

Orland High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2023-24 School Description and Mission Statement

Orland High School is a four-year comprehensive high school located in Orland, California. Orland High School (OHS) is the largest comprehensive high school in Glenn County and offers its students excellent academic and vocational/Career Tech Education (CTE) opportunities. OHS has a current enrollment of approximately 780 students from a variety of ethnic and cultural backgrounds. School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. Orland High School has adopted a professional learning community approach to preparing our students for the many opportunities that await them after high school. Whether the student plans to proceed directly to a four-year institution, attend a two-year associate program, pursue vocational training, or join the military, the OHS team works hard to ensure that our graduates are prepared for whatever path they choose.

OHS Mission Statement

2023-24 School Description and 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	211
Grade 10	180
Grade 11	224
Grade 12	162
Total Enrollment	777

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	1.3%
Asian	1.3%
Black or African American	0.3%
Filipino	0.1%
Hispanic or Latino	59.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.8%
White	36.9%
English Learners	9.5%
Foster Youth	0.6%
Homeless	3.3%
Migrant	0.8%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	12.4%

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

2020-21 Teacher Preparation and Placement

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	82.01	94.30	85.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.74	2.60	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	7.30	5.90	5.35	11953.10	4.28
Unknown	2.90	7.95	7.70	6.96	15831.90	5.67
Total Teaching Positions	36.40	100.00	110.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	5.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.10	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.70
Local Assignment Options	0.90	1.90
Total Out-of-Field Teachers	1.10	2.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All core subject textbooks are current, and aligned to the California State Content Standards.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell, The Language of Literature, Grade 9,	Yes	0

	<p>© 2000 McDougal Littell, The Language of Literature, Grade 10, © 2000 McDougal Littell, The Language of Literature, Grade 11, © 2000 McDougal Littell, The Language of Literature, Grade 12, © 2000 Bedford/St. Martins 50 Essays © 2011</p> <p>Bedford/St. Martins AP Language of Composition © 2013</p> <p>Bedford/St. Martins Everything's an Argument with Readings © 2010</p>		
Mathematics	<p>College Preparatory Mathematics Integrated Math I Core Connections © 2014 College Preparatory Mathematics Integrated Math II Core Connections © 2014 College Preparatory Mathematics Integrated Math III Core Connections © 2014 Algebra & Trigonometry Structure & Method Book 2 © 1988</p> <p>Cengage Financial Algebra © 2018 Pearson Prentice Hall AP Calculus © 2010 Bedford, Freeman &Worth The Practice of Statistics, 6th Edition © 2020</p>	Yes	0
Science	<p>Holt McDougal, Holt Modern Biology © 2002</p> <p>Prentice Hall, Chemistry © 2007 Saunders, Human Body © 1997 Glencoe McGraw-Hill, Life Science © 1999 Holt McDougal, Holt Physics © 1993 Prentice Hall, California focus on Earth Science © 2008 Pearson, Medical Terminology © 2016</p> <p>Examining new textbooks for NGSS.</p>	Yes	0
History-Social Science	Holt McDougal, United States: Government Principles in Practice © 2012	Yes	0

	Pearson, AP Government in America © 2014		
	Holt McDougal, Houghton Mifflin Modern World History © 2012		
	Holt McDougal, Houghton Mifflin Harcourt, Geography © 2012		
	Houghton Mifflin Harcourt, American History Reconstruction to the Present © 2019		
	Pearson, Economics © 2016		
	McGraw-Hill, The Western Experience 9th Ed. © 2017		
	McGraw-Hill, American History: A Survey © 2008 McGraw-Hill, AP American History Updated © 2017		
Foreign Language	Houghton Mifflin Harcourt, Avancemos (Spanish) Levels 1,2,3 © 2018 Vista Higher Learning AP Spanish Language and Cultures-Temas © 2020	Yes	0
Health	Glencoe McGraw-Hill, Glencoe Health © 2022	Yes	0
Visual and Performing Arts	Principles of Floral Design 2nd Edition © 2021 Goodheart, Willcox	Yes	0

School Facility Conditions and Planned Improvements

Orland High School was constructed at the current site in 1918. The majority of the original high school was demolished in 1974 when the current main building and administration office was constructed. The cafeteria, gymnasium, and home economics wing were constructed from 1951 to 1954. Our campus has many beautiful trees and grass areas. With funds from a variety of sources including a bond passed in 2008, OHS has demolished and rebuilt the entire football stadium and sports complex. We've also added 8 new modular buildings to replace aging "portable" buildings installed in the '70s. The two-story science, technology, and library building opened its doors in February of 2012. This new building, boasting three brand new science classrooms, a new library/media center, conference room, a new home economics room with 6 state-of-the-art kitchens, a new interior design room and three standard classrooms. Our school includes 15 buildings. On an average day, over 780 students and staff occupy our beautiful campus.

Year and month of the most recent FIT report

2/16/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 28: 2. VENT COVER IS LOOSE. (NO ROOM ID) UNISEX REST ROOM (NEAR 20): 2. EXHAUST FAN IS NOT WORKING. WOMENS REST ROOM (GYM): 2. THERMOSTAT COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT.

School Facility Conditions and Planned Improvements

				WOMENS REST ROOM: 2. DIRTY VENT.
Interior: Interior Surfaces		X		<p>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT HANDLE. 12: 4. WALL PAPER IS TORN. 14: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP AND DRAWER. 15/ ART: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET IS LOOSE AT THE BASE. 17: 4. CARPET TRIM IS MISSING ON FLOOR ACCESS PANEL. 7. EXTERIOR LIGHT COVER IS MISSING. 202: 4. CEILING TILES HAVE WATER STAINS. 207: 4. CEILING TILES HAVE WATER STAINS. 24: 4. CEILING TILE IS BROKEN. 6: 4. CEILING TILE IS BROKEN. 7. SURGE PROTECTORS ARE DAISY CHAINED. BOYS LOCKER ROOM/ 36: 4. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. 9. FAUCET HANDLE IS MISSING. (NO ROOM ID) CLASSROOM: 4. CEILING TILE IS BROKEN. CLASSROOM: 4. CEILING TILES HAVE WATER STAINS. COUNSELOR: 4. CEILING TILE IS BROKEN. GIRLS REST ROOM (NEAR 18): 4. WALL TILES ARE BROKEN/MISSING. 7. ONE LIGHT PANEL IS OUT. MENS REST ROOM (NEAR 11): 4. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 9. FAUCET LEAKS AT HANDLE. MUSIC OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT HANDLES. OFFICE: 4. CEILING TILES HAVE WATER STAINS. WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. 12. CRACK IN EAVES.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		<p>102: 7. OUTLET AND COVER ARE LOOSE FROM THE WALL. 11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT HANDLE. 17: 4. CARPET TRIM IS MISSING ON FLOOR ACCESS PANEL. 7. EXTERIOR LIGHT COVER IS MISSING. 203: 7. ONE LIGHT PANEL IS OUT. 6: 4. CEILING TILE IS BROKEN. 7. SURGE PROTECTORS ARE DAISY CHAINED. ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.</p>

School Facility Conditions and Planned Improvements

			<p>AUTO SHOP/ 32: 7. EXTERIOR ELECTRICAL COVER IS MISSING AT ENTRY.</p> <p>BOYS LOCKER ROOM/ 36: 4. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. 9. FAUCET HANDLE IS MISSING. (NO ROOM ID)</p> <p>BOYS TEAM ROOM: 7. LIGHT DIFFUSERS ARE MISSING. 10. EMERGENCY EXIT LIGHT IS BROKEN.</p> <p>CAREER CENTER: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>CONCESSIONS (GYM): 7. LIGHT DIFFUSERS ARE MISSING. MULTIPLE LIGHT BULBS ARE OUT/MISSING.</p> <p>GIRLS LOCKER ROOM/ 35: 7. LIGHT DIFFUSERS ARE MISSING AND BROKEN. MULTIPLE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>GIRLS REST ROOM (NEAR 18): 4. WALL TILES ARE BROKEN/MISSING. 7. ONE LIGHT PANEL IS OUT.</p> <p>GIRLS TEAM ROOM: 7. LIGHT DIFFUSERS ARE MISSING. 15. DOOR CLOSE COVER IS MISSING.</p> <p>GYM: 7. ONE LIGHT FIXTURE IS OUT (FOYER).</p> <p>LOUNGE: 7. ONE LIGHT PANEL IS OUT.</p> <p>MUSIC OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT HANDLES.</p> <p>WOMENS REST ROOM (GYM): 2. THERMOSTAT COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT.</p> <p>WOODSHOP/ 31: 7. TWO LIGHT PANELS ARE OUT.</p> <p>WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. 12. CRACK IN EAVES.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 9. FAUCET LEAKS AT HANDLE.</p> <p>15/ ART: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET IS LOOSE AT THE BASE.</p> <p>BOYS LOCKER ROOM/ 36: 4. FLOOR TILES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. 9. FAUCET HANDLE IS MISSING. (NO ROOM ID)</p> <p>GIRLS REST ROOM: 9. FAUCET CAP AND SINK CAP ARE MISSING. ONE FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE INTERIOR AND EXTERIOR WALL. (NO ROOM ID)</p> <p>GIRLS REST ROOM: 9. FAUCET HAS A DRIP. SINK CAPS ARE MISSING.</p> <p>MENS REST ROOM (NEAR 11): 4. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 9. FAUCET LEAKS AT HANDLE.</p> <p>MUSIC OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT.</p>

School Facility Conditions and Planned Improvements

			ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. FAUCET LEAKS AT HANDLES. WOMENS REST ROOM (NEAR 20): 9. SINK CAPS ARE MISSING.
Safety: Fire Safety, Hazardous Materials	X		10 & 9/ MUSIC: 11. PAINT IS PEELING ON EAVES. 14. TRIP HAZARD ON WALKWAY. 2: 11. PAINT IS PEELING ON EXTERIOR PIPES. 23: 10. EVACUATION MAP IS NOT POSTED. 25: 10. EVACUATION MAP IS NOT POSTED. 34: 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 4: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON EAVES. 5: 11. PAINT IS PEELING ON DOOR FRAME. 8: 11. PAINT IS PEELING ON THE DOOR. BOYS TEAM ROOM: 7. LIGHT DIFFUSERS ARE MISSING. 10. EMERGENCY EXIT LIGHT IS BROKEN. GIRLS LOCKER ROOM/ 35: 7. LIGHT DIFFUSERS ARE MISSING AND BROKEN. MULTIPLE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS REST ROOM: 11. PAINT IS PEELING ON DOOR (HALLWAY MAIN ENTRY/EXIT). GIRLS REST ROOM: 9. FAUCET CAP AND SINK CAP ARE MISSING. ONE FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE INTERIOR AND EXTERIOR WALL. (NO ROOM ID)
Structural: Structural Damage, Roofs	X		WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. 12. CRACK IN EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		10 & 9/ MUSIC: 11. PAINT IS PEELING ON EAVES. 14. TRIP HAZARD ON WALKWAY. 21: 15. DOOR SLAMS SHUT. 30: 15. DOOR CLOSER COVER IS MISSING. (NO ROOM ID) 7: 15. DOOR STOP/LATCH IS BROKEN. DOOR SWEEP IS BROKEN GIRLS TEAM ROOM: 7. LIGHT DIFFUSERS ARE MISSING. 15. DOOR CLOSE COVER IS MISSING. WEIGHT ROOM/ 19: 15. DOOR CLOSER COVER IS MISSING.

Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	45	26	27	47	46
Mathematics (grades 3-8 and 11)	15	15	14	12	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	172	78.54	21.46	45.35
Female	101	81	80.20	19.80	50.62
Male	118	91	77.12	22.88	40.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	127	106	83.46	16.54	41.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	88	64	72.73	27.27	53.13
English Learners	15	12	80.00	20.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	136	82.42	17.58	41.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	17	62.96	37.04	11.76

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	171	78.08	21.92	14.62
Female	101	80	79.21	20.79	13.75
Male	118	91	77.12	22.88	15.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	127	105	82.68	17.32	12.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	88	64	72.73	27.27	18.75
English Learners	15	11	73.33	26.67	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	135	81.82	18.18	11.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	17	62.96	37.04	11.76

CAASPP Test Results in Science for All Students

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.06	19.63	14.81	16.71	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	114	71.25	28.75	21.05
Female	78	47	60.26	39.74	19.15
Male	82	67	81.71	18.29	22.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	96	78	81.25	18.75	12.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	32	56.14	43.86	43.75
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	67	73.63	26.37	17.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	18	85.71	14.29	22.22

2022-23 Career Technical Education Programs

Career Technical Education (CTE) in the Orland Unified School District is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

Students complete a career pathway, which includes foundation, intermediate, and capstone 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. CTE programs of study often fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the post-secondary level.

Orland High has an extensive Career Technical Education (CTE) program. Our CTE classes provide comprehensive training in many of the most in-demand careers at this time. All pathways have received grant funds from several sources to bring all equipment and facilities up to industry standards. Our teachers have extensive real-world experience in the subjects they now teach. OHS has an award-winning agriculture program. Our agriculture students receive hands-on training in agriculture mechanics, the cultivation of the soil, the production of nursery plants in our greenhouse, and livestock management skills. Three livestock barns, including a show ring, can be found on the OUSD agriculture land north of the OHS campus. This is a state-of-the-art facility that includes a Monarch Waystation, a fully automated greenhouse, and livestock pens where students can raise their farm animals, thus opening the industry to students who live in the city and have no room at home for livestock production or other forms of agriculture. The fair animals are marketed and sold at the Glenn County Fair via our FFA program.

The following is a list of our current CTE classes: Intro. to Agri-Science I, Agri-Science II, Advanced Agri-Science, Agriculture Leadership, Agriculture Business, Intro to AgFloral, Advanced AgFloral, Family & Child Development, Careers with Children, Welding I, II and III, Wood I, II, & III, Auto I, II, & III, Life Skills,

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	558
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.71
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	19.48

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	97.6	91.8	97.1	91.8	72

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Orland High School has an active School Site Council comprised of parents, students, teachers, and administrators, an English Learner Advisory Committee, a strong Alumni group, a CTE Advisory board, a Sober Grad parent group, and an Athletic Booster Club. Our school's annual "Single Plan for Student Achievement (SPSA)" with its corresponding budget goes through the scrutiny of our School Site Council, ELAC, and the OUSD governing board. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English Learners progress toward English proficiency. OHS parents on the ELAC are also elected and provide input to the District Language Advisory Committee (DELAC). Our parents also volunteer at the school by chaperoning events, field trips, and helping with the leadership class. They also participate in back-to-school night and open house. Other examples of community/parental involvement include a working relationship with the City of Orland Recreation Department (facilities and programs), the Orland Volunteer Fire Department, and the Orland Police Department.

The school communicates with students, parents, and the community in a variety of ways. Students and parents are apprised of their current grades instantly using the online Parent Square, through Aeries Communications, an online program allowing parents to view the grade books of each of their student's teachers as well as attendance, discipline, and transcript information. The implementation of this program has dramatically improved parental access to student grades and progress toward graduation. Other forms of communication include Parent Involvement Policy and Compact, parent and student surveys, parent and student orientations, flyers, letters home to parents on specific subjects, parent presentations from the counseling department, "Career Day" and "Job Fair", an Orland High School website with current information, Facebook, Instagram, and Twitter page for Orland High School. A daily bulletin, which provides current news and information, is announced each morning with the use of the public-address system, is sent to each student through email, and is posted on the school website. Current school information streams live on our electronic marquee located near the gym. We have added cameras to our gym and football field that will allow us to stream events that are held in those locations. This will help us connect to more of our parents and Alumni who may not be able to attend an event.

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

C. Engagement

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.2	0.6	3.7	5.5	0.6	4.5	9.4	7.8	8.2
Graduation Rate	93.5	96.2	89.6	88.5	96.1	89.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	163	146	89.6
Female	79	75	94.9
Male	84	71	84.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	96	88	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	59	52	88.1
English Learners	15	12	80.0
Foster Youth	--	--	--
Homeless	11	11	100.0
Socioeconomically Disadvantaged	134	120	89.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	23	12	52.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	819	808	112	13.9
Female	398	393	55	14.0
Male	421	415	57	13.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	10	2	20.0
Asian	10	10	3	30.0
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	484	480	54	11.3
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	6	6	1	16.7
White	302	297	52	17.5
English Learners	82	82	4	4.9
Foster Youth	6	6	2	33.3
Homeless	28	26	6	23.1
Socioeconomically Disadvantaged	633	626	92	14.7
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	104	102	22	21.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.14	6.69	3.66	2.32	7.57	7.82	0.20	3.17	3.60
Expulsions	0.00	0.48	0.00	0.00	0.25	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.66	0
Female	2.26	0
Male	4.99	0
Non-Binary		
American Indian or Alaska Native	9.09	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.32	0
English Learners	8.54	0
Foster Youth	0	0
Homeless	7.14	0
Socioeconomically Disadvantaged	4.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.73	0

2023-24 School Safety Plan

We update our school safety plan annually and it is taken to the School Site Council (SSC) every year before March 1st for their approval. We conduct earthquake, fire, and intruder drills each semester. This plan meets the state requirements described in the California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Under the direction of the principal, school staff members implement specific school-building security procedures. In addition, the district office supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The Orland Police Department and other first responders have partnered with OUSD to conduct live active shooter simulations. For these simulations, OUSD has opened up OHS to provide an authentic setting for this annual training.

Over the past 3 years, we have made significant upgrades to our visual security system through the expansion of cameras at OHS currently we support 36 cameras. We are looking at adding and upgrading more cameras in the coming school year. Through our Proposition 39 (clean energy program funds) project, the installation of LED lighting and additional exterior light fixtures allows for safer nighttime conditions and better video recording quality. We have installed a state-of-the-art notification and alerting intercom and bell systems district-wide. This includes a two-way call system in all of our classrooms.

The district purchased new portable handheld radios. The radios are linked to all OUSD sites, local first responders, and the local weather channel. This will increase effective communication between all stakeholders. In addition to rapid response, there is also a requirement for continued community information post-impact, such as warnings of additional threats and of emergency/disaster management arrangements in their local areas. The goal of the communication system is to maximize the number of people who take appropriate and timely action for ensuring safety.

2023-24 School Safety Plan

Our principal, assistant principal, teachers, and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help. Orland High School has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Students are involved with peer mediation and conflict resolution programs to ensure a safe and responsible environment.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	28	18	0
Mathematics	18	24	18	0
Science	17	13	10	0
Social Science	16	28	14	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,784	2,263	7,521	76,170
District	N/A	N/A	9,930	\$71,482
Percent Difference - School Site and District	N/A	N/A	-27.6	9.0
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	13.1	-3.9

Fiscal Year 2022-23 Types of Services Funded

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated approximately \$140,000 in scholarships to our graduating seniors. Local businesses support specific programs with donations, and our band, choir, agricultural program and other departments hold fund-raising events and/or performances.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,025	\$50,875
Mid-Range Teacher Salary	\$67,929	\$79,761
Highest Teacher Salary	\$99,949	\$103,045
Average Principal Salary (Elementary)	\$121,998	\$128,154
Average Principal Salary (Middle)	\$115,481	\$131,774
Average Principal Salary (High)	\$110,725	\$142,676
Superintendent Salary	\$169,558	\$211,462
Percent of Budget for Teacher Salaries	30.39%	30.11%
Percent of Budget for Administrative Salaries	5.56%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

Professional Development

teachers on small group instruction, Technology Updates, and EL BE GLAD strategies.

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10		