Orangewood High School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

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/.

2025-26 School Contact Information

School Name	Orangewood High School
Street	515 Texas Street
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5380
Principal	Carli Norris
Email Address	carli_norris@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/ohs
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3634995

2025-26 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	https://www.redlandsusd.net/

2025-26 School Description and Mission Statement

OHS Mission Statement: Orangewood High School provides an individualized, alternative educational environment where students develop independence, critical thinking, and self-advocacy skills in order to achieve post-secondary success.

Vision Statement: Orangewood High School provides an environment where students thrive by honoring their unique learning style and background. We are committed to cultivating supportive, flexible, and individualized learning opportunities that inspire students to:
-Think Critically
-Advocate for Themselves

2025-26 School Description and Mission Statement

-Embrace Flexibility
-Become Responsible Citizens
-Reach Their Full Potential
By facilitating a culture of respect, understanding, and high expectations, students become confident, capable, and ever-evolving learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	2
Grade 11	104
Grade 12	154
Total Enrollment	260

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.4
Asian	1.9
Black or African American	8.8
Filipino	0.4
Hispanic or Latino	74.6
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3.5
White	9.2
English Learners	10.4
Foster Youth	0.8
Homeless	9.2
Socioeconomically Disadvantaged	72.3
Students with Disabilities	4.2

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.

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)	11.9	69.36	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.4	25.99	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	0.8	4.65	57.1	5.89	15831.9	5.67
Total Teaching Positions	17.2	100	970.2	100	279044.8	100

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)	11.8	71.84	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.6	28.16	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	53.7	5.5	14303.8	5.15
Total Teaching Positions	16.5	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	9.3	61.96	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	10.6	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.5	23.46	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	0.5	3.91	70.8	7.28	13705.8	4.91
Total Teaching Positions	15	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.40	4.6	3.5
Total Out-of-Field Teachers	4.40	4.6	3.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	10.7
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	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (1998)	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology	0%

	McGraw Hill (2020) Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021) Biology Pearson (2020) Modern Chemistry HMH (2017) Environmental Science: Sustaining Your World National Geographic / Cengage (2017) Earth Science Inspire:Earth Science (2020) Physics: Hewett, Conceptual Physics Savvas (2021) Physics H Physics HMH (2017)	
History-Social Science	United States History, Geography, Continuity, and Change McGraw Hill (2019) World History, Culture, and Geography: The Modern World (2019) American Government Pearson (2019) Economic Principals in Action Pearson (2019)	0%
Foreign Language	Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022) French: Chemins Course 1-3 Vista Higher Learning (2023) AP French: Themes Vista Higher Learning (2022) Spanish: Encuentros Course 1-3 Vista Higher Learning (2022) AP Spanish: Temas Vista Higher Learning 2020 Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014) Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)	0%

Health		0%
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	See above	0%

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: The school facilities are maintained by both site and district maintenance workers and are inspected monthly. Needed repairs are submitted to the District via work order, and any items compromising safety are repaired immediately. The District Office Risk Management Division also conducts regular walk-thrus.

Cleanliness: The governing board has adopted cleaning standards. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The facilities are maintained by two full-time custodians.

Adequacy: OHS is described as a small school with 30 permanent classrooms. The OHS Library was updated in the Fall of 2021. Rooms and buildings are adequately prepared to meet the needs of students, though the school is lacking access to electricity in classrooms to support the 1:1 tech policy.

Description of any planned or recently completed facility improvements:

Recently Completed:
Student restrooms were refurbished in the 2025-2026 school year.
The OHS Library was updated with modernized new furniture, decor, and technologies in the Fall of 2021.

Planned (or needing repair):
There is a need to update restroom facilities for staff.
Classrooms are lacking access to electricity to assist with the 1:1 tech policy.
Planters and irrigation are continually upgraded as needed.
The school needs dramatic infrastructure improvements.
A school gymnasium
Improved security cameras

Year and month of the most recent FIT report	July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	14	50	50	47	48
Mathematics (grades 3-8 and 11)	1	4	37	37	35	37

2024-25 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	152	145	95.39	4.61	13.79
Female	58	54	93.10	6.90	12.96
Male	94	91	96.81	3.19	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	110	104	94.55	5.45	13.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	13	13	100.00	0.00	23.08
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	119	96.75	3.25	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	151	144	95.36	4.64	4.17
Female	57	52	91.23	8.77	0.00
Male	94	92	97.87	2.13	6.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	109	103	94.50	5.50	4.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	0.00
English Learners	13	13	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	123	117	95.12	4.88	3.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3.7	6.99	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	187	92.12	7.88	6.99
Female	83	77	92.77	7.23	3.90
Male	120	110	91.67	8.33	9.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	156	142	91.03	8.97	7.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	15	93.75	6.25	6.67
English Learners	21	20	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	155	93.94	6.06	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

OHS students are provided several alternative strategies to prepare for post-secondary success. The OHS CTE program is one of the best examples of workforce preparation. All incoming OHS students are required to take one of the four CTE Pathways during their tenure at OHS. The four pathways include Hospitality and Food Service, Multimedia and Video Production, Graphic Design, and Engineering. Many students participate in Skills USA and Rube Goldberg competitions as part of the Multi-Media and Engineering CTE Pathways.

Also, all OHS students complete graduation and career, or post-secondary, plans. A Career Center teacher is available to meet with students as needed so that students have direct access and can get information on all career, college, and technical training classes in the district. These efforts are focused on completing the Financial Aid process, graduation status monitoring, credit recovery and work force preparations.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	175
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0.83

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.

2024-25 California Physical Fitness Test Participation Rates

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	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

To encourage parent and guardian supports, the parent and family engagement policy, student handbook, and all pertinent information are sent home in the first month of school and are available to parents in an understandable format and provided in an appropriate language for the parents and guardians. The policies and information are then made available to the parents, guardians, and the local community via Parent Square, Minga, and the school website. All policies are updated yearly by the

2025-26 Opportunities for Parental Involvement

OHS Leadership Team and the School Site Council (SSC).

At Back to School Night and SSC meetings, assessment information on student academic progress on grade-level standards is shared with parents and families, via the Title I information meeting. Student progress in relation to state and local standards will be explained to parents, guardians, and community members, including the curriculum being used, grade-level expectations from proficiency, data reporting for state and local assessments, and available interventions in social and emotional health, math and literacy for students needing support. If requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions as soon as practically possible through formal parent-teacher conferences, informal requests by parents for meetings, back to school night, and SSC. The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the OHS Community.

The school involves parents and caregivers in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, SPSA, Safety Committee, student academic progress, and SEL supports. An annual survey of parents is conducted to assess needs, this data is used to drive decision making. Additionally, the Orangewood High School Parental Involvement Policy and the School-Parent Compact are reviewed annually by the SSC, the School Leadership Team, and the OHS Staff.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	37.2	10.5	8.9	9.9	5.8	2.6	8.2	8.9	8
Graduation Rate	55.8	80.5	85.2	86.2	90.8	92.2	86.2	86.4	87.5

2024-25 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	135	115	85.2
Female	66	56	84.8
Male	69	59	85.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	108	92	85.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	14	12	85.7
English Learners	16	11	68.8
Foster Youth	--	--	--
Homeless	20	14	70.0
Socioeconomically Disadvantaged	130	110	84.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	368	355	288	81.1
Female	158	150	129	86.0
Male	210	205	159	77.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	29	27	21	77.8
Filipino	--	--	--	--
Hispanic or Latino	282	274	224	81.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	10	76.9
White	30	27	24	88.9
English Learners	43	41	35	85.4
Foster Youth	--	--	--	--
Homeless	36	32	26	81.3
Socioeconomically Disadvantaged	295	283	230	81.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	17	16	94.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.28	5.88	2.72	4.39	3.21	3.02	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.26	0	0	0.07	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.72	0.00
Female	1.27	0.00
Male	3.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.34	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.65	0.00
Foster Youth	0.00	0.00
Homeless	2.78	0.00
Socioeconomically Disadvantaged	3.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school offenses. The School Safety Plan is developed and revised every two years by the School Safety Committee, which includes members of the administration, faculty, classified staff, and students of Orangewood High School and the Redlands eAcademy with whom we share a campus. The OHS School Site Council reviews and approves any changes to the School Safety Plan bi-annually. The plan is also reviewed by the staff before each drill; 1 earthquake, 1 lock-down, and 1 fire drill, and is reflective of the school's safety needs. The key components of Orangewood's Safety Plan include a description of disaster response procedures and the responsibilities of each "team" member in the event of an emergency.

The Staff Handbooks, and Raptor software, to be used in conjunction with the School Emergency plan, explain school discipline/attendance policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, and dangerous pupil notification. Results of staff, student, and parent surveys reflect that all members of the school community feel that OHS is a safe campus with a positive climate. Minor adjustments to the plan are made at Safety Meetings, and a full revision takes place every two years. School Safety Plans are reviewed and revised annually via the School Site Council.

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	11	26	1	0
Mathematics	12	12	0	0
Science	13	12	0	0
Social Science	11	27	0	0

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	10	27		
Mathematics	12	8		
Science	17	5		
Social Science	17	17		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	19	17		
Mathematics	18	5		
Science	17	4		
Social Science	21	14	1	

2024-25 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	77.69

2024-25 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)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$22,745.20	$2,117.24	$20,627.97	$100,562.10
District	N/A	N/A	$10,404.68	$105,673
Percent Difference - School Site and District	N/A	N/A	65.9	-5.0
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	59.7	-3.1

Fiscal Year 2024-25 Types of Services Funded

Orangewood High School offers a wide variety of supports to our students who need more time or instruction to meet state standards, as well as to support our students' journey towards graduation. Teachers, counselors, and administrators at OHS annually review teaching practices, social and emotional supports, academic interventions, and alternative credit recovery options to assist all students in earning a diploma.

The following is a list of academic interventions and supports available to students at Orangewood High School:

Weekly Advisory class that focuses on SEL, life skills, academic support, school culture, and mentoring
Two full-time counselors with an approximate 125:1 student ratio
Part time counselor for MTSS support
Full time mental health clinician
Alternative credit recovery options: Edgenuity and Independent Study
Credit Recovery Options: Community Service/Service Learning Projects, Independent Study, Work Experience
Graduation Status Monitoring: Tiered supports
PBIS Incentive Point System to encourage positive school behavior and extra-curricular participation
Introductory program that introduces all incoming students to the OHS culture and school wide expectations
Various educational field trips to enhance student opportunities to explore potential colleges and career opportunities
An alternative athletic program that enhances the engagement opportunities for students outside the classroom
Four CTE pathways

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$63,332	$62,783
Mid-Range Teacher Salary	$100,688	$97,783
Highest Teacher Salary	$132,936	$128,020
Average Principal Salary (Elementary)	$164,336	$160,224
Average Principal Salary (Middle)	$175,641	$166,992
Average Principal Salary (High)	$190,691	$180,971
Superintendent Salary	$312,120	$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Redlands Unified School District conducts extensive teacher training both during the school year and during the summer or other non-school days. Orangewood teachers often attend this district training which includes Instruction of English Learners, Data Team Training, High Student Engagement Strategies, Common Core standards and instruction, Integrated Math, UDL, Social Studies Framework, Next Generation Science Standards, ERWC English, culturally relevant teaching practices and MTSS supports. Additionally, staff at Orangewood is encouraged to attend appropriate conferences and in-services. Many teachers attend and are presenters at the State conference sponsored by California Continuation Education Association (CCEA). The Orangewood staff is committed to professional growth. Teachers and staff attend extensive annual training in AVID and MTSS for the last 6 years. The School-Based Coordinated Program budget provides funds that enable teachers to

Professional Development

attend workshops and conferences of their choice. OHS staff has scheduled bi-weekly collaboration time for teachers to work together and for professional development. On these collaboration days, one hour is spent every other Wednesday on teacher collaboration activities and professional development activities including identifying and deconstructing the common core standards, development of new instructional strategies, data teams, and identifying schoolwide strategies for school improvement. Starting the 2025-2026 school year, OHS teachers started attending PLC trainings in preparation for a full PLC roll out in the next three years.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	38