

Orangewood High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Orangewood High School
Street	515 Texas St.
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5380
Principal	Carli Norris
Email Address	carli_norris@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/ohs
County-District-School (CDS) Code	36-67843-3634995

2021-22 District Contact Information

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

2021-22 School Overview

OHS Mission Statement: The mission of Orangewood High School is to provide students with 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.

OHS offers students the opportunity to earn credits and complete course work to graduate with OHS or return to and graduate from their home comprehensive high school. The current enrollment capacity is approximately 300, and with a certificated teaching staff of 18, we are able to maintain a student/teacher enrollment ratio of approximately 16:1, 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 full-time counselors, two safety officers, one campus supervisor, two custodians, and four clerical office staff members.

Typically, students enroll at Orangewood when they have fallen far enough behind in graduation credits that they will not graduate if they remain in a comprehensive high school setting. Orangewood students are required to meet the same graduation requirements as the students of the comprehensive high schools. Orangewood offers a smaller, more individualized and supportive 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 and become successful, contributing members of society.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	43
Grade 12	141
Total Enrollment	185

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27
Male	73
Asian	2.2
Black or African American	8.6
Filipino	0.5
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.4
White	14.6
English Learners	5.9
Foster Youth	0.5
Homeless	23.2
Socioeconomically Disadvantaged	91.4
Students with Disabilities	7

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

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

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)	11.4	66.3	832.1	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.7	0.7	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	35.2	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.8	33.7	29.8	3.1	12115.8	4.4
Unknown	0.0	0.0	65.1	6.7	18854.3	6.9
Total Teaching Positions	17.2	100.0	969.1	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	5.8
Total Out-of-Field Teachers	5.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2021

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)	Yes	0%
	myPerspectives- American Literature Pearson (2017)		
	Expository Reading and Writing Course (ERWC) 2nd Edition (2013)		
Mathematics	Mathematics I Integrated Pathway Walch Education (2013)	Yes	0%
	Mathematics II Integrated Pathway Walch Education (2013)		
	Mathematics III Integrated Pathway Walch Education (2013)		
	Advanced Algebra		

	<p>Glencoe (2005)</p> <p>Pre-Calculus Prentice Hall (1999)</p> <p>Calculus Concepts and Applications Key Curriculum Press (1998)</p>		
Science	<p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Earth Science Prentice Hall (2006)</p> <p>Conceptual Physics Prentice Hall (2006)</p>	Yes	0%
History-Social Science	<p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p>	Yes	0%
Foreign Language	<p>En Espanol I McDougal Littell (2000)</p> <p>En Espanol 2 McDougal Littell (2000)</p>	Yes	0%
Visual and Performing Arts	See Above		0%
Science Laboratory Equipment (grades 9-12)	See above		0%

School Facility Conditions and Planned Improvements

For a small high school, Orangewood has very sound facilities. The facilities are maintained by 2 full-time custodians. The grounds are maintained by a district crew that visits the campus once every ten days. Planters and irrigation are continually upgraded as needed. 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 within the last two years. In the Fall of 2021, the OHS Library was updated with modernized with new furniture, decor, and technologies.

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 are 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.

Year and month of the most recent FIT report

November 2021

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

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	88	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	60	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	125	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	138	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	88	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	60	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	125	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Key Data Systems Inspect Assessment Student Groups	Key Data Systems Inspect Assessment Total Enrollment	Key Data Systems Inspect Assessment Number Tested	Key Data Systems Inspect Assessment Percent Tested	Key Data Systems Inspect Assessment Percent Not Tested	Key Data Systems Inspect Assessment Percent At or Above Grade Level
All Students	72	72	100.0%	0.0%	27.8%
Female	24	24	100.0%	0.0%	33.3%
Male	47	47	100.0%	0.0%	25.5%

American Indian or Alaska Native	1	0	0.0%	100.0%	0%
Asian	2	2	100.0%	0.0%	0.0%
Black or African American	6	6	100.0%	0.0%	50.0%
Filipino	0	0	0.0%	100.0%	0.0%
Hispanic or Latino	50	50	100.0%	0.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	2	0	0.0%	100.0%	0.0%
White	14	14	100.0%	0.0%	42.9%
English Learners	6	6	100.0%	0.0%	0.0%
Foster Youth	1	1	100.0%	0.0%	0.0%
Homeless	30	20	66.7%	33.3%	30.0%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	123	65	52.8%	47.2%	29.2%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	11	7	63.6%	36.4%	28.6%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Key Data Systems Inspect Assessment Student Groups	Key Data Systems Inspect Assessment Total Enrollment	Key Data Systems Inspect Assessment Number Tested	Key Data Systems Inspect Assessment Percent Tested	Key Data Systems Inspect Assessment Percent Not Tested	Key Data Systems Inspect Assessment Percent At or Above Grade Level
All Students	72	69	95.8%	4.2%	0.0%
Female	24	24	100.0%	0.0%	0.0%
Male	47	44	93.6%	6.4%	0.0%
American Indian or Alaska Native	1	0	0.0%	100.0%	0.0%
Asian	2	2	100.0%	0.0%	0.0%
Black or African American	6	6	100.0%	0.0%	0.0%
Filipino	0	0	0.0%	100.0%	0.0%
Hispanic or Latino	50	50	100.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	100.0%	0.0%
Two or More Races	2	0	0.0%	100.0%	0.0%
White	14	11	78.6%	21.4%	0.0%
English Learners	6	5	83.3%	16.7%	0.0%
Foster Youth	1	1	100.0%	0.0%	0.0%

Homeless	30	15	50.0%	50.0%	0.0%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	123	63	51.2%	48.8%	0.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	11	6	54.5%	45.5%	0.0%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	66	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	50	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	92	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

OHS students are provided several alternative strategies to prepare for post-secondary success. The OHS CTE program is one of the best examples of workforce preparation. All incoming OHS students are required to take one of the four CTE Pathways during their tenure at OHS. The four pathways include Hospitality and Food Service, Multimedia and Video Production, and Engineering. Many students participate in Skills USA and Rube Goldberg competitions as part of the Multi-Media and Engineering CTE Pathways.

Also, all OHS students complete graduation and career, or post-secondary, plans. 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	86
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.46
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

To encourage parent and guardian supports, the parent and family engagement policy, student handbook, and all pertinent information are sent home in the first month of school and are available to parents in an understandable format and provided in an appropriate language for the parents and guardians. The policies and information are then made available to the parents, guardians, and the local community via Parent Square, and the school website. All policies are updated yearly by the School Site Council (SSC).

At Back to School Night and SSC, assessment information on student academic progress on grade-level standards is shared with parents and families. Student progress in relation to state and local standards will be explained to parents, guardians, and community members, including the curriculum being used, grade-level expectations from proficiency, data reporting for state and local assessments, and available interventions in Math and literacy for students needing support. If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions as soon as practically possible through formal parent-teacher conferences, informal requests by parents for meetings, back to school night, and SSC. The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the OHS Community.

The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, SPSA, Safety Committee, and SEL supports. An annual survey of parents is conducted to assess needs, this data is used to drive decision making. Additionally, the Orangewood High School Parental Involvement Policy and the School-Parent Compact are reviewed annually by the SSC, the School Leadership Team, and the OHS Staff.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	8.8	19.0	11.4	3.4	4.0	3.2	9.0	8.9	9.4
Graduation Rate	54.0	71.1	69.8	92.1	92.3	93.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	149	104	69.8
Female	45	34	75.6
Male	104	70	67.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	11	8	72.7
Filipino	--	--	--
Hispanic or Latino	103	72	69.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	15	68.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	50	31	62.0
Socioeconomically Disadvantaged	145	101	69.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	6	50.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	299	290	97.0
Female	97	87	84	96.6
Male	221	211	205	97.2
American Indian or Alaska Native	1	1	1	100.0
Asian	6	5	4	80.0
Black or African American	28	26	26	100.0
Filipino	2	2	2	100.0
Hispanic or Latino	211	197	192	97.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	11	11	100.0
White	57	55	52	94.5
English Learners	19	18	17	94.4
Foster Youth	4	4	4	100.0
Homeless	71	66	63	95.5
Socioeconomically Disadvantaged	291	274	265	96.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	22	20	20	100.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	9.09	0.63	3.62	0.22	3.47	0.20
Expulsions	1.10	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.59	2.61	2.45
Expulsions	0.83	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.00	0.00
Male	0.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.55	0.00

2021-22 School Safety Plan

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school offenses. 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 bi-annually. The plan is also reviewed by the staff before each drill; 1 earthquake, 1 lock-down, and 1 fire drill, and is reflective of the school's safety needs. The key components of Orangewood's Safety Plan include a description of disaster response procedures and the 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. School Safety Plans are reviewed and revised annually via the School Site Council.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	16	18	2	
Mathematics	12	10		
Science	9	9		
Social Science	15	16		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	15	18	4	
Mathematics	11	11	2	
Science	13	9		
Social Science	19	11	5	

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	13	10		
Mathematics	14	5		
Science	10	5		
Social Science	11	12		

2020-21 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	92.5

2020-21 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.7

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$14,536.99	\$1,004.12	\$13,532.87	\$101,213.17
District	N/A	N/A	\$6,440.60	\$89,813
Percent Difference - School Site and District	N/A	N/A	71.0	11.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	46.3	15.8

2020-21 Types of Services Funded

Orangewood High School offers a wide variety of supports to our students who need more time or instruction to meet state standards, as well as to support our students' journey towards graduation. Teachers, counselors, and administrators at OHS annually review teaching practices, social and emotional supports, academic interventions, and alternative credit recovery options to assist all students in earning a diploma.

The following is a list of academic interventions and supports available to students at Orangewood High School:

- After School tutoring and mentoring program facilitated by an OHS teacher; focusing on literacy and SEL
- Tier III academic course for literacy and math
- Extra support or lab classes for EL students who might not be new to the country but need to build Cognitive Academic Academic Literacy Skills
- Full-time paraprofessional to support English Learners (pending)
- Daily Advisory class that focuses on SEL, life skills, academic supports, school culture, and mentoring
- Two full-time counselors with an approximate 125:1 student ratio
- Full-time MTSS Coordinator
- Individualized support for Tier III students via contracted licensed outside therapy services
- Alternative credit recovery options: Acellus, Cyber High, and Independent Study Specialist

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$52,562
Mid-Range Teacher Salary	\$86,521	\$83,575
Highest Teacher Salary	\$109,075	\$104,166
Average Principal Salary (Elementary)	\$133,996	\$131,875
Average Principal Salary (Middle)	\$143,214	\$137,852
Average Principal Salary (High)	\$155,485	\$150,626
Superintendent Salary	\$240,400	\$260,243
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The Redlands Unified School District conducts extensive teacher training both during the school year and during the summer or other non-school days. 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, ERWC English, Distance Learning and MTSS supports. 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 attend extensive annual training in AVID and MTSS for the last 5 years. The School-Based Coordinated Program budget provides funds that enable teachers to attend workshops and conferences of their choice. OHS staff has scheduled bi-weekly collaboration time for teachers to work together and for professional development. On these collaboration days, one hour is spent every other 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	40	39	25

Redlands Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00	100.00	--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10793	2	0.02	99.98	--
Female	5248	0	0.00	100.00	--
Male	5543	2	0.04	99.96	--
American Indian or Alaska Native	30	0	--	100.00	--
Asian	878	0	0.00	100.00	--
Black or African American	679	1	0.15	99.85	--
Filipino	213	0	0.00	100.00	--
Hispanic or Latino	5701	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	590	1	0.17	99.83	--
White	2665	0	0.00		--
English Learners	829	0	0.00	100.00	--
Foster Youth	79	0	0.00	100.00	--
Homeless	3504	0	0.00	100.00	--
Military	124	0	0.00	100.00	--
Socioeconomically Disadvantaged	7762	2	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1645	2	0.12	99.88	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8459	79.2%	20.8%	50.3%
Female	5,186	4184	80.7%	19.3%	52.5%
Male	5,487	4,272	77.9%	22.1%	48.2%
American Indian or Alaska Native	34	20	58.8%	41.2%	35.0%
Asian	880	727	82.6%	17.4%	71.3%
Black or African American	673	472	70.1%	29.9%	35.8%
Filipino	253	178	70.4%	29.6%	69.7%
Hispanic or Latino	5,613	4,435	79.0%	21.0%	40.4%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	51.6%
Two or More Races	537	483	89.9%	10.1%	60.5%
White	2,652	2,096	79.0%	21.0%	63.4%
English Learners	841	607	72.2%	27.8%	13.3%
Foster Youth	103	51	49.5%	50.5%	23.5%
Homeless	1,639	1,284	78.3%	21.7%	38.6%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,956	78.3%	21.7%	42.0%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,219	77.6%	22.4%	18.3%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	10,676	8,284	77.6%	22.4%	32.2%
Female	5,186	4,100	79.1%	20.9%	30.3%
Male	5,487	4,181	76.2%	23.8%	33.9%
American Indian or Alaska Native	34	22	64.7%	35.3%	18.2%

Asian	880	714	81.1%	18.9%	61.6%
Black or African American	673	465	69.1%	30.9%	15.1%
Filipino	253	176	69.6%	30.4%	52.8%
Hispanic or Latino	5,613	4,304	76.7%	23.3%	22.2%
Native Hawaiian or Pacific Islander	43	31	72.1%	27.9%	32.3%
Two or More Races	537	476	88.6%	11.4%	41.6%
White	2,652	2,078	78.4%	21.6%	42.6%
English Learners	841	583	69.3%	30.7%	9.8%
Foster Youth	103	51	49.5%	50.5%	5.9%
Homeless	1,639	1252	76.4%	23.6%	22.9%
Military	0	0	0%	0	0%
Socioeconomically Disadvantaged	7,606	5,861	77.1%	22.9%	25.1%
Students Receiving Migrant Education Services	0	0	0%	0	0%
Students with Disabilities	1,570	1,214	77.3%	22.7%	11.2%

*At or above the grade-level standard in the context of the local assessment administered.