

# Orangewood Elementary

## 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
Street	9600 Eucalyptus Dr.
City, State, Zip	Bakersfield, CA 93306-6781
Phone Number	(661) 366-8440
Principal	Brandie Brown
Email Address	bbrown@edison.k12.ca.us
Website	www.edison.k12.ca.us
County-District-School (CDS) Code	15 63438 6009443

Entity	Contact Information
<b>District Name</b>	Edison Elementary School District
<b>Phone Number</b>	(661) 363-5394
<b>Superintendent</b>	Erica Andrews
<b>Email Address</b>	eandrews@edison.k12.ca.us
<b>Website</b>	www.edison.k12.ca.us

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

### Mission/Vision Statement

Orangewood Elementary School's mission is to teach core academic skills and enhance self-esteem among students and staff by maintaining a positive atmosphere that encourages creative thinking and responsible decision-making. Our goals are to: maintain a spirit of cooperation between school and home that will allow us to maximize the educational experience for all; to provide for our students according to their individual needs, talents, and abilities; to have every child reach grade level expectations.

### District Mission Statement

The purpose of Edison Elementary School District is to provide our students with rigorous, engaging, and meaningful instructional activities to positively affect the lives of the students we serve.

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

Grade Level	Number of Students
<b>Kindergarten</b>	149
<b>Grade 1</b>	118
<b>Grade 2</b>	112
<b>Grade 3</b>	108
<b>Grade 4</b>	93
<b>Total Enrollment</b>	580

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

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	1.7
<b>American Indian or Alaska Native</b>	1.2
<b>Asian</b>	0.2
<b>Hispanic or Latino</b>	79.3
<b>White</b>	12.8
<b>Two or More Races</b>	2.1
<b>Socioeconomically Disadvantaged</b>	91.7
<b>English Learners</b>	24.7
<b>Students with Disabilities</b>	6.6
<b>Foster Youth</b>	0.9
<b>Homeless</b>	22.4

## 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	22	21	24	43
Without Full Credential	5	6	4	10
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:** December 2019

The school district held a public hearing on September 9, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys Adopted in 2016	Yes	0
Mathematics	Math Expressions Adopted in 2016	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	HMH Dimensions Adopted in 2019	Yes	0
History-Social Science	Pearson Scott Adopted in 2018	Yes	0

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

Orangewood Elementary School was originally constructed in 1955 and is comprised of fourteen permanent classrooms, eighteen portable classrooms, a multipurpose room, a library/computer lab, and three playgrounds.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

#### Cleaning Process

The MOTT Director works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An on-line work order process (School Dude) is used to ensure efficient service and highest priority are given to emergency repairs.

### 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:** September 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	31	34	36	34	50	50
<b>Mathematics (grades 3-8 and 11)</b>	38	42	27	28	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
<b>All Students</b>	213	208	97.65	2.35	33.65
<b>Male</b>	96	94	97.92	2.08	27.66
<b>Female</b>	117	114	97.44	2.56	38.60
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	162	160	98.77	1.23	33.75
Native Hawaiian or Pacific Islander					
White	30	30	100.00	0.00	36.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	188	186	98.94	1.06	32.80
English Learners	79	77	97.47	2.53	24.68
Students with Disabilities	18	18	100.00	0.00	38.89
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	24.39

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	213	209	98.12	1.88	41.63
Male	96	94	97.92	2.08	45.74
Female	117	115	98.29	1.71	38.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	162	160	98.77	1.23	44.38
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	30	30	100.00	0.00	36.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	188	186	98.94	1.06	39.25
English Learners	79	78	98.73	1.27	34.62
Students with Disabilities	18	18	100.00	0.00	55.56
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	41	41	100.00	0.00	29.27

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			

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)

Parent involvement plays a crucial role in the success of our students. At Orangewood Elementary, parents are encouraged to volunteer, assist with large activities, and participate in awards assemblies, field trips, or student activities. We have a parent center to discuss things such as tutoring tips, parent/teacher communication, home/school communication, ways to get involved, family literacy, social media awareness, as well as district and school policies. One such way to get involved is by joining our Parent Teacher Club (PTC). Our PTC provides parents and staff the opportunity to be involved in a number of student centered activities. Another way parents can get involved is by running for School Site Council (SSC). Parents in this group are involved in writing the school safety plan, and the single school plan for student achievement. We also have an ELAC/DELAC group. This group assists and seeks input from our English Language Learner (ELL) families. Each parent is also encouraged to create a Parent Portal Account. This account allows the parents to track grades and attendance. It also serves as a communications platform between home and school.

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Orangewood Elementary office at (661) 366-8440.

### 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
Suspensions	4.0	1.8	0.9	5.7	3.1	1.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.3	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Orangewood has a safety plan that was written and approved by the School Site Council. Our plan spells out the responsibilities of each staff member as well as detailed procedures to ensure proper accounting and safety for staff and students in the event of an actual emergency. In addition to the plan, Orangewood staff and students practice fire drill exits monthly and earthquake drills quarterly, and active shooter drills yearly to ensure that all students and staff can exit the facilities in a safe, orderly manner. A drum of emergency supplies is housed in the book room, next to room one, and each classroom has a bag with first aide and other emergency supplies to have on hand. The plan is revised annually and the updates are reviewed with school staff each fall. Copies of the plan are available to the public at the school office.



## 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	28		5		25		6		25		6	
1	24		5		23		5		23		5	
2	24		4		22		5		19	2	4	
3	22		5		24		4		22	1	4	
4	28		4		25		4		23		4	
Other**	8	1			8	1						

\*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	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.7

\*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	\$10,652.00	\$2,182.00	\$8,470.00	\$60,663.00
District	N/A	N/A	\$9,201.00	\$67,445.00
Percent Difference - School Site and District	N/A	N/A	-8.3	-10.6
State	N/A	N/A	\$7,506.64	\$77,619.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.1	-24.5

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 has many programs for our students outside the basic educational services. We have Title I services for our students needing additional help getting their reading and math skills up to grade level. Our campus has 2 reading specialists and 6 aides providing additional help with language skills. We also provide EL services for our second language learners. We have 2 TOSA's and 6 aides to assist these kids in language acquisition. We also provide tutoring after school in the areas of reading, math, and ELD. We have an after school program (ASES) that provides free after school enrichment and educational activities. Students that are enrolled are given time to complete homework and also receive a free snack and meal during their day. Orangewood also has a GATE teacher who works weekly with our gifted and talented students. They work on oral language presentations and science projects to prepare them for future competitions.

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,683	\$49,378
<b>Mid-Range Teacher Salary</b>	\$64,726	\$77,190
<b>Highest Teacher Salary</b>	\$83,644	\$96,607
<b>Average Principal Salary (Elementary)</b>	\$114,681	\$122,074
<b>Average Principal Salary (Middle)</b>	\$114,203	\$126,560
<b>Average Principal Salary (High)</b>	\$0	\$126,920
<b>Superintendent Salary</b>	\$157,645	\$189,346
<b>Percent of Budget for Teacher Salaries</b>	32%	36%
<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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. We have 4 days of staff development prior to the start of the school year. These days are now part of the teaching contract. The district offered another staff development day in January. Other professional development can be granted by teacher request. We also have additional after school staff development when we adopt new curriculum and implement new programs.