

West Orange Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School 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 | Dr. Monica Murray |
| Email Address | mmurray@orangeusd.org |
| School Website | https://www.orangeusd.org/west-orange-elementary-school-k-5 |
| County-District-School (CDS) Code | 30-66621-6029987 |

2022-23 District Contact Information

| | |
|---------------------------------|--|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| Email Address | ghansen@orangeusd.org |
| District Website Address | www.orangeusd.org |

2022-23 School Overview

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 375 students enrolled in Transitional Kindergarten through 5th grade during the 2022-2023 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 to be productive citizens in a global society.

West Orange Elementary takes a child-centered approach to education. Every child can learn and have the right to the best possible education. Therefore, 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 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 various strategies such as number talks, UC Davis CSTEM, and AVID.

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 each student's intellectual, social, emotional, and physical growth. Developing literacy, critical thinking, and problem-solving skills are crucial to our student's success as we focus on vocabulary development and reading comprehension.

The West Orange staff has worked diligently and efficiently for our community to be favorably impressed by the quality of the instructional program and our desire to prepare responsible individuals to develop excellence. As a result, West Orange was selected by the California State Department of Education to receive the Gold Ribbon School Award in 2016 and the Title I Academic Achievement Award in recognition of the West Orange WIN program. In 2021, West Orange received an additional award the Pivotal Practice Award. The Pivotal Practice Award was utilized by California in 2022 in place of the California Distinguished Schools Program to celebrate districts and schools that have completed an online application highlighting an

2022-23 School Overview

innovative practice that was implemented during the 2022-2021 school year when California required schools to offer distance learning due to the COVID-19 pandemic.

Our Vision

Students at West Orange will strive to achieve their highest potential within a caring, challenging academic environment that provides them the opportunity for growth through self-advancement to become productive citizens.

Our Mission

Our Commitments and Beliefs:

We will provide a just, fair, safe, and caring environment meeting the child's holistic needs where students will be challenged with curriculum and relationships that foster kindness, confidence, and a sense of belonging.

We will promote goal setting to reach individual potential, not just grade-level benchmarks.

We will foster a class community where we are all partners in encouraging others to succeed and be kind citizens.

We will provide positive and constructive feedback to ensure students work towards meeting our academic and behavior expectations.

Regardless of their academic level, each student will make progress on their individual goals as measured by district and teacher-approved assessments.

All students will learn AVID strategies to support self-advancement.

Student Commitments:

I will do my best to learn and persevere by following directions no matter where the learning occurs.

I will be an effective communicator who will use verbal, written, artistic, and technological forms of communication to give, send, and receive information.

I will work collaboratively and independently to create quality work that reflects personal pride and responsibility.

Parent Commitments:

Teaching and learning is an ongoing cooperative effort among students, schools, families, and the community that can be rewarding and successful for all involved. Parents and guardians will actively participate with WO to ensure students stay on track in meeting their goals.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 64 |
| Grade 2 | 54 |
| Grade 3 | 53 |
| Grade 4 | 65 |
| Grade 5 | 60 |
| Total Enrollment | 372 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 52.2 |
| Male | 47.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 2.7 |
| Black or African American | 0.8 |
| Filipino | 1.9 |
| Hispanic or Latino | 81.2 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 3.0 |
| White | 8.6 |
| English Learners | 35.8 |
| Foster Youth | 1.1 |
| Homeless | 2.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 71.8 |
| Students with Disabilities | 14.2 |

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.20 | 99.40 | 968.20 | 89.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.09 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 5.50 | 0.51 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 28.50 | 2.65 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.68 | 74.80 | 6.94 | 18854.30 | 6.86 |
| Total Teaching Positions | 13.30 | 100.00 | 1078.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided by 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 a purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 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 8, 2022.

Year and month in which the data were collected

September 2022

| 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% |
| Mathematics | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Science | Amplify Science was adopted in 2019 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% |
| History-Social Science | TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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% |
| Health | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students. | Yes | N/A |

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

10/8/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | 31: 4: Loose ceiling tile (sensor mounted), items hanging from ceiling 11: Plug-in air freshener 15: Loose window screen 34: 4: Peeling base cove, items hanging from ceiling 15: Torn window screen 41: 4: Items hanging from ceiling 58 CARES: 4: Ceiling tiles in bad shape 8: Restroom floor in bad shape, stained, cracking, and lifting |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | 57 ASES: 5: Room in bad shape 15: Torn window screen Boy's Restroom: 5: Restroom not clean, trash and urine on the floor, sinks and toilets not cleaned |
| Electrical | X | | | 14: 7: Daisy chain, two lights out at the front of the class 52: 7: Electrical cords creating trip hazard by door 11: Chemicals under the sink Girl's Restroom: 7: Middle light not working TK: 7: Electrical cords creating trip hazard by door |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 43: 11: Chemicals under sink 44: 9: Drinking fountain does not work, faucet has slow drip 58 CARES: 4: Ceiling tiles in bad shape 8: Restroom floor in bad shape, stained, cracking, and lifting Library: 9: Sink & Drinking fountain shut off STEAM: 9: Drinking fountain shut off |
| Safety: Fire Safety, Hazardous Materials | X | | | 11: 11: Chemicals under sink 15: Door very difficult to open 31: 4: Loose ceiling tile (sensor mounted), items hanging from ceiling 11: Plug-in air freshener 15: Loose window screen 52: 7: Electrical cords creating trip hazard by door 11: Chemicals under the sink Community Liaison: 11: Candle warmer in room |
| Structural: Structural Damage, Roofs | X | | | |
| External: | X | | | |

| School Facility Conditions and Planned Improvements | | | | |
|--|--|--|--|--|
| Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | 11: 11: Chemicals under sink 15: Door very difficult to open 31: 4: Loose ceiling tile (sensor mounted), items hanging from ceiling 11: Plug-in air freshener 15: Loose window screen 34: 4: Peeling base cove, items hanging from ceiling 15: Torn window screen 39: 15: Loose door handle 53: 15: Door stop doesn't work properly 57 ASES: 5:Room in bad shape 15: Torn window screen Kitchen: 15: Door has cracks |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | X | | |

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 48 | N/A | 54 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 32 | N/A | 39 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 182 | 178 | 97.80 | 2.20 | 48.31 |
| Female | 91 | 89 | 97.80 | 2.20 | 46.07 |
| Male | 91 | 89 | 97.80 | 2.20 | 50.56 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 162 | 158 | 97.53 | 2.47 | 47.47 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 66.67 |
| English Learners | 60 | 58 | 96.67 | 3.33 | 25.86 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 139 | 135 | 97.12 | 2.88 | 46.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 25.00 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 182 | 179 | 98.35 | 1.65 | 32.40 |
| Female | 91 | 90 | 98.90 | 1.10 | 22.22 |
| Male | 91 | 89 | 97.80 | 2.20 | 42.70 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 162 | 159 | 98.15 | 1.85 | 30.82 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 58.33 |
| English Learners | 60 | 59 | 98.33 | 1.67 | 15.25 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 139 | 136 | 97.84 | 2.16 | 31.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 28.13 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | NT | 27.87 | 34.95 | 32.07 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 61 | 61 | 100 | 0 | 27.87 |
| Female | 29 | 29 | 100 | 0 | 17.24 |
| Male | 32 | 32 | 100 | 0 | 37.5 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 56 | 56 | 100 | 0 | 25 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 20 | 20 | 100 | 0 | 5 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 46 | 46 | 100 | 0 | 19.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 79.2 | 79.2 | 79.2 | 81.9 | 80.6 |

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

West Orange Elementary School strives to involve parents in all aspects of the school program, which includes an active school site council (SSC), the 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, the Associative Student Body, and school administration in order to enrich the academic and school culture of West Orange elementary school.

Prior to the pandemic, we had many parents who volunteer in the classroom and throughout campus regularly. Parents are an integral part of the school community and were encouraged to participate in daily school activities. Each year their volunteer service is honored at our Annual Volunteer Appreciation tribute in the month of May.

West Orange also provides a Family Library and STEAM Night once a trimester where parents can read with their children, check-out books, and engage in STEAM activities. For the 2022-2023 school year, we are going to provide families with additional STEAM and library nights.

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 Ferrer
Contact Person Phone Number: (714) 997-6283

Principal: Dr. Monica Murray
Email: mmurray@orangeusd.org

2022-23 Opportunities for Parental Involvement

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 411 | 400 | 127 | 31.8 |
| Female | 210 | 206 | 67 | 32.5 |
| Male | 201 | 194 | 60 | 30.9 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 11 | 9 | 2 | 22.2 |
| Black or African American | 5 | 5 | 1 | 20.0 |
| Filipino | 7 | 7 | 3 | 42.9 |
| Hispanic or Latino | 337 | 328 | 107 | 32.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 11 | 11 | 4 | 36.4 |
| White | 33 | 33 | 7 | 21.2 |
| English Learners | 149 | 145 | 42 | 29.0 |
| Foster Youth | 6 | 6 | 1 | 16.7 |
| Homeless | 21 | 20 | 15 | 75.0 |
| Socioeconomically Disadvantaged | 314 | 307 | 102 | 33.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 65 | 63 | 22 | 34.9 |

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 0.00 | 2.03 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.00 | 0.00 | 0.19 | 2.37 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

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 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 lunchtime. 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 Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 28 | | 3 | |
| 1 | 28 | | 2 | |
| 2 | 31 | | 2 | |
| 3 | 30 | | 1 | |
| 4 | 33 | | | |
| 5 | 17 | 4 | 1 | |
| 6 | | | | |
| Other | 31 | | 3 | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 29 | | 3 | |
| 1 | 28 | | 2 | |
| 2 | 28 | | 2 | |
| 3 | 46 | | 1 | 1 |
| 4 | 33 | | | |
| 5 | 23 | 2 | 2 | |
| 6 | | | | |
| Other | 33 | | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 3 | |
| 1 | 29 | | 2 | |
| 2 | 32 | | 1 | |
| 3 | 32 | | 1 | |
| 4 | 29 | | 2 | |
| 5 | 30 | | 2 | |
| 6 | | | | |
| Other | 29 | | 2 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| 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) | |
| Other | 4.3 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4851.65 | 190.82 | 5042.47 | \$62714.24 |
| District | N/A | N/A | \$6616.90 | \$89,626 |
| Percent Difference - School Site and District | N/A | N/A | -27.0 | -35.3 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | -26.7 | -30.6 |

2021-22 Types of Services Funded

Categorical monies fund after-school intervention in language arts and math. The monies also fund one full-time resource teacher, one community liaison, 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 provides 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$54,515 | \$51,081 |
| Mid-Range Teacher Salary | \$79,004 | \$77,514 |
| Highest Teacher Salary | \$111,263 | \$105,764 |
| Average Principal Salary (Elementary) | \$130,156 | \$133,421 |
| Average Principal Salary (Middle) | \$137,808 | \$138,594 |
| Average Principal Salary (High) | \$165,215 | \$153,392 |
| Superintendent Salary | \$256,476 | \$298,377 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

Professional Development

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, OUSD AVID training, and Technology training in preparation for distance learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 34 | 34 | 34 |