

# Orangewood Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Orangewood Elementary School
Street	1440 South Orange Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4820
Principal	Janet Shirley
Email Address	jshirley@wcusd.org
Website	<a href="http://orangewood.wcusd.org/">http://orangewood.wcusd.org/</a>
County-District-School (CDS) Code	19-65094-6023519

Entity	Contact Information
<b>District Name</b>	West Covina Unified School District
<b>Phone Number</b>	(626) 939-4600
<b>Superintendent</b>	Charles Hinman, Ed.D.
<b>Email Address</b>	chinman@wcusd.org
<b>Website</b>	<a href="http://www.wcusd.org/">http://www.wcusd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

Inspire, Empower, Take Action is our motto at Orangewood Elementary School.

Reflecting Southern California's rich, multicultural heritage, Orangewood Elementary is a diverse transitional kindergarten through grade 5 learning community serving 632 students. Recognizing the power of the IB programmes, West Covina Unified School District established the International World Schools of West Covina - a TK through grade 12 continuum. In July 2017, Orangewood Elementary earned World School authorization in the Primary Years Programme, taking its place as the starting point for that continuum.

Students who read, write, think, and communicate in two languages are best prepared for college, career, and the global economy. Dual immersion not only provides students with the advantage of bi-literacy, but it also cultivates cognitive flexibility and international mindedness. At Orangewood, families have the choice of enrolling their child in a Spanish or Mandarin dual-immersion pathway. Students who continue their language studies in WCUSD will be eligible to earn the California Seal of Biliteracy with their high school diploma.

As part of Orangewood's commitment to providing a well-rounded curriculum, we incorporate technology and the arts. To enhance learning through 21st-century skills, we introduce the use of 1:1 tech devices beginning with iPads in kindergarten and Chromebooks in grade 2. Coding and robotics are studied by all Orangewood students, serving as an early bridge to our district Career Technical Education pathway. Additionally, weekly dance lessons allow all students to explore, study, and perform throughout elementary school.

Ultimately, the strength of Orangewood Elementary lies in our wholehearted approach to creating a principled, caring community that honors the uniqueness of each child. In 2019, Orangewood's commitment to kindness once again earned the distinction of being named a Capturing Kid's Hearts National Showcase School. The enthusiastic involvement of our families and the promotion of student action are evident in our grade level "IB Scholar Spotlights" and the numerous collaborative projects undertaken in our Learning Garden and the broader community. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education Teacher works collaboratively with the general education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our special education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Foster Youth Liaison has welcome meetings with foster youth to ensure they have all the necessary resources to be successful.

### Mission Statement:

"Orangewood Elementary is dedicated to developing globally-minded problem solvers. We enhance learning by inspiring students to inquire through transdisciplinary units while empowering them to take action using the attributes of the Learner Profile."

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	138
Grade 1	87
Grade 2	104
Grade 3	92
Grade 4	91
Grade 5	83
Total Enrollment	595

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	7.9
Filipino	1.5
Hispanic or Latino	83.9
White	2.5
Two or More Races	0.7
Socioeconomically Disadvantaged	74.1
English Learners	17.5
Students with Disabilities	6.9
Foster Youth	0.7
Homeless	16.5

**A. Conditions of Learning****State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	29	30	406
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> <li>Not selected from the 2014 list of standards-based materials adopted by the State Board of Education.</li> <li>Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.</li> </ul>	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) <ul style="list-style-type: none"> <li>Not selected from the 2018 list of standards-based materials adopted by the State Board of Education.</li> <li>New materials from the list have not been evaluated and piloted.</li> <li>Instructional staff adapts materials in alignment with 2016 standards and framework.</li> </ul>	No	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> <li>Not selected from the 2017 list of standards-based materials adopted by the State Board of Education.</li> </ul>	No	0%

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Orangewood Elementary School's original facilities were built in 1959. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. In summer 2019, the district added two new portables. The district conducted a wireless upgrade and network upgrade (network cabinets, switches, and battery backups) by December 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Every morning, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day-custodian and one evening custodian are assigned to Orangewood Elementary School. The day custodian is responsible for: Cafeteria setup/cleanup, Light grounds keeping, and Restroom cleaning--Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for: Classroom cleaning, Office area cleaning, and Restroom cleaning. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	47	43	53	51	50	50
Mathematics (grades 3-8 and 11)	39	43	38	37	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	268	99.63	0.37	43.28
Male	127	126	99.21	0.79	37.30
Female	142	142	100.00	0.00	48.59
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	63.16
Filipino	--	--	--	--	--
Hispanic or Latino	225	225	100.00	0.00	39.56
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.51	0.49	36.45
English Learners	75	75	100.00	0.00	33.33
Students with Disabilities	21	21	100.00	0.00	19.05
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	61	61	100.00	0.00	39.34

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	268	99.63	0.37	42.91
Male	127	126	99.21	0.79	47.62
Female	142	142	100.00	0.00	38.73
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	73.68
Filipino	--	--	--	--	--
Hispanic or Latino	225	225	100.00	0.00	40.44
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	204	203	99.51	0.49	36.45
English Learners	75	75	100.00	0.00	36.00
Students with Disabilities	21	21	100.00	0.00	19.05
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	61	61	100.00	0.00	36.07

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.8	21.0	18.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Twitter, flyers, the school marquee, class newsletters, Class Dojo, the school website, and an automated broadcast message system. At the start of the school year, our student/parent handbook is distributed to families through online registration. It details school, district policies, and procedures and includes the school calendar.

The Orangewood PTA offers involvement opportunities including membership, community and family fun events, educational assemblies, and field trips. Each grade level presents its own Scholar Spotlight where students present the lines of inquiry learned in a chosen Unity of Inquiry. Fifth-grade students present at the Exhibition which is a culminating event where students write a Unit of Inquiry and present it with a small group. During these events, students highlight what they have learned in dance, coding, and world language. Parents, community members, district office administrators, and staff come to see our students' great work. Our special education parent liaison provided support and guidance for parents. The foster youth liaison monitors foster students and facilitates meetings between all the stakeholders in the child's education. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources. School Site Council and English Language Advisory Committee offer a collaborative decision-making process with all stakeholders.

Our Parent Workshops provided by our IB coordinator, principal, and Teacher on Special Assignment, focus on the specific needs of Orangewood parents. Topics include IB/PYP Learner Profile, IB/PYP units of inquiry, Capturing Kids' Hearts, Dual Language Immersion Spanish and Mandarin, CAASPP preparation, Reading Initiative, Eureka math, and health and fitness.

Further parent involvement opportunities include in-class student support, attending field trips, and supporting our teachers with class preparation. If you are interested in becoming involved, please contact your child's teacher or the school office manager at (626) 939-4820.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.0	1.7	1.3	0.7	3.6	3.5	3.5
<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 2019-20)

The Comprehensive School Site Safety Plan was developed for Orangewood Elementary School in collaboration with local agencies and the district office. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with the school staff, students, and school site council in November 2019. All employees participate in online training through Target Solutions. Also, all staff has been trained in Capturing Kids' Hearts to provide a safe and nurturing school environment. Fire drills, lockdown drills, disaster drills, and active shooter drills are frequently performed. Campus supervision is a high priority before, during, and after school. Orangewood Elementary School is a closed campus, and all visitors must have their government-issued ID and are issued a visitor's badge while on campus.

## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	4		23	2	4		20	4	3	
1	22	1	3		21	1	4		22	2	2	
2	21	1	3		22	1	3		26		4	
3	22		4		22		4		23	2	2	
4	28		3		27		3		30		3	
5	31		3		29		3		28		3	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	4.0

\*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 2017-18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$6,731	\$488	\$6,243	\$69,530
<b>District</b>	N/A	N/A	\$6,661	\$77,818.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.5	-6.1
<b>State</b>	N/A	N/A	\$7,506.64	\$78,059.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-17.5	-3.4

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

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

### **Types of Services Funded (Fiscal Year 2018-19)**

Orangewood Elementary School receives federal and state categorical funding for special programs, including the following:

**English Learners:** English Learners (EL), identified by home language surveys and results of their English Language Proficiency Assessment for California (ELPAC), participate in 30 minutes of English Language Development (ELD) daily, in addition to structured English immersion. Teachers employ SDAIE (Specially Designed Academic Instruction in English) strategies throughout the day to assist English Learners in accessing the curriculum.

**Special Education:** Students with special needs are accommodated with a variety of options and in the least restrictive environment (LRE). Students are identified through the testing process, and an Individualized Education Plan is created for each qualifying student. Students are supported through their IEPs and any other designated instructional services they require such as speech and language services, occupational therapy, DIS counseling, assistive technology, adapted physical education, etc. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The special education teachers work collaboratively with the general education teachers to plan instructional opportunities aligned with the core curriculum. The IB curriculum allows students to express their learning through different modalities. Lunchtime social skills support is provided for students during lunch by the principal and TOSA.

**Foster Youth and Homeless:** After a foster youth or homeless student enrolls, our liaison meets with the family as soon as possible to welcome them and provide support. These students are monitored monthly to ensure their success. Counseling, school supplies, and outside resources are a few areas in which we support these students. Moreover, the TOSA and principal monitor these students' academic progress and social-emotional needs and recommends intervention as needed to help address any achievement gaps. Lunchtime social skills support is provided for students during lunch by the principal and TOSA.

**Intervention:** Additional support is provided to students who are not yet meeting grade-level standards. In addition to small group instruction during the regular school day, intensive reading intervention is provided by reading teachers. A hands-on approach for struggling readers is provided 4 times a week in the reading room.

GATE: GATE students' needs are met in the classroom through the IB units of inquiry. Lunchtime activities are provided bi-weekly, and fourth and fifth-grade GATE students create computer games that are presented at the Coding and Robotics Expo.

10% of Title 1 funds are used for professional development. Teachers attend IB training throughout the year and during the summer. Title 1 funds are provided for parental involvement. In addition, our PTA works tirelessly to raise funds for our school through fundraisers and membership dues. These funds have been used to support student field trips and assemblies for our students among other gifts. Teachers may also apply for classroom grants through the Rotary Club and Garden Grants.

#### **Teacher and Administrative Salaries (Fiscal Year 2017-18)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$49,169	\$49,084
<b>Mid-Range Teacher Salary</b>	\$79,590	\$76,091
<b>Highest Teacher Salary</b>	\$98,477	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$125,157	\$118,990
<b>Average Principal Salary (Middle)</b>	\$129,176	\$125,674
<b>Average Principal Salary (High)</b>	\$151,022	\$137,589
<b>Superintendent Salary</b>	\$291,164	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38	40	46

All training and curriculum development activities at Orangewood Elementary School revolve around IB Primary Years Program, Dual Language Immersion Spanish and Mandarin, California State Standards, Eureka Math, i-Ready math, i-Ready reading, District Reading Initiative, and Capturing Kids' Hearts. Orangewood teachers are provided with many opportunities to participate in professional development activities. Several professional development days are held throughout the year, two prior to the start of the school year, another in January, and several grade level days throughout the year. Wednesday is a shortened day, and teachers attend regularly scheduled professional development sessions and grade-level meetings bi-monthly. Grade level release days are also provided. Each grade level meets with the IB Coordinator weekly for planning and reflecting on the transdisciplinary units. Other professional development topics such as research-based instructional strategies including differentiation, effective instructional use of technology, Eureka Math, and the analysis and application of data in driving standards-based instruction help support our implementation of the Primary Years Program.

Grade level meetings provide opportunities to examine student work, evaluate data, align standards and work collaboratively on curriculum pacing and instructional planning. Informal assessments, SBAC data, i-Ready math and reading, SIPPS, DIBELS, Estrellita, ELPAC, and IB summative tasks are regularly reviewed to drive instruction and improve student achievement. All teachers are provided in-class support while implementing professional development through the support of the principal, IB Coordinator, and Teacher On Special Assignment. The TOSA, IB Coordinator, and principal demonstrate lessons, provides lesson support and coaching, and cover classes while teachers implement learned practices.