

Orangewood Continuation High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	carol_ruhm@redlands.k12.ca.us
Website	https://www.redlandsusd.net/ohs
County-District-School (CDS) Code	36-67843-3634995

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	https://www.redlandsusd.net/

School Description and Mission Statement (School Year 2019-20)

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. The enrollment for OHS on CBEDS day in 2018-2019 was 208, which is more than 100 students lower than our enrollment cap of 320, for which we are staffed. According to CDE data (CALPADS) as of 2018-19, OHS enrollment by ethnicity was as follows: Asian <1%, Hispanic 71%, African American 7%, White 15%, Multiple 2% and all other ethnicities were approximately 2%. 92% of OHS students qualify for free or reduced lunch, and approximately 7% of our students are classified as English Language Learners with 2 languages represented. Male students outnumber females almost 2 to 1.

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 19, we are able to maintain a student/teacher enrollment ratio of approximately 15:1, 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, two security officers, one campus supervisor, two custodians, three clerical office staff members and a staff of two 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 2018-19)

Grade Level	Number of Students
Grade 10	2
Grade 11	67
Grade 12	139
Total Enrollment	208

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.5
Asian	1
Filipino	1
Hispanic or Latino	71.2
Native Hawaiian or Pacific Islander	0.5
White	15.9
Two or More Races	2.4
Socioeconomically Disadvantaged	89.4
English Learners	7.2
Students with Disabilities	8.2
Foster Youth	0.5
Homeless	4.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	18	4
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Biology Pearson (2020) Modern Chemistry HMH (2017) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006)	Yes	0%
History-Social Science	United States History, Geography, Continuity, and Change McGraw Hill (2019) World History, Culture, and Geography: The Modern World (2019) American Government Pearson (2019) Economic Principals in Action Pearson (2019)	Yes	0%
Foreign Language	En Espanol I McDougal Littell (2000) En Espanol 2 McDougal Littell (2000)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health		No	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 2018, the school received all new flooring. Indoor and outdoor Lighting has been upgraded as has the Internet access and WiFi. The current computer to student ratio is greater than 1 : 1. Every classroom has access to a laptop cart and printer. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are maintained by both site and district maintenance workers and is inspected monthly and needed repairs are submitted to the District via work order. Any items compromising safety are repaired immediately. Rooms and buildings are all adequately prepared to meet the needs of students. The district maintenance team inspects the facility using the FIT inspection Tool.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None.
Interior: Interior Surfaces	Good	None.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None.
Electrical: Electrical	Good	None.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None.
Safety: Fire Safety, Hazardous Materials	Good	None.
Structural: Structural Damage, Roofs	Good	None.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	16	15	59	57	50	50
Mathematics (grades 3-8 and 11)	1	0	45	44	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	125	95.42	4.58	14.52
Male	76	72	94.74	5.26	11.27
Female	55	53	96.36	3.64	18.87
Black or African American	15	14	93.33	6.67	7.69
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	83	96.51	3.49	10.84
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	22	21	95.45	4.55	28.57
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	117	112	95.73	4.27	10.81
English Learners	13	12	92.31	7.69	0.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	125	95.42	4.58	0.00
Male	76	72	94.74	5.26	0.00
Female	55	53	96.36	3.64	0.00
Black or African American	15	14	93.33	6.67	0.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	83	96.51	3.49	0.00
Native Hawaiian or Pacific Islander					
White	22	21	95.45	4.55	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	117	112	95.73	4.27	0.00
English Learners	13	12	92.31	7.69	0.00
Students with Disabilities	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 able to choose for the Future. 2. Orangewood graduates will deepen understanding through Inquiry. 3. Orangewood graduates will practice, share and accept Responsibility. 4. Orangewood graduates will demonstrate learning in Education.

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. A Career Center teacher is available to meet with students as needed, so that students have direct access and can get information on all career, college and technical training classes in the district. OHS offers three CTE pathways for career preparation or college matriculation also. Career Pathways are offered in the following industries: Hospitality and Food Service, Multimedia and Video Production, and STEAM Shop Manufacturing.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	223
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	87.86
2017-18 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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
- RUSD Notifications

2. Provide materials and training to parents to encourage strong parent involvement.
 - Parent Conferences
 - Website information resources
 - Open House Parent Portal Training
 - Monthly Parent Newsletter

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
 -

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
 - PBIS
 - AVID

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
- Positive 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	19.5	23.7	29.1	3.3	3.9	4.9	9.7	9.1	9.6
Graduation Rate	61.9	48.1	44.8	93	90.7	89.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.0	10.7	9.1	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	1.6	1.1	1.1	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school crime. A Safety Plan is rewritten every two years. The School Safety Plan is developed and revised every two years by the School Safety Committee, which includes members of the administration, faculty, classified staff and students of Orangewood High School and the Redlands eAcademy with whom we share a campus. The OHS School Site Council reviews and approves any changes to the School Safety Plan biannually. The most recent plan was revised and reviewed by staff in the Fall of 2018 and again before each drill that we have participated in; 1 earthquake, 1 lock-down and 1 fire drill, and is reflective of the school's safety needs. Staff practices emergency procedures 6 times per year including lock-down and full evacuation procedures. The key components of Orangewood's Safety Plan include a description of disaster response procedures and responsibilities of each "team" member in the event of an emergency. 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. Minor adjustments to the plan are made at Safety Meetings, and a full revision takes place every two years. The next revision is due in the fall of 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	18	19	2		14	20	1		16	18	2	
Mathematics	13	9	1		14	9			12	10		
Science	12	8			9	8			9	9		
Social Science	14	18	2		14	16	1		15	16		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	104.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,361.71	\$1,223.23	\$15,138.49	\$89,844.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	89.0	5.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	67.4	9.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

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 SAI and ELL services and resources and school improvement SSP 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 SAI, 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. 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 Site Council. Programs Included in the Plan: Students who are identified, and those that are not identified, SAI, 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: SSP/ 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 SSP budget is monitored and approved by the School Site Council. All SSP 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 SSP 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 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. 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. 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 ELPAC Test 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	39	39	39

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, AVID strategies, Social Studies Framework, Next Generation Science Standards, 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. Teachers and staff have attended extensive annual trainings in AVID and PBIS for the last 4 years. 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. Of the school days of professional development listed above, one day each year is a full school day. 38 days are partial days.