

Orland High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Orland High School
Street	101 Shasta Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1210
Principal	Victor Perry
Email Address	vperry@orlandusd.net
Website	http://orlandhigh.orlandusd.net/
County-District-School (CDS) Code	11754811135656

Entity	Contact Information
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Dwayne Newman
Email Address	dnewman@orlandusd.net
Website	http://www.orlandusd.net

School Description and Mission Statement (School Year 2019-20)

Orland High School is a four-year comprehensive high school located in Orland, California. Orland High School (OHS) is the largest comprehensive high school in Glenn County and offers its students excellent academic and vocational/Career Tech Education (CTE) opportunities. OHS has a current enrollment of approximately 720 students from a variety of ethnic and cultural backgrounds. School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. 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.

OHS Mission Statement

Guided by a focus on our four Orland High School imperatives (A.R.M.Y.), we will strive to achieve academic and personal success for all students. In doing this we will create students who are accountable, respectful, motivated citizens with a sense of pride in themselves, their school, and their community.

OHS Vision Statement

Faculty and staff will foster a collaborative teaching and learning environment where students take part in high-quality instruction. Orland High School's quality, balanced programs will produce graduates who advance into colleges, trade schools and businesses with an appreciation for lifelong learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	184
Grade 10	184
Grade 11	196
Grade 12	166
Total Enrollment	730

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	3.8
Filipino	0.4
Hispanic or Latino	57.4
White	36.4
Two or More Races	1
Socioeconomically Disadvantaged	66.4
English Learners	9.3
Students with Disabilities	11.9
Foster Youth	0.4
Homeless	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	35	34	114
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

Each department at Orland High School is completing the work to create new curriculum aligned to the Common Core State Standards. Departments that have not had an adoption are continuing to use their old curriculum until the new curriculum is available; however, they are implementing best practices, increasing informational text, and writing across the curriculum. (Social Science 2018-2019; Science 2018-2019)

English

The Orland High School English Department has worked collaboratively to implement meaningful changes in our curriculum that establish and promote an environment where all students can successfully learn. For each of the grade levels, we have developed comprehensive curriculum guides that clearly delineate the literature and essays to be read and the essential standards and writing types to be taught. These curriculum guides are aligned to the Common Core State Standards (CCSS), and they are living documents we are continuously working to fine-tune. We dedicated several weekends in the spring and days over the summer of 2013 in department collaboration of the rewriting process. As a group, we identified the need to continue our efforts to increase literacy at every grade level, particularly in the area of expository texts. OHS adopted a new text, *50 Essays: A Portable Anthology Third Edition*, edited by Samuel Cohen, for use in all four grade levels. We also have a Chromebook carts so we can increase the technological literacy of all students and further help prepare them for the 21st Century work world.

Math

Orland High School's math department is committed to providing students with the best instruction possible and has fully transitioned into utilizing Common Core standards to assist in achieving student's mastery in the Integrated coursework. The integrated Math Sequence consists of Math 1A, Math 1B, Integrated I, II and III. Student's who successfully master Integrated III can take Math Analysis, followed by AP Calculus or AP Statistics. Students who have not successfully completed 8th grade math begin their math pathway with Math 1A as a freshman, followed by Math 1B, these two courses consist on Integrated I divided into two years. These students can complete their third year of math in Integrated II.

Science

We are exploring Next Generation Science Standards (NGSS) and are expected to be fully implemented by the 2019-2020 school year. The OHS science teachers are currently reviewing and evaluating their current curriculum in order to incorporate these new standards. Once the textbook publishers develop modified textbooks, we will be purchasing new textbooks that reflect the new science standards.

Social Studies

The Social Studies department continues efforts to give students high quality exposure not only to state history standards, but also to events currently unfolding in the world. Our World and U.S. History teachers have been implementing a standards based curriculum and have utilized a common summative assessment system even before the OHS PLC process made these techniques a high priority.

CTE (Career and Technical Education)

The Career and Technical Education (CTE) are working with the standards already written that are aligned to the Common Core. The standards specify learning goals in 58 career pathways organized around 15 industry sectors. Building on the previous CTE Standards, the revised draft standards were created with input from more than 300 representatives from business, industry, labor, postsecondary, and secondary education and reviewed by others in the education community. The draft standards are written to demand high quality coursework for students to complete on their way to a future career and are aligned with the Common Core State Standards in English-Language Arts and mathematics.

Career Pathways currently at OHS

Welding

Building and Construction

Transportation

Agri-Science
 Interior Design
 Child Development
 Health Science and Medical Technology

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All core subject textbooks are current, and aligned to the California Common Core State Standards.	Yes	0
Mathematics	All core subject textbooks are current, and aligned to the California Common Core State Standards.	Yes	0
Science	All core subject textbooks are current, and aligned to the California State Content Standards. Examining new textbooks for NGSS.	Yes	0
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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 opened its doors in February of 2012. This new building, boasting three brand new science classrooms, 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 three standard classrooms. Our school includes 15 buildings. On an average day, over 720 students and staff occupy our beautiful campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: 09/19/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Plan is in place to replace or fix ceiling tiles, faucets and other areas that are a concern.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	57	33	36	50	50
Mathematics (grades 3-8 and 11)	28	23	14	18	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	182	96.30	3.70	56.59
Male	97	93	95.88	4.12	50.54
Female	92	89	96.74	3.26	62.92
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	111	107	96.40	3.60	43.93
Native Hawaiian or Pacific Islander					
White	69	66	95.65	4.35	78.79

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	120	117	97.50	2.50	54.70
English Learners	37	35	94.59	5.41	11.43
Students with Disabilities	19	18	94.74	5.26	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	188	182	96.81	3.19	23.08
Male	96	93	96.88	3.12	22.58
Female	92	89	96.74	3.26	23.60
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	110	107	97.27	2.73	16.82
Native Hawaiian or Pacific Islander					
White	69	66	95.65	4.35	34.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	120	117	97.50	2.50	19.66
English Learners	37	35	94.59	5.41	0.00
Students with Disabilities	19	18	94.74	5.26	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Career Technical Education (CTE) in the Orland Unified School District is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

Students complete a career pathway, which includes foundation, intermediate, and capstone course 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. 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. All pathways have received grant funds from several sources to bring all equipment and facilities up to industry standards. 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 agriculture mechanics, the cultivation of the soil, the production of nursery plants in our greenhouse, and livestock management skills. Three livestock barns, including a show ring, can be found on the OUSD agriculture land north of the OHS campus. This is a state of the art facility that includes a Monarch Waystation, fully automated greenhouse, and livestock 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 livestock production or other forms of agriculture. The fair animals are marketed and sold at the Glenn County Fair via our FFA program.

The following is a list of our current CTE classes: Intro. to Agri-Science I, Agri-Science II, Advanced Agri-Science, Agriculture Leadership, Agriculture Business, Family & Child Development, Careers with Children, 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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	510
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	34
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.2

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.94
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	23.94

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	14.4	17.1	22.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Orland High School has an active School Site Council comprised of parents, students, teachers, and administrators, English Learner Advisory Committee, a strong Alumni group, CTE Advisory board, a Sober Grad parent group, an Athletic Booster Club. Our school's annual "School Plan for Student Achievement (SPSA)" with its corresponding budget goes 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 (DELAC). Our parents also volunteer at the school by chaperoning events, 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), Orland Volunteer Fire Department and a community collaboration meeting held each month.

The school communicates with students, parents and the community in a variety of ways. Students and parents are apprised of their current grades instantly using the online "Parent Connect", an online program allowing parents to view the grade books 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, parent and student orientations, flyers, letters home to parents on specific subjects, parent presentations from the counseling department, "Career Day" and "Job Fair", an Orland High School website with current information, Facebook, Instagram, and Twitter page for Orland High School. A daily bulletin, which provides current news and information, is announced each morning with the use of the public-address system, and it is posted on the school Web site. Current school information streams live on our electronic Marquee located near the gym.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	1.8	1.4	3.2	6.3	5.5	9.7	9.1	9.6
Graduation Rate	98.8	96.4	97.2	95.7	90.1	92.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.1	4.8	5.6	6.7	6.1	3.8	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We update our school safety plan annually and it is taken to the School Site Council (SSC) every year before March 1st for their approval. We conduct earthquake, fire, and intruder drills each semester. This plan meets the state requirements described in the 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 office support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The Orland Police Department and other first responders have partnered with OUSD to conduct live active shooter simulations. For these simulations, OUSD has opened up OHS to provide an authentic setting for this annual training. Following this year's simulation, we began discussions with OPD to bring ALICE Training (Active Last ALICE Training (Active Shooter Response Training) for our staff.

Over the past 3 years, we have made significant upgrades to our visual security system through the expansion of cameras at OHS currently we support 36 cameras. We are looking at adding and upgrading 12 more cameras. Through our Proposition 39 (clean energy program funds) project, the installation of LED lighting and additional exterior light fixtures allows for safer nighttime conditions and better video recording quality. We have installed a state of the art notification and alerting intercom and bell systems district-wide. This includes a two way call system in all of our classrooms.

The district recently pursued new portable handheld radios. The radios are linked to all OUSD sites, local first responders and the local weather channel. This will increase effective communication between all stakeholders. In addition to rapid response, there is also a requirement for continued community information post-impact, such as warnings of additional threats and of emergency/disaster management arrangements in their local areas. The goal of the communication system is to maximize the number of people who take appropriate and timely action for ensuring safety.

Our principal, assistant principal, teachers, and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help. 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. The students are involved with peer mediation and conflict resolution programs ensure a safe and responsible environment.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	21	17	20	2	20	24	16		21	18	18	2
Mathematics	17	7	3		16	29	14		18	28	11	
Science	25	4	14		20	7	11		23	6	13	
Social Science	21	13	15	3	19	19	15		23	10	20	1

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	730.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$65,518.00
Percent Difference - School Site and District	N/A	N/A	0.0	3.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	19.4	-8.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated approximately \$140,000 in scholarships to our graduating seniors. Local businesses support specific programs with donations, and our band, choir, agricultural program and other departments hold fund-raising events and/or performances.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,374	\$46,208
Mid-Range Teacher Salary	\$61,614	\$72,218
Highest Teacher Salary	\$90,657	\$92,742

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$99,158	\$134,864
Average Principal Salary (Middle)	\$105,845	\$118,220
Average Principal Salary (High)	\$109,545	\$127,356
Superintendent Salary	\$182,703	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science		N/A
Social Science	6	N/A
All courses	11	20.4

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 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. The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices.

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.

The District provides two optional Professional Development Days for all teachers outside of the instructional student days, one mandatory day and 3-4 Banking days a year. Topics for professional development have been around high quality instruction and second language learners. These areas have been determined by the District with input from teachers based on student data.

17-18 Professional Development offerings were set to continue our learning in high quality instruction, supporting our English Learners and effective use of technology in the classroom. Teachers could attend a full day training about the new ELPAC and the skills needed to perform well on that test, they could attend a full day training on technology (teachers could pick from over twenty 1.5 hr workshops), and Tk-5 teachers could attend a full day training on Benchmark Advance while secondary focused on Long term English Learners. Banking Days for the year are focusing on more technology sessions and Long Term English Learners supports.

18-19 The Staff development time was spent focusing on English Learner needs and strategies, increasing technology use in the in the classroom, along with core curriculum supports. All teachers had the opportunity to participate in a District Wide Technology day where they could choose between several offering every two hours. This allowed them to get specific supports in what they were looking for. Secondary teachers worked two days with Storm Writing and focused on LTEL needs and strategies for improving writing and vocabulary development. There was a follow-up session in December for those interested and time during our District Banking day to further their knowledge on DOK questions. Our elementary teachers had time to work with their core materials in math and ELA. In addition to this they could get support in GLAD strategies and STEM. District Banking Days were spent looking at EL data and looking at vocabulary development.

Additional PD was offered, during the school year, to some teachers in math, science, Illuminate and CAASPP instructional resources.

19-20 All teachers had the opportunity to attend the two days of professional development- UP Days. During this professional development time teachers could choose sessions based on their need, interest and subject. Breakout session focused on increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports.

In addition to this, as a District, we have contracted with outside resources to support our math teachers. Each site has 3-4 release days this year to work as a site with consultants to increase their math strategies tool box, deepen their understanding of common core math, and challenge their mind set around math to better relate to the hurdles their students are facing daily.

We also have different focus team groups in the district and many of them are attending conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Some of these conferences are Restorative Justice training, 2020 California Student Mental Wellness Conference, 2020 CABE and Illuminate.