

Orange High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

Originally established in 1905 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 1730 students enrolled in grades 9-12 of which 85% are Hispanic, 7% are White, 4% are Vietnamese, 1% are Black/African American, and 1% American Indian.

Orange High is a school-wide Title I high school. The 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'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 2018-2019 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 2017-18)

Grade Level	Number of Students
Grade 9	421
Grade 10	478
Grade 11	450
Grade 12	423
Total Enrollment	1,772

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	4.3
Filipino	1.5
Hispanic or Latino	85.3
Native Hawaiian or Pacific Islander	0.3
White	6.4
Socioeconomically Disadvantaged	82.8
English Learners	25.9
Students with Disabilities	11.9
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	87	81	79	1246
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	3	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 11, 2018

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. 16-18-19 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 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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; Hampton Brown Edge ©2009. 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	Pearson Integrated Mathematics I & II ©2014; Pearson Mathematics: Algebra 2 ©2012; 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 were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Houghton Mifflin Introductory Chemistry: A Foundation, 5th Edition ©2004; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; 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 were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	Modern World History: Patterns of Interaction ©2003; World Cultures: A Global Mosaic ©2001; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Macgruder's American Government, CA Edition ©2019; American Government, 10th Edition ©2006; 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 were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; En Espanol Levels 9-10 ©2014-15. 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
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 â€” 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-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 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. Measure S Bond project has resulted in a complete remodel of the girl's 500 wing bathroom that will be open in the Fall.

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafeteria Staff Womens Restroom: 2: Exhaust grill missing above stalls 4: Partition paint peeling due to incompatibility 9: Sink rusting Room 804 Wrestling: 2: HVAC duct squeaking and rattling 7: Need electrical cover over box in front office
Interior: Interior Surfaces	Poor	300's Hallway: 4: Lockers in fair condition w/ some scratches and doors missing 7: several lights out 400s Hallway: 4: Floor tile dirty/stained, ceiling tiles damaged/dirty/sagging, wall paint scuffed/dirty/peeling/holes - needs paint, large hole in tack board outside room 402, door knob holes in walls, some door jambs damaged/scratched - need paint, 7: Light diffusers sagging, several lights out 9: Drinking fountain not working

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>500s Hallway: 4: several holes in tack hosrd - needs patch/paint5: Rubber bas and floor transition dirty 7: Several light diffusers missing</p> <p>506 Darkroom: 4: Missing cove base; holes in walls; developer storage walls need patch & paint</p> <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 Boys PE Office R/R: 4: R/R walls peeling paint; rusting sink; wall patch below sink; holes in walls</p> <p>701 PE Locker Room: 4: Chipped and peeling paint throughout 7: Lights out 15: Door leading from varsity to PE locker room split at hinges won't close correctly</p> <p>Backstage: 4: Ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 7: Missing cover over double gang box by sink 9: Sink inoperable</p> <p>Boys Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 8: Toilet clogged with bowl full of waste - NASTY 15: Door grill coming off.</p> <p>Boys Locker Room and Showers - Varsity Football: 4: Lockers chipped and peeling paint; men's shower paint coming off; epoxy floor covering coming off; drain cover loose 5: exhaust grills dirty above showers</p> <p>Boys Restroom by 805: 4: Wall paint and scuffed/peeling/dirty - needs paint, wall patch needed in stalls, partitions and mirrors etched with graffiti 15: Exterior door delaminating, door jamb damaged/deadbolt strike plate missing</p> <p>Boys Restroom Next to Xerox Room: 4: Anchor holes in tile wall, ceiling tiles damaged/missing/dirty/sagging/stained, mirror etched 5: Floor/wall tile dirty especially in corners (minor issue) 8: Urinal cracked on lower side</p> <p>Boys' RR by 500: 9: Three auto faucets inoperable 4: partitions damaged and removed from wall - needs repair</p> <p>Cafeteria Staff Lounge: 4: Ceiling tiles damaged/loose/sagging, minor chip in plaster wall by door to cafeteria</p> <p>Cafeteria Staff Womens Restroom: 2: Exhaust grill missing above stalls 4: Partition paint peeling due to incompatibility 9: Sink rusting</p> <p>Counseling, Speech and Psych Offices & Staff Restroom: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, ceiling tiles damaged/missing/dirty/stained 7: Light</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>diffuser missing by AP Office 15: Windows etched with graffiti</p> <p>Generator Room Under Theatre: Did not inspect summer 2018 - Assumed same ratings as 2017 4: Tiles falling down; lamps out 7: Electrical box needs to be secured to wall. 11: Generator battery corroded; post missing</p> <p>Girls Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 15: Door grill coming off.</p> <p>Girls Locker Room 700 Storage Room: 4: Floor tiles (9x9) hole and cove base damaged at entry</p> <p>Girls Restroom by 311: 4: Floor tiles missing at entry and next to wall in middle stall; ceiling paint peeling/blistered; door latch missing on last stall 15: Exit door hinges need adjustment</p> <p>Girls Restroom by 805: 4: Wall paint and scuffed/peeling/dirty - needs paint, plaster behind toilets has efflorescence - needs patch/paint 9: Middle sink faucet loose 15: Exterior door delaminating along bottom</p> <p>Gym: 4: Ceiling paint peeling 15: Exterior northwest door delaminating on top</p> <p>Health Office: 9x9 VAT Floor tiles, two restrooms 4: Rubber base damaged/missing in cot room 9: Sink rusting at drain</p> <p>Kitchen Service Line and Custodial Closet: 9x9 VAT and 12x12 VCT Floor tiles 4: Floor tile damaged/stained/worn, cabinets and wall paint scuffed/dirty - needs touch up paint 5: Floors and lower walls dirty especially at baseboards and in the corners</p> <p>Library Offices, Book Rooms, Storage, and RR: 9x9 VAT Floor tiles 4: Floor tile damaged/stained, ceiling tiles damaged/missing/dirty/sagging/stained, rubber base damaged/missing, wall/ceiling paint scuffed/dirty - needs paint, cabinets and counters in fair condition - need paint, interior door needs paint 7: Restroom diffuser loose, south side exterior cable runs need cover</p> <p>Library: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, wall paint scuffed/dirty - needs paint, hole in ceiling tile in center of room 7: Data cover off of receptacle on east wall-in alcove 15: Windows etched with graffiti</p> <p>Little Theatre Lobby and South Entry by 108: 4: Floor tile damaged/stained, ceiling tiles damaged/missing/dirty, wall, door, and door jamb paint scuffed/dirty - needs paint, chairs damaged and duct taped throughout auditorium</p>

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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Locker Room Offices: 4: Ceiling tiles damaged/stained; floor tiles (9x9) in office cracked and peeling; hole in R/R wall; vinyl flooring in R/R peeling pff, damaged 9: Sink rusting</p> <p>Relocatable T - 1: 4: Carpet is old/worn/stained - needs replacement, door scratched/scuffed - needs paint 7: Exposed wires on single gang box which is hanging off wall</p> <p>Relocatable T - 10: 4: Carpet is old/worn/stained - needs replacement, wall paneling damaged, doors scratched/scuffed 7: One light out 12: Siding has dryrot damage</p> <p>Relocatable T - 11: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, corner paneling lifting, graffiti walls - needs repaint, paint drips on baseboards 12: West roof trim has dry-rot; ramp handle loose along trailer</p> <p>Relocatable T - 13: 4: Carpet is old/worn/stained - needs replacement, threshold missing, vinyl tackwall scuffed/dirty 7: Ligh difuser damaged/missing/sagging, electrical J-box on west side is hanging down and needs cover 12: Dry-rot on skirting and siding on West & South sides; interior termite damage on East side</p> <p>Relocatable T - 2: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing 7: Two lights out 15: Exterior door delaminating</p> <p>Relocatable T - 3: 4: Carpet is old/worn/stained - needs replacement, gum spots in carpet, vinyl tackwall scuffed/dirty, interior of north wall has termite damage</p> <p>Relocatable T - 4: 4: Floor tiles (12x12) cracked and missing throughout; soft spots in floor and light diffusers cracked and hanging down 12: Siding has dry-rot bottom west and east edges</p> <p>Relocatable T - 5: 4: Carpet is old/worn/stained - needs replacement</p> <p>Relocatable T - 6: 4: Carpet is old/worn/stained - needs replacement, wall covering torn on west wall (minor issue) 15: Door drags on ramp</p> <p>Relocatable T-20: (Old T-25) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing 7: Duplex outlet missing (3) covers; data box needs to be re-attached to wall; graffiti on north electrical box 15: Windows etched with graffiti</p> <p>Relocatable T-21: (Old T-26) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 12: Exterior skirting peeling 15: Windows etched with graffiti</p> <p>Relocatable T-22: (Old T-27) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs</p>

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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 7: Duplex outlet cover missing on south and west walls 12: Ramp skirt board had medium hole</p> <p>Relocatable T-23: (Old T-28) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, ceiling tiles damaged/stained/sagging, vinyl tackwall scuffed/dirty, door needs paint 15: Windows etched with graffiti</p> <p>Relocatable T-24: (Old T-29) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, ceiling tiles damaged/stained/sagging, rubber base damaged/missing</p> <p>Room 101 Assistant Principal: 4: Carpet is old/worn/stained - needs replacement, door jambs damaged/scratched - need paint, corner bead damaged by back room entry way</p> <p>Room 101A Assistant Principal: 4: Carpet</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>200s 2nd Floor Closet Across from 201: 5: Smeels like something died 9: Drinking fountain leaks and also doesn't shut off completely</p> <p>500s Hallway: 4: several holes in tack hosrd - needs patch/paint 5: Rubber bas and floor transition dirty 7: Several light diffusers missing</p> <p>Backstage: 4: Ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 7: Missing cover over double gang box by sink 9: Sink inoperable</p> <p>Boys Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 8: Toilet clogged with bowl full of waste - NASTY 15: Door grill coming off.</p> <p>Boys Locker Room and Showers - Varsity Football: 4: Lockers chipped and peeling paint; men's shower paint coming off; epoxy floor covering coming off; drain cover loose 5: exhaust grills dirty above showers</p> <p>Front of School - Shaffer Street: 5: Sidewalks dirty, weeds along tennis courts</p> <p>Girls Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 15: Door grill coming off.</p> <p>Grounds & Hallway Areas Between 400s 500s & 504: 5: 500s hallway dirty/spider webs/gunk in corners - needs pressure washing grass dead west of 500's</p>

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		<p>Kitchen Service Line and Custodial Closet: 9x9 VAT and 12x12 VCT Floor tiles 4: Floor tile damaged/stained/worn, cabinets and wall paint scuffed/dirty - needs touch up paint 5: Floors and lower walls dirty especially at baseboards and in the corners</p> <p>Relocatable T - 12: 5: 12x12 VCT floor tile dirty, room is messy 12: Skirting has dry-rot; siding has peeling paint 15: door drags severely on ramp</p> <p>Room 203: 4: ceiling tiles damaged/missing/dirty/sagging 5: Rubber base/corners dirty</p> <p>Room 309: 5: Rybber base and lower wall vents on east wall very dirty and grimmy - needs cleaning</p> <p>Room 507: Concrete floor 4: Ceiling tiles damaged/stained/sagging (minor issue)</p> <p>Room 806A: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall and door paint and scuffed/dirty - needs paint 5: Room is filthy, floor dirty/dusty, baseboards and corners have grime and spider webs.</p> <p>Room 806B: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall and door paint and scuffed/dirty - needs paint 5: Room is filthy, floor dirty/dusty, baseboards and corners have grime and spider webs, holes in wall at north entry, floor tile cracked at south entry</p> <p>Room 807 ROTC: 9x9 VAT Floor tiles in store room 4: Floor tiles are damaged/cracked, Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, ceiling tiles damaged/stained/missing/loose/sagging, wall and door paint and scuffed/dirty - needs paint 5: Room is dirty/dusty especially at baseboards and corners</p>
Electrical: Electrical	Fair	<p>300's Hallway: 4: Lockers in fair condition w/ some scratches and doors missing 7: several lights out</p> <p>400s Hallway: 4: Floor tile dirty/stained, ceiling tiles damaged/dirty/sagging, wall paint scuffed/dirty/peeling/holes - needs paint, large hole in tack board outside room 402, door know holes in walls, some door jambs damaged/scratched - need paint, 7: Light diffusers sagging, several lights out 9: Drinking fountain not working</p> <p>500s Custodial Closet: 7: Light out</p> <p>500s Hallway: 4: several holes in tack hosrd - needs patch/paint5: Rubber bas and floor transition dirty 7: Several light diffusers missing</p> <p>701 PE Locker Room: 4: Chipped and peeling paint throughout 7: Lights out 15: Door leading from varsity to PE locker room split at hinges won't close correctly</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Backstage: 4: Ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 7: Missing cover over double gang box by sink 9: Sink inoperable</p> <p>Counseling, Speech and Psych Offices & Staff Restroom: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, ceiling tiles damaged/missing/dirty/stained 7: Light diffuser missing by AP Office 15: Windows etched with graffiti</p> <p>Generator Room Under Theatre: Did not inspect summer 2018 - Assumed same ratings as 2017 4: Tiles falling down; lamps out 7: Electrical box needs to be secured to wall. 11: Generator battery corroded; post missing</p> <p>Library Offices, Book Rooms, Storage, and RR: 9x9 VAT Floor tiles 4: Floor tile damaged/stained, ceiling tiles damaged/missing/dirty/sagging/stained, rubber base damaged/missing, wall/ceiling paint scuffed/dirty - needs paint, cabinets and counters in fair condition - need paint, interior door needs paint 7: Restroom diffuser loose, south side exterior cable runs need cover</p> <p>Library: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, wall paint scuffed/dirty - needs paint, hole in ceiling tile in center of room 7: Data cover off of receptacle on east wall-in alcove 15: Windows etched with graffiti</p> <p>Relocatable T - 1: 4: Carpet is old/worn/stained - needs replacement, door scratched/scuffed - needs paint 7: Exposed wires on single gang box which is hanging off wall</p> <p>Relocatable T - 10: 4: Carpet is old/worn/stained - needs replacement, wall paneling damaged, doors scratched/scuffed 7: One light out 12: Siding has dryrot damage</p> <p>Relocatable T - 13: 4: Carpet is old/worn/stained - needs replacement, threshold missing, vinyl tackwall scuffed/dirty 7: Light diffuser damaged/missing/sagging, electrical J-box on west side is hanging down and needs cover 12: Dry-rot on skirting and siding on West & South sides; interior termite damage on East side</p> <p>Relocatable T - 14: 4: Carpet is old/worn/stained - needs replacement 7: Uni-strut & conduit hanging down on west side of trailer 12: Skirting and siding damage</p> <p>Relocatable T - 2: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing 7: Two lights out 15: Exterior door delaminating</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Relocatable T-15: (Old T-16) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 7: FA Conduit missing - exposed wires 12: Exterior siding has dryrot 15: Winows etched with graffiti</p> <p>Relocatable T-20: (Old T-25) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing 7: Duplex outlet missing (3) covers; data box needs to be re-attached to wall; graffiti on north electrical box 15: Windows etched with graffiti</p> <p>Relocatable T-22: (Old T-27) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 7: Duplex outlet cover missing on south and west walls 12: Ramp skirt board had medium hole</p> <p>Room 108 Band Room: 4: Floor tile dirty/stained, carpet is old/worn/stained - needs replacement, ceiling and wall tiles damaged/missing/dirty/sagging, wall paint scuffed/dirty - needs paint, holes in walls in storage room, rubber base damaged/missing, cabinets and counters damaged, door jambs damaged/scratched - need paint 7: Light diffuser damaged, exterior duplex outlet cover plate is missing</p> <p>Room 113: 12x12 VCT Floor tiles 4: Floor tile dirty/stained, ceiling tiles damaged/sagging (minor issue), rubber base damaged/missing, cabinets and counters damaged/delaminating - need repair and refinishing, door jambs/exterior trim damaged/scratched - need paint, rubber base damaged/missing, work stations need new counter tops and sinks throughout 7: Need covers over electrical switched north side 15: West door drags when closed</p> <p>Room 208: 4: Carpet is old/worn/stained - needs replacement, gum spots on carpet, rubber base damaged/missing, ceiling tiles damaged/missing/dirty/stained/sagging, wall paint scuffed/dirty - needs paint, window paint scuffed/dirty - needs paint 7: Light diffuser cracked in hallway outside 208</p> <p>Room 209: 4: Wall paneling and base loose, walls by womens restroom need paint, restroom partitions rusted, A/C supply register dropping, ceiling tiles damaged/missing/dirty/sagging 7: Light flickers but doesn't turn on in small room 9: Drinking fountain across from 209 doesn't work</p> <p>Room 401: 7: Two lights out</p> <p>Room 602: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>paint scuffed/dirty - needs touch up paint 7: Need cover over abandoned electrical box on west wall</p> <p>Room 801 Football: 4: Wall paint scuffed/dirty - needs paint 7: Light diffuser missing</p> <p>Room 802: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall paint and plaster scuffed/dirty - needs paint, graffiti wall - needs repaint 7: Exterior light diffuser in breezway broken, breezway single gang cover plate missing - conductors exposed</p> <p>Room 803 Choir: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall paint and scuffed/peeling/dirty - needs paint 7: Exposed electrical boxes on wall and back storage room</p> <p>Room 804 Wrestling: 2: HVAC duct squeaking and rattling 7: Need electrical cover over box in front office</p> <p>Room 808 AG: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall and door jamb paint and scuffed/dirty - needs paint 7: Light diffuser missing 5: Room is filthy, floor dirty/dusty, baseboards and corners have grime and spider webs, 15: South exterior window frame needs paint, east exterior window frame significant termite damage</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>200s 2nd Floor Closet Across from 201: 5: Smeels like something died 9: Drinking fountain leaks and also doesn't shut off completely</p> <p>400s Hallway: 4: Floor tile dirty/stained, ceiling tiles damaged/dirty/sagging, wall paint scuffed/dirty/peeling/holes - needs paint, large hole in tack board outside room 402, door know holes in walls, some door jambs damaged/scratched - need paint, 7: Light diffusers sagging, several lights out 9: Drinking fountain not working</p> <p>701 Boys R/R's - PE Locker Room & Gym: 8: Shower head dripping water</p> <p>Backstage: 4: Ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 7: Missing cover over double gang box by sink 9: Sink inoperable</p> <p>Boys Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 8: Toilet clogged with bowl full of waste - NASTY 15: Door grill coming off.</p> <p>Boys R/R - Varsity: 9: Drinking fountain outside of RR (in the locker room) is inoperable</p> <p>Boys Restroom Next to Xerox Room: 4: Anchor holes in tile wall, ceiling tiles</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>damaged/missing/dirty/sagging/stained, mirror etched 5: Floor/wall tile dirty especially in corners (minor issue) 8: Urinal cracked on lower side Boys' RR by 500: 9: Three auto faucets inoperable 4: partitions damaged and removed from wall - needs repair</p> <p>Cafeteria Staff Womens Restroom: 2: Exhaust grill missing above stalls 4: Partition paint peeling due to incompatibility 9: Sink rusting</p> <p>Girls Restroom by 805: 4: Wall paint and scuffed/peeling/dirty - needs paint, plaster behind toilets has efflorescence - needs patch/paint 9: Middle sink faucet loose 15: Exterior door delaminating along bottom</p> <p>Health Office: 9x9 VAT Floor tiles, two restrooms 4: Rubber base damaged/missing in cot room 9: Sink rusting at drain</p> <p>Locker Room Offices: 4: Ceiling tiles damaged/stained; floor tiles (9x9) in office cracked and peeling; hole in R/R wall; vinyl flooring in R/R peeling pff, damaged 9: Sink rusting</p> <p>Mens Staff Restroom by Room 808: 5: Dirty/dusty (minor issue) 8: Toilet doesn't flush</p> <p>Room 112: 12x12 VCT Floor tiles 4: Floor tile damaged/stained/scuffed, ceiling tiles damaged/missing/dirty/sagging, door jambs damaged/scratched - need paint 9: Goose neck faucet loose in sink 15: Windows etched with graffiti; exterior door trim damaged and needs paint</p> <p>Room 209: 4: Wall paneling and base loose, walls by womens restroom need paint, restroom partitions rusted, A/C supply register dropping, ceiling tiles damaged/missing/dirty/sagging 7: Light flickers but doesn't turn on in small room 9: Drinking fountain across from 209 doesn't work</p> <p>Room 506: 9x9 VAT Floor tiles 9: Sink inoperable</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Generator Room Under Theatre: Did not inspect summer 2018 - Assumed same ratings as 2017 4: Tiles falling down; lamps out 7: Electrical box needs to be secured to wall. 11: Generator battery corroded; post missing</p> <p>Room 107: 9x9 VAT Floor tiles 4: Floor tile damaged/stained, ceiling tiles damaged/missing/dirty/sagging, rubber base damaged/missing, cabinets and counters damaged - need paint, interior door needs paint 11: Spot lights electrical cords potential friable ACM</p>
Structural: Structural Damage, Roofs	Good	<p>Grounds Between 110 & 206 Panther Plaza: 12: Cracks in concrete hallway and patio area 14: Gum spots (minor issue) , grass dead, weeds in planter</p> <p>Intentionally Left Blank:</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Relocatable T - 10: 4: Carpet is old/worn/stained - needs replacement, wall paneling damaged, doors scratched/scuffed 7: One light out 12: Siding has dryrot damage</p> <p>Relocatable T - 11: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, corner paneling lifting, graffiti walls - needs repaint, paint drips on baseboards 12: West roof trim has dry-rot; ramp handle loose along trailer</p> <p>Relocatable T - 12: 5: 12x12 VCT floor tile dirty, room is messy 12: Skirting has dry-rot; siding has peeling paint 15: door drags severely on ramp</p> <p>Relocatable T - 13: 4: Carpet is old/worn/stained - needs replacement, threshold missing, vinyl tackwall scuffed/dirty 7: Light difuser damaged/missing/sagging, electrical J-box on west side is hanging down and needs cover 12: Dry-rot on skirting and siding on West & South sides; interior termite damage on East side</p> <p>Relocatable T - 14: 4: Carpet is old/worn/stained - needs replacement 7: Uni-strut & conduit hanging down on west side of trailer 12: Skirting and siding damage</p> <p>Relocatable T - 4: 4: Floor tiles (12x12) cracked and missing throughout; soft spots in floor and light diffusers cracked and hanging down 12: Siding has dry-rot bottom west and east edges</p> <p>Relocatable T - 8: 12: Siding, skirting, and door trim has dry-rot; south side interior paneling bowed-in; floor spongy</p> <p>Relocatable T - 9: 4: Vinyl tackwall scuffed/dirty (minor issue) 12: Skirting has dry-rot/peeling, ramp non-skid coating is peeling 15: Windows etched with graffiti</p> <p>Relocatable T-15: (Old T-16) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 7: FA Conduit missing - exposed wires 12: Exterior siding has dryrot 15: Winows etched with graffiti</p> <p>Relocatable T-21: (Old T-26) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 12: Exterior skirting peeling 15: Windows etched with graffiti</p> <p>Relocatable T-22: (Old T-27) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 7: Duplex outlet cover missing on south and west walls 12: Ramp skirt board had medium hole</p> <p>Snack Bar - Old: Building is slated for demolition in 2018/19 12: Dryrot/termit damage, Exterior</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		building and patio cover paint damaged/scuffed/dryrot/peeling - needs paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<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 and peeling paint throughout 7: Lights out 15: Door leading from varsity to PE locker room split at hinges won't close correctly</p> <p>Boys Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 8: Toilet clogged with bowl full of waste - NASTY 15: Door grill coming off.</p> <p>Boys Restroom by 805: 4: Wall paint and scuffed/peeling/dirty - needs paint, wall patch needed in stalls, partitions and mirrors etched with graffiti 15: Exterior door delaminating, door jamb damaged/deadbolt strike plate missing</p> <p>Counseling, Speech and Psych Offices & Staff Restroom: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, ceiling tiles damaged/missing/dirty/stained 7: Light diffuser missing by AP Office 15: Windows etched with graffiti</p> <p>Girls Dressing Room and Restroom: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn, ceiling tiles damaged/missing/loose/sagging, cabinets and wall paint scuffed/dirty - needs paint 5: Area is filthy 15: Door grill coming off.</p> <p>Girls Restroom by 311: 4: Floor tiles missing at entry and next to wall in middle stall; ceiling paint peeling/blistered; door latch missing on last stall 15: Exit door hinges need adjustment</p> <p>Girls Restroom by 805: 4: Wall paint and scuffed/peeling/dirty - needs paint, plaster behind toilets has efflorescence - needs patch/paint 9: Middle sink faucet loose 15: Exterior door delaminating along bottom</p> <p>Grounds Between 110 & 206 Panther Plaza: 12: Cracks in concrete hallway and patio area 14: Gum spots (minor issue) , grass dead, weeds in planter</p> <p>Grounds North and East of 600s Building: New science center to be located in this area</p> <p>Gym: 4: Ceiling paint peeling 15: Exterior northwest door delaminating on top</p> <p>Library: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing, wall paint scuffed/dirty - needs paint, hole in ceiling tile in center of room 7: Data cover off of receptacle on east wall-in alcove 15: Windows etched with graffiti</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Relocatable T - 12: 5: 12x12 VCT floor tile dirty, room is messy 12: Skirting has dry-rot; siding has peeling paint 15: door drags severely on ramp</p> <p>Relocatable T - 2: 4: Carpet is old/worn/stained - needs replacement, rubber base damaged/missing 7: Two lights out 15: Exterior door delaminating</p> <p>Relocatable T - 6: 4: Carpet is old/worn/stained - needs replacement, wall covering torn on west wall (minor issue) 15: Door drags on ramp</p> <p>Relocatable T - 9: 4: Vinyl tackwall scuffed/dirty (minor issue) 12: Skirting has dry-rot/peeling, ramp non-skid coating is peeling 15: Windows etched with graffiti</p> <p>Relocatable T-15: (Old T-16) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 7: FA Conduit missing - exposed wires 12: Exterior siding has dryrot 15: Winows etched with graffiti</p> <p>Relocatable T-16: (Old T-18) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 15: Winows etched with graffiti</p> <p>Relocatable T-17: (Old T-17) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 15: Window screen torn</p> <p>Relocatable T-18: (Old T-19) Classroom relocated summer 2018 New floor covering and paint WIP - Summer 2018 15: Winows etched with graffiti</p> <p>Relocatable T-20: (Old T-25) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing 7: Duplex outlet missing (3) covers; data box needs to be re-attached to wall; graffiti on north electrical box 15: Windows etched with graffiti</p> <p>Relocatable T-21: (Old T-26) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, rubber base damaged/missing, vinyl tackwall scuffed/dirty/torn 12: Exterior skirting peeling 15: Windows etched with graffiti</p> <p>Relocatable T-23: (Old T-28) 4: Carpet is old/worn/stained/dirty/puckers/rippled - needs replacement, ceiling tiles damaged/stained/sagging, vinyl tackwall scuffed/dirty, door needs paint 15: Windows etched with graffiti</p> <p>Room 110: 9x9 VAT 4: Floor tile dirty/stained, wall paint scuffed/dirty - needs paint, cabinets paint damaged/chipped, door jambs damaged/scratched - need paint 15: Windows etched with graffiti</p> <p>Room 111: 9x9 VAT Floor tiles 4: Floor tile damaged/stained, ceiling tiles damaged/missing/dirty/sagging, door jambs damaged/scratched - need paint 15: Windows etched with graffiti</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Room 112: 12x12 VCT Floor tiles 4: Floor tile damaged/stained/scuffed, ceiling tiles damaged/missing/dirty/sagging, door jambs damaged/scratched - need paint 9: Goose neck faucet loose in sink 15: Windows etched with graffiti; exterior door trim damaged and needs paint</p> <p>Room 113: 12x12 VCT Floor tiles 4: Floor tile dirty/stained, ceiling tiles damaged/sagging (minor issue), rubber base damaged/missing, cabinets and counters damaged/delaminating - need repair and refinishing, door jambs/exterior trim damaged/scratched - need paint, rubber base damaged/missing, work stations need new counter tops and sinks throughout 7: Need covers over electrical switched north side 15: West door drags when closed</p> <p>Room 206: 9x9 VAT Floor tiles 4: Floor tile damaged/stained/worn/patched, ceiling tiles damaged/missing/dirty/sagging, cabinets damaged, rubber base missing; baseboards scratched - need paint, wall paint scuffed/dirty - needs paint 15: Door drags in jamb - needs adjustment</p> <p>Room 308: 4: Ceiling tiles damaged/stained/sagging 15: Windows etched with graffiti</p> <p>Room 400: 4: Floor tile dirty/stained, ceiling tiles damaged/missing/dirty/sagging, wall paint scuffed/dirty - needs paint 15: West door drags on floor tiles</p> <p>Room 404: 4: Ceiling tiles damaged/stained by HVAC, old mounting holes in wall - need patch/paint 15: Door window is etched with graffiti</p> <p>Room 407: 4: 12x12 VCT floor tile damaged/gapped at East wall, one ceiling tile loose, paint peeling on window frames, door scratched/scuffed - needs paint, holes in entryway and old mounting bracket holes - need patch/paint 15: Windows etched with graffiti</p> <p>Room 808 AG: 4: Ceiling tiles damaged/stained/missing/loose/sagging, wall and door jamb paint and scuffed/dirty - needs paint 7: Light diffuser missing 5: Room is filthy, floor dirty/dusty, baseboards and corners have grime and spider webs, 15: South exterior window frame needs paint, east exterior window frame significant termite damage</p> <p>Staff Restroom by 209: 4: Wall paint scuffed/dirty - needs paint, wall patch needed above sink and doorway, floor tiles missing naround cleanout 15: Window cracked</p>

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/15/2018, 8/17/2018, 8/20/18, & 8/21/2018	
Overall Rating	Fair

B. Pupil Outcomes**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	56.0	45.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	16.0	40.0	43.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	406	98.54	45.07
Male	215	211	98.14	39.34
Female	197	195	98.98	51.28
Black or African American	--	--	--	--
Asian	14	14	100.00	71.43
Filipino	11	11	100.00	90.91
Hispanic or Latino	350	346	98.86	41.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	337	332	98.52	43.98
English Learners	113	111	98.23	6.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	44	42	95.45	11.90
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	414	405	97.83	16.34
Male	215	211	98.14	16.11
Female	199	194	97.49	16.58
Black or African American	--	--	--	--
Asian	14	14	100	50
Filipino	11	11	100	45.45
Hispanic or Latino	351	345	98.29	13.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	338	331	97.93	15.15
English Learners	114	111	97.37	1.8
Students with Disabilities	46	42	91.3	4.76
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 47 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 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.

Career Technical Education Participation (School Year 2017-18)

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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	27.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.8	22.5	25.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 PFSO, 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 computerized telephone 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 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. In 2018 OHS began a partnership with Santiago Canyon Community College and College Bound. These two organizations provide a series of parent workshops that cover information about preparing for their students' postsecondary options.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.2	2.7	2.4	4.8	2.6	5.1	10.7	9.7	9.1
Graduation Rate	94.3	97.3	93.3	93.6	96.8	91.3	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	94.5	93.9	88.7
Black or African American	75.0	90.2	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	98.3	94.9
Filipino	100.0	95.9	93.5
Hispanic or Latino	96.3	92.9	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	70.4	93.9	92.1
Two or More Races	100.0	93.9	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	76.9	70.0	56.7
Students with Disabilities	58.3	74.9	67.1
Foster Youth	100.0	84.2	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.7	8.4	6.3	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

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. 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. In 2018-2019 OHS implemented the Raptor visitor management system. This system allows security to track visitors, scan their identification which will scan national databases for sexoffenders 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	23.0	46	14	34	23.0	42	11	33	28.0	24	10	35
Mathematics	26.0	20	24	25	26.0	19	23	24	26.0	22	17	23
Science	30.0	9	16	27	29.0	10	19	21	31.0	11	12	24
Social Science	29.0	13	9	28	29.0	14	5	29	32.0	9	7	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 2017-18)

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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5545.19	\$232.70	\$5312.50	\$51,806.79
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-16.2	-45.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-29.1	-43.7

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

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

Types of Services Funded (Fiscal Year 2017-18)

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 VII

LCFF

Lottery

Advance Placement

Advancement Via Individual Determination

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 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.

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	11	N/A
All courses	31	23.5

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, 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 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. These afterschool sessions were successful in 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/curriculum, 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.