

Orangewood Continuation High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Orangewood Continuation High School
Street	515 Texas St.
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5380
Principal	Carol Ruhm
E-mail Address	carol_ruhm@redlands.k12.ca.us
Web Site	http://ohs.redlandsusd.net/
CDS Code	36-67843-3634995

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Mission Statement: The mission of Orangewood High School is to provide students a supportive and alternative educational environment empowering them with the skills to be responsible and to succeed academically, vocationally, and socially.

Philosophy: Orangewood High School exists to provide educational experiences for students who, for a variety of reasons, need an alternative method of learning from that which the traditional high school has to offer. It is our goal to provide a relevant education within a flexible atmosphere and a small school environment. Course curriculum is aligned with the California State Standards for high school education; however, as often as possible, the subject material will be related to the practical aspects of everyday living and future career needs. The objective of each course is to assist students in developing their potential according to their unique capabilities and to encourage every student to gain a strong, positive sense of self-worth.

PBIS Statement of Purpose: Orangewood High School exists to empower students to achieve their visions for the future by teaching academic skills, creating a positive and safe environment, and modeling responsible habits and behaviors.

Orangewood High School is the continuation high school serving the students of the community and school district of Redlands, California. Redlands is a close knit community with the University of Redlands contributing to the high educational standards set by the school district and community. Redlands and the surrounding communities are primarily residential. In addition to the University of Redlands, prominent businesses and schools in the area include, Loma Linda University Medical Center, Environmental Systems Research Institute, (Esri), University of California Riverside, and Redlands Community Hospital. The area served measures 147 square miles and includes several cities and a large unincorporated area. The Redlands Unified School District incorporates the cities of Redlands, Loma Linda and a large portion of Highland, a small portion of San Bernardino, and the unincorporated areas of Mentone, Bryn Mawr, and Forest Falls. Approximately 150,000 people live within the school district boundaries. The school district operates a state preschool program, 16 elementary schools, four middle schools, three traditional high schools, one charter high school, one independent study and home school program, one virtual (online) K-12 school, one continuation high school and one adult school, for a total student population K-12 of 21,233.

According to the CDE CalPads report for 2015-16 school year, Orangewood ethnic breakdown is as follows: American Indian/Alaskan Eskimo <1%, Asian 2%, Pacific Islander 0%, Filipino less than <1%, Hispanic 69%, African American 8%, White 15%, Multi 4%.

83% of OHS students qualify for free or reduced lunch, and approximately 10% of our students are classified as English Language Learners.

Community support has become an integral part of OHS. Orangewood High School has the support of many different community and business organizations in this area. One such support group is the Redlands Community Scholarship Foundation composed of over 100 members administered by an elected Board of Directors. The foundation receives gifts, donations, and bequests from individuals and organizations, and gives over \$225,000.00 to Redlands Unified School District graduates. \$10,350.00 in scholarships were awarded to OHS graduates in 2011, \$17,200.00 in 2012, \$22,950.00 in 2013, \$26,700.00 in 2014 and \$22,800.00 in 2015. The support of our community continues to grow.

OHS offers students the opportunity to earn credits and complete course work to graduate with OHS or return to and graduate from their home high school. Current enrollment capacity is 320, and with a certificated staff of 18, we are able to maintain a student/teacher enrollment ratio of approximately 17:1, thereby allowing teachers and other staff on campus to establish and build relationships with students to provide needed support. The OHS staff also includes one full-time administrator, two counselors, three paraprofessionals, one security officer, one campus supervisor, two custodians, three clerical office staff members and a staff of three classified staff members who operate the child development center.

Typically, students enroll at Orangewood when they have fallen far enough behind in graduation credits that they will not graduate if they stay at their traditional high school. Orangewood students are required to meet the same curricular graduation requirements and pass the same state tests as the students of the traditional high schools. What Orangewood offers is a smaller, more personal environment with alternative instructional methods, flexible scheduling, opportunities for credit recovery and other resources both inside and outside the school to help students make up their credit deficiencies in order to graduate. We offer special programs to serve students who are EL, Special Education, Teen parents, At-Risk and severely credit deficient.

We believe that Orangewood has a unique opportunity to help improve the self-esteem of students who need an alternative method of obtaining a quality education. As students begin to feel motivated in their academic pursuits, their chances of success in core curricular subjects and receiving a high school diploma increase dramatically. We believe that each of our students deserves the best preparation for graduation and future success in life that we can offer.

At Orangewood High School, we believe that:

- All students can learn and be successful.
- Small classes enhance the learning environment through increased student/teacher interaction.
- Positive classroom environment sets the foundation for learning.
- Every student can make a positive contribution to our community.
- Social, physical, and mental activities are encouraged to enhance well-being and self-esteem.
- A safe and respectful environment in which to teach and learn is crucial.
- Individuality is to be encouraged and respected.
- All students are given a fresh opportunity upon enrollment.
- Students need to be offered choices, given responsibility and be held accountable.
- Positive recognition guides and motivates student achievement.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	4
Grade 11	83
Grade 12	166
Total Enrollment	253

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.3
American Indian or Alaska Native	0.4
Asian	2
Filipino	0.8
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0
White	15
Two or More Races	4
Socioeconomically Disadvantaged	83.8
English Learners	10.3
Students with Disabilities	9.5
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	20	16	17
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.9	3.1
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

The California State Board of Education reviews textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (1998)	Yes	0%
Science	California Glencoe Biology Glencoe (2006) Earth Science Prentice Hall (2006) Environmental Science Glencoe/ McGraw- Hill (2000) Conceptual Physics Prentice Hall (2006)	Yes	0%
History-Social Science	Modern World History McDougal Littell (2006) The Americans McDougal Littell (2006) Civics in Practice Holt, Rinehart and Winston (2007) Principles of Economics Thomson-Southwesters (2006)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	En Espanol I McDougal Littell (2000) En Espanol 2 McDougal Littell (2000)	Yes	0%
Health	Health Holt, Rinehart and Winston (1999)	Yes	0%
Visual and Performing Arts	See Above		0%
Science Laboratory Equipment (grades 9-12)	See above		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

For a small high school, Orangewood has very good facilities. During the Summer of 2003, the school was modernized including, new paint, carpeting, lighting, doors, communication and security systems. There is a modern science lab, computer lab and an operating student store. Orangewood is also fortunate to have excellent softball facilities, a basketball court, and a multi-purpose room which can seat all of our students at the same time. Several years ago, a library was opened. The library has seen a large-scale expansion in addition to the completion of a computer center for students use. We have a new state of the art Parenting Center for our pregnant Cal-Safe students as well as a completely refurbished Infant and Toddler Center. Through the use of a Digital High School Grant, Orangewood has completed a total site technology expansion. Students and staff are served with a T-1 line, fiber optic backbone, and computers in every room. The current computer to student ratio is more than 1 : 1. Several mini computer labs are centered in different classrooms and departments. A complete computer lab was established prior to the beginning of the 2002-2003 school year, and upgraded with new hardware in the summer of 2010. The school has acquired a total of 11 computer lap top carts for schoolwide use, which increased our number of student use computers by almost 350 computers. Additionally, a new portable was placed on campus in 2004 to accommodate a new Special Day Class program, and two new general ed. classrooms were added to the site in summer 2010.;The entire school exterior was repainted in the 07-08 school year and new safety fencing was installed in the 08-09 school year. Safety cameras were installed during the 10-11 school year. Several more technology upgrades were made for instructional purposes during the 2010-2011 school year. If present, graffiti is removed immediately by site or District staff. The school facilities are inspected weekly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces		X		None.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None.
Electrical: Electrical	X			None.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None.
Safety: Fire Safety, Hazardous Materials	X			None.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	12	17	53	59	44	48
Mathematics	1	2	40	44	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	128	115	89.8	17.0
Male	11	74	71	96.0	11.8
Female	11	54	44	81.5	25.0
Hispanic or Latino	11	92	84	91.3	14.6
White	11	20	19	95.0	26.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	11	108	97	89.8	14.9
English Learners	11	14	14	100.0	

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	128	114	89.1	1.8
Male	11	74	69	93.2	
Female	11	54	45	83.3	4.7
Hispanic or Latino	11	92	84	91.3	
White	11	20	18	90.0	11.1
Socioeconomically Disadvantaged	11	108	96	88.9	1.1
English Learners	11	14	14	100.0	

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0	14	21	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	46	43	93.5	20.9
Male	32	30	93.8	26.7
Female	14	13	92.9	7.7
Hispanic or Latino	35	33	94.3	18.2
Socioeconomically Disadvantaged	44	41	93.2	19.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

The OHS Learner Outcomes are directly linked to preparation for the workforce, as well as high school completion. The recently revised Learner Outcomes are listed below: 1. Orangewood graduates will be prepared for the Future .2. Orangewood graduates will achieve individual Success .3. Orangewood graduates will be Responsible 4. Orangewood graduates will be academically prepared.

Also, all OHS students complete a graduation and career, or post secondary, plan. OHS offers classes in Life Skills, Transition, Work Experience, and Career Education. An ROP counselor is available to meet with students as needed, so that students have direct access and can get information on all ROP career and technical training classes in the district. Students are encouraged to take ROP classes on other high school campuses.

OHS does not currently offer CTE courses.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	80.62
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are their child's first and most important teachers. Therefore, strong support from both the home and the school is critical, especially for students who are performing below grade level.

The OHS Parent Involvement Program was developed with this in mind. It involves District staff, school personnel, and parents in a unified effort to help each student achieve success at Orangewood.

To support parent involvement at Orangewood High School, school staff will:

1. Involve parents as active participants in their child's education and help them learn to monitor their child's progress and work with education to improve their child's performance by means of:

- Parent Portal
- informal discussion groups
- newsletters
- Fall Open House
- information meetings
- Website communication
- Spring Open House
- Intake meetings
- ELAC and Title 1 Parent meetings
- WASC Meetings
- Evening of the Arts
- Advisory Reports

Twitter Account

2. Provide materials and training to parents to encourage strong parent involvement.

- Parent Conferences
- Website information resources
- Open House Parent Portal Training

3. Train staff to work successfully with parents, including how to use classroom volunteers effectively.

4. Develop roles for community-based organizations and businesses, such as:

- Adopt-a-School programs
- scholarship donation
- community volunteers serving as tutors/mentors
- U of R student mentors through Outdoor Programs

5. To the extent possible, communicate with parents in a language they understand.

- Important materials translated into Spanish
- Newsletters in Spanish
- 4 Bilingual staff members

6. Conduct one annual meeting and a flexible number of other meetings, which are scheduled at times that are convenient for parents. Consideration should be given to:

- alternating morning and evening meetings or offering both
- offering incentives for participating – refreshments, Fire Points
- attending conferences and visiting other districts to learn ways to increase parent involvement
- WASC meetings

7. Provide parents with:

- timely information about Title I and other special programs
- school performance profiles and their child's individual assessment results
- explanation of the school's curriculum and assessments
- timely responses to parents' suggestions

8. Involve parents in planning, reviewing, and improving programs

- WASC Meetings
- School Site Council
- ELAC/DELAC

9. In collaboration with parents, develop a written school-parent compact that outlines:

- the school's responsibility to provide high-quality curriculum and instruction
- the parents' responsibility to support learning, such as:
 - monitoring attendance
 - monitoring homework completion
 - limiting television watching
 - encouraging positive use of extracurricular time
 - the importance of communication, which includes
 - frequent progress reports to parents
 - reasonable access to staff and opportunities to volunteer and observe in the classroom

This compact will be disseminated to parents during intake meetings.

10. Consider creative alternatives to ensure that parents have sufficient opportunities to confer with teachers regarding their child's progress, including:

- in-home conferences (on a highly selective basis)
- email communication
- telephone conferences
- Post Card notes home
- Parent Conference – IEP meetings
- IST meetings
- Fall/Spring Open House

11. Conduct an annual evaluation of the Parent Involvement Program to determine its effectiveness and to identify barriers to greater participation by parents, giving particular attention to parents who are:

- economically disadvantaged
- disabled
- limited in English proficiency
- limited in literacy
- of an ethnic or racial minority

12. Review results of the annual evaluation with staff and parents and revise the Parent Involvement Program if necessary.

The Parent Involvement Policy will be included in the School Plan so its implementation will be integrated with all improvement efforts at the school. The Policy and resulting School Plan strategies will be revised as needed, based upon results of the annual District and site evaluations of the Parent Involvement Program.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.80	4.80	5.70	4.80	4.80	5.70	11.40	11.50	10.70
Graduation Rate	91.21	90.55	90.70	91.21	90.55	90.70	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	56	89	86
Black or African American	25	86	78
American Indian or Alaska Native	0	69	78
Asian	50	94	93
Filipino	0	96	93
Hispanic or Latino	57	86	83
Native Hawaiian/Pacific Islander	100	100	85
White	59	91	91
Two or More Races	100	96	89
Socioeconomically Disadvantaged	72	62	66
English Learners	44	35	54
Students with Disabilities	37	47	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	22.8	14.3	21.5	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	2.8	1.4	1.2	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is rewritten every two years. The most recent plan was reviewed by staff in the Fall of 2016 and is reflective of the school's safety needs. Staff practices emergency procedures at least twice a year, including lock-down and full evacuation procedures. The key components of Orangewood's Safe School Plan include a description of disaster response procedures. The Staff Handbooks, to be used in conjunction with the School Emergency plan explain school discipline/attendance policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and dangerous pupil notification. Results of staff, student and parent surveys reflect that all members of the school community feel that OHS is a safe campus with a positive climate.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2015-2016	2010-2011
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	19	11	8		19	11	7		15	13		
Mathematics	13	13			11	13			17	13		
Science	10	10			12	8			18	5		
Social Science	15	19	3		16	17	1		15	12		

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	150
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.	N/A
Psychologist	0.	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$12,976.72	\$10,651.15	\$2,325.57	\$87,603.62
District	N/A	N/A	\$2,325.57	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	8.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-59.0	15.5

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

Types of Services Funded (Fiscal Year 2015-16)

The Orangewood High School staff and parents have established a School-Based Coordinated Plan to better meet the needs of all students. The school sees this as a means by which RSP and ELL services and resources and school improvement (SIP) funds can be more effectively coordinated. A school site council exists to coordinate activities and plans and will work together to ensure that all students, including those identified as RSP, ELL, Gifted and Talented, At-Risk and low performing will have immediate, equal access to the core curriculum, materials and resources. Student outcome data will be analyzed and used to direct programs based on students' needs. Extended Day learning will be accessible for all students based on needs. The Plan and Budget will be reviewed annually, or more often if needed, by the School Site Council and modifications will be approved by the Council. Programs Included in the Plan: Students who are identified, and those that are not identified, RSP, ELL, GATE and educationally disadvantaged receive the core curriculum in regular education classrooms and the basic school wide program. They also receive supplemental instruction as outlined below: SIP/ Library Program - The School Site Council meets monthly to review assessment data, the progress of the school plan and the general educational program at OHS. The SIP budget is monitored and approved by the School Site council. All SIP expenditures are in alignment with the school goals and are used to enhance the instructional program, and specifically to help underachieving students meet the core curriculum and meet state standards. The SIP budget is also utilized to provide staff development opportunities for teachers and parents, and to support the technology program at OHS. The OHS Library maintains subscriptions to current literature and magazines so that the collection is updated monthly. The OHS art teacher, keeps an on-going art display in the library to help beautify the room. The art work is from the students in her classes. The computers in the library are maintained by our technology specialist. Students can use the computers in the library anytime the library is open. Teachers also bring their classes to the library to work on projects and use the computers. The Destiny cataloging program was added in 2016-17 so that the collections of all district libraries can be accessed. The "We Care Baby Care" center uses the library for a reading session for the toddlers. The mothers can check books out for their toddlers. The library is used on a regular basis for a variety of services. Special Education Services (SAI) - Individuals with exceptional needs are provided Special Education Services in the least restrictive environment, as determined by their Individualized Education Plans (IEP). This may include specialized instruction and services inside or outside of the General Education classroom. Students receive services from a resource specialist teacher and paraprofessional. Using a collaborative model, students receive help both in class and in the resource center, before and after school. Career education is provided to all students, and opportunities to visit work sites, schools, and museums are offered. Gifted and Talented (GATE) - Gifted and talented students receive supplemental services to enhance their educational experience, through supplementary instructional materials, challenging classroom assignments, extracurricular activities, and field trips. 10th Grade Counseling - 10th Grade Counseling funds are utilized to provide extended counseling services to students who are credit deficient or low performing. Students meet with counselors to establish graduation plans and receive supplemental materials for assistance with academic and career planning. Title I Program - The major feature of the Title I program is to ensure that all students meet or exceed grade level standards. Students have immediate access to the core curriculum, supplemental programs, materials, resources, equipment, and programs. Student outcome data from the STAR Reading and STAR Math assessments is used for early identification of needs, to monitor students' progress, and to determine appropriate interventions and strategies to assist students with improving in the areas of literacy, language development, and mathematics. Training is provided for staff and parents, and is designed to accelerate or remediate students' learning. An after school class in English and Math Review is offered to students and the Program Specialist/Teacher supports students and staff. ELL, SAI paraprofessionals support students as needed in Literacy and Mathematics. Title III / English Language Learners - Students who are designated ELL will receive the core academic curriculum in regular education classrooms. Supplemental services will be provided by way of a Language Support Paraprofessional, who will assist students individually on a pullout basis, and with the use of supplemental instructional materials appropriate for ELL students. Title III funds will be utilized to support the EL program, primarily Teacher Staff development, but also supplemental instructional materials for that program. Identification of ELL Students - Most Orangewood High School students are referred to OHS by another Redlands Unified School District High School. English Language Learners are designated ELL based on results of assessments given either at the District Language Assessment Center and/or a previous Redlands school. Students must score at least at the Intermediate Level on the California English Language Development Test (CELDT) to be considered for enrollment at OHS. New students to OHS who appear to have limited English skills, but have not been designated as ELL, are referred to the Language Assessment Center for testing. Program Options/Curriculum - The ELL program offered at OHS is an ELD/SDAIE model. EL students also have the option of taking a separate ELD class for supplemental support. Each ELL/FED student will be enrolled in a minimum of two hours of core academic subject classes per day; i.e., English, Math, Social Studies, or Science. Students are fully integrated into the regular classroom. Primary Language Support or supplemental support will be offered by a Language Support Paraprofessional. The paraprofessional will provide support to ELL or FEP students on an individual basis as necessary for assistance with Language Development, and standards achievement.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	.03

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)

The Redlands Unified School District conducts extensive teacher training both during the school year and summer. Orangewood teachers often attend this district training which includes Instruction of English Learners, Data Team Training, High Student Engagement Strategies, Common Core standards and instruction, Integrated Math and ERWC English. Additionally, staff at Orangewood is encouraged to attend appropriate conferences and in-services. Many teachers attend and are presenters at the State conference sponsored by California Continuation Education Association (CCEA). The Orangewood staff is committed to professional growth. The School-Based Coordinated Program budget provides funds which enable teachers to attend workshops and conferences of their choice. OHS staff has scheduled weekly collaboration time for teachers to work together and for professional development. On these collaboration days, one hour is spent each Wednesday on teacher collaboration activities and professional development activities including identifying and deconstructing the common core standards, development of new instructional strategies, data teams and identifying schoolwide strategies for school improvement.