

Orland High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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

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	Victor Perry
E-mail Address	vperry@orlandusd.net
Web Site	http://orlandhigh.orlandusd.net/
Grades Served	9-12
CDS Code	11754811135656

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

School Description and Mission Statement (Most Recent Year)

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

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

Mission Statement

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

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 2014-15)

Grade Level	Number of Students
Grade 9	178
Grade 10	186
Grade 11	182
Grade 12	173
Total Enrollment	719

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.8
Asian	3.1
Filipino	0.1
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	0.1
White	35.5
Two or More Races	0.3
Socioeconomically Disadvantaged	70.7
English Learners	11.5
Students with Disabilities	9.3
Foster Youth	1.1

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	31	31	103
Without Full Credential	0	0	2	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments *	1	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.5	1.5
All Schools in District	95.6	4.4
High-Poverty Schools in District	95.6	4.4
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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
Science	All core subject textbooks are current, and aligned to the California State Content Standards. Examining new textbooks for NGSS.	Yes	0

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

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				
12/10/2016				
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 to be ADA compliant. 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
Interior: Interior Surfaces		X		Multi-Purpose Building: Restrooms need to be upgraded to be ADA compliant. 2) Sewer system needs to be upgraded.
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			

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected:

12/18/2014

12/10/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Cafeteria: 1) Restroom needs to be upgraded to be ADA compliant. 2) Sewer system needs to be upgraded. Multi-Purpose Building: Restrooms need to be upgraded to be ADA compliant. 2) Sewer system needs to be upgraded. P.E. Locker Rooms: Restrooms need to
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 to be addressed ASAP.. Main Building Rms. 1-16 / Office Main Campus: 1) Insufficient electrical outlets due to the i
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 sy

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected:				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	27	44
Mathematics	18	14	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	181	171	94.5	15	29	39	16
Male	11		83	45.9	17	28	40	16
Female	11		88	48.6	14	30	39	17
Black or African American	11		1	0.6	--	--	--	--
Asian	11		2	1.1	--	--	--	--
Hispanic or Latino	11		110	60.8	21	30	36	12
Native Hawaiian or Pacific Islander	11		1	0.6	--	--	--	--
White	11		56	30.9	5	27	43	25
Two or More Races	11		1	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		127	70.2	18	30	38	13
English Learners	11		17	9.4	82	18	0	0
Students with Disabilities	11		15	8.3	47	40	7	7
Students Receiving Migrant Education Services	11		7	3.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	181	171	94.5	50	32	16	2
Male	11		83	45.9	48	33	17	2
Female	11		88	48.6	52	31	16	1

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	11		1	0.6	--	--	--	--
Asian	11		2	1.1	--	--	--	--
Hispanic or Latino	11		110	60.8	56	33	11	0
Native Hawaiian or Pacific Islander	11		1	0.6	--	--	--	--
White	11		56	30.9	39	30	27	4
Two or More Races	11		1	0.6	--	--	--	--
Socioeconomically Disadvantaged	11		127	70.2	57	29	13	2
English Learners	11		17	9.4	88	6	6	0
Students with Disabilities	11		15	8.3	87	13	0	0
Students Receiving Migrant Education Services	11		7	3.9	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	43	50	54	41	39	44	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	44
All Students at the School	54
Male	59
Female	51
Asian	--
Filipino	--
Hispanic or Latino	44
White	67
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	50
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

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

Orland High has an extensive Career Technical Education (CTE) program. Our CTE classes provide comprehensive training in many of the most in-demand careers at this time. Our auto, construction, and welding, and Agricultural mechanics shops have recently undergone a million dollar renovation to bring all equipment and facilities up to industry standard. Our teachers have extensive real world experience in the subjects they now teach. OHS has an award winning agriculture program. Our agriculture students receive hands on training in the cultivation of our orchard land, crop land, and we are currently have three school barns on the OUSD agriculture land to the north of campus. These are state of the art facilities that include pens where students can raise their own farm animals, thus opening the industry to students who live in the city, and have no room at home for ag. and raising farm animals. The animals are then sold at the Glenn County Fair via our FFA program.

The following is a list of our current classes: Intro. to Agriculture I, Agriculture II, Animal Science, Horticulture, Agriculture Leadership, Agriculture Community, Agriculture Business, Family & Child Development, Careers with Children, Retail Training, Welding I, II and III, Wood I, II, & III, Auto I, II, & III, Life Skills, Fashion and Textile Design, Survival/Single, Interior Design--2014-2015 OHS added a Health and Medical Pathway.

Career Technical Education Participation (School Year 2014-15)

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
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.52
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	19.18

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 Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	51	48	47	49	46	45	57	56	58
Mathematics	49	49	50	48	47	47	60	62	59

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 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	24	21	53	38	9
All Students at the School	53	25	22	50	41	9
Male	58	21	20	48	40	12
Female	48	27	24	52	41	7
Hispanic or Latino	60	23	17	60	33	7
White	45	26	30	35	51	14
Socioeconomically Disadvantaged	56	24	19	57	38	6
English Learners	94		6	94		6
Students with Disabilities	94	6		94	6	

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.00	19.30	51.50

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 parent involvement on our Positive Behavior Interventions and Supports (PBIS). Our school's annual "Single Plan for Student Achievement (SSPA)" with its corresponding budget go through the scrutiny of both our School Site Council and the OUSD governing board. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English learners progress toward English proficiency. OHS parents on the ELAC are also elected and provide input to the District Language Advisory Committee (DLAC). Our parents also volunteer at the school by chaperoning events and field trips and helping with the leadership class. They also participate in back to school night and open house. Other examples of community/parental involvement include a working relationship with the City of Orland Recreation Department (facilities and programs) a city-wide Ministerial Group that coordinates the annual Baccalaureate Ceremony.

The school communicates with students, parents and the community in a variety of ways. Students and parents are 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, 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 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.60	3.00	1.40	8.10	7.90	3.00	13.10	11.40	11.50
Graduation Rate	96.13	96.97	97.97	90.17	90.73	95.76	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	96.69	91.38	84.6
Black or African American			76
American Indian or Alaska Native	100	100	78.07
Asian	66.67	66.67	92.62
Filipino			96.49
Hispanic or Latino	98.82	94.79	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	94.74	86.96	89.93
Two or More Races	100	100	82.8
Socioeconomically Disadvantaged	85.71	82.35	61.28
English Learners	50	40	50.76
Students with Disabilities	101.15	93.4	81.36
Foster Youth	--	--	--

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.89	7.44	5.24	8.95	7.83	6.92	5.07	4.36	3.80
Expulsions	0.28	0.27	0.00	0.17	0.21	0.08	0.13	0.10	0.09

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.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	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	17	19		22	13	22	2	20	19	21			
Mathematics	23	9	17	1	22	9	20	1	25	4	12			
Science	26	2	16		26	2	18		27	2	13	1		
Social Science	26	4	14		24	8	13	1	25	5	18	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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	350
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	7594	759	6835	54382
District	N/A	N/A	7762	\$61,462
Percent Difference: School Site and District	N/A	N/A	-11.9	-11.5
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	27.8	-16.7

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated approximately \$100,000 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,380	\$40,379
Mid-Range Teacher Salary	\$56,191	\$62,323
Highest Teacher Salary	\$76,542	\$81,127
Average Principal Salary (Elementary)	\$81,658	\$99,192
Average Principal Salary (Middle)	\$85,451	\$91,287
Average Principal Salary (High)	\$95,795	\$112,088
Superintendent Salary	\$164,732	\$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	8%	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 (AP) Courses (School Year 2014-15)

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		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	6	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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. 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.