

# Orland Community Day School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Orland Community Day School
<b>Street</b>	260 Roosevelt Street
<b>City, State, Zip</b>	Orland, CA 95963
<b>Phone Number</b>	(530) 865-1285
<b>Principal</b>	Sally Jarvis-Lubbe
<b>E-mail Address</b>	<a href="mailto:sjarvis@orlandusd.net">sjarvis@orlandusd.net</a>
<b>Web Site</b>	<a href="http://altd.orlandusd.net/">http://altd.orlandusd.net/</a>
<b>CDS Code</b>	11754811130145

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 (School Year 2018-19)

Orland Community Day School is an alternative education school for students in grades seven through twelve who have met the requirements under the California Education Code to attend a Community Day School. Our mission is to maintain an educational facility to ensure that our students develop strong social skills, behavioral skills, and focus on reintegrating them into their original school. The program focuses on meeting the individual needs of each student. Before entry, the staff, students, and parents develop an individualized plan for each student. The Orland Community Day School offers a small school setting, with approximately 3-12 students. The Community Day School is the most restrictive environment within the Orland Unified School District. Our goal is to maximize learning for all students in ways that meet their academic, post-secondary, and social needs. We strive to create a program which teaches students to become accountable and respectful global citizens.

### Major Achievements

1. The school has a full-time administrator on site to support the students and staff daily.
2. The school had significant upgrades in technology, including accessibility to use wireless chrome books, a document camera, and digital projector within the classroom.
3. The master schedule was rebuilt, allowing for a more fluid and flexible schedule.
4. We have increased our community partnerships and relationships with outside agencies.

### Focus for Improvement

1. Work towards full implementation of PBIS.
2. Work towards full implementation of MTSS for academics and behavior.
3. Increase school attendance, student behavior, and student academic success.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	3
Total Enrollment	3

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	100.0
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	66.7
Foster Youth	0.0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	1	1	1	117
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>			0
<b>Total Teacher Misassignments *</b>			0
<b>Vacant Teacher Positions</b>			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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** January 2018

Orland's Community Day School is working on strengthening the curriculum alignment to the Common Core State Standards. We are implementing best practices, increasing informational text, and writing across the curriculum. The school has worked collaboratively to implement meaningful changes in the core curriculum that establish and promote an environment where all students can successfully learn. The community day school teacher has partnered with the comprehensive high school and middle school teachers to ensure that the students are being taught similar material to their peers at the comprehensives school. Additionally, some of the students are working on "i-ready" for reading and math as a supplemental resource to improve their reading levels and math skills. Also, each student has access to a Chromebook so that they can increase their technological literacy and further help prepare them for the 21st Century work world. Depending on each student's instructional needs, the high school students have the opportunity to earn credits through Edgenuity (online program).

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>Mathematics</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>Science</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>History-Social Science</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>Health</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0
<b>Visual and Performing Arts</b>	All core subject textbooks are current, and aligned to the California State Content Standards.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

We are located in a single-room classroom that is attached to office space. We have some storage and a side office for our attendance/clerical support. The classroom accommodates 12 students comfortably and a maximum of 14 students. We have rest rooms that are sufficient and clean. In addition, we have a sink, microwave oven, and a refrigerator.

Our school includes one building. On an average day, 14 students and staff occupy this building, taking up 93 percent of our capacity.

The bathrooms in our school contain one toilet each, both in good working order when we surveyed the building.

**School Facility Good Repair Status (Most Recent Year)**

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 10/05/2016		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/05/2016	
Overall Rating	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	--	29.0	33.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	--	--	15.0	14.0	37.0	38.0

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.

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--
<b>Male</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is an essential component of the Community Day School. Faculty and Staff strive to increase parent involvement by enhancing school communication with parents and students.

The faculty and staff communicate with parents regarding student attendance, academic performance, behavior, and overall student's well-being. The school communicates with parents in various ways such as parent involvement policy and compact, student handbook, orientation meetings, flyers, emails, letters, phone calls, and posting information on the alternative education website. Parents are encouraged to participate in their student's education as much as possible. Parents have access to their child's current grades by using the online "Parent Portal," an online program allowing parents to view the grade books of each of their student's classes as well as attendance, and credit information. The implementation of this program has dramatically improved parental access to student grades and progress towards graduation. The parents have the opportunity to participate in the alternative education Open House, Back to School Night, District Workshops, and other parent involvement events that held within the Orland Unified School District. As a school, we are always continuing to work on increasing parent involvement to ensure the success of the children.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	17.4	1	64.3	5.6	6.7	6.1	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

We update our school safety plan, maps, and procedures annually. We conduct earthquake, fire, and intruder drills each semester. The district safety plan includes disaster procedures, procedures for safe entry and exit, procedures for disciplinary incidents, the 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. Also, 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 the comprehensive high school (OHS) to provide an authentic setting for this annual training. Following this year's simulation, we began discussions with the Orland Police Department to present ALICE Training (Active Last ALICE Training (Active Shooter Response Training) to our staff. Before the February 2018 Board Meeting, we will convene for a Board Workshop with board members, administrators and managers to experience the 'in person' training and simulation following the online learning module. We have installed a state of the art notification and alerting intercom and bell systems district-wide. Our faculty and staff monitor the school grounds before and after school and during breaks.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	2.0	6			2.0	2			3.0	1		
Mathematics					1.0	2			2.0	2		
Science	4.0	4			1.0	2			2.0	1		
Social Science	2.0	3			2.0	1			2.0	2		

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.10	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	1.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,805	\$2,148	\$8,657	\$65,518
District	N/A	N/A	\$8,657	\$63,541
Percent Difference: School Site and District	N/A	N/A	0.0	3.1
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	19.4	-8.6

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

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

### Types of Services Funded (Fiscal Year 2017-18)

The district provides appropriate funding for the Orland Community Day School such as core materials, supplies, software licenses for specific programs, curriculum, PE equipment, art supplies, technology, and other materials needed to support students.



### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,792	\$45,681
Mid-Range Teacher Salary	\$60,824	\$70,601
Highest Teacher Salary	\$86,952	\$89,337
Average Principal Salary (Elementary)	\$99,158	\$110,053
Average Principal Salary (Middle)	\$105,845	\$115,224
Average Principal Salary (High)	\$109,545	\$124,876
Superintendent Salary	\$182,703	\$182,466
Percent of Budget for Teacher Salaries	32.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

The district leadership team and site principal work together to implement effective professional developments. The district leadership team and site administrators determine which PD's are hosted based on teacher input and district-wide data collection. Teachers use the modified Wednesday's and after-school time to develop their curriculum, collaborate with other teachers, and participate in professional development workshops. The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings focused on strengthening literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, promote instructional technology, and increase student access to computer devices. We offer district-wide training for our staff year round and encourage teachers to attend training and conferences to improve their instructional methods. The CDS teacher has the opportunity to do professional readings and participate in professional development webinars/conferences/seminars.

16-17 Professional Development offerings continued the development of strategies/information learned in 15-16. Teachers could attend new sessions that depended on their knowledge or retake a session that they felt they needed to. All sessions focused on teachers learning how to provide high-quality lessons. We also attended five 2 hour sessions around English Learners. The focus of those sessions was to look at the new ELD standards, which integrated and designated ELD to align and how to best support our students.

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

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