

# Orange 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

<b>School Name</b>	Orange High School
<b>Street</b>	525 N. Shaffer Street
<b>City, State, Zip</b>	Orange, CA 92867
<b>Phone Number</b>	(714) 997-6211
<b>Principal</b>	Sheryl Anderson Glass
<b>Email Address</b>	sranderson@orangeusd.org
<b>School Website</b>	orangehighschool.org
<b>County-District-School (CDS) Code</b>	30-66621-3035409

## 2022-23 District Contact Information

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	www.orangeusd.org

## 2022-23 School Overview

Originally established in 1903 on the current site of Chapman University, but rebuilt in 1953, Orange High School (OHS) currently sits on 37 acres of land just north of the historic district known as Old Towne Orange. OHS is the fourth oldest school in Orange County and is one of four 9th-12th grade comprehensive high schools in the Orange Unified School District (OUSD). OHS primarily educates students from the cities of Orange, Santa Ana, Garden Grove, and sections of Anaheim. The City of Orange encompasses 25.8 square miles and has a population of approximately 136,000. The community is made of mostly a residential district zoned for single-family residences. OHS serves a predominantly suburban population, with students coming from a wide variety of socio-economic and ethnic backgrounds with a broad range of educational needs. The predominant ethnic groups in the City of Orange are White (67%), Hispanic (38%), and Asian (11%). At Orange High School there are approximately 1780 students enrolled in grades 9-12 of which 85% are Hispanic, 6.7% are White, 4.2% are Asian, 4.2% are Black/African American, and 1.0% are American Indian.

Orange High is a school-wide Title I high school. Title I funding is provided to support the academic achievement of the students most at risk. The number of students who qualify for the Free and Reduced Lunch Program determines funding for our School-wide Title I Program. Orange High School is dedicated to assisting all students in reaching their potential by offering an extensive support system through AVID, Language Arts support, ELD support, and a variety of tutorial programs. Strong relationships between CTE and Orange High's staff enable the two programs to work collaboratively using both fiscal and human resources.

Orange High School has a comprehensive program providing a great education to all students. Orange High encourages all students who have the commitment and prerequisites to enroll in rigorous Honors and Advanced Placement courses. With an exemplary National Demonstration School AVID program, students who traditionally would not be considered "qualified," are able to receive the support to succeed in Advanced Placement and Honors courses. Orange High School's partnership with SCC in the dual enrollment program offers opportunities for students to receive credit in both high school and college settings. The Early College Academy is a program that supports the participant for 4 years. Orange High's English Language Development program serves nearly one-third of the students. Categorical programs support our students and staff with supplemental resources, by providing academic intervention and support services, enabling staff development opportunities, and parent support systems.

## 2022-23 School Overview

### Mission Statement

Orange High School is committed to the continual improvement of academic achievement by providing open access to rigorous curricula in a supportive learning environment. All students will have the opportunity to complete college entrance requirements and explore career pathways in preparation for a global economy.

### VISION STATEMENT

Orange High School will be recognized as a model institution of continuous improvement. Using researched-based strategies, employing recognized best practices, and providing a collaborative culture, Orange High's shareholders will hold the expectation that all students can master and/or exceed the California Content Area Standards.

### Schoolwide Learner Outcomes:

By graduation from Orange High School, each student is expected to become:

#### Critical/Complex Thinkers who:

- Analyze, interpret, and evaluate significant concepts within various contexts
- Develop solutions to problems based on justifiable rationale
- Transfer learned skills to new situations
- Use effective leadership and group skills while establishing and accomplishing significant goals

#### Responsible Citizens who:

- Recognize and respect individual and cultural differences
- Make informed decisions and understand consequences
- Contribute time, energies and talents to improve the quality of life in our schools, communities, nation, and the world
- Demonstrate respect for self, others, and the environment

#### Effective Communicators who:

- Read, write, speak and listen reflectively and critically
- Use language appropriately to convey significant messages to others both verbally and in writing
- Demonstrate technological competence

#### Academic Achievers who:

- Meet or exceed Orange Unified School District's standards in all academic subjects
- Set appropriate and realistic educational goals
- Create intellectual, artistic, practical, and physical products using a variety of resources

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	481
Grade 10	444
Grade 11	433
Grade 12	382
Total Enrollment	1,740

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.3
American Indian or Alaska Native	0.2
Asian	4.3
Black or African American	1.7
Filipino	1.0
Hispanic or Latino	84.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	6.7
English Learners	23.3
Foster Youth	1.0
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	69.2
Students with Disabilities	15.7

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	66.50	85.15	968.20	89.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.09	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.80	2.37	5.50	0.51	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.50	1.97	28.50	2.65	12115.80	4.41
<b>Unknown</b>	8.20	10.49	74.80	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	78.10	100.00	1078.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

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	1.80	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.80</b>	

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	1.10	
Local Assignment Options	0.30	
<b>Total Out-of-Field Teachers</b>	<b>1.50</b>	

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.60	

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: 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

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Mathematics</b>	Pearson Integrated Mathematics I, II & III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Science</b>	Holt Earth Science ©2006; Glencoe Life Science ©2002; Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; Savvas California Experience Chemistry ©2021; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Savvas Experience Physics ©2022; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>History-Social Science</b>	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board.	Yes	0%
<b>Foreign Language</b>	T'es branché?, Levels 1-4 ©2014; APprensions, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y	Yes	0%



	lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018. All selected are standards-based materials adopted by the local governing board.		
<b>Health</b>	APEX Extended Health ©2016. Materials are standards-based materials adopted by the local governing board.	Yes	0%
<b>Visual and Performing Arts</b>	Broadway Books 24 One Act Plays adopted in 2002. This book was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
<b>Science Laboratory Equipment</b> (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9 to 12, inclusive, is available to pupils.	Yes	0%

### School Facility Conditions and Planned Improvements

OHS where it's current physical location is over 70 years old and the facilities are aging. Permanent buildings provide over 50 classrooms, counseling offices, administration offices, student support services, and physical education and athletics facilities. Orange has reached its capacity with the addition of its twenty-four portable classrooms of which eleven are more than 25 years old and are showing wear. All teachers are assigned to a permanent classroom. Air conditioning and heating for the school have been upgraded throughout with the exception of the gymnasium and theater. All rooms have Internet access. Major League Groundskeepers and the Baseball Tomorrow Fund awarded the OHS field renovation project with over \$100,000 in repairs and upgrades in January 2012. The 300 wing was upgraded with tile floors throughout the summer of 2015. Also, Boys and Girls' bathrooms were renovated in the 100 wing, gym, and locker room areas during the summer of 2015. Measure S Bond project has resulted in a complete remodel of the girl's 500 wing bathroom that opened in the Fall of 2019. Also, as a part of Measure S construction a new nutrition services building, hardscape, seat walls, and quad area were opened in 2019. In November of 2020, the Science Center was opened and is currently housing 9 Science classes, 2 Math classes, 1 Medical class and 2 medically fragile classrooms. In January of 2023, construction on Phase II of Measure S will begin with a new administrative building, school offices, and six classrooms.

During the Fall of 2021 temporary swing space is being prepared to house all administrative and student services offices. The temporary offices will be located in the 300 wing where classrooms are being prepared to function as office space when phase 2 constructions starts in the summer of 2022. The Phase 2 building will be home to 6 classrooms, administrative, counseling, health, and attendance offices. Demolition of the current building is scheduled to begin at the end of the 22-23 school year with actual construction starting in the Fall of 2023.

Poor ratings have been addressed via work orders and communication with OHS custodial staff.

#### Year and month of the most recent FIT report

7/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Staff Lounge: 2: Women's restroom missing exhaust vent 4: Ceiling tiles dropping
<b>Interior:</b> Interior Surfaces			X	101A: 4: Carpet frayed at entry; cove base damaged 107: 4: Ceiling tiles missing; walls and cabinets have paint damage 15: Windows etched with graffiti 108: 4: Ceiling tiles damaged; carpet stained and dirty; doors and jambs have paint damage 7: Light diffusers damaged x3 110: 4: Walls and cabinets have paint damage 12: Stucco damage on north side 15: Windows etched with graffiti



## School Facility Conditions and Planned Improvements

111: 4: Ceiling tiles stained; door jambs have paint damage 7: Data covers off wall 12: Stucco damage on north side 15: Windows etched  
 112: 4: Door jambs have paint damage 12: Stucco damage on north side  
 202: 200 Area is not being used at this time; all will be marked okay since not used as designed  
 203: 200 Area is not being used at this time; all will be marked okay since not used as designed  
 204: 200 Area is not being used at this time; all will be marked okay since not used as designed  
 209: 200 Area is not being used at this time; all will be marked okay since not used as designed  
 300: 4: Ceiling tiles missing and stained  
 310: 4: Ceiling tiles stained 15: Window has BB-gun hole  
 400: 4: Ceiling tiles damaged; door and wall have damage 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti at double door building entry; door drags on floor  
 402: 4: Walls and window frames have paint flaking; wall damage under windows  
 403: 4: Ceiling tiles dropping  
 404: 4: Ceiling tiles stained, damaged and dropping; paint flaking on building entry door window frames 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti on building entry doors  
 405: 4: Ceiling tiles stained and damaged 15: Windows etched with graffiti  
 408: 4: Cabinet lock is damaged 15: Windows etched with graffiti  
 409: 4: Ceiling tiles damaged; cove base damaged; south wall damaged 15: Windows etched with graffiti  
 500: 4: Ceiling tiles stained and missing 12: Walkway cover between 400 & 500 building have dry-rot  
 501: 4: Ceiling tiles damage; cabinets have paint damage 10: Plug-in air freshener 15: Interior window broken on east wall; windows cracked; window glazing putting falling out  
 502: 4: Ceiling tile damage and cove base missing; wall covering damaged; door and jambs have paint damage 15: Glazing putting falling out on exterior windows  
 503: 4: Ceiling tiles missing; door and jambs have paint damage 7: Surge suppressors daisy-chained together 15: Window cracked  
 504: 4: Ceiling tiles stained; south wall has damage  
 505: 4: Ceiling damaged in back room; wall damage under windows; carpet stained and dirty  
 506: 4: Ceiling tiles damaged; wall damage in exterior hallway and in back room  
 507: 4: Ceiling tiles stained  
 602: 4: Ceiling tiles damaged  
 603 Cafeteria: 4 Walls have paint peeling throughout; floor tiles cracked/damaged 8: Men's restroom partitions deteriorating  
 807: 15: Window glazing putty falling out  
 Attendance Office: 4: Carpet stained and dirty 7: Data cover hanging off wall

## School Facility Conditions and Planned Improvements

			<p>Counseling Offices: 4: Ceiling tiles damaged; needs paint</p> <p>Girl's Restroom:</p> <p>Health Office: 4: Cot rooms missing cove base</p> <p>Kitchen: 4: Walls have paint damage; floor tiles cracked/damaged along speed line 15: Window caulking damaged on east side</p> <p>Library: 4: Ceiling tiles stained and damaged in back office and front section 7: Exterior conduit run on south side of building missing cover 15: Windows etched with graffiti</p> <p>Staff Lounge: 2: Women's restroom missing exhaust vent 4: Ceiling tiles dropping</p> <p>Staff Lounge: 4: Ceiling has paint damage 15: Windows etched by double doors at building entry</p> <p>Storage Room: 4: Ceiling tiles dropping; wall damage</p> <p>T-10: 4: Carpet stained and dirty; wall damage on east side 12: Siding and skirting damage</p> <p>T-11: 4: Carpet stained and dirty 12: Siding and skirting damage</p> <p>T-12: 4: Cove base missing 11: Compressed gas cylinders unsecured 12: Siding and skirting damage 15: Door drags on ramp</p> <p>T-13: 4: Carpet stained; wall damage, needs paint 12: Siding and skirting damage</p> <p>T-14: 4: Carpet stained 12: Siding and skirting damage 15: Door bottom has damage and threshold loose</p> <p>T-16: 4: Ceiling tile damage</p> <p>T-8: 4: Carpet stained and dirty 12: Siding and skirting damage</p> <p>T-9: 4: Wall coverings torn; carpet stained and dirty 7: Surge suppressors daisy-chained together 12: Siding and skirting damage 15: Windows etched with graffiti</p> <p>Xerox Room: 4: Wall damage; cove base missing</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>101 Assistant Principal: 5: Carpet stained and dirty throughout</p>
<b>Electrical</b>		X	<p>106: 7: Outlet cover damaged</p> <p>108: 4: Ceiling tiles damaged; carpet stained and dirty; doors and jambs have paint damage 7: Light diffusers damaged x3</p> <p>111: 4: Ceiling tiles stained; door jambs have paint damage 7: Data covers off wall 12: Stucco damage on north side 15: Windows etched</p> <p>203: 200 Area is not being used at this time; all will be marked okay since not used as designed</p> <p>301: 7: Light diffuser missing</p> <p>400: 4: Ceiling tiles damaged; door and wall have damage 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti at double door building entry; door drags on floor</p> <p>404: 4: Ceiling tiles stained, damaged and dropping; paint flaking on building entry door window frames 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti on building entry doors</p> <p>503: 4: Ceiling tiles missing; door and jambs have paint damage 7: Surge suppressors daisy-chained together 15: Window cracked</p>

## School Facility Conditions and Planned Improvements

			<p>601: 7: Light diffuser hanging down</p> <p>Attendance Office: 4: Carpet stained and dirty 7: Data cover hanging off wall</p> <p>Library: 4: Ceiling tiles stained and damaged in back office and front section 7: Exterior conduit run on south side of building missing cover 15: Windows etched with graffiti</p> <p>T-17:</p> <p>T-9: 4: Wall coverings torn; carpet stained and dirty 7: Surge suppressors daisy-chained together 12: Siding and skirting damage 15: Windows etched with graffiti</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>603 Cafeteria: 4 Walls have paint peeling throughout; floor tiles cracked/damaged 8: Men's restroom partitions deteriorating</p> <p>807: 15: Window glazing putty falling out</p> <p>Boy's Restroom by 500: 8: Middle stall partition door drags</p> <p>Boy's Restroom by Xerox Room: 8: Toilet seats etched; partitions drag on closing, not secured to wall; urinal cracked; ceiling tiles damaged; "mirror" etched; sink damaged</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>501: 4: Ceiling tiles damage; cabinets have paint damage 10: Plug-in air freshener 15: Interior window broken on east wall; windows cracked; window glazing putting falling out</p> <p>921: 10: Plug-in air freshener</p> <p>T-12: 4: Cove base missing 11: Compressed gas cylinders unsecured 12: Siding and skirting damage 15: Door drags on ramp</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>110: 4: Walls and cabinets have paint damage 12: Stucco damage on north side 15: Windows etched with graffiti</p> <p>111: 4: Ceiling tiles stained; door jambs have paint damage 7: Data covers off wall 12: Stucco damage on north side 15: Windows etched</p> <p>112: 4: Door jambs have paint damage 12: Stucco damage on north side</p> <p>500: 4: Ceiling tiles stained and missing 12: Walkway cover between 400 &amp; 500 building have dry-rot</p> <p>T-10: 4: Carpet stained and dirty; wall damage on east side 12: Siding and skirting damage</p> <p>T-11: 4: Carpet stained and dirty 12: Siding and skirting damage</p> <p>T-12: 4: Cove base missing 11: Compressed gas cylinders unsecured 12: Siding and skirting damage 15: Door drags on ramp</p> <p>T-13: 4: Carpet stained; wall damage, needs paint 12: Siding and skirting damage</p> <p>T-14: 4: Carpet stained 12: Siding and skirting damage 15: Door bottom has damage and threshold loose</p> <p>T-4:</p> <p>T-6:</p> <p>T-7: 12: Skirting damaged, paint peeling</p> <p>T-8: 4: Carpet stained and dirty 12: Siding and skirting damage</p>

## School Facility Conditions and Planned Improvements

			T-9: 4: Wall coverings torn; carpet stained and dirty 7: Surge suppressors daisy-chained together 12: Siding and skirting damage 15: Windows etched with graffiti
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>107: 4: Ceiling tiles missing; walls and cabinets have paint damage 15: Windows etched with graffiti</p> <p>110: 4: Walls and cabinets have paint damage 12: Stucco damage on north side 15: Windows etched with graffiti</p> <p>111: 4: Ceiling tiles stained; door jambs have paint damage 7: Data covers off wall 12: Stucco damage on north side 15: Windows etched</p> <p>308: 15: Windows cracked and etched with graffiti</p> <p>309: 15: Windows etched with graffiti</p> <p>310: 4: Ceiling tiles stained 15: Window has BB-gun hole</p> <p>400: 4: Ceiling tiles damaged; door and wall have damage 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti at double door building entry; door drags on floor</p> <p>404: 4: Ceiling tiles stained, damaged and dropping; paint flaking on building entry door window frames 7: Surge suppressors daisy-chained together 15: Windows etched with graffiti on building entry doors</p> <p>405: 4: Ceiling tiles stained and damaged 15: Windows etched with graffiti</p> <p>406: 15: Windows etched with graffiti and have BB-gun holes</p> <p>407: 15: Windows etched with graffiti</p> <p>408: 4: Cabinet lock is damaged 15: Windows etched with graffiti</p> <p>409: 4: Ceiling tiles damaged; cove base damaged; south wall damaged 15: Windows etched with graffiti</p> <p>501: 4: Ceiling tiles damaged; cabinets have paint damage 10: Plug-in air freshener 15: Interior window broken on east wall; windows cracked; window glazing putting falling out</p> <p>502: 4: Ceiling tile damage and cove base missing; wall covering damaged; door and jambs have paint damage 15: Glazing putting falling out on exterior windows</p> <p>503: 4: Ceiling tiles missing; door and jambs have paint damage 7: Surge suppressors daisy-chained together 15: Window cracked</p> <p>807: 15: Window glazing putty falling out</p> <p>Girl's Restroom:</p> <p>Kitchen: 4: Walls have paint damage; floor tiles cracked/damaged along speed line 15: Window caulking damaged on east side</p> <p>Library: 4: Ceiling tiles stained and damaged in back office and front section 7: Exterior conduit run on south side of building missing cover 15: Windows etched with graffiti</p> <p>Staff Lounge: 4: Ceiling has paint damage 15: Windows etched by double doors at building entry</p> <p>T-12: 4: Cove base missing 11: Compressed gas cylinders unsecured 12: Siding and skirting damage 15: Door drags on ramp</p>

School Facility Conditions and Planned Improvements				
				T-14: 4: Carpet stained 12: Siding and skirting damage 15: Door bottom has damage and threshold loose T-6: T-9: 4: Wall coverings torn; carpet stained and dirty 7: Surge suppressors daisy-chained together 12: Siding and skirting damage 15: Windows etched with graffiti

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).
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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	11	N/A	39	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
<b>All Students</b>	423	404	95.51	4.49	39.60
<b>Female</b>	204	191	93.63	6.37	46.07
<b>Male</b>	219	213	97.26	2.74	33.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	24	100.00	0.00	66.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	350	337	96.29	3.71	38.28
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	20	86.96	13.04	35.00
<b>English Learners</b>	90	85	94.44	5.56	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	306	296	96.73	3.27	38.18
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	65	57	87.69	12.31	8.77

## 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
<b>All Students</b>	422	405	95.97	4.03	10.67
<b>Female</b>	203	191	94.09	5.91	11.05
<b>Male</b>	219	214	97.72	2.28	10.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	24	24	100.00	0.00	41.67
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	349	337	96.56	3.44	8.66
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	20	86.96	13.04	15.00
<b>English Learners</b>	90	85	94.44	5.56	1.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	305	297	97.38	2.62	8.81
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	64	56	87.50	12.50	1.79

## 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
<b>Science</b> (grades 5, 8 and high school)	16.36	18.86	34.95	32.07	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
<b>All Students</b>	838	823	98.21	1.79	18.86
<b>Female</b>	413	404	97.82	2.18	14.89
<b>Male</b>	425	419	98.59	1.41	22.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	36	100	0	38.89
<b>Black or African American</b>	16	15	93.75	6.25	20
<b>Filipino</b>	11	10	90.91	9.09	--
<b>Hispanic or Latino</b>	702	692	98.58	1.42	16.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	59	56	94.92	5.08	28.57
<b>English Learners</b>	164	160	97.56	2.44	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	16	94.12	5.88	6.25
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	590	585	99.15	0.85	17.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	110	102	92.73	7.27	0.98

## 2021-22 Career Technical Education Programs

Career Technical Education at Orange High School is growing each semester. In collaboration with ROP (Regional Occupation Program), introductory classes are available to students in auto, dance, medicine, criminal justice, digital media, business, and animal science. Each of these classes meets the career technical criteria leading to a career pathway or Program of Study. CTE has a strong presence on the campus with 40 on-campus course offerings, so students are able to continue their career exploration. All CTE courses at Orange High support a larger plan of study for students to explore career or college interests. Each plan of study directs students down a chosen career pathway. Each pathway contains both academic and technical courses for students to explore, eventually culminating in courses designed to prepare students to enter the workforce directly from high school or to enter collegiate programs with the tools necessary to be successful. All students are exposed to a CTE class during their Freshman year to enhance their knowledge. In addition, Orange High has an open access policy to encourage students from all demographics to enroll in any course deemed beneficial or interesting. Orange Unified School District and Orange High School have identified three measurable outcomes for the program. First, Orange High will continue to build and develop its pathways program through the four-year planning process with academic counselors, work with SCC college and career coaches as well as the P-21 instructional specialist. We continue to use the "Career Plan of Study" matrix to identify graduation requirements, CTE offerings, and post-secondary links at the community college, vocational schools, and universities. Secondly, we will continue to recruit and train fully credentialed teachers. We have expanded our mentor program here at OHS which has been quite beneficial to our CTE teachers. The expertise that is available has assisted many teachers in developing as teachers and leaders on our campus. Lastly, we continue to articulate with both our sister schools in the district as well as the Santiago Community College District and CTEP. Together we will continue to build a program that supports all students in their academic ventures as well as their career interests. The students currently have four areas in which they can earn a certificate to support a career after they complete course.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.2
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	98.45
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.35

## 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	74.1	71.0	74.1	73.9	74.6

## 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

Parents are actively recruited by other parents and leadership team members to become active in Orange High School parent-centered groups like the PFSO (Parent, Teacher, Faculty, Student Organization), ELAC, and School Site Council. Monthly parent meetings of these groups ensure that parents have input into organized activities and plans made for Orange High. Parents can also attend parent information meetings held every quarter addressing topics ranging from internet safety to test preparation. Orange utilizes a telephone and email communication system, School Messenger to send information, newsletters, and invitations to parents about school activities and important messages, as well as inform parents of student progress in classrooms. The phone messages are personalized and are made in English, Spanish, and Vietnamese. Orange's extracurricular activities have active booster clubs that support students engaged in athletics, band, choir, drama, and agriculture/FFA. Parents are active in Orange High activities by planning Grad Night, assisting in hearing and vision screening, blood drives, chaperoning dances, and field trips. Parent workshops and information nights are done once a quarter to support the needs of our school community.

## 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
<b>Dropout Rate</b>		5.8	1.8		5.2	2.6		8.9	7.8
<b>Graduation Rate</b>		94.2	95.5		93.2	95.4		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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	400	382	95.5
<b>Female</b>	201	197	98.0
<b>Male</b>	198	184	92.9
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	12	12	100.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	337	324	96.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	36	32	88.9
<b>English Learners</b>	107	100	93.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	11	84.6
<b>Socioeconomically Disadvantaged</b>	341	328	96.2
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	56	46	82.1

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1873	1835	621	33.8
Female	929	912	350	38.4
Male	942	921	270	29.3
American Indian or Alaska Native	5	5	3	60.0
Asian	75	75	3	4.0
Black or African American	38	34	7	20.6
Filipino	21	21	7	33.3
Hispanic or Latino	1571	1540	528	34.3
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	14	14	6	42.9
White	128	126	60	47.6
English Learners	451	440	154	35.0
Foster Youth	29	26	9	34.6
Homeless	45	43	21	48.8
Socioeconomically Disadvantaged	1347	1320	456	34.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	307	296	113	38.2

### 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
<b>Suspensions</b>	4.86	2.03	2.45
<b>Expulsions</b>	0.05	0.00	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
<b>Suspensions</b>	0.06	5.07	0.19	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.07	0.00
<b>Female</b>	3.66	0.00
<b>Male</b>	6.37	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	2.63	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	5.22	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	7.14	0.00
<b>White</b>	5.47	0.00
<b>English Learners</b>	8.43	0.00
<b>Foster Youth</b>	17.24	0.00
<b>Homeless</b>	11.11	0.00
<b>Socioeconomically Disadvantaged</b>	5.64	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	8.14	0.00

## 2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school submits a Safe School Plan through Document tracking which is reviewed by the Office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Orange High has a comprehensive School Safe Plan that is available on campus in all administrative offices and is on file at the OUSD Office of Student and Community Services. School-wide evacuation drills are held in accordance with the California Education Code. Lock-down drills are held quarterly and Fire and Earthquake drills are held biannually. Detailed instructions on how to respond to all forms of emergency situations are included in the School Safe Plan. Orange High School has a campus security team consisting of four employees who monitor the campus daily. All staff members are trained in emergency procedures including lockdown and shelter and place. A video surveillance system has been installed. Every classroom has an IP telephone system from which teachers can contact the office and hear school-wide announcements. Fire alarms and extinguishers are prevalent throughout the campus and are regularly checked for working order and in compliance with building and safety codes. Fencing surrounds the perimeter of the school. Ingress and egress to the campus are available through entrance doors or gates before and after school. During school hours access is only offered at the front entrance of the school monitored by a staff member at all times during school hours. OHS continues to utilize the Raptor visitor management system. This system allows security to track visitors, scan their identification which will scan national databases for sex offenders and dangerous persons. Teachers and classified personnel are recruited to work as campus supervisors during lunch and special events to maintain security and provide adult supervision. A full-time nurse and/or nursing attendant is on duty during school hours to assist in any medical situation that may occur. All information is reviewed with staff in an OHS Handbook.

## 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	36	14	13	34
Mathematics	36	9	12	29
Science	30	11	11	24
Social Science	35	6	9	25

## 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	32	13	24	25
Mathematics	35	8	14	28
Science	31	9	15	18
Social Science	33	8	12	21

## 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	25	23	24	21
Mathematics	29	11	22	19
Science	28	14	9	22
Social Science	30	7	13	21

## 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	217.5

## 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)	8.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

## 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
<b>School Site</b>	\$5343.20	330.72	5673.91	\$52271.37
<b>District</b>	N/A	N/A	\$6616.90	\$89,626
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.3	-52.7
<b>State</b>	N/A	N/A	\$6,594	\$85,368
<b>Percent Difference - School Site and State</b>	N/A	N/A	-15.0	-48.1

## 2021-22 Types of Services Funded

Orange High utilized the following categorical programs and grants throughout the year and are governed by the School Site Council:

Title I  
LCFF  
Lottery

OUSD allocates funds for each school including categorical programs. The School Site Council oversees budgeting these funds. The Title I and ELAC Advisors allocate resources based on the needs of subgroups of students. Rationales for each expenditure are written and submitted based on the SPSA actions. The Career Technical Education Program has expanded at Orange High. CTE courses include Auto Technology, Law Enforcement, Entrepreneurship, Hospital Occupations, Digital Photography, Medical STEM lab, and Animation. Unique to Orange High is its MCJROTC program, agriculture/FFA program, and the Early College Academy. Categorical programs, grants, and donations provide students in these programs experience extraordinary learning experiences that cannot be gained in normal classroom settings.

The above-mentioned funding sources allow for Orange High School to provide targeted support for At Promise students in a variety of curricular settings. Categorical funds support Co-teaching efforts in Math, English, Social Studies, and Science. Co-teaching provides the appropriate support for English Language Learners and Students with Special needs. Categorical funding also supports Advanced Placement and AVID courses in areas where the class sizes are too small to maintain. With this funding, OHS is able to staff classes that otherwise would be collapsed due to a lack of enrollment. This keeps Advanced Placement and AVID programs open and available for Title I and At Promise students. Title I and LCFF also support the Early College Academy. ECA provides college classes to At Promise students. Students in this program can earn up to two years of college credit that is guaranteed to be transferable to UC/CSU colleges.

Orange High provides a positive learning environment that supports students' success. Student achievement is celebrated through a variety of programs that have become institutions at Orange. Among them are PRIDE, Awards of Excellence, 4.0 Luncheon, EL/ redesignated student awards, AVID Celebration and Reception, and the Awards Assemblies. A variety of opportunities for recognition are available to commemorate students who have demonstrated perseverance, respect, integrity, dedication, and excellence inside and outside the classroom and academic setting.

## 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
<b>Beginning Teacher Salary</b>	\$54,515	\$51,081
<b>Mid-Range Teacher Salary</b>	\$79,004	\$77,514
<b>Highest Teacher Salary</b>	\$111,263	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$133,421
<b>Average Principal Salary (Middle)</b>	\$137,808	\$138,594
<b>Average Principal Salary (High)</b>	\$165,215	\$153,392
<b>Superintendent Salary</b>	\$256,476	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	16.8
------------------------------------------	------

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
<b>Computer Science</b>	0
<b>English</b>	5
<b>Fine and Performing Arts</b>	2
<b>Foreign Language</b>	4
<b>Mathematics</b>	2
<b>Science</b>	3
<b>Social Science</b>	8
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	24

## Professional Development

There are several ways staff development is selected. The district office has identified areas for professional development through its' newly developed strategic plan from 2019. In order to meet the goals of the strategic plan, the Management Team, and Instructional Leadership Team provide input in the creation of a staff development plan based on summative and formative data. Teachers are also surveyed formally or informally to assess their needs and desires for training. Individual requests for professional development can be requested through the Management Team.

Professional development is focused to provide support teams in analyzing data, planning instructional units, creating common assessments, implementing technology as a tool for instruction, and new textbook adoptions. Our categorical program funding is used for focused and specific training in core content areas, curriculum development and delivery, classroom management, technology, effective teaching strategies, close reading, EL/Special Ed Support, Thinking Maps, etc. Teachers across disciplines are encouraged to attend AVID, GLAD, and Thinking Maps training during the school year and summer months with the goal of implementing of high-leverage instructional strategies school-wide. Methods of professional development delivery vary from conference periods, after-school workshops, Saturday training, sub-release time, and summer institutes.

In 2016-2017, the staff selected after-school professional development as their primary means of PD. A series of after-school PD opportunities are offered to all certificated staff. The courses cover, AVID strategies, close reading, technology, and Special Education topics. There were 12 total after-school PD opportunities. These afterschool sessions were successful at the beginning of the school year, however toward the middle of the year attendance dropped and by the end of the year, it was minimal. To adjust to the needs of our teachers, in 2017-2018, we increased the number of modified days to include PD in the regular work hours. Topics include Thinking Maps, Technology, Formative assessment, and EL strategies.

In 2018-2019 the primary focus for professional development is on new adoptions/curricula, common assessments, and data management. Now that we are well into the Common Core, our staff is focused on creating common benchmark assessments to gather data, collaborate in teams to inform instruction.

In 2019-2020 the emphasis is on improving D and F grades as well as campus and school safety. Emergency operations and procedures to save lives during an active violent event are at the forefront of our priorities. Resources from the Orange Police Department, Orange County Sheriff, and OUSD SCS offices are utilized to provide staff training.

In 2020-2021 the emphasis is on the hybrid teaching model to engage students on the online platform. Teachers have had to adapt to school closures by digitizing their curriculum and modifying their instruction to fit online teaching.

In 2022-2023 the emphasis is on AVID Site implementation and equitable grading.

Starting in the Fall of 2021-2022, OUSD partnered with Orenda Education. This work started with data collection in the Spring of 2021 and has transitioned to PLC work with English, Math, and the Counseling teams. The focus of this initiative is to identify common high priority Common Core Standards by subject and create common assessments on the identified standards. Common assessments will serve as a foundation from which instructional strategies and pedagogy will be shared amongst teams. The Counseling team is also collaborating on using data to best meet the student's needs when guiding them toward their postsecondary goals. The work with Orenda is providing a basis and data platform to detect school connectedness and where academic support is needed. Continuing through the 2022-2023 school year, Orenda Education will be working to align curriculum.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	16	16	16