

# Orangewood Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

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

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

### School Description and Mission Statement (School Year 2018-19)

Inspire, Empower, Take Action is our motto at Orangewood Elementary School. We are dedicated in 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. Orangewood Elementary is part of the West Covina Unified School District and currently serves 598 students in transitional kindergarten through fifth grade. Our safe and positive learning environment sets the stage for student success. Orangewood not only provides a safe climate, but one that encompasses a sense of pride and ownership.

We are an International Baccalaureate® Primary Years Programme World School and offer Dual Immersion Spanish Language. IB World Schools are schools that share a common philosophy—a commitment to high quality, challenging, international education that Orangewood Elementary believes is important for our students. The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To increase student achievement, we strive to develop internationally minded people. We are committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes as they design units of inquiry for exploration and study. Students are encouraged to reflect on their learning, to make informed choices, and to take action that will help their peers, school staff, and the wider community using the Action Cycle. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

To promote success in reading, our district has implemented a district-wide Reading Initiative. The district provided all kindergarten and first grade students iPads and second grade through fifth graders a personal Chromebook, so students are able to practice their reading at home as well as in school. Along with our site Teacher on Special assignment, we have three reading coaches who help provide small group, targeted reading instruction for 40 minutes four times a week to our kindergarten through fourth grade students. We have one-to-one technology throughout the school. To provide more support in reading, all students grades kindergarten through fifth grade, utilize Lexia, a computerized reading program.

Teachers have high expectations for all their students as they promote powerful learning daily. Our monthly Learner Profile assemblies demonstrate our dedication to help children grow socially, academically, emotionally, and physically. All of our students receive 45 minutes of Spanish instruction, coding, and dance weekly. Working together we prepare each of our students to become creative, productive, socially responsible, confident, life-long learners who successfully contribute to a culturally diverse and technologically evolving society. To promote health and fitness, students begin their day running or walking in our 100 Mile Club to start on a positive note.

Orangewood is a Capturing Kids' Hearts National Showcase School. At the heart of Capturing Kids' Hearts is building sincere relationships and making meaningful connections with everyone around. Therefore, Capturing Kids' Hearts is more than an essential tool to elevate the academic and behavioral standards in our school, it truly is a driving force to genuinely connect with one another. It has opened a world of possibilities, in and out of the classroom, for all of us here at Orangewood Elementary School to build authentic relationships that foster moral and intellectual autonomy, and promote life-long learning. There is commitment, enthusiasm, trust, respect, and teamwork among all staff members, and students are enthusiastic about learning and take responsibility for their education. The partnership that exists among our parents, students, and staff fosters a warm, caring environment.

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Kindergarten	137
Grade 1	107
Grade 2	89
Grade 3	87
Grade 4	82
Grade 5	87
<b>Total Enrollment</b>	<b>589</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.2
Asian	9.2
Filipino	1.5
Hispanic or Latino	81.8
Native Hawaiian or Pacific Islander	0.0
White	3.1
Socioeconomically Disadvantaged	72.7
English Learners	19.0
Students with Disabilities	7.0
Foster Youth	0.5

**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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28	32	29	424
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	1
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 2018-19)

**Year and month in which data were collected:** September 2018

As an International Baccalaureate Primary Years Programme, we present our students with a comprehensive plan for high quality, international education. We utilize a curriculum framework of essential elements provided by IB World Schools — the knowledge, concepts, skills, attitudes, and action that young students need to equip them for successful lives, both now and in the future. We work with the five elements to construct a rigorous and challenging primary curriculum for international education. The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas.

The five essential elements of the PYP are as follows:

- knowledge, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary
- concepts, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- skills, which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- attitudes, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile
- action, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

All of our teachers attended Making the PYP Happen, and specialized teachers attend IB trainings in their area of focus.

At Orangewood, TK writes 4 transdisciplinary units and grades Kindergarten through 5th write six transdisciplinary units. Teachers write this curriculum utilizing our district's core materials--English Language Arts Benchmark Advance (adopted 2017 TK-5th), Spanish language arts (adopted 2017 TK-5) enVision math (adopted 2015), Macmillan/McGraw-Hill Science (adopted TK & K 2007 and 1st-5th 2007), and Scott Foresman History & Social Studies for California (adopted 2008). All students have access to textbooks and supplemental instructional materials.

In addition to language arts and math, our school implements , both highly differentiated and effective instructional programs. All programs integrate reading and writing and support our English language learners.

Orangewood's supplemental materials are carefully selected for their alignment with state standards and their use of research-supported formats and instructional strategies. Supplemental programs include Lexia, SIPPS, Write From the Beginning and Beyond, MyAccess, Achieve3000, Discovery Education, Time for Kids, Thinking Maps, and Accelerated Reader.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Pearson Scott Foresman, enVision Math (2015)	Yes	0%
Science	Macmillan/McGraw Hill, California Science (2008)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	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. The summer of 2017 the district replaced both play structures with shade, and in 2016 the main playground was resurfaced. In the summer of 2015, four portables were added, one restroom portable was added, and one portable was upgraded. The entire school was painted and an employee parking lot was constructed.

- District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Every morning before school begins, 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 Restroom cleaning--Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for: Classroom cleaning Office area cleaning 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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	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	

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

Year and month of the most recent FIT report: November 2018	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	39.0	47.0	52.0	53.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	33.0	39.0	38.0	38.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	261	257	98.47	46.69
<b>Male</b>	129	126	97.67	39.68
<b>Female</b>	132	131	99.24	53.44
<b>Black or African American</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	25	25	100.00	68.00
Filipino	--	--	--	--
Hispanic or Latino	216	213	98.61	43.19
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	212	208	98.11	41.83
English Learners	83	82	98.80	37.80
Students with Disabilities	20	20	100.00	10.00
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	257	98.47	38.91
Male	129	126	97.67	39.68
Female	132	131	99.24	38.17
Black or African American	--	--	--	--
Asian	25	25	100	64
Filipino	--	--	--	--
Hispanic or Latino	216	213	98.61	35.21
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	212	208	98.11	34.62
English Learners	83	82	98.8	30.49
Students with Disabilities	20	20	100	10
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7	17.6	23.5

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 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 2018-19)**

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 flyers, the school marquee, class newsletters, Class Dojo, the school website, automated broadcast message system, and Twitter. At the start of the school year, our student/parent handbook is distributed to families. It details school, district policies, and procedures and includes the school calendar.

In August our dedicated Parent Teacher Association (PTA) begins its membership drive and fundraising events. The Orangewood PTA offers involvement opportunities including membership, community and family fun events, educational assemblies, and field trips. This year, our PTA membership was 714 which consisted of students, parents, grandparents, teachers, community members, and staff. PTA organizes a school-wide Jog-a-thon for a fall fundraiser which provides programs and field trips throughout the year.

Each grade level holds their 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. Parents, community members, district office administrators, and staff come to see our students' great work.

School Site Council and English Language Advisory Committee offers a collaborative decision-making process with all stakeholders. The Orangewood SSC and ELAC determine the most effective, student-supportive use of various site funds and acts to support our school's English Learners by providing parents of EL students with information. The Annual Title 1 Parent Meeting is held in the fall. Included in this meeting is information on educational programs, assessments and accountability, staff professional development, parent involvement opportunities, and parent workshops. This annual meeting is hosted by the principal.



Our Parent Workshops provided by our IB coordinator, principal, and Teacher on Special Assignment, focus on the specific needs of Orangewood parents. Topics have included IB/PYP Learner Profile, IB/PYP units of inquiry, Capturing Kids’ Hearts, Dual Immersion, CAASPP preparation, Reading Initiative, 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 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.0	0.0	0.0	2.2	1.7	1.3	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

The Comprehensive School Site Safety Plan was developed for Orangewood Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. 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 school staff and school site council in November 2018.

Campus Supervision School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, TOSA, IB coordinator, custodian, and teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers monitor playground activity. The principal and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, TOSA, IB coordinator, custodian, and teachers monitor student behavior to ensure a safe and orderly departure. Orangewood Elementary School is a closed campus. During school hours, 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	2015-16				2016-17				2017-18			
	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	22	2	3		21	2	4		23	2	4	
1	23		3		22	1	3		21	1	4	
2	24		3		21	1	3		22	1	3	
3	24		4		22		4		22		4	
4	29		3		28		3		27		3	
5	30		3		31		3		29		3	
Other	6	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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,478	\$501	\$5,977	\$73,983
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-7.8	-6.1
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	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 2017-18)**

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, 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. Trained aides work each day with EL students individually or in small groups, providing students additional support in accessing the curriculum and achieving grade-level proficiency. Also, targeted ELA and math instruction is offered after school for EL students in grades 1 – 5. Beginning level students participate in Rosetta Stone 30 minutes 3 times a week.

**Special Education:** Students with special needs are accommodated with a variety of options and in the least restrictive environment possible. 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 to the core curriculum.

**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.

**At-Risk Students:** 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. Also, intervention classes are offered both after school, before school, and during the day with our Teacher on Special Assignment (TOSA).

**GATE:** Students in the GATE (Gifted and Talented Education) program receive individualized instruction, enrichment activities during the day and after school.

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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$48,682	\$47,547
<b>Mid-Range Teacher Salary</b>	\$78,802	\$74,775
<b>Highest Teacher Salary</b>	\$97,502	\$93,651
<b>Average Principal Salary (Elementary)</b>	\$123,918	\$116,377
<b>Average Principal Salary (Middle)</b>	\$127,896	\$122,978
<b>Average Principal Salary (High)</b>	\$149,527	\$135,565
<b>Superintendent Salary</b>	\$252,299	\$222,853
<b>Percent of Budget for Teacher Salaries</b>	33.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	6.0	6.0

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)

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All training and curriculum development activities at Orangewood Elementary School revolve around IB Primary Years Program, Dual Immersion, California State Standards, Eureka Math, iReady math, 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, one 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. Each grade level meets with the IB Coordinator weekly for planning and reflecting the transdisciplinary units. Other professional development topics such as research-based instructional strategies including differentiation, effective instructional use of technology, Eureka Math, Thinking Maps, Write From the Beginning and Beyond, Path to Proficiency, 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, SIPPS, DIBELS, Rosetta Stone, Estrellita, Lexia, STAR, 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 and IB Coordinator, and principal demonstrate lessons, provides lesson support and coaching, and covers classes while teachers implement learned practices.

Over the past three years teachers have had many opportunities for professional development. In 2016-17 school year, the total number of days for professional development was 8 full days and 28 after school meetings. In the 2017-18 school year, the total number of days for professional development was 8 full days and 30 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 10 full days and 30 after school meetings.