

Orland High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Orland High School
Street	101 Shasta Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1210
Principal	Nicole Newman
E-mail Address	nnewman@orlandusd.net
CDS Code	11754811135656

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Web Site	http://www.orlandusd.net
Superintendent	Jeff Scheele
E-mail Address	jscheele@orlandusd.net

School Description and Mission Statement (School Year 2012-13)

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

Principal's Message

Orland High School has adopted a professional learning community approach to preparing our students for the many opportunities that await them after high school. Whether the student plans to proceed directly to a four year institution, attend a two-year associate program, pursue vocational training or join the military, the OHS team works hard to ensure that our graduates are prepared for whatever path they choose.

Working as a collaborative team, the OHS staff, students and parents jointly developed not only the OHS mission and vision statement, but also the school's Expected School-wide Learning Results (ESLRs). Both are presented below.

Mission Statement

The Orland High School teachers, staff, and administrators believe all students can learn at high levels. We will work collaboratively to ensure that high quality instructional techniques are used to maximize the education of all student populations. We will regularly monitor student progress regarding proficiency of state standards and the expected school wide learning results. Intervention will be provided as necessary to ensure high levels of achievement for all students. OHS will continue to offer a variety of courses and activities that foster intellectual, technical, artistic, and athletic growth. Additionally, the OHS community will encourage all students to become life-long learners and good, productive citizens.

Vision

As the premier high school in Glenn County, the North State, and beyond, Orland High School will be a model campus for other schools to emulate. Our quality, balanced program will produce graduates who are sought after by prestigious colleges, trade schools, and businesses. High school representatives from across the state and country will visit OHS to observe our instructional mastery and seek the guidance of our staff. Visitations will reveal a collaborative teaching and learning environment where students receive high quality instruction, timely interventions, and an abundance of enrichment opportunities.

Orland High School Expected Schoolwide Learning Results (ESLRs)

Orland High School will prepare graduates who are:

1. Educated, critical thinkers who:
 - a) develop proficiency in individual content areas
 - b) demonstrate the ability to utilize different types of resources and references
 - c) define, gather, analyze, and evaluate data using an array of technologies
 - d) exhibit high-level critical thinking
 - e) demonstrate ability to solve complex problems and evaluate a variety of outcomes
 - f) apply mastered skills in everyday life situations

The skills in area #1 will be measured by:

Graduation rate, performance on senior research paper and oral presentation, transcripts, student achievement data, % of students completing A-G requirements, course grades, college acceptance rates, Surveys.

2. Productive and responsible citizens who:
 - a) develop and understand healthy lifestyles
 - b) exhibit respect for self and others
 - c) demonstrate social and behavioral skills to positively interact with others
 - d) demonstrate responsibility and accountability for their own actions
 - e) demonstrate respect for environment and property

The skills in area #2 will be measured by:

Discipline records, attendance records, involvement in school clubs and events, Health and CTE class grades.

3. Effective communicators who:

- a) speak, read, and write actively, reflectively, and critically
- b) read, interpret, and comprehend a wide variety of material present in everyday life
- c) create relevant, justifiable responses and quality work using a variety of numerical, visual, and linguistic methods
- d) form viewpoints and opinions with an ability to express them respectfully

The skills in area #3 will be measured by:

Course grades, Successful completion of the senior research paper and oral presentation. English class persuasive essays and grades, CELDT test results, senior portfolios.

4. Conscientious individuals who:

- a) maintain a strong work ethic
- b) are able to adapt to change
- c) demonstrate effective goal setting strategies to create a positive vision for their future
- d) practice tolerance
- e) are able to effectively work in culturally diverse settings

The skills in area #4 will be measured by:

Discipline records, attendance records, involvement in school clubs and events, reports from organizations outside OHS including local businesses, ROP & feeder school student aides.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent Involvement

Orland High School has an active School Site Council comprised of parents, students, teachers, and administrators, English Learner Advisory Committee, a strong Alumni group, a Sober Grad parent group, an Athletic Booster Club, and a sports/academic related parent group called the "Parents of the Trojan Army". Our school's annual "Single Plan for Student Achievement (SSPA)" with its corresponding budget go through the scrutiny of both our School Site Council and the OUSD governing board. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English learners progress toward English proficiency. OHS parents on the ELAC are also elected and provide input to the District Language Advisory Committee (DLAC). 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. Other examples of community/parental involvement include a working relationship with the City of Orland Recreation Department (facilities and programs) a city-wide Ministerial Group that coordinates the annual Baccalaureate Ceremony.

The school communicates with students, parents and the community in a variety of ways. Students and parents are apprized of their current grades instantly using the online "Parent Connect", an online program allowing parents to view the gradebooks of each of their student's teachers as well as attendance, discipline and transcript information. The implementation of this program has dramatically improved parental access to student grades and progress towards graduation. Other forms of communication include: Parent Involvement Policy and Compact, parent and student surveys, the Trojans newsletter, parent and student orientations, flyers, letters home to parents on specific subjects, parent presentations from the counseling department, in alternating years "Career Day" and "Job Fair", an Orland High School website with current information, and this year we implemented a Facebook page for Orland High School

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

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35	40	40	38	42	38	54	56	55
Mathematics	10	17	23	37	37	37	49	50	50
Science	43	53	43	41	45	41	57	60	59
History-Social Science	41	37	35	35	35	31	48	49	49

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	38	37	42	31
All Student at the School	40	23	43	35
Male	36	24	45	35
Female	44	22	42	35
Black or African American				
American Indian or Alaska Native				
Asian	46	31		55
Filipino				
Hispanic or Latino	32	22	36	27
Native Hawaiian/Pacific Islander				
White	51	24	56	45
Two or More Races				
Socioeconomically Disadvantaged	37	21	42	32
English Learners	5	3	8	
Students with Disabilities	21	15		
Students Receiving Migrant Education Services	17	27		

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.

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 to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48	49	51	45	46	49	59	56	57
Mathematics	48	49	49	45	47	48	56	58	60

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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	29	20	52	40	8
All Students at the School	49	30	21	51	41	8
Male	57	28	15	50	42	8
Female	40	32	28	51	41	8
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59	24	17	60	35	6
Native Hawaiian/Pacific Islander						
White	36	41	23	39	50	11
Two or More Races						
Socioeconomically Disadvantaged	56	26	18	53	41	6
English Learners	100			95	5	
Students with Disabilities	100			93	7	
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.1	26.1	41.1

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE 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	2010	2011	2012
Statewide	5	4	4
Similar Schools	8	3	3

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-12	11	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-10	-2	13
Native Hawaiian/Pacific Islander			
White	-14	24	-7
Two or More Races			
Socioeconomically Disadvantaged	-2	4	19
English Learners	-19	-1	-4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	478	735	1,532	729	4,655,989	790
Black or African American	2		4		296,463	708
American Indian or Alaska Native	6		17	778	30,394	743
Asian	13	773	46	724	406,527	906
Filipino	0		5		121,054	867
Hispanic or Latino	285	710	942	702	2,438,951	744
Native Hawaiian/Pacific Islander	2		2		25,351	774
White	167	767	507	776	1,200,127	853
Two or More Races	3		9		125,025	824
Socioeconomically Disadvantaged	306	722	1,074	712	2,774,640	743
English Learners	155	631	594	635	1,482,316	721
Students with Disabilities	36	484	179	584	527,476	615

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	197
Grade 10	181
Grade 11	158
Grade 12	136
Total Enrollment	672

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.9	White	36.2
American Indian or Alaska Native	0.9	Two or More Races	0.4
Asian	2.5	Socioeconomically Disadvantaged	63.7
Filipino	0.0	English Learners	32.4
Hispanic or Latino	58.8	Students with Disabilities	8.5
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	21.6	15	20	0	21.8	12	20	0	18	17	19	
Mathematics	23.2	9	16	0	22.3	11	16	0	23	9	17	1
Science	28.4	0	18	0	28.3	1	15	2	26	2	16	
Social Science	26.2	3	15	0	23.5	7	11	1	26	4	14	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Our principal, assistant principal, teachers and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help. We update our school safety plan annually and it is taken to the School Site Council (SSC) every year prior to March 1st for their approval. 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. Orland High School has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Under the direction of the principal, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance. 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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.30	5.23		10.5	12.4	12.7
Expulsions	0.28	0		0.09	0.18	0.18

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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. The two-story science, technology and library building is slated to open it's doors in February of 2012. This new building, boasting three brand new science classrooms, a new computer lab, a new library/media center, conference room, a new home economics room with 6 state of the art kitchens, a new interior design room and two standard classrooms will be the most technologically advanced educational establishment in Glenn County. Our school includes 15 buildings. On an average day, over 700 students and staff occupy our beautiful campus.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 12/22/2013-12/23/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Gymnasium & Team Rooms: There are several water leaks in the walls of both the north and south team rooms. This is a situation that is going to be addressed ASAP..
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Main Building Rms. 1-16 / Office: Insufficient electrical outlets due to the increase of computers in the classroom.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Cafeteria: Restroom needs to be upgraded to be ADA compliant. P.E. Locker Rooms: Restroom needs to be upgraded to be ADA compliant.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	34	33	32	97
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	350
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker		---
Nurse	1	---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other	2	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

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, earth science, botany and zoology. 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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Mathematics	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Science	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Foreign Language	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Health	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Visual and Performing Arts	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
Science Laboratory Equipment (grades 9-12)	Modernized in 2012	Yes	0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4685	251	4434	53339
District	---	---	\$5,519	\$58,033
Percent Difference: School Site and District	---	---	-19.7	-8.1
State	---	---	\$5,537	\$63,166
Percent Difference: School Site and State	---	---	-18.7	-15.2

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,578
Mid-Range Teacher Salary	\$54,381	\$59,799
Highest Teacher Salary	\$74,079	\$78,044
Average Principal Salary (Elementary)	\$79,907	\$95,442
Average Principal Salary (Middle)	\$83,624	\$98,080
Average Principal Salary (High)	\$93,727	\$106,787
Superintendent Salary	\$131,000	\$150,595
Percent of Budget for Teacher Salaries	36.5%	37.1%
Percent of Budget for Administrative Salaries	7.0%	5.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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 course 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 UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	5.00	2.70	2.60	10.30	7.30	8.60	16.60	14.70	13.10
Graduation Rate	94.29	95.21	96.13	88.82	90.24	89.66	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	149	156	418,598
Black or African American	2	2	28,078
American Indian or Alaska Native	1	1	3,123
Asian	6	6	41,700
Filipino	1	1	12,745
Hispanic or Latino	74	76	193,516
Native Hawaiian/Pacific Islander			2,585
White	65	70	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	93	98	217,915
English Learners	30	31	93,297
Students with Disabilities	12	13	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education (CTE) in the Orland Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes foundation, intermediate, and capstone (Regional Occupational Program or ROP) courses in a single, defined field of study. The career pathways are organized around 15 different industry sectors, which have been identified as the growth industry sectors for the local economy. Students are encouraged to complete an internship in their chosen industry sector prior to completing their senior year. CTE programs of study often fulfill the "a-g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the post secondary level.

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 have recently undergone 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 have three school barns on the OUSD agriculture land to the north of campus. These are state of the art facilities that 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 are then sold at the Glenn County Fair via our FFA program.

The following is a list of our current classes: Intro. to Agriculture I, Agriculture II, Animal Science, Horticulture, Agriculture Leadership, Agriculture Community, Agriculture Business, Family & Child Development, Careers with Children, Retail Training, Welding I, II and III, Wood I, II, & III, Auto I, II, & III, Life Skills, Fashion and Textile Design, Survival/Single, Interior Design.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	501
% of pupils completing a CTE program and earning a high school diploma	22%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	32%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	52.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	21.5

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science		---
Social Science	2	---
All courses	12	2.0

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Our leadership team and principal work together to implement effective professional development. All core subject teachers have been 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. This year in addition to continuing teaching to the current standards our teachers are beginning the transition to the California Common Core State Standards. Teachers use the minimum days and after school time to develop their curriculum and interventions collaboratively. Teachers also have three additional paid "buy back" days to pursue professional growth goals that are related to transitioning to the common core. The District School Leadership Team (DSLTL) and the teachers of OUSD have determined the top three priorities for this school year in order to be prepared for the common core transition.

1. 21st century skills including the 4 C's: - Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning - Ways of working. Communication and collaboration - Tools for working. Information & communications technology (ICT) and information literacy - Skills for living in the world, Citizenship, life and career, and personal & social responsibility.
2. The 8 Mathematical Practices and relating them to your curriculum.
3. Creating a classroom culture and structure centered on engaging students in speaking & listening.

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.