



Oro Grande Elementary School District
Oro Grande Elementary School
2005-2006 School Accountability Report Card

**Oro Grande
 Elementary School**

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Kindergarten - Sixth Grade

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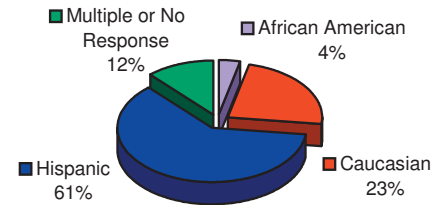
A Message from the Principal

We are very pleased to present the School Accountability Report Card for the 2005-2006 school year. This report is designed to share important information to our families and to the community we serve regarding the services that are provided by Oro Grande Elementary School. There is a range of information in this report that is required by law to be included. We hope that you will review this report; we believe that it accurately reflects the services that our staff provides to our students. As always, we believe that we can be most successful when we can work in collaboration with our families to help our students be academically successful and support them to become productive young citizens. This staff is committed to providing the best services possible to our students with the resources that we have to work with.

School Profile

In the 2005-06 school year, Oro Grande Elementary School served 111 students in kindergarten through grade six. The school's staff believes that quality education for all students can be achieved through high standards for academic performance and behavior. Oro Grande Elementary School is dedicated to ensuring the academic success of every student and providing a safe, nurturing, rigorous, and relevant educational experience. The 2005-06 student population consisted of 1.0% "Students with Disabilities," 32.0% "English Language Learners," and 87.7% "Socioeconomically Disadvantaged." Student body demographics are illustrated at right.

% of Student Enrollment by Ethnicity



Discipline & Climate for Learning

Students at Oro Grande Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Oro Grande Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who exhibit positive behavior may be rewarded with "Good Guys" Rewards that may be redeemed for prizes. The school also recognizes students for academic achievement, most improvement, and perfect attendance. The school believes parents are partners in enforcing the discipline policies. Students follow a strict behavior and honor code. Parents and students are informed of discipline policies at the beginning of each school year through the parent/student handbook that outlines student behavior expectations and school and personal safety rules, Back-To-School Night, newsletters, and school assemblies.



The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions			
Oro Grande ES			
	04	05	06
Suspension (#)	2	4	5
Suspension (%)	1.4%	3.2%	4.5%
Expulsion (#)	0	0	0
Expulsion (%)	0.0%	0.0%	0.0%

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Oro Grande Elementary School. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Students with perfect attendance are rewarded with a plaque or trophy recognizing them for their accomplishment.

Class Size

Oro Grande Elementary School maintained a schoolwide average class size of 22 students in the 2005-06 school year. The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Class Size	Average			Classrooms Containing:								
				1-20			21-32			33+		
	04	05	06	04	05	06	04	05	06	04	05	06
K	20	19	17	1	1	1	0	0	0	0	0	0
1st	19	16	0	1	1	0	0	0	0	0	0	0
2nd	0	17	0	0	1	0	0	0	0	0	0	0
3rd	0	0	0	0	0	0	0	0	0	0	0	0
4th	0	0	0	0	0	0	0	0	0	0	0	0
5th	22	0	0	0	0	0	1	0	0	0	0	0
6th	21	0	0	0	0	0	1	0	0	0	0	0
K-3	20	16	17	2	1	2	0	0	0	0	0	0
3rd-4th	25	19	18	0	1	1	1	0	0	0	0	0
4th-6th	0	20	32	0	2	0	0	0	1	0	0	1



The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of first and second grade classrooms at Oro Grande Elementary School participated in CSR.

Instructional Time

During the 2005-06 school year, all instructional minutes and days offered at Oro Grande Elementary School either met or exceeded state requirements specified in the California Education Code. For the 2005-06 school year, Oro Grande Elementary School offered 180 days of instruction comprised of 139 regular days and 41 minimum days used for parent conferences and staff development.

Grade Level	Instructional Minutes By	
	Minutes Required	Actual Minutes
	K	36,000
1st-3rd	50,400	54,595
4th-6th	54,000	56,295

School Facilities & Safety

Oro Grande Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1947 with another wing added in 1957 and modernized in 1992. Facilities are situated on 10 acres and encompass 24,850 square feet. They include eight permanent classrooms, three portable classrooms, a multi-purpose room/gymnasium, computer lab, library, two playgrounds, staff rooms, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent remodeling included new exterior paint for the entire campus and a large tree trimming project. Facility information was current as of January 2007.

Safety

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, teachers and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in June 2004.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance staff are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

The table below 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.

School Facility Conditions			
Facilities information current as of: January 2007			
Item Inspected	Facility in Good Repair		Repair Needed & Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior/exterior)	x		
Interior Surfaces (walls, floors, & ceilings)	x		
Hazardous Materials (interior/exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior/exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside/outside)	x		
Restrooms	x		
Sewer		x	Replacement 12/06
Playground/School Grounds	x		

Cleaning Process and Schedule

A custodial staff ensures that all classrooms and facilities are in good working order. Classrooms are cleaned each evening. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 2006-07 school year, the district allocated \$20,000 for deferred maintenance program. This represents 2% of the district's general fund budget. Deferred maintenance projects for the school included sewer, wall system, and electrical replacement.

Textbooks & Instructional Materials

Oro Grande Elementary School District held a Public Hearing on October 10, 2006 and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Oro Grande Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoptions occur the year following the state's adoption.

Textbooks				
Subject	Grade Levels	Publisher	Adoption Year	Quality & Availability of Standards-Aligned Textbooks
Language Arts	K-6	Houghton Mifflin	2003	All textbooks at Oro Grande Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials. 100% of students in each core subject area possess the necessary textbooks and instructional materials.
Math	K-6	Harcourt Brace	2002	
Science	K-2	Scholastic	1999	
	3-6	Follet	1999	
Social Science	K-6	Houghton Mifflin	2006	

Students visit the library on a regular basis and receive instruction on research techniques and library usage.

Each classroom at Oro Grande Elementary School contains an average of 20 computers for student use. Computer resources within the classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule.

Computer Resources			
	03-04	04-05	05-06
Computers	30	30	20
Students per computer	4.9	4.2	5.6
Classrooms connected to Internet	7	7	5

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Oro Grande Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

California Standards Tests (CST)

The California Standards Tests (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Science																	
	2					3					4					5					6												
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06												
	All Students																																
Oro Grande	32	30	62	18	4	4	29	8	43	11	20	*	17	7	*	35	43	69	24	24	11	29	15	79	11	20	*	11	7	*	6	7	*
California	36	42	47	30	31	37	40	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32

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

California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding results for each grade level can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test																														
% At or Above 50th Percentile																														
	Reading										Math																			
	2			3			4			5			6																	
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06												
Oro Grande	39			24	4	4	21			22			28			54			35	28	19	7			22			22		
California	47			35	36	37	36			41			46			59			54	55	56	49			50			53		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

Academic Performance Index (API)

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. On an interim basis, 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 one (lowest) to ten (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 one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

	API School Results			2006 API Growth Score
	03-04	04-05	05-06	
Statewide Rank	1	1	1	
Similar Schools Rank	N/A	N/A	N/A	
	All Students			
Actual API Growth	2	-3	105	698

No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB 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 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's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed to the right.

Adequate Yearly Progress					
Oro Grande ES			OGESD		
Made AYP Overall	Yes			Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	
Participation Rate	Yes	Yes	Yes	Yes	
Percent Proficient	Yes	Yes	Yes	Yes	
API	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 Program		
	Oro Grande ES	OGESD
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools in Program Improvement		0
Percent of Schools in Program Improvement		0.0%



Physical Fitness

In the spring of each year, Oro Grande Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). Due to the moderate number of students tested and to maintain privacy, test results are not available for disclosure.



Counseling & Other Support Services

It is the goal of Oro Grande Elementary School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The chart at right is a list of support services offered at the school.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Psychologist	1	As needed
Nurse	1	As needed
Speech/Language Specialist	1	0.2

It is Oro Grande Elementary School's goal that all students are provided the support they need in order to experience success. The school's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are continually reviewed to align with state standards. Through teacher training, monitoring of student achievement, and modification of instruction, Oro Grande Elementary School is able to offer programs to meet the individual needs of its students.

Oro Grande Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. While the school does not have a formal Gifted and Talented Education (GATE) program, these students do receive challenging experiences and opportunities, and may even move on to upper grade level classes with parental permission.

The school offers a variety of programs to students whose test results indicate they need additional support to achieve grade level proficiency. Instructional aides work with students under the direction of the homeroom teacher either on a one-on-one basis or in small groups in the Reading Labs for 30 minutes. Students also have the opportunity to work with the school psychologist. In some cases, students may be referred to Special Education for further evaluation. The school continuously monitors the progress of students and maintains open communication with parents regarding their child's status throughout the school year.

For students whose primary language is not English and who have limited English proficiency, English Language Development (ELD) programs are offered at all grade levels. Students are identified for participation in ELD classes and programs based on the results of the California English Language Development Test (CELDT). The district offers sheltered classes based on students' academic abilities and level of English acquisition. Students are grouped according to their level of proficiency and receive supplemental assistance by instructional aides either in their regular classrooms or in a pull-out program.

Oro Grande Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. Teams of teachers, administrators, and the participating students' parents develop Individual Education Plans (IEPs) to provide any additional services to assist students in successful academic careers, including assistance from our Resource Specialist Program (RSP). The IEP team regularly evaluates the plan to monitor its effectiveness, and makes necessary revisions.

Substitute Teachers

Substitute teachers must meet minimum state requirements; they are either currently enrolled in a university and have completed 90 semester/135 quarter units towards a Bachelor's degree and have passed the CBEST, or have completed a Bachelor's Degree and have passed the CBEST. Oro Grande Elementary School has moderate difficulty in obtaining qualified substitute teachers from the district's pool due to its small size and rural location. In the event that a substitute teacher is not available for an absent teacher, administrators assume the role of substitute or students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.



Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually. Due to the small size of the school, none of the teachers are tenured. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Teacher Assignment

Oro Grande Elementary School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Oro Grande Elementary School had five fully credentialed teachers.

Teacher Credential Status			
	04	05	06
Fully Credentialed	6	6	5
Emergency Credentials	0	0	0
Interns	1	1	2
Waivers	0	0	0
Total Teachers	7	7	6
Average Years Teaching	13.7	10.6	13.3
Average Years in District	10.4	7.3	9.2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

Misassignments/Vacancies			
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	2	1	0
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	0

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific federal credential requirements by the 2005-06 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.

	2005-06 No Child Left Behind Compliant Teachers	
	Percent of Classes in Core Academic Subjects:	
	Taught by non-NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
Oro Grande ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Quality of Instruction & Leadership

Leadership at Oro Grande Elementary School is a responsibility shared among the principal, associate principal, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Oro Grande Elementary School's principal. Superintendent/Principal Dr. Kim Moore is in his second year of leading the school and is backed by more than 17 years in education. Dr. Moore has a Master's degree in Educational Technology and his Doctorate in Cognitive Psychology from the University of California in Riverside. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. The leadership team at Oro Grande Elementary School District was enhanced with the addition of Mr. Joseph Andreasen as Deputy Superintendent and Mr. Greg Lundeen as Assistant Superintendent of Business. Mr. Andreasen has over 20 years of experience in education and Mr. Lundeen has extensive expertise in all areas of education. These additions create a strong leadership team at Oro Grande.

Staff members and parents are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include School Site Council (SSC) and English Language Learners Advisory Committee (ELAC).

Training & Curriculum Improvement

All training and curriculum development activities at Oro Grande Elementary School revolve around the California State Content Standards and Frameworks. Teachers meet quarterly with the principal to review student progress and analyze and evaluate state testing results. Professional development activities were provided during the 2005-06 school year to support the adoption and implementation of the "Standards Plus" program. In the program, students receive 20 minutes of language arts and 30 minutes of math instruction that is directly tied to state standards every day. The area of focus changes each week. Students are tested every Friday, then are regrouped based on their understanding of the lessons. The program has proven to be very effective in assisting students to reach state standards.

Oro Grande Elementary School offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district offers two staff development days. During the 2005-06 school year, district training included a minimum day each Friday in which teachers meet to engage in a variety of professional development such as Reading, Math, Content Standards and Student Assessments.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and assistance to newly credentialed teachers.

For experienced teachers, the Peer Assistance and Review (PAR) program utilizes the district's most effective veteran and knowledgeable teachers who assist with staff development and participate in such exercises as classroom visits, one-on-one meetings, and student work reviews.

Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2004-05 school year. The Total Expenditures 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 fund state funding, Oro Grande Elementary School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received federal and state aid for the following categorical, special education, and support programs:

- Special Education
- Economic Impact Aid
- Home-to-School Transportation
- Instructional Materials
- Class Size Reduction
- Peer Assistance and Review
- School Improvement Program
- Title I
- Mandated Costs Reimbursements

Oro Grande	Total	\$11,533
	From Restricted Sources	\$3,094
	From Unrestricted Sources	\$8,439
California	From Unrestricted Sources	\$6,897
Percentage of Variation between School & State: 22.4%		

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the public. The Average Teacher Salary table (below left) illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state. The chart (below right) illustrates teacher and administrative salaries at the district and state levels.

School & State	Oro Grande	\$46,740
	All Elementary School Districts	\$52,375
	Percentage of Variation: 10.7%	

	District	California
Beginning Teachers	\$32,212	\$35,546
Mid-Range Teachers	\$51,088	\$51,472
Highest Teachers	\$63,203	\$62,511
Superintendent	\$114,000	\$94,827
Salaries as a Percentage of Total Budget		
Teachers Salaries	23.6%	38.9%
Administrative Salaries	11.0%	6.4%

Contact Information

Parents who wish to volunteer or participate in Oro Grande Elementary School leadership teams, school committees, or school activities may contact the school's office at (760) 245-9260 ext. 10 or visit the website at www.orogrande.net.

