

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Orland High School	District Name	Orland Unified School District
Street	101 Shasta Street	Phone Number	(530) 865-1200
City, State, Zip	Orland, CA 95963	Web Site	http://www.orlandusd.net
Phone Number	(530) 865-1210	Superintendent	Chris von Kleist
Principal	Jeff Scheele	E-mail Address	chris.vonkleist@orlandusd.net
E-mail Address	jscheele@orlandusd.net	CDS Code	11754811135656

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Principal's Message

Mission: Orland High School is committed to high standards in academic, physical, vocational, and character education. We believe in providing a safe, respectful, caring, and professional environment and we strive to prepare today's students for tomorrow's opportunities.

Vision: Orland high school strives to function as a school-wide professional learning community where each department and staff member collectively contributes to the overall goal of producing highly literate graduates that are prepared to pursue higher education or direct entry into the competitive workforce.

Orland High School is committed to developing and maintaining an educational system that is aligned with the following core beliefs:

1. Reflective Practice: we will evaluate everything we do in light of student achievement and learning.
2. Learning is a "constant": decisions will be based on the expectation that learning is the constant; time and support are the variables.
3. District-Wide response to student difficulties: teachers, administrators and support staff will work as a team (a professional learning community) to address achievement and safety issues.
4. Response to Intervention: we will develop and maintain a tiered approach to improving achievement and supporting student learning.

As a School Site, we are committed to working as a professional learning community that constantly examines the four essential questions of learning.

- What should students know and be able to do when they leave our district?
- How will we know when they have learned it?
- What will we do if they don't learn it?
- What will we do to further challenge students who have learned it?

Time will be devoted each week for all staff to work in collaborative teams to research these four essential questions and to producing the following products:

- Identification of the Essential Standards (our commitment to WHAT will be taught).
- Development and on-going refining of a Pacing Guide for each course at each grade level (our commitment to WHEN it will be taught).
- Benchmark Curricular Assessments: designed to provide formative data to allow teachers to modify instruction on the basis of that data.
- District Progress Monitoring Assessments: designed to show student progress on essential standards and predict student success on state assessments.
- Data Analysis and SMART Goals: our commitment to on-going reflective practice and the continuous school improvement model.
- Instructional Norms: our commitment to high quality instructional delivery in every classroom everyday.

Parents are our partners. We send out a monthly Trojangan newsletter to all families and send out student progress reports every four weeks.

Major Achievements

- We received the 2006 Title I Academic Achievement Award. Orland High is one of only 24 high schools in the entire state to receive this award.
- We were one of two high schools in nine counties invited to present our success story to other schools at the On the Right Track symposium in Tehama County.

Focus for Improvement

- Continue our academic achievements and ensure that our teachers are well trained, respectful, and positive.
- Continue to conduct an annual survey all of our students, parents, and staff to get honest, anonymous feedback on all areas of our school.
- Continue to celebrate student success not only in academics but also in effort, attendance, honesty, respect, and responsibility. Our school plan includes not only academic growth but also physical and character education.
- Continue our efforts to effectively map curriculum, gather data via common interim assessments, and design effective interventions for struggling students.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Parent Involvement

Orland High School has an active School Site Council, English Learner Advisory Committee, a strong Alumni group, a Sober Grad parent group, and an active and supportive Athletic Booster Club. Our school's annual plan and budget approvals are made by our School Site Council, which always include parent representatives. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English learners progress toward English proficiency. Our parents also volunteer at the school by chaperoning events and field trips and helping with the leadership class. They also participate in back to school night and open house, as well as Student Study Teams.

The school communicates with students, parents and the community in a variety of ways. Students and parents are apprized of their current grades eight times per school year. Other forms of communication include: Parent Involvement Policy and Compact, parent and student surveys, monthly newsletters, parent and student orientations, flyers, letters home to parents on specific subjects, parent presentations from the counseling department, and in alternating years "Career Day" and "Job Fair".

To find out how you can volunteer at our school, please contact our school office at (530) 865-1210.

Homework

Students must complete homework in all core courses and in all college-preparatory elective courses. They are generally given eight to ten hours of homework per week. While most assignments are given during the week and due before the weekend, students are given a longer period of time to complete projects such as book reports, research assignments, and science projects. We inform parents about homework requirements, give them regular tips on assisting with homework, and ask that they provide their students with a quiet space to complete the work. We have a daily 24-minute advisory class during which students can organize and begin homework assignments.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	201
Grade 10	156
Grade 11	150
Grade 12	159
Total Enrollment	666

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.40	White (not Hispanic)	43.69
American Indian or Alaska Native	0.60	Multiple or No Response	0.75
Asian	4.35	Socioeconomically Disadvantaged	64.00
Filipino	0.30	English Learners	10.00
Hispanic or Latino	47.90	Students with Disabilities	9.00
Pacific Islander	0.00		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				Avg. Class Size	2007-08			Avg. Class Size	2008-09				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	24.4	24	9	1	22.6	24	12	1	20.0	21	11			
Mathematics	21.0	11	12		20.4	14	14		24.9	5	17	1		
Science	22.8	6	9		23.1	7	8		25.4	4	10			
Social Science	26.3	5	14	3	23	11	14		23.2	8	15			

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Our principal, assistant principal, campus supervisor, and truancy officer monitor the school grounds before and after school and during breaks. Classroom teachers and counselors provide additional help. We update our school safety plan annually. We conduct earthquake, fire, and intruder drills each semester. We also have a leadership class in which seniors are paired up with freshmen to ease transitions. Our students are involved with peer mediation and conflict resolution programs ensure a safe and responsible environment. OUSD has created its own attendance monitoring and improvement program in lieu of SARB. The Attendance Intervention Program (AIP) was designed to improve student attendance and enables our district staff to intervene when a student becomes truant. There are serious penalties in place for parents who fail to follow state attendance laws as well as penalties for

students who choose to cut. The AIP allows staff to differentiate whether student absences were the result of the parental misconduct or if the student was cutting class. OUSD worked with Glenn County to enact a county ordinance allowing OUSD staff to issue citations directly to students when it is clear an absence was a "cut." Many students have now appeared before Glenn County judges for cutting class, some receiving penalties such as community service, drivers license consequences and even juvenile hall. OUSD has seen a measurable improvement in student attendance and many students have completely turned around their attendance patterns. There has also been between 5-10 convictions of parents who refused to send their students to class. OUSD has also hired a full time truancy officer and prevention specialist. This officer is a former Chico Police officer and has extensive background in the SARB process as well as gang and crisis response training.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.8	4.0	23.4	12.5	6.5	25.0
Expulsions	0.2	1.4	0.8	0.2	0.4	0.4

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Orland High School was constructed at the current site in 1918. The majority of the original high school was demolished in 1974, when the current main building and administration office were constructed. The cafeteria, gymnasium, and home economics wing were constructed from 1951 to 1954. Our campus has many beautiful trees and grass areas. With funds from a variety of sources including a bond passed in 2008, OHS has demolished and rebuilt the entire football stadium and sports complex. We've also added 8 new modular buildings to replace aging "portable" buildings installed in the 70's. This summer (2010) OHS will begin construction on a new two story building complex which will include our new media center, science wing, home economics wing, and computer science facility. Our school includes 15 buildings. On an average day, 691 students and staff occupy these buildings, taking up 77 percent of our capacity.

The bathrooms in our school contain 50 toilets, all of which were in good working order when we surveyed the building.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	33	33	32	120
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence	N/A	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	N/A	8	0
Total Teacher Misassignments	N/A	8	0
Vacant Teacher Positions	N/A	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	95.7	4.3
All Schools in District	96.8	3.2
High-Poverty Schools in District	70.6	29.4
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	222
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other	2.0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

Reading and Writing

A panel of scholars defined the English/language arts standards in 1999. According to these standards, high school students should be able to compare and analyze literature using the terminology of literary criticism. They should read and respond to significant works of literature that reflect or enhance their studies of history and social science. They should be able to write biographies, autobiographies, narratives, short stories, analytical essays, research reports, and business letters. To read more about the English/language arts standards for ninth and tenth grades and eleventh and twelfth grades, visit the CDE's Web site.

Math

Students can begin taking algebra in the eighth grade, but many students take the course during high school. Through the study of algebra, our students develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problemsolving situations. Educators consider students' success in algebra to be an indicator of how well they will do in future courses in high school and college. To read more about the math standards for grades eight through twelve as well as the California standards for a variety of advanced math subjects, visit the CDE's Web site.

Science

Our science program offers courses in physics, chemistry, biology, life sciences, anatomy, physiology, and general physical sciences. In all of these courses, students learn to apply the principles of investigation and experimentation. Many science courses are elective (but required for admission to public and private colleges). All students are required to study biology and life sciences. In this program, students learn principles of physiology, cell biology, genetics, ecology, and evolution. To read more about the California standards for biology/life sciences, physics, chemistry, and earth sciences, visit the CDE's Web site.

Social Science

Our ninth grade students take Geography, health and drivers education. In the tenth grade, they study world history, from the late 18th century through the present, including the cause and course of the two world wars. Students in the eleventh grade study the major turning points in US history in the 20th century. Students in twelfth grade pursue a deeper understanding of the institutions of American government as well as economic theory. In addition, our students will learn how to think from the perspectives of history and geography. They'll learn to research topics on their own, develop their own point of view, and interpret history.

Textbooks

All core subject textbooks are current, and aligned to the California State Content Standards.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Mathematics	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Science	All core subject textbooks are current, and aligned to the California State Content Standards.	0
History-Social Science	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Foreign Language	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Health	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Visual and Performing Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	0
Science Laboratory Equipment (grades 9-12)	All core subject textbooks are current, and aligned to the California State Content Standards.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,642	\$1,031	\$4,620	\$53,465
District	---	---	\$6,028	\$60,595
Percent Difference: School Site and District	---	---	30.4%	11.77%
State	---	---	\$5,512	\$60,994
Percent Difference: School Site and State	---	---	16.19%	12.35%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated \$70,000 in scholarships to our graduating seniors. Local businesses support specific programs with donations, and our band and choir hold fund-raising performances.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$41,380	\$38,941
Mid-Range Teacher Salary	\$56,191	\$59,686
Highest Teacher Salary	\$76,542	\$77,828
Average Principal Salary (Elementary)	\$87,455	\$94,258
Average Principal Salary (Middle)	\$77,315	\$98,271
Average Principal Salary (High)	\$93,727	\$104,869
Superintendent Salary	\$122,592	\$142,247
Percent of Budget for Teacher Salaries	36.9	38.2
Percent of Budget for Administrative Salaries	5.8	5.9

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	33	35	43	33	34	37	43	46	50
Mathematics	11	12	10	29	32	31	40	43	46
Science	35	50	41	30	42	34	38	46	50
History-Social Science	21	26	37	19	26	30	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	23		*	*
American Indian or Alaska Native	*	*	*	*
Asian	52	5	*	36
Filipino	*	*		*
Hispanic or Latino	36	9	36	28
Pacific Islander				
White (not Hispanic)	52	13	49	50
Male	40	13	40	39
Female	46	7	43	36
Economically Disadvantaged	37	10	32	28
English Learners	6	2	7	3
Students with Disabilities	9	5	6	12
Students Receiving Migrant Education Services	20		*	*

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	46.6	52.9	48.3	42.0	50.0	46.4	48.6	52.9	52.0
Mathematics	54.8	60.0	48.6	50.0	56.0	45.2	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	51.7	31.5	16.8	51.4	38.9	9.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	64.5	29.0	6.5	58.1	35.5	6.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	34.3	37.3	28.4	39.7	47.1	13.2
Male	57.7	31.0	11.3	50.7	39.4	9.9
Female	45.8	31.9	22.2	52.1	38.4	9.6
Economically Disadvantaged	63.5	29.2	7.3	61.5	33.3	5.2
English Learners	78.0	22.0	0.0	68.3	29.3	2.4
Students with Disabilities	93.3	0.0	6.7	93.8	0.0	6.2
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.2	31.0	47.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	4	4
Similar Schools	4	5	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	6	17	14	711
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	24	-9	18	678
Pacific Islander				
White (not Hispanic)	-3	35	20	755
Socioeconomically Disadvantaged	14	3	19	677
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	4
Percent of Schools Currently in Program Improvement	---	57.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.2	1.3	2.1	1.0	2.5	4.1	3.5	4.4	3.9
Graduation Rate	99.2	95.7	91.1	92.9	94.8	83.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	93.0	92	---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino	91.3	87	---
Pacific Islander			---
White (not Hispanic)	98.4	93	---
Socioeconomically Disadvantaged	93.9	89	---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Orland High has an extensive Career Technical Education (CTE) program. Our CTE classes provide comprehensive training in many of the most in-demand careers at this time. Our auto, construction, and welding, and Agricultural mechanics shops underwent a million dollar renovation to bring all equipment and facilities up to industry standard. Our teachers have extensive real world experience in the subjects they now teach. OHS has an award winning agriculture program. Our agriculture students receive hands on training in the cultivation of our orchard land, crop land, and we are currently constructing three school barns in the OUSD ag. land to the north of campus. These will be state of the art facilities that will also include pens where students can raise their own farm animals, thus opening the industry to students who live in the city, and have no room at home for ag. and raising farm animals. The animals will then be for sale at the Glenn County Fair via our FFA program. The following is a list of our current classes: Intro. Ag. I, orn. Hort, Ag. Leadership, Ag. Community, Ag. Business, Fam. & Child Dev., Car/W/Children, Tet. Training, Welding I, II and III, Intro. Ag. II, Animal Science, Wood I, II, & III, Auto I, II, & III, Life Skills, fash. Text. Design, Survival/Single, Ad. Int. Design, Interior Design

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	307
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	32%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	58.6
Graduates Who Completed All Courses Required for UC/CSU Admission	32.5

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science	2	---
All courses	4	1.2

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our leadership team and principal work together to implement effective professional development. All core subject teachers are being trained to use the Professional Learning Communities collaborative model. Our focus is on student learning and accountability. All core departments have aligned their curriculum to the California state standards and have developed extensive pacing guides to ensure the standards are covered prior to state testing in March and April. Common interim assessments for each core subject have been implemented, and teachers use the data these tests provide to implement interventions, reteaching, and modifications for the next year's instruction. Teachers use the minimum days and after school time to develop their curriculum and interventions collaboratively. Teachers also have two additional paid "buy back" days to pursue individual professional growth goals. We discuss curriculum and instructional issues at our monthly staff meetings. We also have five minimum (shortened) days for staff to collaborate and review student work. In 2009-2010 OHS modified its bell schedule to include a collaboration period. During this period teachers continue and extend the work outlined above.

All staff are encouraged to attend content and researched based staff development institutes that will support increased student achievement. All staff development requests are reviewed by the administration to check for alignment to content standards and professional needs that meet the requirements for staff development in NCLB.

Over half of the current staff members have been trained in AVID concepts and strategies. AVID strategies serve all students but especially those that show academic promise but are not performing up to their potential or lack the support necessary to meet college prep demands.

XIII. National Assessment of Educational Progress

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 and English language learners 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 (Outside Source).

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. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at 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
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

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

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92