

# West Orange 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	West Orange Elementary School
Street	243 S. Bush Street
City, State, Zip	Orange, CA 92868
Phone Number	(714) 997-6283
Principal	Monica Murray
Email Address	<a href="mailto:mmurray@orangeusd.org">mmurray@orangeusd.org</a>
Website	<a href="http://www.orangeusd.k12.ca.us/west_orange/index.asp">http://www.orangeusd.k12.ca.us/west_orange/index.asp</a>
County-District-School (CDS) Code	30-66621-6029987

Entity	Contact Information
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>Website</b>	www.orangeusd.org

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

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 390 students enrolled in Transitional Kindergarten through 5th grade during the 2019/2020 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. In addition, West Orange Elementary has developed a math intervention program that focuses on developing a student's skill in communicating reasoning and problem solving through a variety of strategies such as number talks.

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
- 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 2018-19)

Grade Level	Number of Students
Kindergarten	96
Grade 1	82
Grade 2	54
Grade 3	57
Grade 4	53
Grade 5	79
Total Enrollment	421

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

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	2.4
Filipino	1.9
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.5
White	8.3
Two or More Races	1.2
Socioeconomically Disadvantaged	78.1
English Learners	41.6
Students with Disabilities	10.7
Foster Youth	0.5
Homeless	3.1

## 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	17	18	17	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

**Year and month in which data were collected:** September 26, 2019

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. 13-19-20 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 September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	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%
<b>Science</b>	Amplify Science Program adopted in 2019 for Grades K-6. It was 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%
<b>History-Social Science</b>	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%
<b>Health</b>	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 adoption cycle. Fully available to all students.	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 in September, December, March and June. The school is supported for additional maintenance and repair by the district maintenance and operations department. We will use the data from the FIT report to ensure that each system is repaired and working at its highest capacity.

### 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: 8/27/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	45: 2: Exterior AC vent louvers has paint flaking/peeling/brittle 7: Light diffuser missing
<b>Interior:</b> Interior Surfaces	Fair	13: 4: Sink cabinets damaged 15: Door delaminating; windows etched with graffiti 14: 4: Sink cabinet damaged 22: 4: Sink cabinets damaged 7: Floor outlet needs cover 9: Fountain needs adjustment 11: Aerosols stored under sink 12: Fascia has extensive dry-rot 32: 4: Ceiling tiles damaged and sagging 15: Window etched with graffiti - north 57: 4: Carpet stained and dirty; ceiling tiles stained 12: T -111 dry rot north 15: Window screens damaged Boy's R/R 40 Wing: 4: Plumbing access cover rusting; missing wire mold on ceiling to smoke detector Kitchen: 4: Cabinets and door jambs need painting 12: Fascia has extensive dry-rot
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	11: 7: Data box loose/hanging on north wall 22: 4: Sink cabinets damaged 7: Floor outlet needs cover 9: Fountain needs adjustment 11: Aerosols stored under sink 12: Fascia has extensive dry-rot 45: 2: Exterior AC vent louvers has paint flaking/peeling/brittle 7: Light diffuser missing

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>12: 9: Fountain needs adjustment 15: BB gun holes (2) in window above door</p> <p>21: 9: Fountain inoperable 12: Fascia has extensive dry-rot</p> <p>22: 4: Sink cabinets damaged 7: Floor outlet needs cover 9: Fountain needs adjustment</p> <p>11: Aerosols stored under sink 12: Fascia has extensive dry-rot</p> <p>Girl's R/R next to 12: 9: One outside fountain needs adjustment 12: Fascia has extensive dry-rot</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>22: 4: Sink cabinets damaged 7: Floor outlet needs cover 9: Fountain needs adjustment</p> <p>11: Aerosols stored under sink 12: Fascia has extensive dry-rot</p>
<b>Structural:</b> Structural Damage, Roofs	Fair	<p>21: 9: Fountain inoperable 12: Fascia has extensive dry-rot</p> <p>22: 4: Sink cabinets damaged 7: Floor outlet needs cover 9: Fountain needs adjustment</p> <p>11: Aerosols stored under sink 12: Fascia has extensive dry-rot</p> <p>37: 12: Termite/dry-rot on door trim</p> <p>42: 12: Window frames have dry-rot - north side</p> <p>57: 4: Carpet stained and dirty; ceiling tiles stained 12: T -111 dry rot north 15: Window screens damaged</p> <p>58 Portable Day Care: 12: Rusting along bottom frame - north side 15: Window screens damaged - north</p> <p>Ball Storage &amp; Custodian Closet by 22: 12: Steel header above fountain deteriorating</p> <p>15: Door to ball room deteriorating</p> <p>Boy's R/R next to 14: 12: Fascia has extensive dry-rot</p> <p>Girl's R/R 40 Wing: 12: Fascia has extensive dry-rot south of R/R above drinking fountains</p> <p>Girl's R/R next to 12: 9: One outside fountain needs adjustment 12: Fascia has extensive dry-rot</p> <p>Kitchen: 4: Cabinets and door jambs need painting 12: Fascia has extensive dry-rot</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>12: 9: Fountain needs adjustment 15: BB gun holes (2) in window above door</p>

		<p>13: 4: Sink cabinets damaged 15: Door delaminating; windows etched with graffiti</p> <p>32: 4: Ceiling tiles damaged and sagging 15: Window etched with graffiti - north</p> <p>34 Used as storage room: 15: Window etched with graffiti; screens damaged</p> <p>43: 15: Window glazing cracked/missing - south</p> <p>44: 2: Exterior AC vent louvers has paint flaking/peeling/brittle</p> <p>57: 4: Carpet stained and dirty; ceiling tiles stained 12: T -111 dry rot north 15: Window screens damaged</p> <p>58 Portable Day Care: 12: Rusting along bottom frame - north side 15: Window screens damaged - north</p> <p>Ball Storage &amp; Custodian Closet by 22: 12: Steel header above fountain deteriorating</p> <p>15: Door to ball room deteriorating</p>
<b>Overall Rating</b>	Good	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in 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)	53	59	57	57	50	50
Mathematics (grades 3-8 and 11)	39	42	43	44	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	190	184	96.84	3.16	58.70
Male	91	89	97.80	2.20	62.92
Female	99	95	95.96	4.04	54.74
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	156	97.50	2.50	55.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	69.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	152	146	96.05	3.95	56.85
English Learners	95	91	95.79	4.21	54.95
Students with Disabilities	27	26	96.30	3.70	38.46
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	190	186	97.89	2.11	42.47
Male	91	90	98.90	1.10	52.22
Female	99	96	96.97	3.03	33.33
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	158	98.75	1.25	39.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	53.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	152	148	97.37	2.63	40.54
English Learners	95	93	97.89	2.11	39.78
Students with Disabilities	27	26	96.30	3.70	19.23
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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	21.8	26.9	19.2

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)

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, and the West Orange School Association (WOSA).

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 enrich the academic and school culture of West Orange elementary school.

We have many parents who volunteer in the classroom and throughout campus regularly. Parents are an integral part of the school community and are encouraged to participate in daily school activities. Each year their volunteer service is honored at our Annual Volunteer Appreciation tribute.

West Orange also provides a Family Library and STEAM Night twice a month where parents can read with their children, check-out books, and engage STEAM activities.

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.

Office Manager: Jeanette Boyd

Contact Office Manager: (714) 997-6283

Community Liaison: Mrs. Christy Ferrar

Contact Person Phone Number: (714) 997-6283

Principal: Dr. Monica Murray

Email: mmurray@orangeusd.org

### 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>	0.7	0.4	0.0	3.0	2.8	2.6	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)

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 SB 187, 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.

### 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	32		2	1	28		4		32		1	2
1	32		2		28		2		27		3	
2	31		2		32		2		27		2	
3	26		3		28		2		29		2	
4	31		2		33		1	1	32		1	
5	30		2		34		1	1	33		1	2
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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.3

\*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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5602.13	\$228.89	\$5373.25	\$69618.22
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-20.7	-18.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-33.1	-16.8

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)

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, extra earnings for Intervention support, 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 and professional development to further teacher instructional knowledge.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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	34	34	34

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, MCOP 2 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.

Lastly, West Orange teacher routinely attend professional developments in various areas in order to support quality instruction. This year West Orange teachers participated in The California Math Council Conference, Discovery Educators Institute, and OUSD AVID training.