Orland High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	http://orlandhigh.orlandusd.net
CDS Code	11754811135656

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

School Description and Mission Statement (Most Recent Year)

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 a 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	195
Grade 10	187
Grade 11	181
Grade 12	151
Total Enrollment	714

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.0
Asian	2.7
Filipino	0.0
Hispanic or Latino	58.3
Native Hawaiian or Pacific Islander	0.3
White	36.7
Two or More Races	0.7
Socioeconomically Disadvantaged	67.4
English Learners	11.1
Students with Disabilities	8.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	32	32	31	104
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	1
Vacant Teacher Positions	0	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	99.24	0.76
All Schools in District	97.45	2.55
High-Poverty Schools in District	97.45	2.55
Low-Poverty Schools in District	0.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: January 2015

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 2015-2016; Science 2016-2017)

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

Over the course of the last several years, the OHS math department has focused its efforts on providing the best math curriculum and instruction possible. We are currently in the transition process from a traditional math sequence of Algebra 1, Geometry, Algebra 2, to Integrated Math 1, 2, and 3. The Integrated Math Sequence will use Common Core curriculum. 2014-2015 is the 1st year for implementation of Integrated 1 with incoming freshmen and students who have not yet mastered Algebra 1. Each year for three years the department will introduce another step in the Integrated Sequence until the process is complete in 2016/17. We have adopted Core Connections/Integrated I – CPM – 2014 by CPM Educational Program.

Science

We are exploring Next Generation Science Standards (NGSS) and are expected to be fully implemented by the 2016-2017 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

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 Common Core State Standards.	Yes	0
Mathematics	All core subject textbooks are current, and aligned to the California Common Core State Standards.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	Cafeteria: 1) Restroom needs to be upgraded . 2) Sewer system needs to be upgraded. Main Building Rms. 1-16 / Office Main Campus: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Roof needs to be replaced on rooms 11-17 3) Sidewalks and pavement need to be replaced in various locations. 4) Sewer system needs to be upgraded. Rms. 18-20 (Weight Rm. / Wrestling Rm.): 1) HVAC units are inefficient and need to be replaced. 2) Windows are single-pane and need to be replaced with new framing and thermo-pane windows.
Interior: Interior Surfaces	[ ]	[X]	[ ]	Multi-Purpose Building: Restrooms need to be upgraded to be ADA compliant. 2) Sewer system needs to be upgraded.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/18/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Shop Building: 1) Wood, Auto & Welding shops all need hose reels, etc. to eliminate trip hazards.
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Cafeteria: 1) Restroom needs to be upgraded . 2) Sewer system needs to be upgraded. Multi-Purpose Building: Restrooms need to be upgraded . 2) Sewer system needs to be upgraded. P.E. Locker Rooms: Restrooms need to be upgraded
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[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 be addressed ASAP.. Main Building Rms. 1-16 / Office Main Campus: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Roof needs to be replaced on rooms 11-17 3) Sidewalks and pavement need to be replaced in various locations. 4) Sewer system needs to be upgraded.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Main Building Rms. 1-16 / Office Main Campus: 1) Insufficient electrical outlets due to the increase of computers in the classroom. 2) Roof needs to be replaced on rooms 11-17 3) Sidewalks and pavement need to be replaced in various locations. 4) Sewer system needs to be upgraded. Rms. 18-20 (Weight Rm. / Wrestling Rm.): 1) HVAC units are inefficient and need to be replaced. 2) Windows are single-pane and need to be replaced with new framing and thermo-pane windows.

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	53	43	51	45	42	39	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	51
Male	51
Female	52
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	
White	70
Two or More Races	
Socioeconomically Disadvantaged	43
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	41	37	35	35	35	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	4
Similar Schools	3	3	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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.

Career Technical Education Programs (School Year 2013-14)

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 or 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--2014-2015 OHS added a Health and Medical Pathway.

Career Technical Education Participation (School Year 2013-14)

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 or articulated between the school and institutions of postsecondary education	32%

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	54.05
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	21.71

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	49	51	48	46	49	46	56	57	56
Mathematics	49	49	49	47	48	47	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54	28	19	53	35	12
All Students at the School	52	28	19	51	36	13
Male	51	30	18	49	37	14
Female	53	26	20	53	35	11
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59	28	12	57	34	9
Native Hawaiian or Pacific Islander						
White	37	31	32	41	39	20
Two or More Races						
Socioeconomically Disadvantaged	61	27	12	58	32	10
English Learners	100			96	4	
Students with Disabilities	86	7	7	86	7	7
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.0	19.4	50.0

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.

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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 it's 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 earners 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 apprised 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 Trojangram 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.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	2.7	2.6	3.0	7.3	8.1	7.9	14.7	13.1	11.4
Graduation Rate	95.21	96.13	96.97	90.24	90.17	90.73	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	94.85	92.16	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	100.00	100.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	97.37	95.06	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	90.57	87.69	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	95.00	90.32	82.58
English Learners	66.67	50.00	53.68
Students with Disabilities	73.33	70.00	60.31

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.6	11.9	7.4	11.2	8.9	7.8	5.7	5.1	4.4
Expulsions	0.0	0.3	0.3	0.2	0.2	0.2	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	21.8	12	20	0	21	17	19		22	13	22	2
Mathematics	22.3	11	16	0	23	9	17	1	22	9	20	1
Science	28.3	1	15	2	26	2	16		26	2	18	
Social Science	23.5	7	11	1	26	4	14		24	8	13	1

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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	700
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: Cells with "---" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8839	1077	7762	54297
District	---	---	7762	$58,033
Percent Difference: School Site and District	---	---	0.0	-6.4
State	---	---	$4,690	$63,037
Percent Difference: School Site and State	---	---	65.5	-13.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated $100,000 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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,047	$38,920
Mid-Range Teacher Salary	$54,381	$59,803
Highest Teacher Salary	$74,079	$78,096
Average Principal Salary (Elementary)	$79,907	$95,836
Average Principal Salary (Middle)	$83,624	$99,849
Average Principal Salary (High)	$93,727	$107,599
Superintendent Salary	$131,000	$151,912
Percent of Budget for Teacher Salaries	36	37
Percent of Budget for Administrative Salaries	7	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science	3	---
All courses	6	0.4

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

Professional Development

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 (DSLT) 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.