Orland High 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)

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 s Perry
E-mail Address	vperry@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	Dr. Ken Geisick
E-mail Address	kgeisick@orlandusd.net
Web Site	http://www.orlandusd.net

School Description and Mission Statement (School Year 2018-19)

Orland High School is a four-year comprehensive high school located in Orland, California. Orland High School (OHS) is the largest comprehensive high school in Glenn County and offers its students excellent academic and vocational/Career Tech Education (CTE) opportunities. OHS has a current enrollment of approximately 710 students from a variety of ethnic and cultural backgrounds. School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered.

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

In the fall semester of the 2015-2016 school year, the OHS staff revisited the OHS Vision and Mission Statements and the Schoolwide Learner Outcomes (SLO's), formerly called the Expected Schoolwide Learning Results (ESLR's). These all needed revision due to new WASC guidelines and because of the implementation of the Common Core/CASP standards/test scores. At the faculty meeting on Wednesday, December 9th, we amended the Vision Statement. At the faculty WASC meeting on Wednesday, March 2, 2016, we formally approved the amended Vision and Schoolwide Learner Outcomes. The PBIS committee rewrote the Mission Statement to include the new PBIS goals which was approved by the OUSD school board in 2016.

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

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

Schoolwide Learner Outcomes
Orland High School will prepare graduates who possess the following characteristics:
1. Educated individuals who:
a) Develop proficiency in individual content areas including core academics, CTE, foreign language, the arts, and PE
b) Demonstrate the ability to utilize different types of resources and references
c) Utilize advanced technology for home, recreation, and career purposes
The skills in this area will be measured by the following:
Graduation rate, performance on community service project and oral presentation, transcripts, CAASPP scores, percent of students completing A-G requirements, course grades, performance on ACT/SAT/ASVAB, and college acceptance rates.

2. Productive and responsible citizens who:
a) Demonstrate knowledge of a healthy lifestyle
b) Demonstrate respect for self and others
c) Demonstrate social and behavioral skills to enable them to positively interact with others
d) Demonstrate responsibility and accountability for their own actions
e) Demonstrate respect for environment and property
The skills in this area will be measured by the following:
Discipline records, attendance records, involvement in school clubs and events

3. Effective communicators who:
a) Speak, read, and write the English language proficiently
b) Read, interpret, and comprehend a wide variety of materials available in everyday life
c) Are able to listen effectively
d) Form viewpoints/opinions and be able to express them in a diplomatic manner
The skills in this area will be measured by:
Successful completion of community service project and oral presentation, English class persuasive essays and grades, CELDT test results, senior portfolios

4. Cooperative individuals who:
a) Sustain a good work ethic
b) Are capable of encouraging and adapting to change
c) Set achievable standards and goals applicable to the work force
d) Are able to demonstrate tolerance towards all individuals
The skills in this area will be measured by:
Discipline records, attendance records, involvement in school clubs and events, reports from organizations outside OHS including local businesses, ROP and feeder schools (Mill/FV student aides)

5. Critical thinkers who:
a) Define, gather, analyze, and evaluate data
b) Demonstrate all critical thinking levels
c) Apply mastered skills in everyday life situations
d) Understand and solve problems in group setting as well as individually

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

Grade Level	Number of Students
Grade 9	186
Grade 10	205
Grade 11	179
Grade 12	151
Total Enrollment	721

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	0.4
Hispanic or Latino	58.1
Native Hawaiian or Pacific Islander	0.1
White	36.8
Socioeconomically Disadvantaged	69.2
English Learners	8.2
Students with Disabilities	11.5
Foster Youth	0.4

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
With Full Credential	31	35	35	117
Without Full Credential	2	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
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.

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

Year and month in which data were collected: January 2018

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

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

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

Science

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

Social Studies

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

CTE (Career and Technical Education)

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

Career Pathways currently at OHS
- Welding
- Building and Construction
- Transportation
- Agri-Science
- Interior Design
- Child Development
- Health Science and Medical Technology

Subject	Textbooks and 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
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 library/media center, conference room, a new home economics room with 6 state of the art kitchens, a new interior design room and three standard classrooms will be the most technologically advanced educational establishment in Glenn County. Our school includes 15 buildings. On an average day, over 710 students and staff occupy our beautiful campus.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/19/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Plan is in place to replace or fix ceiling tiles, faucets and other areas that are a concern.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/19/18	
Overall Rating	**Fair**

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in 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
English Language Arts/Literacy (grades 3-8 and 11)	53.0	61.0	29.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	28.0	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
All Students	169	152	89.94	60.53
Male	70	58	82.86	51.72
Female	99	94	94.95	65.96
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	92	85	92.39	50.59
White	69	60	86.96	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	102	87.93	54.90
English Learners	19	18	94.74	5.56
Students with Disabilities	16	14	87.50	14.29
Students Receiving Migrant Education Services	--	--	--	--

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	170	152	89.41	27.63
Male	70	58	82.86	29.31
Female	100	94	94	26.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	93	85	91.4	21.18
White	69	60	86.96	36.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	117	102	87.18	19.61
Students with Disabilities	17	14	82.35	7.14
Students Receiving Migrant Education Services	--	--	--	--

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.

Career Technical Education Programs (School Year 2017-18)

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 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 job shadowing or workplace training 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. All pathways have received grant funds from several sources 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 CTE classes: Intro. to Agri-Science I, Agri-Science II, Agri-Science III, Agriculture Leadership, Agriculture Community, Agriculture Business, Family & Child Development, Careers with Children, Welding I, II and III, Wood I, II, & III, Auto I, II, & III, Life Skills, Fashion and Textile Design, Survival/Single, Interior Design.

Career Technical Education Participation (School Year 2017-18)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	23.6

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.6	24.7	40.0

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 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)

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 "School 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, 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 and a community collaboration meeting held each month. .

The school communicates with students, parents and the community in a variety of ways. Students and parents are apprised of their current grades instantly using the online "Parent Connect", an online program allowing parents to view the 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, Facebook, Instagram, and Twitter page for Orland High School. A daily bulletin, which provides current news and information, is announced each morning with the use of the public-address system, and it is posted on the school Web site.

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

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.6	0.0	1.8	3.8	3.2	6.3	10.7	9.7	9.1
Graduation Rate	99.4	98.8	96.4	96.2	95.7	90.1	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	**District**	**State**
All Students	93.1	91.9	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	83.3	71.4	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.7	94.1	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	90.0	90.7	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	91.2	89.6	88.6
English Learners	78.6	75.0	56.7
Students with Disabilities	85.0	85.0	67.1
Foster Youth	0.0	0.0	74.1

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	6.8	6.1	4.8	5.6	6.7	6.1	3.7	3.7	3.5
Expulsions	0.0	0.1	0.1	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 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. 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.

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

Over the past 3 years, we have made significant upgrades to our visual security system through the expansion of cameras at OHS currently we support 22 cameras. Through our Proposition 39 (clean energy program funds) project, the installation of LED lighting and additional exterior light fixtures allows for safer night time conditions and better video recording quality. We have installed a state of the art notification and alerting intercom and bell systems district-wide.

Our principal, assistant principal, teachers and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help.We also have a leadership class in which seniors are paired up with freshmen to ease transitions. Orland High School has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. The students are involved with peer mediation and conflict resolution programs ensure a safe and responsible environment.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2016-17 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2017-18 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+
English	17.0	29	17		21.0	17	20	2	20.0	24	16	
Mathematics	15.0	11	4		17.0	7	3		16.0	29	14	
Science	23.0	7	10		25.0	4	14		20.0	7	11	
Social Science	23.0	8	19	1	21.0	13	15	3	19.0	19	15	

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	2.0	350
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	.25	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.50	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
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)

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated approximately $130,000 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 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/.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	6	N/A
All courses	11	16.8

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Our leadership team and principal work together to implement effective professional development. All core subject teachers have been trained to use the Professional Learning Communities collaborative model. Our focus is on student learning and accountability. All core departments have aligned their curriculum to the California state standards and have developed extensive pacing guides to ensure the standards are covered prior to state testing in April. Common interim assessments for each core subject have been implemented, and teachers use the data these tests provide to implement interventions, reteaching, and modifications for the next year's instruction. This year in addition to continuing teaching to the current standards our teachers are beginning the transition to the California Common Core State Standards. Teachers use the minimum days and after school time to develop their curriculum and interventions collaboratively. The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices.

All staff are encouraged to attend content and researched based staff development institutes that will support increased student achievement. All staff development requests are reviewed by the administration to check for alignment to content standards and professional needs that meet the requirements for staff development in NCLB.

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

16-17 Professional Development offerings continued the development of strategies/information learned in 15-16. Teachers could attend new sessions that depended their knowledge or retake a session that they felt they needed to. All session focused on teachers learning how to provide high quality lessons.

We also attended five 2 hour sessions around English Leaners. The focus of those sessions were to look at the new ELD standards, who integrated and designated ELD 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 effective use of technology in the classroom. Teachers could attend a full day training about the new ELPAC and the skills needed to perform well on that test, they could attend a full day training on technology (teachers could pick from over twenty 1.5 hr workshops), and Tk-5 teachers could attend a full day training on Benchmark Advance while secondary focused on Long term English Learners. Banking Days for the year are focusing on more technology sessions and Long Term English Learners supports.

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

Teacher Support: There is a technology team that has been meeting and this year is offering teachers support in and out of the classroom. Teachers have had the opportunity to have other teachers come and teach them new programs and demonstrate how to use the programs with students. FV has 8 teachers who attended a Trainers of Training for Benchmark Advance. This group meets bi-weekly to discuss concerns and share ideas. This groups also meets every six weeks with a county wide team learn and support each other.