71                 |
| Grade 4                 | 60                 |
| Grade 5                 | 74                 |
| <b>Total Enrollment</b> | <b>470</b>         |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.9                         |
| American Indian or Alaska Native    | 0.4                         |
| Asian                               | 2.3                         |
| Filipino                            | 1.7                         |
| Hispanic or Latino                  | 81.7                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| White                               | 10.9                        |
| Two or More Races                   | 0.9                         |
| Socioeconomically Disadvantaged     | 69.6                        |
| English Learners                    | 40.6                        |
| Students with Disabilities          | 5.3                         |
| Foster Youth                        | 0.6                         |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|---|---------|---------|---------|----------|
|   | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| <b>With Full Credential</b>   | 21      | 21      | 19      | 1279     |
| <b>Without Full Credential</b>  | 0       | 0       | 0       | 0        |
| <b>Teaching Outside Subject Area of Competence (with full credential)</b> | 0       | 0       | 0       | 4        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 100.0  | 0.0                                     |
| All Schools in District          | 100.0  | 0.0                                     |
| High-Poverty Schools in District | 100.0  | 0.0                                     |
| Low-Poverty Schools in District  | 100.0  | 0.0                                     |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 29, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

| Subject               | Textbooks and Instructional Materials/<br>Year of Adoption   | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|---|
| Reading/Language Arts | Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.  | Yes                        | 0%  |
| Mathematics           | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes                        | 0%  |
| Science               | Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.   | Yes                        | 0%  |

| Subject                                       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| History-Social Science                        | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.   | Yes                              | 0%  |
| Foreign Language                              | N/A   | Yes                              | N/A   |
| Health  | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students. | Yes                              | N/A   |
| Visual and Performing Arts                    | N/A   | Yes                              | N/A   |
| Science Laboratory Equipment<br>(grades 9-12) | N/A   | Yes                              | N/A   |

#### School Facility Conditions and Planned Improvements (Most Recent Year)

West Orange Elementary School is maintained by two full time custodians. One works during the day, and one works the evening shift. Quarterly safety reports in regard to maintaining a safe campus are turned in to Risk Management twelve times during the year. The school is supported for additional maintenance and repair by the district maintenance and operations department.

#### School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year)                |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 7.27.16                |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned  |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                    | X             |      |      | Room 58 Portable: 2: RR exhaust fan rattles 4: Ceiling tiles stained and sagging; carpet stained; cove base falling off   |
| <b>Interior:</b> Interior Surfaces                                   |               |      | X    | Boy's RR by Room 14: 4: Backing coming off the lower portion of the mirror 8: Toilet leaks from valve when flushing<br>Boy's RR by Room 42: 4: Paper towel dispenser and plumbing access panel rusting and needs paint<br>Kitchen: 4: Serving window frames, cabine |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation | X             |      |      |   |

| School Facility Good Repair Status (Most Recent Year)                      |               |      |      |  |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 7.27.16                      |               |      |      |  |
| System Inspected   | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|  | Good          | Fair | Poor |  |
| <b>Electrical:</b> Electrical  |               | X    |      | Room 32 Portable: 4: Minor tears in wall coverings and cove base 7: Electrical cover needed over empty single gang box on South wall<br>Room 33 Portable: 7: Electrical cover needed on duplex box on East wall<br>Room 34 Portable: 7: Broken electrical cover on |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 |               | X    |      | Boy's RR by Room 14: 4: Backing coming off the lower portion of the mirror 8: Toilet leaks from valve when flushing<br>Girl's RR by Room 13: 8: 2nd stall toilet leaks at valve when flushing; handicapped stall partition door does not close; mirror backing co  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | X             |      |      | Mechanical Room: 11: Spent light tubes stored improperly   |
| <b>Structural:</b> Structural Damage, Roofs                                | X             |      |      | Room 11: 4: Walls need painting; carpet torn at seam and rippled 12: Facia boards have dry-rot on overhang outside of doorway<br>Room 12: 4: Ceiling tiles stained and dirty; walls scuffed up and dirty 12: Facia boards have dry-rot on overhang outside of doo  |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences | X             |      |      | Girl's RR by Room 42:<br>Playground East of 10 Wing: 9: One drinking fountain on East side of 10 Wing inoperable 15: Fence falling down due to ivy growth  |

**Overall Facility Rating (Most Recent Year)**

| Year and month of the most recent FIT report: 7.27.16 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | Exemplary | Good | Fair | Poor |
|   |           |      | X    |      |

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject                        | Percent of Students Meeting or Exceeding the State Standards<br>(grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|---|---------|----------|---------|---------|---------|
|                                | School  |         | District |         | State   |         |
|                                | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 37  | 36      | 50       | 53      | 44      | 48      |
| Mathematics                    | 30  | 27      | 38       | 40      | 34      | 36      |

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.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group             | Grade | Number of Students |        | Percent of Students |                          |
|---------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                           |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students              | 3     | 73                 | 69     | 94.5                | 30.4                     |
|                           | 4     | 65                 | 63     | 96.9                | 31.8                     |
|                           | 5     | 71                 | 70     | 98.6                | 44.3                     |
| Male                      | 3     | 34                 | 33     | 97.1                | 27.3                     |
|                           | 4     | 34                 | 32     | 94.1                | 25.0                     |
|                           | 5     | 37                 | 37     | 100.0               | 35.1                     |
| Female                    | 3     | 39                 | 36     | 92.3                | 33.3                     |
|                           | 4     | 31                 | 31     | 100.0               | 38.7                     |
|                           | 5     | 34                 | 33     | 97.1                | 54.5                     |
| Black or African American | 3     | --                 | --     | --                  | --                       |
|                           | 4     | --                 | --     | --                  | --                       |
| Asian                     | 5     | --                 | --     | --                  | --                       |
| Hispanic or Latino        | 3     | 55                 | 53     | 96.4                | 28.3                     |
|                           | 4     | 50                 | 48     | 96.0                | 31.3                     |
|                           | 5     | 57                 | 56     | 98.3                | 32.1                     |
| White                     | 3     | 12                 | 11     | 91.7                | 36.4                     |
|                           | 4     | --                 | --     | --                  | --                       |
|                           | 5     | --                 | --     | --                  | --                       |

| Student Group  | Grade | Number of Students |        | Percent of Students |                          |
|--|-------|--------------------|--------|---------------------|--------------------------|
|  |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>Two or More Races</b>                             | 3     | --                 | --     | --                  | --                       |
| <b>Socioeconomically Disadvantaged</b>               | 3     | 53                 | 53     | 100.0               | 32.1                     |
|  | 4     | 44                 | 44     | 100.0               | 27.3                     |
|  | 5     | 53                 | 52     | 98.1                | 38.5                     |
| <b>English Learners</b>                              | 3     | 27                 | 26     | 96.3                | 23.1                     |
|  | 4     | 17                 | 16     | 94.1                | 12.5                     |
|  | 5     | 20                 | 19     | 95.0                | 5.3                      |
| <b>Students with Disabilities</b>                    | 3     | --                 | --     | --                  | --                       |
|  | 4     | --                 | --     | --                  | --                       |
|  | 5     | --                 | --     | --                  | --                       |
| <b>Students Receiving Migrant Education Services</b> | 5     | --                 | --     | --                  | --                       |
| <b>Foster Youth</b>                                  | 3     | --                 | --     | --                  | --                       |
|  | 4     | --                 | --     | --                  | --                       |
|  | 5     | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

| Student Group                    | Grade | Number of Students |        | Percent of Students |                          |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                  |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>All Students</b>              | 3     | 73                 | 69     | 94.5                | 33.3                     |
|                                  | 4     | 65                 | 63     | 96.9                | 22.2                     |
|                                  | 5     | 71                 | 70     | 98.6                | 25.7                     |
| <b>Male</b>                      | 3     | 34                 | 33     | 97.1                | 39.4                     |
|                                  | 4     | 34                 | 32     | 94.1                | 21.9                     |
|                                  | 5     | 37                 | 37     | 100.0               | 21.6                     |
| <b>Female</b>                    | 3     | 39                 | 36     | 92.3                | 27.8                     |
|                                  | 4     | 31                 | 31     | 100.0               | 22.6                     |
|                                  | 5     | 34                 | 33     | 97.1                | 30.3                     |
| <b>Black or African American</b> | 3     | --                 | --     | --                  | --                       |
|                                  | 4     | --                 | --     | --                  | --                       |
| <b>Asian</b>                     | 5     | --                 | --     | --                  | --                       |



| Student Group                                 | Grade | Number of Students |        | Percent of Students |                          |
|---|-------|--------------------|--------|---------------------|--------------------------|
|   |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| Hispanic or Latino                            | 3     | 55                 | 53     | 96.4                | 34.0                     |
|   | 4     | 50                 | 48     | 96.0                | 18.8                     |
|   | 5     | 57                 | 56     | 98.3                | 16.1                     |
| White   | 3     | 12                 | 11     | 91.7                | 36.4                     |
|   | 4     | --                 | --     | --                  | --                       |
|   | 5     | --                 | --     | --                  | --                       |
| Two or More Races                             | 3     | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged               | 3     | 53                 | 53     | 100.0               | 32.1                     |
|   | 4     | 44                 | 44     | 100.0               | 20.4                     |
|   | 5     | 53                 | 52     | 98.1                | 17.3                     |
| English Learners                              | 3     | 27                 | 26     | 96.3                | 23.1                     |
|   | 4     | 17                 | 16     | 94.1                |                          |
|   | 5     | 20                 | 19     | 95.0                |                          |
| Students with Disabilities                    | 3     | --                 | --     | --                  | --                       |
|   | 4     | --                 | --     | --                  | --                       |
|   | 5     | --                 | --     | --                  | --                       |
| Students Receiving Migrant Education Services | 5     | --                 | --     | --                  | --                       |
| Foster Youth                                  | 3     | --                 | --     | --                  | --                       |
|   | 4     | --                 | --     | --                  | --                       |
|   | 5     | --                 | --     | --                  | --                       |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 78  | 36      | 54      | 73       | 68      | 64      | 60      | 56      | 54      |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group                   | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students                    | 71               | 70                              | 98.6                            | 54.3                                 |
| Male                            | 37               | 37                              | 100.0                           | 59.5                                 |
| Female                          | 34               | 33                              | 97.1                            | 48.5                                 |
| Hispanic or Latino              | 57               | 56                              | 98.3                            | 46.4                                 |
| Socioeconomically Disadvantaged | 53               | 52                              | 98.1                            | 46.2                                 |
| English Learners                | 20               | 19                              | 95.0                            | 10.5                                 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 23.2  | 26.1                  | 29                   |

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 Parental Involvement State Priority (Priority 3):

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

**Opportunities for Parental Involvement (School Year 2016-17)**

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Contact Person Name: Mrs. Christy Ferrar  
Contact Person Phone Number: (714) 997-6283

West Orange elementary School strives to involve parents in all aspects of the school program, which include an active school site council (SSC), English Language Advisory Committee (ELAC), parent education classes (Disiplina Positiva) and the West Orange School Association (WOSA). For more information, both the West Orange Community Assistant, Mrs. Ferrar, and/or the principal, Sandra Preciado, may be contacted at (714) 997-6283.

The West Orange School Association parent organization works to provide a better education for our students. They sponsor study trips, assemblies, parent training, summer enrichment programs and funds for the library. Our parent group works in conjunction with our teachers, Associative Student Body and school Administration in order to enriches the academic and school culture of West Orange elementary school.

We have many parents who volunteer in the classroom and throughout campus regularly. Each year their volunteer service is honored at our Annual Volunteer Appreciation tribute.

West Orange also provides a Family Library and Computer Lab Night every Tuesday of the week where parents can read with their children, check-out books, and use the computer lab.

West Orange elementary is constantly seeking to strengthen our home-school connection, and parents are encouraged to participate as often as possible. The role that parents and the community play are vital to our success.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

| Rate               | School  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Suspensions</b> | 2.7     | 1.4     | 0.0     | 3.6      | 2.8     | 3.1     | 4.4     | 3.8     | 3.7     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

#### School Safety Plan (School Year 2016-17)

Each of the district’s schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the Orange Unified School District are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Noon duty supervisors are hired to supervise lunch and playground activities in order to maintain a safe, organized, and supervised lunch time. The principal meets with supervisors and staff on a regular basis to monitor concerns and changes to the duty and safety plan. In compliance with SB187, the West Orange safety committee has prepared a Safe Schools Plan. The school plan is updated and reviewed annually. Providing a safe, nurturing and positive environment for students is a primary concern at West Orange Elementary.

### 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.

#### Federal Intervention Program (School Year 2016-17)

| Indicator  | School    | District  |
|--|-----------|-----------|
| <b>Program Improvement Status</b>                          | In PI     | In PI     |
| <b>First Year of Program Improvement</b>                   | 2009-2010 | 2009-2010 |
| <b>Year in Program Improvement*</b>                        | Year 4    | Year 3    |
| <b>Number of Schools Currently in Program Improvement</b>  | N/A       | 11        |
| <b>Percent of Schools Currently in Program Improvement</b> | N/A       | 73.3      |

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

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14         |                   |       |     | 2014-15         |                   |       |     | 2015-16         |                   |       |     |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
|             | 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           | 30              |                   | 4     |     | 30              |                   | 4     |     | 30              |                   | 4     |     |
| 1           | 30              |                   | 2     |     | 31              |                   | 2     |     | 31              |                   | 2     |     |
| 2           | 29              |                   | 3     |     | 30              |                   | 2     |     | 30              |                   | 2     |     |
| 3           | 34              |                   |       | 2   | 30              |                   | 3     |     | 30              |                   | 3     |     |
| 4           | 35              |                   |       | 2   | 26              |                   | 3     |     | 26              |                   | 3     |     |
| 5           | 34              |                   | 1     | 2   | 35              |                   |       | 2   | 35              |                   |       | 2   |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 0                                | 0   |
| Counselor (Social/Behavioral or Career Development) | 0.2                              | N/A   |
| Library Media Teacher (Librarian)                   | 0                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 1                                | N/A   |
| Psychologist  | 0.4                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.5                              | N/A   |
| Speech/Language/Hearing Specialist                  | 0.4                              | N/A   |
| Resource Specialist                                 | 1.0                              | N/A   |
| Other   | 0                                | 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 2014-15)

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 4463.91                | 367                      | 4096.92             | 72034.74               |
| District                                     | N/A                    | N/A                      | \$3,840             | \$78,819               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 0.6                 | -20.9                  |
| State  | N/A                    | N/A                      | \$5,677             | \$75,837               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -27.8               | -20.1                  |

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

### Types of Services Funded (Fiscal Year 2015-16)

Categorical monies fund after school intervention in language arts and math. The monies also fund one full time resource teacher, one community liaison, transition to Common Core training, substitute teachers as needed for staff development and teacher training, English Language Development support materials and training, instructional materials and books, staff development trainers, AVID support and technology integration in instruction. The resource teacher provide support to students in grades Transitional Kindergarten through fifth grade in the specific areas that are needed. Categorical funds are also used to increase student access to technology.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,270        | \$45,092                                     |
| Mid-Range Teacher Salary                      | \$74,538        | \$71,627                                     |
| Highest Teacher Salary                        | \$100,322       | \$93,288                                     |
| Average Principal Salary (Elementary)         | \$122,017       | \$115,631                                    |
| Average Principal Salary (Middle)             | \$123,406       | \$120,915                                    |
| Average Principal Salary (High)               | \$143,744       | \$132,029                                    |
| Superintendent Salary                         | \$240,000       | \$249,537                                    |
| Percent of Budget for Teacher Salaries        | 39%             | 37%  |
| Percent of Budget for Administrative Salaries | 5%              | 5%   |

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)**

West Orange Elementary staff is provided staff development throughout the year. All teachers have had AB466 training in best practices in teaching reading. Most teachers have had AB466 best practices in math training.

Teachers have been trained on the implementation of Professional Learning Communities. Teachers meet formally on a weekly basis and daily on an informal basis to collaborate on how to best support the students.

Teachers have had training in best practices in teaching English Language Development, and multiple days of training in Write From the Beginning, Math Talks and GLAD strategies. Ongoing staff development also includes AVID, Response Frames, technology integration, math intervention strategies and other areas to help high academic standards for all students. All teacher staff development is based on the needs of the staff. In addition to the staff development, West Orange teachers with less than two years experience participate in the mandatory district California Teacher Induction Program (CTIP) program.