

# Orland High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

## California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Orland High School
<b>Street</b>	101 Shasta Street
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1210
<b>Principal</b>	Alex Mercado
<b>Email Address</b>	<a href="mailto:amercado@orlandusd.net">amercado@orlandusd.net</a>
<b>School Website</b>	<a href="http://orlandhigh.orlandusd.net/">http://orlandhigh.orlandusd.net/</a>
<b>County-District-School (CDS) Code</b>	11754811135656

## 2022-23 District Contact Information

<b>District Name</b>	Orland Unified School District
<b>Phone Number</b>	(530) 865-1200
<b>Superintendent</b>	Victor Perry
<b>Email Address</b>	<a href="mailto:vperry@orlandusd.net">vperry@orlandusd.net</a>
<b>District Website Address</b>	<a href="http://www.orlandusd.net">http://www.orlandusd.net</a>

## 2022-23 School Overview

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 780 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

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	193
Grade 10	249
Grade 11	190
Grade 12	168
<b>Total Enrollment</b>	<b>800</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.3
American Indian or Alaska Native	0.8
Asian	1.5
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	59.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.8
White	37.4
English Learners	8.3
Foster Youth	0.6
Homeless	1.1
Migrant	0.3
Socioeconomically Disadvantaged	77.8
Students with Disabilities	13.3

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	78.46	90.00	85.46	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.10	15.27	10.20	9.70	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	3.25	4.00	3.88	12115.80	4.41
<b>Unknown</b>	1.00	2.96	1.00	0.95	18854.30	6.86
<b>Total Teaching Positions</b>	33.80	100.00	105.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.10	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.90	
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

**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 other supplemental materials to be read and the essential standards and writing types to be taught. These curriculum guides are aligned with 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. Now, the OHS English department is looking at adding more culturally relevant texts to its curriculum. 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 one-to-one Chromebook rate 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 students' mastery in the Integrated coursework. The integrated Math Sequence consists of Math 1A, Math 1B, Integrated I, II, and III. Students who successfully master Integrated III can take Math Analysis, followed by AP Calculus or AP Statistics, or Financial Literacy. 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 of Integrated I divided into two years. These students can complete their third year of math in Integrated II. Integrated IIIB is for the students who have still yet to pass their Integrated I and II requirements.

**Science**  
 We are exploring Next Generation Science Standards (NGSS). 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 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
  - Fashion

<b>Year and month in which the data were collected</b>	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
<b>Reading/Language Arts</b>	<p>McDougal Littell, The Language of Literature, Grade 9, © 2000</p> <p>McDougal Littell, The Language of Literature, Grade 10, © 2000</p> <p>McDougal Littell, The Language of Literature, Grade 11, © 2000</p> <p>McDougal Littell, The Language of Literature, Grade 12, © 2000</p> <p>Bedford/St. Martins 50 Essays © 2011</p> <p>Bedford/St. Martins AP Language of Composition © 2013</p> <p>Bedford/St. Martins Everything's an Argument with Readings © 2010</p>	Yes	0
<b>Mathematics</b>	<p>College Preparatory Mathematics Integrated Math I Core Connections © 2014</p> <p>College Preparatory Mathematics Integrated Math II Core Connections © 2014</p> <p>College Preparatory Mathematics Integrated Math III Core Connections © 2014</p> <p>Algebra &amp; Trigonometry Structure &amp; Method Book 2 © 1988</p> <p>Cengage Financial Algebra © 2018</p> <p>Pearson Prentice Hall AP Calculus © 2010</p> <p>Bedford, Freeman &amp;Worth The Practice of Statistics, 6th Edition © 2020</p>	Yes	0
<b>Science</b>	<p>Holt McDougal, Holt Modern Biology © 2002</p> <p>Prentice Hall, Chemistry © 2007</p> <p>Saunders, Human Body © 1997</p> <p>Glencoe McGraw-Hill, Life Science © 1999</p> <p>Holt McDougal, Holt Physics © 1993</p> <p>Prentice Hall, California focus on Earth Science © 2008</p> <p>Pearson, Medical Terminology © 2016</p> <p>Examining new textbooks for NGSS.</p>	Yes	0



<b>History-Social Science</b>	Holt McDougal, United States: Government Principles in Practice © 2012	Yes	0
	Pearson, AP Government in America © 2014		
	Holt McDougal, Houghton Mifflin Modern World History © 2012		
	Holt McDougal, Houghton Mifflin Harcourt, Geography © 2012		
	Houghton Mifflin Harcourt, American History Reconstruction to the Present © 2019		
	Pearson, Economics © 2016		
	McGraw-Hill, The Western Experience 9th Ed. © 2017		
	McGraw-Hill, American History: A Survey © 2008 McGraw-Hill, AP American History Updated © 2017		
<b>Foreign Language</b>	Houghton Mifflin Harcourt, Avancemos (Spanish) Levels 1,2,3 © 2018 Vista Higher Learning AP Spanish Language and Cultures-Temas © 2020	Yes	0
<b>Health</b>	Glencoe McGraw-Hill, Glencoe Health © 2022	Yes	0
<b>Visual and Performing Arts</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Modernized in 2012	Yes	0

## School Facility Conditions and Planned 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 was 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 '70s. 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 780 students and staff occupy our beautiful campus.

**Year and month of the most recent FIT report**

05/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		All compromised carpeting is scheduled to be replaced over summer break
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	46	N/A	26	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	15	N/A	14	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	167	141	84.43	15.57	46.10
<b>Female</b>	87	72	82.76	17.24	59.72
<b>Male</b>	80	69	86.25	13.75	31.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	99	92	92.93	7.07	41.30
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	61	45	73.77	26.23	51.11
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	128	112	87.50	12.50	42.86
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	22	91.67	8.33	9.09

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	167	143	85.63	14.37	15.38
<b>Female</b>	87	72	82.76	17.24	12.50
<b>Male</b>	80	71	88.75	11.25	18.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	99	94	94.95	5.05	8.51
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	61	45	73.77	26.23	31.11
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	128	113	88.28	11.72	13.27
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	24	21	87.50	12.50	9.52

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	26.4	18.06	14.89	14.81	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	158	144	91.14	8.86	18.06
<b>Female</b>	84	76	90.48	9.52	21.05
<b>Male</b>	74	68	91.89	8.11	14.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	100	94	94	6	13.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	50	43	86	14	27.91
<b>English Learners</b>	11	11	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	123	112	91.06	8.94	15.18
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	16	11	68.75	31.25	0

## 2021-22 Career Technical Education Programs

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, Intro to AgFloral, Advanced AgFloral, 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	542
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.99
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.31



## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	93.5	98.8	98.8

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Orland High School has an active School Site Council comprised of parents, students, teachers, and administrators, an English Learner Advisory Committee, a strong Alumni group, a CTE Advisory board, a Sober Grad parent group, and an Athletic Booster Club. Our school's annual "Single Plan for Student Achievement (SPSA)" with its corresponding budget goes through the scrutiny of our School Site Council, ELAC, and the OUSD governing board. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English earners 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), the Orland Volunteer Fire Department, and the Orland Police Department.

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, is sent to each student through email, and is posted on the school Web site. Current school information streams live on our electronic marquee located near the gym. We have added cameras to our gym and football field that will allow us to stream events that are held in those locations. This will help us connect to more of our parents and Alumni that may not be able to attend an event.

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		7.3	0.6		6.6	0.6		8.9	7.8
Graduation Rate		92.1	96.2		92.9	96.1		84.2	87

#### 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	159	153	96.2
Female	84	83	98.8
Male	75	70	93.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	100	98	98.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	50	48	96.0
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	130	124	95.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	18	13	72.2

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	837	823	220	26.7
Female	419	409	98	24.0
Male	418	414	122	29.5
American Indian or Alaska Native	7	7	2	28.6
Asian	13	13	2	15.4
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	492	488	128	26.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	3	50.0
White	314	305	84	27.5
English Learners	75	75	14	18.7
Foster Youth	9	8	4	50.0
Homeless	19	19	9	47.4
Socioeconomically Disadvantaged	655	644	191	29.7
Students Receiving Migrant Education Services	10	10	2	20.0
Students with Disabilities	113	111	38	34.2

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.67	4.01	2.45
Expulsions	0.26	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.14	6.69	2.32	7.57	0.20	3.17
Expulsions	0.00	0.48	0.00	0.25	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.69	0.48
Female	3.58	0.00
Male	9.81	0.96
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.93	0.61
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.10	0.32
English Learners	12.00	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	7.02	0.46
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.73	0.88

## 2022-23 School Safety Plan

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, the district office supports 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.

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 more cameras in the coming school year. 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 purchased 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. Orland High School has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Students are involved with peer mediation and conflict resolution programs to ensure a safe and responsible environment.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	20	21	
Mathematics	17	28	10	
Science	18	9	11	
Social Science	21	14	17	1

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	22	20	1
Mathematics	18	23	16	
Science	19	10	12	
Social Science	18	18	19	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	28	20	
Mathematics	17	29	13	
Science	19	10	12	
Social Science	18	26	16	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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)	
Other	7.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,784	2,263	7,521	76,170
District	N/A	N/A	9,930	\$69,634
Percent Difference - School Site and District	N/A	N/A	-27.6	9.0
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	13.1	-3.9

## 2021-22 Types of Services Funded

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$47,643	\$48,503
Mid-Range Teacher Salary	\$64,695	\$74,912
Highest Teacher Salary	\$95,190	\$100,321
Average Principal Salary (Elementary)	\$114,471	\$122,160
Average Principal Salary (Middle)	\$105,741	\$127,632
Average Principal Salary (High)	\$128,175	\$137,578
Superintendent Salary	\$191,838	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	0
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	9



## Professional Development

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related with OPD presenting information on Run Hide Fight and the SMART team presenting on Threat Assessment: What to look for. The second portion of the day site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their needs, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) Restorative Justice Practices, Dyslexia, using Technology to engage students, and PLC Best Practices review and processes. In addition to those, there were sessions conducted by our teachers on small group instruction, Technology Updates, and EL BE GLAD strategies.

OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on PLC best practices, Sites goals, and data cycles. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for running PLCs and reviewing data throughout the District. Site banking days will be determined by each site. Orland High School's site Banking Days has centered around more equitable grading practices, EL strategies, and dealing with students with trauma.

OUSD has different focus team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support them in Math, Technology, and SEL practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	10	