# Orange High School

## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview

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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

### DataQuest

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

### California School Dashboard

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

### Internet Access

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

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|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

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|---|---|
| **School Name** | Orange High School |
| **Street** | 525 N. Shaffer Street |
| **City, State, Zip** | Orange, CA 92867 |
| **Phone Number** | (714) 997-6211 |
| **Principal** | Sheryl Anderson Glass |
| **Email Address** | sranderson@orangeusd.org |
| **School Website** | orangehighschool.org |
| **Grade Span** | 9-12 |
| **County-District-School (CDS) Code** | 30-66621-3035409 |

## 2024-25 District Contact Information

| | |
|---|---|
| **District Name** | Orange Unified School District |
| **Phone Number** | (714) 628-4000 |
| **Superintendent** | Michael Christensen |
| **Email Address** | superintendent@orangeusd.org |
| **District Website** | www.orangeusd.org |

## 2024-25 School Description and Mission Statement

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

## 2024-25 School Description and Mission Statement

ethnic groups in the City of Orange are White (67%), Hispanic (38%), and Asian (11%). At Orange High School there are approximately 1722 students enrolled in grades 9-12 of which 85% are Hispanic, 6.7% are White, 4.2% are Asian, 4.2% are Black/African American, and 1.0% are American Indian.

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

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

Mission Statement
Orange High School is committed to the 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 to become a global citizen.

VISION STATEMENT
Orange High School strives to be a model institution of excellence. Using research based best practices and providing a collaborative culture, Orange High School's community/educational partners maintain that all students can demonstrate proficiency across all standards. In preparation to become a global citizen, students will be provided support to choose from flexible post-secondary pathways including college education and careers.

Schoolwide Learner Outcomes:
By graduation from Orange High School, each student is expected to become:
Critical/Complex Thinkers who:

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

Responsible Citizens who:

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

Effective Communicators who:

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

Academic Achievers who:

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

## About this School

### 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 410 |
| **Grade 10** | 496 |
| **Grade 11** | 443 |
| **Grade 12** | 399 |
| **Total Enrollment** | 1,748 |

### 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47.9 |
| **Male** | 51.8 |
| **Non-Binary** | 0.2 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 3.4 |
| **Black or African American** | 1.5 |
| **Filipino** | 1.1 |
| **Hispanic or Latino** | 86.2 |
| **Native Hawaiian or Pacific Islander** | 0.1 |
| **Two or More Races** | 1 |
| **White** | 5.5 |
| **English Learners** | 21.7 |
| **Foster Youth** | 0.7 |
| **Homeless** | 1.2 |
| **Socioeconomically Disadvantaged** | 89.5 |
| **Students with Disabilities** | 16 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 66.50 | 85.15 | 968.20 | 89.81 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 1.00 | 0.09 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.80 | 2.37 | 5.50 | 0.51 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 1.50 | 1.97 | 28.50 | 2.65 | 12115.80 | 4.41 |
| **Unknown/Incomplete/NA** | 8.20 | 10.49 | 74.80 | 6.94 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 78.10 | 100.00 | 1078.10 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 67.90 | 85.77 | 967.70 | 91.55 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 1.70 | 2.14 | 3.50 | 0.34 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 2.80 | 3.56 | 9.30 | 0.88 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.40 | 0.50 | 20.60 | 1.95 | 11953.10 | 4.28 |
| **Unknown/Incomplete/NA** | 6.30 | 8.01 | 55.70 | 5.27 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 79.20 | 100.00 | 1057.00 | 100.00 | 279044.80 | 100.00 |

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

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 69.50 | 87.31 | 940.60 | 91.22 | 231142.40 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0.50 | 0.74 | 2.60 | 0.25 | 5566.40 | 2.00 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 3.20 | 4.13 | 7.90 | 0.77 | 14938.30 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.90 | 1.13 | 19.70 | 1.91 | 11746.90 | 4.23 |
| **Unknown/Incomplete/NA** | 5.30 | 6.68 | 60.20 | 5.84 | 14303.80 | 5.15 |
| **Total Teaching Positions** | 79.60 | 100.00 | 1031.10 | 100.00 | 277698.00 | 100.00 |

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Permits and Waivers** | 1.80 | 2.60 | 1.8 |
| **Misassignments** | 0.00 | 0.10 | 1.4 |
| **Vacant Positions** | 0.00 | 0.00 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 1.80 | 2.80 | 3.2 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 1.10 | 0.00 | 0.1 |
| **Local Assignment Options** | 0.30 | 0.40 | 0.7 |
| **Total Out-of-Field Teachers** | 1.50 | 0.40 | 0.9 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.50 | 1.3 | 2.2 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.60 | 0 | 0 |

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 04-24-25 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 12, 2024.

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|---|---|
| **Year and month in which the data were collected** | September 2024 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent 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; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board. | Yes | 0% |
| **Mathematics** | Pearson Integrated Mathematics I, II & III ©2014; Savvas Trigonometry ©2021; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All selected are standards-based materials adopted by the local governing board. | Yes | 0% |
| **Science** | Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: Pearson Learning AP Edition – A Molecular Approach ©2023; Savvas California Experience Chemistry ©2021; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Savvas Experience Physics ©2022; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Savvas Environmental Science: Your World ©2021, Your Turn BFW Environmental Science for the AP Course ©2023. All selected are standards-based materials adopted by the local governing board. | Yes | 0% |

| | | | |
|---|---|---|---|
| **History-Social Science** | World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board. | Yes | 0% |
| **Foreign Language** | T'es branché?, Levels 1-4 ©2014; Vista Senderos ©2023; Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020. All selected are standards-based materials adopted by the local governing board. | Yes | 0% |
| **Health** | APEX Extended Health ©2016. Materials are standards-based materials adopted by the local governing board. | Yes | 0% |
| **Visual and Performing Arts** | | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | 0% |

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

## School Facility Conditions and Planned Improvements

Orange Unified School District has implemented?a District-wide Facilities Master Plan to identify long-term demographic trends, assess current facilities conditions, and envision educational program opportunities to develop strategies that address these needs and their impact on facilities in a comprehensive and thoughtful manner.?

Ongoing maintenance and campus improvements ensure facilities remain up to date; provide adequate cost efficient and distraction-free learning environments for students and staff.? The Maintenance and Operations Department utilizes an internal maintenance work order system to identify and prioritize deficiencies, assign tasks to work trades, and track progress in the repair of the deficiencies.?

The District has instituted a site quarterly inspection program to identify safety hazards or other concerns.? Furthermore, custodians inspect their site daily for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are routinely checked throughout the day for supplies, cleanliness, and subsequently cleaned as needed.?

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|---|---|
| **Year and month of the most recent FIT report** | 11/20-11/21/24 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | MUSIC<br>802: 2: BROKEN VENT COVER 4: DAMAGED WALL, LOOSE CEILING TILE |
| **Interior:**<br>Interior Surfaces | | | X | BOOK ROOM 501: 4: STAINED CEILING TILE 7: LOOSE DATA BOX COVER<br>300: 4: STAINED CEILING TILES, LOOSE CEILING TILE DAMAGED SINK, COUNTER 11: DIFFUSER, CANDLES |

## School Facility Conditions and Planned Improvements

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|---|---|---|---|
| | | | CR 308: 4: STAINED CEILING TILE 10: PLUG IN AIR FRESHENER 11: AIR FRESHENER, WAX WARMER<br>CR 309: 4: DAMAGED COUNTER 7: LIGHTS OUT<br>CR 310: 4: STAINED CEILING TILES 10: SUSPENDED EXTENSION CORD<br>CR 400: 4: DAMAGED WALLS, DAMAGED CEILING TILE 10: DECORATIVE CURTAINS<br>CR 401: 4: STAINED CEILING TILES 10: DAISY CHAIN<br>CR 402: 4: DAMAGED WALLS 11: AIR FRESHENER<br>CR 404: 4: DAMAGED WALL, STAINED CEILING TILE 10: DAISY CHAIN<br>CR 405: 4: STAINED CEILING TILES 7: LOOSE DATA BOX 10: DAISY CHAIN<br>CR 406: 4: DAMAGED FLOORS<br>CR 407: 4: STAINED CEILING TILE 7: LIGHT OUT<br>CR 408: 4: DAMAGED FLOOR 10: DAISY CHAIN<br>CR 409: 4: DAMAGED WALL, STAINED CEILING TILE<br>CR 500: 4: STAINED CEILING TILE, DAMAGED FLOORX 7: MISSING OUTLET COVER 10: ITEMS STORED TOO HIGH, BLOCKED WALKWAYS<br>CR 502: 4: DAMAGED WALL, LOOSE CEILING TILE 10: CANDLE<br>CR 503: 4: DAMAGED FLOOR, STAINED CEILING TILE, DAMAGED WALL TILE 7: LIGHTS OUT 11: WAX WARMER<br>CR 504: 4: STAINED CEILING TILE, DAMAGED WALL, DAMAGED CEILING 5: DIRTY FLOOR 7: LOOSE DATA BOX, LIGHT OUT<br>CR 505: 4: DAMAGED CEILING TILE, WALL DAMAGED 7: LOOSE DATA BOX<br>CR 506: 4: STAINED CEILING TILE, MISSING COVE BASE, DAMAGED WALLS 10: DAISY CHAIN<br>CR 508: 4: STAINED CEILING TILES, DAMAGED WALL 10: ITEMS HANGING FROM CEILING<br>CR 806 A: 4: BASE COVE PEELING, MISSING CEILING TILE<br>CR 808: 4: DAMAGED WALLS AND CABINETS, MISSING COVE BASE 10: CLUTTER<br>CR 911: 4: MISSING CEILING TILE<br>CR T-10: 4: DAMAGED WALL, DAMAGED CEILING 5: DIRTY CARPET 7: LIGHTS OUT 10: DECORATIVE STRING LIGHTS<br>CR T-11: 4: DAMAGED WALL 7: LIGHTS OUT<br>CR T-12: 4: BROKEN FLOOR TILES, BROKEN CEILING TILES 7: BLOCKED ELECTRICAL PANEL 10: EXCESSIVE CLUTTER, UNLABELED COMPRESSED GAS CYLYNDERS<br>CR T-13: 4: DAMAGED WALL 7: MISSING LIGHT DIFFUSER 15: DAMAGED DOOR<br>CR T-15: 4: DAMAGED CEILING TILE, STAINED CEILING TILE, MISSING CEILING TILE 5: FOUL ODOR, DIRTY CARPET, CLUTTER, TRASH 7: STAINED LIGHT DIFFUSER, DAMAGED LIGHT DIFFUSER 10: HOUSEHOLD FURNITURE<br>CR T-16: 4: DAMAGED CEILING TILE 10: PLUG-IN AIR FRESHENER, CANDLE |

## School Facility Conditions and Planned Improvements

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| | | | | CR T-18: 4: STAINED CEILING TILES 10: OUTLET BOX DETATCHED FROM WALL, DECORATIVE STRING LIGHTS, CANDLES<br>CR T-2: 4: DAMAGED WALL<br>CR T-20: 4: STAINED CEILING TILES, STAINED CARPET 7: DATA WIRES NOT COVERED 10: DECORATIVE CURTAINS, DAISY CHAIN 11: HOUSEHOLD CLEANER<br>CR T-21: 4: DAMAGED CARPET, STAINED CEILING TILE<br>CR T-22: 4: STAINED CEILING TILE, DAMAGED CARPET 7: MISSING OUTLET COVER, BROKEN OUTLET COVER 10: DECORATIVE CURTAINS<br>CR T-23: 4: DAMAGED CARPET, STAINED CEILING TILE 10: DECORATIVE CURTAINS<br>CR T-24: 4: DAMAGED CARPET, STAINED CEILING TILE 7: MISSING OUTLET COVER<br>CR T-3: 4: DAMAGED CARPET, STAINED CARPET, DAMAGED WALL PANEL 10: DECORATIVE STRING LIGHTS, PAPER ATTACHED TO CEILING TILE<br>CR T-4: 4: DAMAGED FLOOR TILE<br>CR T-8: 4: DAMAGED WALL 10: PLUG-IN AIR FRESHENER<br>CR T-9: 4: DAMAGED WALL 7: LOOSE LIGHT DIFFUSER, BLOCKED ELECTRICAL PANEL 10: ITEMS HANGING FROM CEILING, CANDLE<br>DANCE STUDIO<br>800: 4: STAINED CEILING TILES, DAMAGED CEILING TILES 7: LIGHTS OUT<br>MUSIC<br>ROTC<br>807: 4: LOOSE CEILING TILE 10: ITEMS STORED TOO HIGH<br>STUDENT CENTER<br>602: 4: DAMAGED FLOOR 7: LOOSE OUTLET BOX 10: DAISY CHAIN<br>WOODS<br>803: 4: STAINED CEILING TILE |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | CR 504: 4: STAINED CEILING TILE, DAMAGED WALL, DAMAGED CEILING 5: DIRTY FLOOR 7: LOOSE DATA BOX, LIGHT OUT<br>CR T-10: 4: DAMAGED WALL, DAMAGED CEILING 5: DIRTY CARPET 7: LIGHTS OUT |
| **Electrical** | | X | | BOOK ROOM 501: 4: STAINED CEILING TILE 7: LOOSE DATA BOX COVER 10: DAISY CHAIN, PLUG-IN AIR FRESHENER 11: AEROSOL<br>CR 309: 4: DAMAGED COUNTER 7: LIGHTS OUT<br>CR 403: 7: LIGHT OUT 10: PLUG-IN AIR FRESHENER, DAISY CHAIN<br>CR 405: 4: STAINED CEILING TILES 7: LOOSE DATA BOX 10: DAISY CHAIN<br>CR 407: 4: STAINED CEILING TILE 7: LIGHT OUT<br>CR 500: 4: STAINED CEILING TILE, DAMAGED FLOORX 7: MISSING OUTLET COVER 10: ITEMS STORED TOO HIGH, BLOCKED WALKWAYS |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | CR 503: 4: DAMAGED FLOOR, STAINED CEILING TILE, DAMAGED WALL TILE 7: LIGHTS OUT 11: WAX WARMER<br>CR 504: 4: STAINED CEILING TILE, DAMAGED WALL, DAMAGED CEILING 5: DIRTY FLOOR 7: LOOSE DATA BOX, LIGHT OUT<br>CR 505: 4: DAMAGED CEILING TILE, WALL DAMAGED 7: LOOSE DATA BOX<br>CR T-1: 7: OUTLET BOX DETATCHED FROM WALL 10: DAISY CHAIN<br>CR T-10: 4: DAMAGED WALL, DAMAGED CEILING 5: DIRTY CARPET 7: LIGHTS OUT 10: DECORATIVE STRING LIGHTS<br>CR T-11: 4: DAMAGED WALL 7: LIGHTS OUT<br>CR T-12: 4: BROKEN FLOOR TILES, BROKEN CEILING TILES 7: BLOCKED ELECTRICAL PANEL 10: EXCESSIVE CLUTTER, UNLABELED COMPRESSED GAS CYLYNDERS<br>CR T-13: 4: DAMAGED WALL 7: MISSING LIGHT DIFFUSER 15: DAMAGED DOOR<br>CR T-14: 7: LIGHTS OUT 10: CANDLE<br>CR T-15: 4: DAMAGED CEILING TILE, STAINED CEILING TILE, MISSING CEILING TILE 5: FOUL ODOR, DIRTY CARPET, CLUTTER, TRASH 7: STAINED LIGHT DIFFUSER, DAMAGED LIGHT DIFFUSER 10: HOUSEHOLD FURNITURE<br>CR T-20: 4: STAINED CEILING TILES, STAINED CARPET 7: DATA WIRES NOT COVERED 10: DECORATIVE CURTAINS, DAISY CHAIN 11: HOUSEHOLD CLEANER<br>CR T-22: 4: STAINED CEILING TILE, DAMAGED CARPET 7: MISSING OUTLET COVER, BROKEN OUTLET COVER 10: DECORATIVE CURTAINS<br>CR T-24: 4: DAMAGED CARPET, STAINED CEILING TILE 7: MISSING OUTLET COVER<br>CR T-28: 7: COVERED LIGHT PANELS 10: DAISY CHAIN, DECORATIVE CURTAIN<br>CR T-6: 7: OUTLET BOX DETATCHED FROM WALL<br>CR T-9: 4: DAMAGED WALL 7: LOOSE LIGHT DIFFUSER, BLOCKED ELECTRICAL PANEL 10: ITEMS HANGING FROM CEILING, CANDLE<br>DANCE STUDIO<br>800: 4: STAINED CEILING TILES, DAMAGED CEILING TILES 7: LIGHTS OUT<br>MUSIC<br>802: 2: BROKEN VENT COVER 4: DAMAGED WALL, LOOSE CEILING TILE 7: LIGHTS OUT |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | | | X | 306: 4: DAMAGED CEILING IN RR 10: DECORATIVE STRING LIGHTS<br>BOOK ROOM 501: 4: STAINED CEILING TILE 7: LOOSE DATA BOX COVER<br>300: 4: STAINED CEILING TILES, LOOSE CEILING TILE DAMAGED SINK, COUNTER 11: DIFFUSER, CANDLES<br>CR 301: 10: DAISY CHAIN, CANDLE 11: DIFFUSER, HOUSEHOLD CLEANERS |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | CR 308: 4: STAINED CEILING TILE 10: PLUG IN AIR FRESHENER 11: AIR FRESHENER, WAX WARMER<br>CR 310: 4: STAINED CEILING TILES 10: SUSPENDED EXTENSION CORD<br>CR 400: 4: DAMAGED WALLS, DAMAGED CEILING TILE 10: DECORATIVE CURTAINS<br>CR 401: 4: STAINED CEILING TILES 10: DAISY CHAIN<br>CR 402: 4: DAMAGED WALLS 11: AIR FRESHENER<br>CR 403: 7: LIGHT OUT 10: PLUG-IN AIR FRESHENER, DAISY CHAIN<br>CR 404: 4: DAMAGED WALL, STAINED CEILING TILE 10: DAISY CHAIN<br>CR 405: 4: STAINED CEILING TILES 7: LOOSE DATA BOX 10: DAISY CHAIN<br>CR 408: 4: DAMAGED FLOOR 10: DAISY CHAIN<br>CR 500: 4: STAINED CEILING TILE, DAMAGED FLOORX 7: MISSING OUTLET COVER 10: ITEMS STORED TOO HIGH, BLOCKED WALKWAYS<br>CR 502: 4: DAMAGED WALL, LOOSE CEILING TILE 10: CANDLE<br>CR 503: 4: DAMAGED FLOOR, STAINED CEILING TILE, DAMAGED WALL TILE 7: LIGHTS OUT 11: WAX WARMER<br>CR 506: 4: STAINED CEILING TILE, MISSING COVE BASE, DAMAGED WALLS 10: DAISY CHAIN<br>CR 508: 4: STAINED CEILING TILES, DAMAGED WALL 10: ITEMS HANGING FROM CEILING<br>CR 808: 4: DAMAGED WALLS AND CABINETS, MISSING COVE BASE 10: CLUTTER<br>CR 913: 10: ITEMS HANGING FROM CEILING<br>CR 922: 10: PLUG-IN AIR FRESHENER<br>CR 926: 10: PLUG-IN AIR FRESHENER<br>CR 927: 10: PLUG-IN AIR FRESHENER<br>CR T-1: 7: OUTLET BOX DETATCHED FROM WALL 10: DAISY CHAIN<br>CR T-10: 4: DAMAGED WALL, DAMAGED CEILING 5: DIRTY CARPET 7: LIGHTS OUT 10: DECORATIVE STRING LIGHTS<br>CR T-12: 4: BROKEN FLOOR TILES, BROKEN CEILING TILES 7: BLOCKED ELECTRICAL PANEL 10: EXCESSIVE CLUTTER, UNLABELED COMPRESSED GAS CYLYNDERS<br>CR T-14: 7: LIGHTS OUT 10: CANDLE<br>CR T-15: 4: DAMAGED CEILING TILE, STAINED CEILING TILE, MISSING CEILING TILE 5: FOUL ODOR, DIRTY CARPET, CLUTTER, TRASH 7: STAINED LIGHT DIFFUSER, DAMAGED LIGHT DIFFUSER 10: HOUSEHOLD FURNITURE<br>CR T-16: 4: DAMAGED CEILING TILE 10: PLUG-IN AIR FRESHENER, CANDLE<br>CR T-17: 10: OUTLET BOX DETACHED FROM WALL<br>CR T-18: 4: STAINED CEILING TILES 10: OUTLET BOX DETATCHED FROM WALL, DECORATIVE STRING LIGHTS, CANDLES<br>CR T-19: 10: ITEMS HANGING FROM CEILING, DECORATIVE STRING LIGHTS, DECORATIVE CURTAINS |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | CR T-20: 4: STAINED CEILING TILES, STAINED CARPET 7: DATA WIRES NOT COVERED 10: DECORATIVE CURTAINS, DAISY CHAIN 11: HOUSEHOLD CLEANER<br>CR T-22: 4: STAINED CEILING TILE, DAMAGED CARPET 7: MISSING OUTLET COVER, BROKEN OUTLET COVER 10: DECORATIVE CURTAINS<br>CR T-23: 4: DAMAGED CARPET, STAINED CEILING TILE 10: DECORATIVE CURTAINS<br>CR T-25: 10: FIRE EXTINGUISHER NOT HUNG<br>CR T-28: 7: COVERED LIGHT PANELS 10: DAISY CHAIN, DECORATIVE CURTAIN<br>CR T-3: 4: DAMAGED CARPET, STAINED CARPET, DAMAGED WALL PANEL 10: DECORATIVE STRING LIGHTS, PAPER ATTACHED TO CEILING TILE<br>CR T-5: 10: DAISY CHAIN<br>CR T-7: 10: ITEMS HANGING FROM CEILING, EXCESSIVE CLUTTER, ITEMS STORED TOO HIGH<br>CR T-8: 4: DAMAGED WALL 10: PLUG-IN AIR FRESHENER<br>CR T-9: 4: DAMAGED WALL 7: LOOSE LIGHT DIFFUSER, BLOCKED ELECTRICAL PANEL 10: ITEMS HANGING FROM CEILING, CANDLE<br>CURRICULUM & ACTIVITIES<br>307: 10: PLUG-IN AIR FRESHENER, CANDLE<br>DISCIPLINE<br>SPECIAL ED.<br>303: 10: PLUG-IN AIR FRESHENER, DAISY CHAIN<br>HEALTH OFFICE 311: 11: AEROSOL<br>LIBRARY: 10: ITEMS STACKED TOO HIGH<br>MUSIC<br>802: 2: BROKEN VENT COVER 4: DAMAGED WALL, LOOSE CEILING TILE 7: LIGHTS OUT<br>ROTC |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | CR T-13: 4: DAMAGED WALL 7: MISSING LIGHT DIFFUSER 15: DAMAGED DOOR |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | | X | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 38 | 32 | 56 | 56 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 8 | 10 | 42 | 44 | 34 | 35 |

### 2023-24 CAASPP Test Results in ELA by Student Group

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

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

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 425 | 403 | 94.82 | 5.18 | 32.01 |
| **Female** | 201 | 194 | 96.52 | 3.48 | 35.05 |
| **Male** | 224 | 209 | 93.30 | 6.70 | 29.19 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 19 | 15 | 78.95 | 21.05 | 80.00 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 349 | 333 | 95.42 | 4.58 | 29.73 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 32 | 30 | 93.75 | 6.25 | 30.00 |
| **English Learners** | 81 | 80 | 98.77 | 1.23 | 7.50 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 373 | 355 | 95.17 | 4.83 | 31.83 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 77 | 72 | 93.51 | 6.49 | 9.72 |

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 425 | 405 | 95.29 | 4.71 | 9.88 |
| **Female** | 201 | 194 | 96.52 | 3.48 | 5.67 |
| **Male** | 224 | 211 | 94.20 | 5.80 | 13.74 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 19 | 15 | 78.95 | 21.05 | 33.33 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 349 | 335 | 95.99 | 4.01 | 7.16 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 32 | 30 | 93.75 | 6.25 | 20.00 |
| **English Learners** | 81 | 80 | 98.77 | 1.23 | 1.25 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 373 | 356 | 95.44 | 4.56 | 8.43 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 77 | 72 | 93.51 | 6.49 | 4.17 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 21.37 | 18.39 | 35.90 | 36.70 | 30.29 | 30.73 |

## 2023-24 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 818 | 780 | 95.35 | 4.65 | 18.28 |
| **Female** | 407 | 389 | 95.58 | 4.42 | 13.66 |
| **Male** | 410 | 391 | 95.37 | 4.63 | 22.88 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 34 | 30 | 88.24 | 11.76 | 46.67 |
| **Black or African American** | 14 | 13 | 92.86 | 7.14 | 23.08 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 695 | 669 | 96.26 | 3.74 | 16.49 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 13 | 13 | 100.00 | 0.00 | 15.38 |
| **White** | 51 | 44 | 86.27 | 13.73 | 20.93 |
| **English Learners** | 176 | 170 | 96.59 | 3.41 | 1.18 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 723 | 693 | 95.85 | 4.15 | 17.10 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 128 | 118 | 92.19 | 7.81 | 5.98 |

## 2023-24 Career Technical Education Programs

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

## 2023-24 Career Technical Education Programs

district as well as the Santiago Community College District and CTEP. Together we will continue to build a program that supports all students in their academic ventures as well as their career interests. The students currently have four areas in which they can earn a certificate to support a career after they complete course and additional opportunities continue to develop.

## 2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 1160 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 59.6 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission** | 98.06 |
| **2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission** | 39.89 |

# B. Pupil Outcomes

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2023-24 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 9** | 396 | 401 | 395 | 396 | 402 |

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

Parents are actively recruited by other parents and leadership team members to become active in Orange High School parent-centered groups like the New Horizons, 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 known as Parent University. Orange utilizes a telephone and email communication system, School Messenger to send information, newsletters, and invitations to parents about school activities and important messages, as well as inform parents of student progress in classrooms. The phone messages are personalized and are made in English, Spanish, and Vietnamese. A school newsletter also is updated weekly and can be found on the school's website or sent in email communication home.  Orange's extracurricular activities have active booster clubs that support students engaged in athletics, band, choir, drama, and agriculture/FFA. Parents are active in Orange High activities by planning Grad Night, assisting in hearing and vision screening, blood drives, chaperoning dances, and field trips. Parent workshops and information nights are done once a quarter to support the needs of our school community.

## C. Engagement

## State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 1.8 | 4.2 | 1.3 | 2.6 | 5.1 | 2.7 | 7.8 | 8.2 | 8.9 |
| **Graduation Rate** | 95.5 | 93.3 | 95.4 | 95.4 | 93.3 | 94.6 | 87.0 | 86.2 | 86.4 |

### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| **All Students** | 389 | 371 | 95.4 |
| **Female** | 205 | 200 | 97.6 |
| **Male** | 183 | 170 | 92.9 |
| **Non-Binary** | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- |
| **Asian** | 15 | 15 | 100.0 |
| **Black or African American** | -- | -- | -- |
| **Filipino** | -- | -- | -- |
| **Hispanic or Latino** | 341 | 329 | 96.5 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | -- | -- | -- |
| **White** | 20 | 15 | 75.0 |
| **English Learners** | 113 | 108 | 95.6 |
| **Foster Youth** | -- | -- | -- |
| **Homeless** | 18 | 18 | 100.0 |
| **Socioeconomically Disadvantaged** | 369 | 353 | 95.7 |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0 |
| **Students with Disabilities** | 66 | 52 | 78.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 1911 | 1831 | 574 | 31.3 |
| **Female** | 903 | 871 | 317 | 36.4 |
| **Male** | 1004 | 956 | 255 | 26.7 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 64 | 59 | 5 | 8.5 |
| **Black or African American** | 31 | 28 | 15 | 53.6 |
| **Filipino** | 22 | 21 | 1 | 4.8 |
| **Hispanic or Latino** | 1635 | 1574 | 514 | 32.7 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 22 | 22 | 5 | 22.7 |
| **White** | 112 | 104 | 26 | 25.0 |
| **English Learners** | 430 | 409 | 146 | 35.7 |
| **Foster Youth** | 27 | 22 | 11 | 50.0 |
| **Homeless** | 30 | 28 | 14 | 50.0 |
| **Socioeconomically Disadvantaged** | 1697 | 1637 | 529 | 32.3 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 315 | 300 | 117 | 39.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 5.07 | 4.41 | 3.98 | 2.37 | 2.33 | 1.43 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0.05 | 0.05 | 0 | 0.01 | 0.02 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 3.98 | 0.05 |
| **Female** | 2.66 | 0.00 |
| **Male** | 5.18 | 0.10 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 9.68 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 4.16 | 0.06 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 4.55 | 0.00 |
| **White** | 1.79 | 0.00 |
| **English Learners** | 5.58 | 0.23 |
| **Foster Youth** | 7.41 | 0.00 |
| **Homeless** | 10.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 4.07 | 0.06 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 6.67 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school submits a Safe School Plan through Document tracking which is

## 2024-25 School Safety Plan

reviewed by the Office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. The School Site Council group which includes parents, students, and staff review the Comprehensive School Safety Plan ensure that all needs are met.

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

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 25 | 23 | 24 | 21 |
| **Mathematics** | 29 | 11 | 22 | 19 |
| **Science** | 28 | 14 | 9 | 22 |
| **Social Science** | 30 | 7 | 13 | 21 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 27 | 20 | 19 | 27 |
| **Mathematics** | 30 | 11 | 16 | 24 |
| **Science** | 28 | 12 | 15 | 17 |
| **Social Science** | 32 | 6 | 12 | 24 |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 25 | 22 | 27 | 21 |
| **Mathematics** | 27 | 17 | 20 | 17 |
| **Science** | 28 | 11 | 10 | 22 |
| **Social Science** | 30 | 13 | 4 | 28 |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 194.22 |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 9 |
| **Library Media Teacher (Librarian)** | 1 |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 6 |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | 18067.54 | 11477.78 | 6589.76 | $52271.37 |
| **District** | N/A | N/A | 4890.78 | $95,933 |
| **Percent Difference - School Site and District** | N/A | N/A | 29.6 | -58.9 |
| **State** | N/A | N/A | $10,771 | $94,625 |
| **Percent Difference - School Site and State** | N/A | N/A | -48.2 | -57.7 |

## Fiscal Year 2023-24 Types of Services Funded

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

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

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

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $59,238 | $56,573 |
| **Mid-Range Teacher Salary** | $92,976 | $87,186 |
| **Highest Teacher Salary** | $123,927 | $119,665 |
| **Average Principal Salary (Elementary)** | $140,930 | $148,486 |
| **Average Principal Salary (Middle)** | $153,477 | $154,835 |
| **Average Principal Salary (High)** | $142,853 | $170,008 |
| **Superintendent Salary** | $305,461 | $338,699 |
| **Percent of Budget for Teacher Salaries** | 30.58 | 31.41 |
| **Percent of Budget for Administrative Salaries** | 4.81 | 4.86 |

## 2023-24 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 19 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 0 |
| **English** | 5 |
| **Fine and Performing Arts** | 2 |
| **Foreign Language** | 5 |
| **Mathematics** | 1 |
| **Science** | 4 |
| **Social Science** | 9 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 26 |

## Professional Development

There are several ways staff development is selected. The district office has identified areas for professional development through the 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

Professional development is focused to provide support teams in analyzing data, planning instructional units, creating common assessments, implementing technology as a tool for instruction, and new textbook adoptions. Our categorical program funding is used for focused and specific training in core content areas, curriculum development and delivery, classroom management, technology, effective teaching strategies, close reading, EL/Special Ed Support, Thinking Maps, etc. Teachers across disciplines are encouraged to attend AVID, GLAD, and Thinking Maps training during the school year and summer months with the goal of implementing of high-leverage instructional strategies school-wide. Methods of professional development delivery vary from conference periods, after-school workshops, Saturday training, sub-release time, and summer institutes.
The staff selected after-school professional development as their primary means of PD. A series of after-school PD opportunities are offered to all certificated staff. The courses cover, AVID strategies, close reading, technology, and Special Education topics. There were 13 total after-school PD opportunities. These afterschool sessions were successful at the beginning of the school year, however toward the middle of the year attendance dropped and by the end of the year, it was minimal. To adjust to the needs of our teachers, we increased the number of modified days to include PD in the regular work hours. Topics include Thinking Maps, Technology, Formative assessment, and EL strategies.

In 2018-2019 the primary focus for professional development is on new adoptions/curricula, common assessments, and data management. Now that we are well into the Common Core, our staff is focused on creating common benchmark assessments to gather data, collaborate in teams to inform instruction.
In 2019-2020 the emphasis is on improving D and F grades as well as campus and school safety. Emergency operations and procedures to save lives during an active violent event are at the forefront of our priorities. Resources from the Orange Police Department, Orange County Sheriff, and OUSD SCS offices are utilized to provide staff training.
In 2020-2021 the emphasis is on the hybrid teaching model to engage students on the online platform. Teachers have had to adapt to school closures by digitizing their curriculum and modifying their instruction to fit online teaching.
In 2022-2023 the emphasis is on AVID Site implementation and equitable grading.

Starting in the Fall of 2021-2022, OUSD partnered with Orenda Education. This work started with data collection in the Spring of 2021 and has transitioned to PLC work with English, Math, and the Counseling teams. The focus of this initiative is to identify common high priority Common Core Standards by subject and create common assessments on the identified standards. Common assessments will serve as a foundation from which instructional strategies and pedagogy will be shared amongst teams. The Counseling team is also collaborating on using data to best meet the student's needs when guiding them toward their postsecondary goals. The work with Orenda came to an abrupt stop in the early part of 2023. Our site continue to utilize PD to align curriculum to support student success through the remainder of the 2023 school year.

During the 2023-204 school year, the school participated in Revalidation for the AVID National Demonstration Site status, along with WASC Accreditation.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 16 | 16 | |