

Orange High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Orange High School
Street	525 N. Shaffer Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6211
Principal	Dennis McCuiston
E-mail Address	dmccuiston@orangeusd.org
Web Site	http://www.orangeusd.org/ohs/index.asp
CDS Code	30-66621-3035409

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

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

Orange High School is one of four comprehensive high schools in the Orange Unified School District. The original high school was built in 1905 on the site where Chapman University is currently. The current Orange High campus was built in 1953 and is located just north of the Historic District of Old Town Orange. There are approximately 1800 students enrolled in grades 9-12. Approximately 87% of students are Hispanic, 7% White, 3% Vietnamese, and 2% Black or African American.

Orange High School has a comprehensive program providing a world class 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’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.

Positive Learning Environment

Maintaining the appearance, safety, and functionality of Orange High School is important. Throughout the school year, our custodial staff works diligently to maintain a clean and orderly school campus. Orange High School received a grant for Positive Behavior Intervention and Support (PBIS) which is designed to achieve school-wide behavior support for all members of the school community. PBIS continues with categorical budget funding. The goal is to be more proactive in teaching school-wide behavioral expectations. The implementation of PBIS is managed by a committee. In the 2014-15 school year, OHS continues the PRIDE program which focuses on recognition for students, staff and faculty based on academic/character achievements.

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

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

Grade Level	Number of Students
Grade 9	495
Grade 10	495
Grade 11	479
Grade 12	420
Total Enrollment	1,889

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	1.1
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.3
White	6.5
Two or More Races	0.3
Socioeconomically Disadvantaged	81.7
English Learners	21.9
Students with Disabilities	10.7
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	82	87	87	1279
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

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

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Timeless Voices, Timeless Themes for Grades 9-12 ©2002; Bedford, Freeman & Worth's 50 Essays: A Portable Anthology ©2004 & Pearson's Everyday Use ©2005 for AP English Composition Grade 11; Perrine's Literature: Structure, Sound & Sense 10th Edition ©2009 for AP English Literature Grade 12; Hampton Brown Edge ©2009 for ELD Grades 9-12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001; McDougal Littell Algebra & Trigonometry: Structure & Method Book 2 adopted in 2001; Financial Algebra adopted in 2014; Pre-Calculus Enhanced with Graphing Utilities, 3rd Edition adopted in 2003; Prentice Hall Calculus: Graphical, Numerical, Algebraic adopted in 2009; The Practice of Statistics adopted in 2015. Lial Hornsby Schneider Trigonometry adopted in 2010. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites - Orange High School is Piloting Big Ideas Mathematics by Houghton Mifflin Harcourt: Algebra I, Geometry, & Algebra II.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's Biology, 7th Edition ©2005; Pearson AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Mosby Anthony's Anatomy & Physiology, 16th Edition ©2007; Holt Environmental Science ©2013 Cengage Living in the Environment, 15th Edition ©2007. All were selected from the most recent list of standards based materials adopted by the local governing board.	Yes	0%
History-Social Science	McDougal Littell Modern World History adopted 2002; Cengage Western Civilization, A History of European Society adopted 2002; Prentice Hall World Cultures: A Global Mosaic adopted 2001; Prentice Hall World Civilizations: The Global Experience, 3rd Edition adopted 2003; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Glencoe American History: Connecting with the Past 15e adopted 2015; Prentice Hall Macgruder's American Government adopted 2003; McDougal Littell American Government, 10th Edition adopted 2007; Prentice Hall Economics: Principles in Action adopted 2003; Cengage Principles of Economics, 4th Edition adopted 2007; Holt Psychology: Principles in Practice adopted 2003; Myer's Psychology for AP, 1st Edition adopted 2013. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Glencoe Bon Voyage Levels 1-2 ©2005 & Level 3 ©2008; Glencoe Tresor du Temps ©2005; French Three Years Workbook, 2nd Edition ©2006; Prentice Hall Realidades Levels 1-2 ©2004 & Level 3 ©2008; Glencoe Repaso: A Review Workbook for Grammar ©2004; Pearson Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Glencoe El Espanol Para Nosotros Levels 1-2 ©2006. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	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%
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

OHS is over 50 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-nine portable classrooms of which sixteen are more than 25 years old and are showing wear. All classrooms are in use at this time, and all teachers are assigned to a permanent classroom. Air conditioning and heating for the school has been upgraded throughout. All rooms have Internet access. Major League Groundskeepers and the Baseball Tomorrow Fund awarded OHS field renovation project with over \$100,000 in repairs and upgrades in January 2012. The 300 wing was upgraded with tile floors throughout during 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	<p>700 Girls' Locker Room PE: 4: Peeling paint on lockers & benches 15: Door trim from gym to locker room damaged on top</p> <p>701 PE Locker Room: 4: Chipped peeling paint 15: Door leading from varsity to PE locker room split at hinges won't close correctly</p> <p>Girls' R/R by 311: 4: Floor tiles missing at entry and next to wall in middle stall; ceiling paint blistered; door latch missing on last stall 9: faucet loose in middle sink</p> <p>Girls' R/R: 4: Wall patch needed in stalls and above mirror</p> <p>Girls' RR by 500: 4: Plaster cracking below window</p> <p>Little Theatre Girls' Dressing Room/RR: 4: Carpet stained, chair upholstery damaged, holes in walls; dropped ceiling tiles</p> <p>Little Theatre: 4: Ceiling tiles damaged, walls; doors need paint</p> <p>Locker Room and Showers Varsity Football: 4: Lockers chipped and peeling paint;</p> <p>Locker Room Offices: 4: Ceiling tiles damaged/stained; hole in R/R wall; vinyl flooring in R/R peeling pff, damaged</p> <p>Men's R/R by 805: 4: Tiles at entry broken; wall patch needed by fire alarm & 1st stall below window; exterior window frames cracked and peeling paint 15: Partition door has no hardware; exterior door delaminating along bottom</p> <p>Room 101: 4: Carpet dirty; door jambs need paint</p> <p>Room 102: 4: Ceiling tile missing above white board; interior doors, jambs cabinets and window sills have peeling & chipped paint</p> <p>Room 106: 4: Ceiling tiles stained; cracked, missing cove base; glass on microscope cabinet broken; column outside north door needs paint</p> <p>Room 113: 4: Missing cove base; ceiling tiles damaged 7: Need covers over electrical switched north side</p> <p>Room 202: 4: Door jambs and cabinet have paint damage; holes in walls above white board; missing floor tile on north wall; stucco patch failing on east doorway</p> <p>Room 205: 4: Floor tiles missing and cracked along north wall</p> <p>Room 208: 4: Stucco patch in alcove</p> <p>Room 209: 4: Walls by Women's RR need paint;</p> <p>Room 305: 4: Ceiling tiles dropping in storage room between 305& 307</p> <p>Room 308: 4: Ceiling tiles damaged; corner bead at west entry damaged</p> <p>Room 405: 4: Ceiling tiles stained; hole in floor tile south wall damaged/missing; exterior wall damaged</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Room 406: 4: Doors need painting; exterior walls have damage from door knobs</p> <p>Room 408: 4: Door interior needs paint touch-up; exterior wall damage in hallway.</p> <p>Room 409: 4: Ceiling tiles stained and damaged; hole in exterior wall from door knob of 409</p> <p>Room 501: 4: Ceiling tiles stained & dripping; holes in wall at entry</p> <p>Room 507: 4: Anchor holes in wall at entry; stained/dropped ceiling tiles exterior hallway outside between 507 & 504; missing ceiling tiles</p> <p>Room 508: 4: Missing floor tile at west entry; ceiling tiles damaged; holes in wall at entry</p> <p>Room 601: 4: Cove base broken and missing; door frames and cabinets need paint 7: Need cover over electrical switch</p> <p>Room 602: 4L Ceiling tiles damaged 7: Need cover over abandoned electrical box on west wall</p> <p>Room 603 Cafeteria: 4: Ceiling cracked and hole above stage; floor tiles cracked across entire width of room; floor tiles cracked and missing at south double door entry</p> <p>Room 802: 4: Ceiling tiles stained/missing; water polo office west wall paint peeling and cracking; light diffuser broken in breezeway</p> <p>Room 803 Choir: 4: Ceiling tiles stained & missing; 7: Exposed electrical boxes on wall and back storage room</p> <p>Room 805 Auto Shop: 4: Holes in ceiling of front office</p> <p>Room 808 AG: 4: Light diffuser missing; door jambs need paint 15: South door drags of bottom; exterior window frame (south) needs paint</p> <p>Rooms 702; 703 & Weight Room: 4: Walls chipped and peeling paint; light diffusers hanging down; holes in ceiling tiles mounted on walls</p> <p>Staff R/R Women's: 4: Partition covering torn, walls in entry need paint</p> <p>T - 11: 4: Cove base damaged southeast corner paneling lifting</p> <p>T - 14: 4: Door trim damaged 7: Uni-strut & conduit hanging down on west side of trailer 12: Skirting and siding damage</p> <p>T - 18: 4: Carpet stained and rippled, torn; ceiling tiles dirty; wall coverings worn and dirty</p> <p>T - 19: 4: Ceiling tiles stained; carpet stained 7: Duplex outlet covers missing (2)</p> <p>T - 2: 4: Cove base coming off north wall 12: Siding is cracked and checked</p> <p>T - 4: 4: Floor tiles cracked and missing throughout; soft spots in floor and light diffusers cracked and hanging down 1</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				T - 6: 4: Wall covering torn on west wall 7: Electrical outlet boxes need to be secured to walls T-15: 4: Torn wall coverings throughout; damaged ceiling tiles 12: Paint peeling off siding several locations; Rmap non-slip coating peeling off/damaged T-17: 4: Carpet stained and dirty; wall coverings torn T-20: 4: Carpet stained and dirty; ceiling tiles damaged and sagging 12: Skirting along south side peeling paint and skirting has dry-rot T-22: 4: Tiles cracked at east entry; missing light diffuser T-24: 4: Floor tile missing at west entry 12: Exterior paint chipped, cracked & peeling; ramp has dry-rot T-26: 4: Carpet dirty, stained and rippled; wall coverings torn; missing cove base 12: Skirting on exterior curling up T-28: 4: Carpet stained, dirty and rippled Xerox Room: 4: Ceiling tiles stained; missing; cove base damaged, missing; floor tile missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		<p>Backstage: 7: Missing cover over electrical box by sink</p> <p>Generator Room Under Theatre:</p> <p>Library Backrooms IT Storage: 7: South side exterior cable runs need cover</p> <p>Library: 7: Light diffuser in RR hanging down</p> <p>Principals' Office & Conference Room: 7: Need cover over abandoned electrical box in paneling</p> <p>Room 111: 7: Data box needs to be reattached to south wall; holes in west wall above white board</p> <p>Room 113: 4: Missing cove base; ceiling tiles damaged 7: Need covers over electrical switched north side</p> <p>Room 302: 7: Need cover ovr single box 12: Stucco patch holes in exterior wall of east door</p> <p>Room 601: 4: Cove base broken and missing; door frames and cabinets need paint 7: Need cover over electrical switch</p> <p>Room 602: 4L Ceiling tiles damaged 7: Need cover over abandoned electrical box on west wall</p> <p>Room 803 Choir: 4: Ceiling tiles stained & missing; 7: Exposed electrical boxes on wall and back storage room</p> <p>Room 804 Wrestling: 7: Need electrical cover over box in front office</p> <p>T - 1: 7: Exposed wires on single gang box which is hanging off wall 12: Dry-rot on skirting in several locations; hole in asphalt next to return</p> <p>T - 13: 7: Electrical J-box on west side is hanging down and needs cover</p> <p>T - 14: 4: Door trim damaged 7: Uni-strut & conduit hanging down on west side of trailer 12: Skirting and siding damage</p> <p>T - 19: 4: Ceiling tiles stained; carpet stained 7: Duplex outlet covers missing (2)</p> <p>T - 6: 4: Wall covering torn on west wall 7: Electrical outlet boxes need to be secured to walls</p> <p>T-23: 7: Electrical box cover missing on south wall</p> <p>T-25: 7: Duplex outlet missing (3) covers</p> <p>T-27: 7: Duplex outlet cover missing on south wall</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys' RR by 500: 9: Two auto faucets inoperable Girls' R/R 800 Bldg: 9: Sink faucet broken inoperable Girls' R/R by 311: 4: Floor tiles missing at entry and next to wall in middle stall; ceiling paint blistered; door latch missing on last stall 9: faucet loose in middle sink Gym: Mens' R/R Varsity: 9: Aerator missing on one side and newly remodeled; Room 111: 7: Data box needs to be reattached to south wall; holes in west wall above white board Room 300: Staff R/R by 805: 9: Faucet loose on sink
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 8/11/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			200 Bldg Stairs I-Closet: 12: Stairs on west side (2 steps from mid landing) tread lifting Room 302: 7: Need cover ovr single box 12: Stucco patch holes in exterior wall of east door Room 402: 4: 12: Walls outside of room need repair Room 504: 12: Exterior south wall has holes Room 801 Football: 12: Concrete outside of 801 (hallway) cracked/holes needs repair T - 1: 7: Exposed wires on single gang box which is hanging off wall 12: Dry-rot on skirting in several locations; hole in asphalt next to return T - 12: 12: Skirting has dry-rot; siding has peeling paint 15: door drags severly on ramp T - 14: 4: Door trim damaged 7: Uni-strut & conduit hanging down on west side of trailer 12: Skirting and siding damage T - 2: 4: Cove base coming off north wall 12: Siding is cracked and checked T - 3: 12: Siding is cracked and checked; Dry-rot on corner trim T - 7: 12: Skirting has dry-rot; siding paint peeling T-15: 4: Torn wall coverings throughout; damaged ceiling tiles 12: Paint peeling off siding several locations; Rmap non-slip coating peeling off/damaged T-20: 4: Carpet stained and dirty; ceiling tiles damaged and sagging 12: Skirting along south side peeling paint and skirting has dry-rot T-21: 12:Skirting, siding and door trim have dry-rot and chipped, cracked, and peeling paint T-24: 4: Floor tile missing at west entry 12: Exterior paint chipped, cracked & peeling; ramp has dry-rot T-26: 4: Carpet dirty, stained and rippled; wall coverings torn; missing cove base 12: Skirting on exterior curling up

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		700 Girls' Locker Room PE: 4: Peeling paint on lockers & benches 15: Door trim from gym to locker room damaged on top 701 PE Locker Room: 4: Chipped peeling paint 15: Door leading from varsity to PE locker room split at hinges won't close correctly Grounds Between 400:500:504: 14: Concrete cracking, lifting east of Bldg 400 Grounds West of 600 Bldg Squad: 14: Concrete walkways behind amphitheatre lifting, seats lifting Men's R/R by 805: 4: Tiles at entry broken; wall patch needed by fire alarm & 1st stall below window; exterior window frames cracked and peeling paint 15: Partition door has no hardware; exterior door delaminating along bottom Room 309: 15: Lower window glass cracked southeast corner Room 808 AG: 4: Light diffuser missing; door jambs need paint 15: South door drags of bottom; exterior window frame (south) needs paint T - 12: 12: Skirting has dry-rot; siding has peeling paint 15: door drags severly on ramp T-15: 4: Torn wall coverings throughout; damaged ceiling tiles 12: Paint peeling off siding several locations; Rmap non-slip coating peeling off/damaged

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/11/2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	43	50	53	44	48
Mathematics	15	16	38	40	34	36

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	456	433	95.0	43.2
Male	11	239	226	94.6	36.7
Female	11	217	207	95.4	50.2
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	17	17	100.0	70.6
Filipino	11	--	--	--	--
Hispanic or Latino	11	392	376	95.9	42.3
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	30	25	83.3	36.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	369	357	96.8	43.1
English Learners	11	79	69	87.3	2.9
Students with Disabilities	11	41	36	87.8	5.6
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	456	435	95.4	16.2
Male	11	239	229	95.8	14.0
Female	11	217	206	94.9	18.5
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	17	17	100.0	47.1
Filipino	11	--	--	--	--
Hispanic or Latino	11	392	378	96.4	14.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	30	25	83.3	25.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	369	356	96.5	16.3
English Learners	11	79	72	91.1	1.4
Students with Disabilities	11	41	35	85.4	2.9
Foster Youth	11	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	52	43	45	73	68	64	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	501	474	94.6	44.5
Male	254	241	94.9	49.8
Female	247	233	94.3	39.1
Asian	18	17	94.4	88.2
Hispanic or Latino	434	415	95.6	40.0
White	29	26	89.7	84.6
Socioeconomically Disadvantaged	408	392	96.1	43.6
English Learners	113	105	92.9	11.4
Students with Disabilities	52	49	94.2	24.5

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

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

Career Technical Education Programs (School Year 2015-16)

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, 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 48 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. Our 9th grade Freshman Seminar course, a graduation requirement for all students, contains added CTE standards and career curriculum and is used as the introductory course for multiple pathways. 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 ROP and CTE program. First, Orange High will continue to build and develop its pathways program through the four year planning process with counselors. We continue to use the "Career Plan of Study" matrix to identify graduation requirements, ROP and 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 ROP/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.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1890
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	45%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.65
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	3.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.7	18.9	26.4

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are actively recruited by other parents and leadership team members to become active in Orange High School activities and parent centered groups like the PTSA, ELAC, Parent Involvement Committee, 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 computerized telephone communication system, School Messenger to send information 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 which 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. Parents have continued a tradition of quarterly "Teacher Appreciation Days" that include snacks and refreshments for staff members.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.20	5.30	4.20	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	94.46	92.91	94.26	93.92	92.71	93.60	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	92	90	86
Black or African American	100	85	78
American Indian or Alaska Native	100	70	78
Asian	100	94	93
Filipino	75	98	93
Hispanic or Latino	92	89	83
Native Hawaiian/Pacific Islander	100	85	85
White	85	91	91
Two or More Races	100	92	89
Socioeconomically Disadvantaged	66	62	66
English Learners	51	50	54
Students with Disabilities	65	59	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.1	6.5	6.7	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 forwards its Safe School Plan to the district through 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. The School Safety Plan was reviewed by our School Site Council on February 8, 2016. It is in the process of being updated and will be presented to the School Site Council for approval in February of 2017.

Orange High has a comprehensive School Safe Plan that is available on campus in all administration 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. A video surveillance system has been installed. Monitors record activity while providing live feeds via the computer/internet system. Every classroom has a 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. A chain-link fence surrounds the perimeter of the school. Ingress and egress to the campus is available through entrance doors or gates before and after school. During school hours access is only offered at the front entrance of the school with a sign in for all persons entering or exiting the campus. 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.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	57	12	38	24	39	22	31	24	39	22	31
Mathematics	26	22	13	37	27	22	16	33	27	22	16	33
Science	29	13	8	35	32	9	5	35	32	9	5	35
Social Science	29	13	7	31	31	11	9	27	31	11	9	27

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	450
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.5	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4753.05	269.23	4483.81	56826.56
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	18.3	-68.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-15.1	-68.4

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

Types of Services Funded (Fiscal Year 2015-16)

Orange High utilized the following categorical programs and grants throughout the year and are governed by the School Site Council:
 School, Library, Improvement Program
 Title I
 Title III
 Title VII
 LCFF
 Lottery
 Advance Placement/Gate

OUSD allocates funds for each school including categorical programs. The School Site Council oversees budgeting these funds. The Title I and EL Advisors allocate resources based on the needs of subgroups of students. Rationales for each expenditure are written and submitted based on the SPSA. The Career Technical Education Program has expanded at Orange High. CTE courses include Career Exploration, Auto Shop, Law Enforcement, Entrepreneurship, Hospital Occupations, Floral Design, Professional Dance, and Animation. Unique to Orange High is its Jr. ROTC program and its agriculture/FFA program. Categorical programs, grants, and donations provide students in these programs experience extraordinary learning experiences that cannot be gained in normal classroom settings.

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 Make IT Matter program, Awards of Excellence, Principal's Honor Roll, 4.0 Luncheon, Bridge Ceremony (for redesignated EL students), 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 setting.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	7	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	9	N/A
All courses	23	.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

There are several ways staff development is selected. The district office has identified areas for professional development through its' strategic plan. 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 in provided to support teams in analyzing data, planning instructional units, and creating common assessments. 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, etc. Teachers across disciplines are encouraged to attend AVID, GLAD, and Thinking Maps trainings during the school year and summer months with the goal of implementation of high leverage instructional strategies school-wide. Methods of professional development delivery vary from conference periods, after school workshops, Saturday trainings, 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 are 12 total after school PD opportunities.