

Orangewood High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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 |

2022-23 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/ |

2022-23 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 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 full-time counselors, one program specialist, 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

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 1 |
| Grade 11 | 53 |
| Grade 12 | 147 |
| Total Enrollment | 201 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 34.8 |
| Male | 64.7 |
| American Indian or Alaska Native | 1.0 |
| Asian | 2.0 |
| Black or African American | 8.5 |
| Filipino | 1.0 |
| Hispanic or Latino | 70.6 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 1.0 |
| White | 15.9 |
| English Learners | 7.0 |
| Foster Youth | 0.5 |
| Homeless | 18.9 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 85.6 |
| Students with Disabilities | 6.5 |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.40 | 66.28 | 832.10 | 85.87 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.70 | 0.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 35.20 | 3.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 5.80 | 33.72 | 29.80 | 3.08 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 65.10 | 6.72 | 18854.30 | 6.86 |
| Total Teaching Positions | 17.20 | 100.00 | 969.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 5.80 | |
| Total Out-of-Field Teachers | 5.80 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.70 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.50 | |

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

2022-23 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 2022

| 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% |
| 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 | Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020) Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021) Biology Pearson (2020) Modern Chemistry HMH (2017) Environmental Science: Sustaining Your World National Geographic / Cengage (2017) Earth Science Prentice Hall (2006) Physics: Hewett, Conceptual Physics Savvas (2021) Physics H Physics HMH (2017) | Yes | 0% |

| | | | |
|--|--|-----|----|
| History-Social Science | United States History, Geography, Continuity, and Change McGraw Hill (2019) | Yes | 0% |
| | World History, Culture, and Geography: The Modern World (2019) | | |
| | American Government Pearson (2019) | | |
| | Economic Principals in Action Pearson (2019) | | |
| Foreign Language | Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022) | Yes | 0% |
| | French: Chemins Course 1-3 Vista Higher Learning (2023) | | |
| | AP French: Themes Vista Higher Learning (2022) | | |
| | Spanish: Encuentros Course 1-3 Vista Higher Learning (2022) | | |
| | AP Spanish: Temas Vista Higher Learning 2020 | | |
| | Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014) | | |
| | Spanish 2.1, Pasos Y Puentes Scott Foresman (1992) | | |
| Visual and Performing Arts | N/A | | 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

July 2022

School Facility Conditions and Planned Improvements

| 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 | | | |

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 21 | N/A | 51 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 1 | N/A | 35 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 165 | 138 | 83.64 | 16.36 | 21.01 |
| Female | 76 | 60 | 78.95 | 21.05 | 28.33 |
| Male | 89 | 78 | 87.64 | 12.36 | 15.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 13 | 76.47 | 23.53 | 38.46 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 117 | 97 | 82.91 | 17.09 | 16.49 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 19 | 17 | 89.47 | 10.53 | 17.65 |
| English Learners | 27 | 24 | 88.89 | 11.11 | 16.67 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 27 | 22 | 81.48 | 18.52 | 4.55 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 150 | 125 | 83.33 | 16.67 | 21.60 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 168 | 140 | 83.33 | 16.67 | 0.71 |
| Female | 77 | 61 | 79.22 | 20.78 | 1.64 |
| Male | 91 | 79 | 86.81 | 13.19 | 0.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 13 | 76.47 | 23.53 | 0.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 98 | 82.35 | 17.65 | 1.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 18 | 90.00 | 10.00 | 0.00 |
| English Learners | 27 | 23 | 85.19 | 14.81 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 27 | 21 | 77.78 | 22.22 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 150 | 124 | 82.67 | 17.33 | 0.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 10.81 | NT | 32.27 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 81 | 37 | 45.68 | 54.32 | 10.81 |
| Female | 26 | 11 | 42.31 | 57.69 | 18.18 |
| Male | 54 | 26 | 48.15 | 51.85 | 7.69 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 56 | 24 | 42.86 | 57.14 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 7 | 58.33 | 41.67 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 13 | 8 | 61.54 | 38.46 | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 67 | 30 | 44.78 | 55.22 | 10 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2021-22 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 three 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. These efforts are focused on completing the Financial Aid process, graduation status monitoring, credit recovery and work force preparations.

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 142 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 50 |
| 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 |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 90.55 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

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.

2021-22 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 0% | 0% | 0% | 0% | 0% |

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.

2022-23 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 19 | 20.8 | | 4 | 5.7 | | 8.9 | 7.8 |
| Graduation Rate | | 71.1 | 73.3 | | 92.3 | 91.4 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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 | 101 | 74 | 73.3 |
| Female | 38 | 28 | 73.7 |
| Male | 62 | 45 | 72.6 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | -- | -- | -- |
| Black or African American | 12 | 8 | 66.7 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 68 | 53 | 77.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | 16 | 12 | 75.0 |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 28 | 21 | 75.0 |
| Socioeconomically Disadvantaged | 95 | 71 | 74.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 385 | 354 | 293 | 82.8 |
| Female | 153 | 141 | 123 | 87.2 |
| Male | 231 | 212 | 169 | 79.7 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 7 | 7 | 5 | 71.4 |
| Black or African American | 35 | 31 | 27 | 87.1 |
| Filipino | 2 | 2 | 2 | 100.0 |
| Hispanic or Latino | 277 | 254 | 209 | 82.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 9 | 9 | 8 | 88.9 |
| White | 52 | 48 | 40 | 83.3 |
| English Learners | 40 | 38 | 28 | 73.7 |
| Foster Youth | 6 | 4 | 3 | 75.0 |
| Homeless | 66 | 61 | 52 | 85.2 |
| Socioeconomically Disadvantaged | 342 | 316 | 263 | 83.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 20 | 17 | 12 | 70.6 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.63 | 10.65 | 0.22 | 3.67 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.65 | 0.00 |
| Female | 7.84 | 0.00 |
| Male | 12.12 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 11.43 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 9.03 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 15.38 | 0.00 |
| English Learners | 5.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 12.12 | 0.00 |
| Socioeconomically Disadvantaged | 10.23 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 10.00 | 0.00 |

2022-23 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.

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 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 14 | 19 | | |
| Mathematics | 11 | 12 | | |
| Science | 11 | 10 | | |
| Social Science | 19 | 11 | 3 | |

2021-22 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 | 100.5 |

2021-22 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) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$23758.33 | \$6703.28 | \$17055.05 | \$101,213.17 |
| District | N/A | N/A | \$7211.11 | \$88,816 |
| Percent Difference - School Site and District | N/A | N/A | 81.1 | 13.0 |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 88.5 | 13.6 |

2021-22 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
- Weekly Advisory class that focuses on SEL, life skills, academic support, school culture, and mentoring
- Two full-time counselors with an approximate 125:1 student ratio
- Full-time MTSS Coordinator/Program Specialist
- Individualized support for Tier III students via contracted licensed outside therapy services
- Alternative credit recovery options: Edgenuity and Independent Study Specialist
- Credit Recovery Options: Community Service/Service Learning Projects, Independent Study, Work Experience
- Graduation Status Monitoring: Tiered supports

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$54,370 |
| Mid-Range Teacher Salary | \$82,615 | \$82,681 |
| Highest Teacher Salary | \$109,075 | \$106,610 |
| Average Principal Salary (Elementary) | \$133,996 | \$135,283 |
| Average Principal Salary (Middle) | \$143,214 | \$141,244 |
| Average Principal Salary (High) | \$155,485 | \$152,955 |
| Superintendent Salary | \$260,000 | \$264,367 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

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 Where there are student course enrollments of at least one student. | 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 | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 39 | 25 | 39 |