



Orangewood Elementary School

2008-2009 School Accountability Report Card

Grades Kindergarten through Four
Jennifer Delmarter, Principal

**Edison Elementary
School District**
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2008-09
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District Mission Statement

The Edison Elementary School District mission is to maximize the intellectual, emotional, physical, and ethical development of every student. Each student will master basic skills, and develop a desire for lifelong learning. Each student will be taught responsibility and citizenship.

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.

School Profile

Edison Elementary School District is located in Kern County. The district is comprised of one elementary school and one middle school. During the 2008-09 year, the district educated 1,112 students within its schools. Edison Elementary School District is committed to providing a quality education for all its students.

Orangewood Elementary School enrolls students in kindergarten through fourth grade. There is an onsite preschool program called "La Escuelita" which serves preschool age students. Orangewood Elementary School is arranged on a traditional schedule. During the 2008-09 school year, 633 kindergarten through fourth grade students were enrolled at the school. Student demographics are shown in the chart.

Student Enrollment by Ethnic Group	
2008-09	
	<u>Percentage</u>
African American	1.1%
American Indian	0.3%
Asian	0.9%
Caucasian	18.3%
Filipino	0.3%
Hispanic or Latino	78.7%
Pacific Islander	0.3%
Multiple or No Response	0.0%

Discipline & Climate for Learning

Students at Orangewood Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy focuses on positive reinforcements to maintain discipline and encourage academic achievement. At Orangewood School we utilize "Caught Being Good" slips to promote positive interactions and responsibilities of our students. Students can earn awards at semester for citizenship skills, attendance, honor roll, and most improved.

Each month awards are given out in the classroom to students that had perfect attendance for the entire month. The entire staff promotes a positive learning environment by stressing good citizenship skills and enforcing the rules set up by the staff.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	49	38	20	250	133	208
Suspension Rate	8.6%	5.7%	3.2%	22.1%	11.6%	18.7%
Expulsions	0	0	0	0	2	2
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- ASES
- Spelling Bee
- GATE
- Chess Club
- Afterschool Tutoring

Parent Involvement

The parents of Orangewood Elementary School students are encouraged to volunteer at the school. The Parent Teacher Club (PTC) is a great opportunity for parents to get involved and help at a variety of levels. The PTC runs fundraisers which buy many extras that make Orangewood a special place to attend. They aide in the social aspect of many activities on campus. There are four Family Picnic Days and scheduled Family Nights such as Bingo Night and Daddy Daughter Dance Parents are also encouraged to volunteer in the classroom. We can always use adults to listen to children read, work at a center or help by preparing instructional materials. If you are interested in working in the classroom, library or from home please contact the classroom teacher, librarian or the school office to make arrangements.

We love and appreciate the support that we get from our parents in the Volunteer Clerical Pool. This is an organized clerical pool that supports all classrooms. Staff submits work orders to this pool and then the work is completed by parents and other staff. If you would like to be a part of this support activity please call the Orangewood office.

Curriculum Development

All curriculum development in the Edison Elementary is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly, to align with the state standards, district goals, and the statewide assessment program. During the 2008-09, changes to the curriculum included: Step-up to Writing program and Avenues English Learner program.

A newly implemented program is Response to Intervention for second and third grade students. Teachers create Action Plans targeting essential standards. They are in the process of developing new pacing guides and benchmarks.

Class Size

Average class sizes vary by grade level and subject area taught. Orangewood Elementary maintained a school wide average of 18.6 students and a pupil-to-teacher ratio of 18.6:1. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
K	20	21	19	6	3	6	-	3	-	-	-	-
1	19	20	19	6	6	6	-	-	-	-	-	-
2	19	20	19	7	6	6	-	-	-	-	-	-
3	20	20	19	6	7	7	-	-	-	-	-	-
4	32	30	28	-	-	-	2	4	5	-	-	-
K-3	18	20	18	1	2	1	-	-	-	-	-	-

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Orangewood Elementary School. The chart illustrates the trend in enrollment for the last three years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	118	130	122
1st	115	135	125
2nd	145	121	128
3rd	125	161	114
4th	66	122	144

Instructional Materials

Edison Elementary School District held a public hearing on September 9th, 2009, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-4	ELD	Hampton Brown-Avenues	2003	Yes	0.0%
K-4	English/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-4	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%
K-4	Mathematics	Harcourt	2007	Yes	0.0%
K-4	Science	MacMillan/McGraw Hill	2008	Yes	0.0%

Library Information

The school's library, staffed by a part-time Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. Thirty computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Bakersfield, which contain numerous computer workstations.

Computer Resources

All classrooms have at least two computers that are connected to the Internet. Orangewood Elementary also has a computer lab with at least 30 computers. The computer lab is staffed by a Library Aide. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in Accelerated Reader.

Computer Resources			
	06-07	07-08	08-09
Computers	132	178	125
Students per computer	4.3	3.8	5.1
Classrooms connected to Internet	30	32	32

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 at (661) 366-8440.

Safe School Plan

Orangewood has a safety plan that was written and approved by the School Site Council. In the plan, it spells out what the responsibilities of each staff member during an emergency. The plan also spells out procedures to follow to ensure proper accounting and safety for the 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 to ensure that all students and staff can exit the facilities in a safe, orderly manner in the event of a real emergency. There is a drum of emergencies supplies housed in the book room next to room 1, and each classroom has a bag with first aid and other emergencies supplies to have on hand. The plan is shared with staff and revised annually. The plan is updated and reviewed with school staff October 15th of each year.

School Facilities

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

Cleaning Process

The principal works daily with the head custodian 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 are 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. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year Edison Elementary School District budgeted \$74,806 for the deferred maintenance program. This represents 0.01% of the district's general fund budget.

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. Facility information is current as of February 2010.

School Facility Conditions				
Date of Last Inspection: 09/01/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Grounds - Drinking fountains in primary wing needs repair.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Cafetorium - Roof needs repair or replacement.
External (Grounds, Windows, Doors, Gates, Fences)	X			



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	25	27	29	23	25	31	43	46	50
Mathematics	34	43	42	30	33	38	40	43	46
Science	*	*	*	24	27	43	38	46	50
History/Social Science	*	*	*	18	15	20	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	28	43	*	*
Pacific Islander	*	*	*	*
Caucasian	28	36	*	*
Males	27	40	*	*
Females	30	43	*	*
Socioeconomically Disadvantaged	26	41	*	*
English Learners	23	38	*	*
Students with Disabilities	18	29	*	*
Migrant Education	20	40	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	2	1	
Similar Schools Rank	2	1	1	
All Students				
Actual Growth	-13	8	11	697
Socioeconomically Disadvantaged				
Actual Growth	-8	5	19	691
Hispanic or Latino				
Actual Growth	2	3	13	699
Caucasian				
Actual Growth	-39	34	-11	693
English Learners				
Actual Growth	-1	-16	34	689

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2006-2007
Year in PI (2009-10)	Year 1	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	100.00%

Staff Development

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. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Counseling & Support Staff

It is the goal of Orangewood Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Orangewood Elementary.

All teachers are trained in English Language Development Support programs to assist English Learners (EL) in reaching grade level standards. Students receive differentiated instruction in their regular classroom.

Students who qualify for the Gifted And Talented Education (GATE) program receive instruction in the classroom and through after-school enrichment programs.

Title 1 services are provided to students that score below a specific percentile on the STAR test and/or students that are functioning below grade level. The Title 1 aides work in the classrooms during reading and work with Title 1 reading groups under the direction of the classroom teacher.

School Improvement Program (SIP) funds are used to provide training and instruction to the staff at Edison School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Bilingual Aide	4	4.0
Library Aide	1	1.0
Nurse	1	0.15
Paraprofessionals	1	1
Psychologist	1	0.25
Resource Specialist Program (RSP) Teacher	1	1.0
Special Education Aides	6	6.0
Special Education Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.5
Title I Aides	3	3.0

Teacher Assignment

Edison Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Orangewood Elementary had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	28	34	32	53
Without Full Credentials	2	0	2	4
Working Outside Subject	0	0	0	0

Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0



Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	0.0%	0.0%



School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$54,962
District	\$53,315
Percentage of Variation	3.08%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	13.34%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$39,332	\$41,031
Mid-Range Teachers	\$55,727	\$63,366
Highest Teachers	\$71,128	\$80,596
Elementary School Principals	\$94,677	\$100,937
Middle School Principals	\$100,945	\$105,066
High School Principals	-	\$106,534
Superintendent	\$113,805	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	40.6%
Administrative Salaries	4.8%	6.1%

District Expenditures & Revenue Sources

Edison Elementary spent an average of \$7,485 to educate each student (based on 2007-08 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

In addition to general state funding, Edison Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- PAR-Teacher
- Assistance Review
- Instructional Materials
- Title II
- Library Materials
- EIA
- Safety Money
- Lottery Money

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,321
From Restricted Sources	\$1,131
From Unrestricted Sources	\$3,190
District	
From Unrestricted Sources	\$5,500
Percentage of Variation between School & District	42.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	42.13%

Data Sources

Data within the SARC was provided by Edison Elementary School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.