

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Orangewood Continuation High School	District Name	Redlands Unified School District
Street	515 Texas St.	Phone Number	(909) 307-5300
City, State, Zip	Redlands, CA 92374	Web Site	www.redlands.k12.ca.us
Phone Number	(909) 307-5380	Superintendent	Lori Rhodes
Principal	Carol Ruhm	E-mail Address	lori_rhodes@redlands.k12.ca.us
E-mail Address	carol_ruhm@redlands.k12.ca.us	CDS Code	36-67843-3634995

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Mission Statement:

The mission of Orangewood High School is to provide students a supportive and alternative educational environment empowering them with the skills to be responsible and to succeed academically, vocationally, and socially.

Philosophy:

Orangewood High School exists to provide educational experiences for students who, for a variety of reasons, need an alternative method of learning from that which the traditional high school has to offer. It is our goal to provide a relevant education within a flexible atmosphere and a small school environment. Course curriculum is aligned with the California State Standards for high school education: however, as often as possible, the subject material will be related to the practical aspects of everyday living and future career needs. The objective of each course is to assist students in developing their potential according to their unique capabilities and to encourage every student to gain a strong, positive sense of self-worth.

School Summary:

Orangewood is Redlands Unified's only continuation high school, serving the population of three traditional high schools. To best serve the individual needs of students, our enrollment is capped at 320. On our campus we house several other alternative education programs including a Cal-SAFE Program to meet the needs of pregnant and parenting teens, and an Infant and Toddler Center ("We Care"). We believe that Orangewood has a unique opportunity to help improve the self-esteem of students who need an alternative method of obtaining a quality education. As students begin to feel motivated in their academic pursuits, their chances of success in core curricular subjects needed to pass the California High School Exit Exam (CAHSEE) and receive a high school diploma increase dramatically. We believe that each of our students deserves the best preparation for graduation and future success in life that we can offer.

At Orangewood High School, we believe that:

1. All students can learn and be successful.
2. Small classes enhance the learning environment through increased student/teacher interaction.
3. Positive classroom environment sets the foundation for learning.
4. Every student can make a positive contribution to our community.
5. Social, physical, and mental activities are encouraged to enhance well-being and self-esteem.
6. A safe and respectful environment in which to teach and learn is crucial.
7. Individuality is to be encouraged and respected.
8. All students are given a fresh opportunity upon enrollment.
9. Students need to be offered choices, given responsibility and be held accountable.
10. Positive recognition guides and motivates student achievement.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are their child's first and most important teachers. Therefore, strong support from both the home and the school is critical, especially for students who are performing below grade level.

The OHS Parent Involvement Program was developed with this in mind. It involves District staff, school personnel, and parents in a unified effort to help each student achieve success at Orangewood.

To support parent involvement at Orangewood High School, school staff will:

1. Involve parents as active participants in their child's education and help them learn to monitor their child's progress and work with education to improve their child's performance by means of:
 - parent portal
 - informal discussion groups
 - newsletters
 - Fall Open House
 - information meetings
 - Website communication
 - Spring Open House
 - Intake meetings
 - ELAC and Title 1 Parent meetings
 - WASC Meetings
 - Evening of the Arts
 - Advisory Reports

2. Provide materials and training to parents to encourage strong parent involvement.
 - Parent Conferences
 - Website information resources
 - Open House Parent Portal Training
3. Train staff to work successfully with parents, including how to use classroom volunteers effectively.
4. Develop roles for community-based organizations and businesses, such as:
 - Adopt-a-School programs
 - scholarship donation
 - community volunteers serving as tutors/mentors
5. To the extent possible, communicate with parents in a language they understand.
 - Important materials translated into Spanish
 - Newsletters in Spanish
 - 4 Bilingual staff members
6. Conduct one annual meeting and a flexible number of other meetings, which are scheduled at times that are convenient for parents. Consideration should be given to:
 - alternating morning and evening meetings or offering both
 - offering incentives for participating - food
 - attending conferences and visiting other districts to learn ways to increase parent involvement
 - WASC meetings
7. Provide parents with:
 - timely information about Title I and other special programs
 - school performance profiles and their child's individual assessment results
 - explanation of the school's curriculum and assessments
 - timely responses to parents' suggestions
8. Involve parents in planning, reviewing, and improving programs
 - WASC Meetings
 - School Site Council
9. In collaboration with parents, develop a written school-parent compact that outlines:
 - the school's responsibility to provide high-quality curriculum and instruction
 - the parents' responsibility to support learning, such as:
 - monitoring attendance
 - monitoring homework completion
 - limiting television watching
 - encouraging positive use of extracurricular time
 - the importance of communication, which includes
 - frequent progress reports to parents
 - reasonable access to staff and opportunities to volunteer and observe in the classroom

This compact will be disseminated to parents during intake meetings.

10. Consider creative alternatives to ensure that parents have sufficient opportunities to confer with teachers regarding their child's progress, including:
 - in-home conferences (on a highly selective basis)
 - email communication
 - telephone conferences
 - Post Card notes home
 - Parent Conference – IEP meetings
 - IST meetings
 - Spring Open House
11. Conduct an annual evaluation of the Parent Involvement Program to determine its effectiveness and to identify barriers to greater participation by parents, giving particular attention to parents who are:
 - economically disadvantaged
 - disabled
 - limited English proficient
 - limited in literacy
 - of an ethnic or racial minority

12. Review results of the annual evaluation with staff and parents and revise the Parent Involvement Program if necessary. The Parent Involvement Policy will be included in the School Plan so its implementation will be integrated with all improvement efforts at the school. The Policy and resulting School Plan strategies will be revised as needed, based upon results of the annual District and site evaluations of the Parent Involvement Program.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 10	2
Grade 11	71
Grade 12	241
Total Enrollment	314

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.6	White	20.7
American Indian or Alaska Native	1	Two or More Races	1.3
Asian	1.9	Socioeconomically Disadvantaged	64.6
Filipino	0.3	English Learners	14
Hispanic or Latino	63.4	Students with Disabilities	11.8
Native Hawaiian/Pacific Islander	1.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.6	29	2	0	21.8	11	9	0	17.9	16	6	0
Mathematics	12.2	18	0	0	12.9	13	0	0	14.4	14	0	0
Science	19	6	0	0	12.9	13	0	0	19.3	8	0	0
Social Science	19	18	0	0	15	8	0	0	20.3	14	4	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Orangewood High School utilizes data from its suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Orangewood's Safe School Plan include a description of school discipline/attendance policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. 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.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	46.15	37.54	32.17	9.61	8.77	8.1
Expulsions	2.68	0	0.96	0.35	0.46	0.41

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 11-10

For a small high school, Orangewood has very good facilities. During the Summer of 2003, the school was modernized including, new paint, carpeting, lighting, doors, communication and security systems. There is a modern science lab, computer lab and an operating student store. Orangewood is also fortunate to have excellent softball facilities, a basketball court, and a multi-purpose room which can seat all of our students at the same time. Several years ago, a library was opened. The library has seen a large-scale expansion in addition to the completion of a computer center for students' use. We have a new state of the art Parenting Center for our pregnant Cal-Safe students as well as a completely refurbished Infant and Toddler Center. Through the use of a Digital High School Grant, Orangewood has completed a total site technology expansion. Students and staff are served with a T-1 line, fiber optic backbone, and computers in every room. The current student to computer ratio is a 1.5 to 1. Several mini computer labs are centered in different classrooms and departments. A complete computer lab was established prior to the beginning of the 2002-2003 school year, and upgraded with new hardware in the summer of 2010. Additionally, a new portable was placed on campus in 2004 to accommodate a new Special Day Class program, and two new general ed. classrooms were added to the site in summer 2010. The entire school exterior was repainted in the 07-08 school year and new safety fencing was installed in the 08-09 school year. Safety cameras were installed during the 10-11 school year. Several more technology upgrades were made for instructional purposes during the 2010-2011 school year. If present, graffiti is removed immediately by site or District staff. The school facilities are inspected weekly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	11/10
Interior: Interior Surfaces	[]	[X]	[]	[]	11/10
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Facility is inspected monthly.
Electrical: Electrical	[]	[X]	[]	[]	11/10
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	11/10

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	11/10
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	11/10
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	11/10
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	37	22	19	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	1	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	95.83	4.17
All Schools in District	97.08	2.92
High-Poverty Schools in District	97.02	2.98
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	200
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9-11

The California State Board of Education reviews elementary level 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	See above.	Yes	0%
Mathematics	See above.	Yes	0%
Science	See above.	Yes	0%
History-Social Science	See above.	Yes	0%
Foreign Language	See above.	Yes	0%
Health	See above.	Yes	0%
Visual and Performing Arts		Yes	
Science Laboratory Equipment (grades 9-12)	See above.	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$13,097	\$10,981	\$2,116	\$66,400
District	---	---	\$4,631	\$73,191
Percent Difference: School Site and District	---	---	-54.3%	-2.7%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-62.7%	-2.6%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The Orangewood High School staff and parents have established a School-Based Coordinated Plan to better meet the needs of all students. The school sees this as a means by which RSP, SDC and ELL services and resources and school improvement (SIP) funds can be more effectively coordinated. A school site council exists to coordinate activities and plans and will work together to ensure that all students, including those identified as SDC, RSP, ELL, Gifted and Talented, At-Risk and low performing will have immediate, equal access to the core curriculum, materials and resources. Student outcome data will be analyzed and used to direct programs based on students' needs. Extended Day learning will be accessible for all students based on needs. The Plan and Budget will be reviewed annually, or more often if needed, by the School Site Council and modifications will be approved by the Council.

Programs Included in the Plan:

Students who are identified, and those that are not identified, RSP, SDC, ELL, GATE and educationally disadvantaged receive the core curriculum in regular education classrooms and the basic school wide program. They also receive supplemental instruction as outlined below:

SIP/ Library Program

The School Site Council meets monthly to review assessment data, the progress of the school plan and the general educational program at OHS. The SIP budget is monitored and approved by the School Site council. All SIP expenditures are in alignment with the school goals and are used to enhance the instructional program, and specifically to help underachieving students meet the core curriculum and meet state standards. The SIP budget is also utilized to provide staff development opportunities for teachers and parents, and to support the technology program at OHS. The local Chapter of the American Association of University Women staffs the OHS library and maintains the collection. The school district doesn't provide a librarian. The schedules of when the library is open is set by the members of AAUW. This is strictly a volunteer operation. Staffing and helping to maintain the library is a community service project of the organization. The library collection is funded with donations from the members of AAUW and the community and the SIP/Library fund to stock our shelves. The OHS art teacher, keeps an on-going art display in the library to help beautify the room. The art work is from the students in her classes. The computers in the library are maintained by our technology specialist. Students can use the computers in the library anytime the library is open. Teachers also bring their classes to the library to work on projects and use the computers. The Athena cataloging program is supported by SIP/Library budget as well. The "We Care Baby Care" center uses the library for a reading session for the toddlers. The mothers can check books out for their toddlers. The library is used on a regular basis for a variety of services.

Special Education Services (SAI)

Individuals with exceptional needs are provided Special Education Services in the least restrictive environment, as determined by their Individualized Education Plans (IEP). This may include specialized instruction and services inside or outside of the General Education classroom. Students receive services from a resource specialist teacher and paraprofessional. Using a collaborative model, students receive help both in class and in the resource center, before and after school. Career education is provided to all students, and opportunities to visit work sites, schools, and museums are offered.

Gifted and Talented (GATE)

Gifted and talented students receive supplemental services to enhance their educational experience, through supplementary instructional materials, challenging classroom assignments, extracurricular activities, and field trips.

10th Grade Counseling

10th Grade Counseling funds are utilized to provide extended counseling services to students who are credit deficient or low performing. Students meet with counselors to establish graduation plans and receive supplemental materials for assistance with academic and career planning.

Title I Program

The major feature of the Title I program is to ensure that all students meet or exceed grade level standards. Students have immediate access to the core curriculum, supplemental programs, materials, resources, equipment, and programs. Student outcome data from the STAR Reading and STAR Math assessments is used for early identification of needs, to monitor students' progress, and to determine appropriate interventions and strategies to assist students with improving in the areas of literacy, language development, and mathematics. Training is provided for staff and parents, and is designed to accelerate or remediate students' learning. An after school class in English and Math Review is offered to students and the Program Specialist/Teacher supports students and staff. ELL, SAI paraprofessionals support students as needed in Literacy and Mathematics.

Title III / English Language Learners

Students who are designated ELL will receive the core academic curriculum in regular education classrooms. Supplemental services will be provided by way of a Language Support Paraprofessional, who will assist students individually on a pullout basis, and with the use of supplemental instructional materials appropriate for ELL students. Title III funds will be utilized to support the EL program, primarily Teacher Staff development, but also supplemental instructional materials for that program.

Identification of ELL Students

Most Orangewood High School students are referred to OHS by another Redlands Unified School District High School. English Language Learners are designated ELL based on results of assessments given either at the District Language Assessment Center and/or a previous Redlands school. Students must score at least at the Intermediate Level on the California English Language Development Test (CELDT) to be considered for enrollment at OHS. New students to OHS who appear to have limited English skills, but have not been designated as ELL, are referred to the Language Assessment Center for testing.

Program Options/Curriculum

The ELL program offered at OHS is an ELD/SDAIE model. There are no other options available for service to ELL students at OHS. Each ELL/FED student will be enrolled in a minimum of two hours of core academic subject classes per day; i.e., English, Math, Social Studies, or Science. Students are fully integrated into the regular classroom. Primary Language Support or supplemental support will be offered by a Language Support Paraprofessional. The paraprofessional will provide support to ELL or FEP students on an individual basis as necessary for assistance with Language Development, and standards achievement.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,591	\$42,017
Mid-Range Teacher Salary	\$71,776	\$67,294
Highest Teacher Salary	\$87,852	\$86,776
Average Principal Salary (Elementary)	\$117,315	\$108,534
Average Principal Salary (Middle)	\$122,373	\$112,893
Average Principal Salary (High)	\$130,856	\$123,331
Superintendent Salary	\$172,656	\$226,417
Percent of Budget for Teacher Salaries	44%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	7	12	10	56	58	61	49	52	54
Mathematics	1	0	4	46	48	49	46	48	50
Science	4	0	0	56	60	65	50	54	57
History-Social Science	10	9	12	49	51	55	41	44	48

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	61	49	65	55
All Student at the School	10	4	0	12
Male	11	5	0	18
Female	8	2	0	4
Black or African American	8	0	0	6
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	12	5	0	13
Native Hawaiian/Pacific Islander	0	0	0	0
White	7	0	0	12
Two or More Races	0	0	0	18
Socioeconomically Disadvantaged	8	4	0	12
English Learners	9	0	0	7
Students with Disabilities	0	0	0	9
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0			56	64	69	52	54	59
Mathematics	0			55	58	59	53	54	56

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

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	31	27	42	41	37	22
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

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

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

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

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	B	B	B
Similar Schools	B	B	B

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	18	-50	58
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	58	553	15,585	815	4,683,676	778
Black or African American	5		1,048	752	317,856	696
American Indian or Alaska Native	0		94	821	33,774	733
Asian	3		1,281	892	398,869	898
Filipino	1		439	879	123,245	859
Hispanic or Latino	32	545	6,743	769	2,406,749	729
Native Hawaiian/Pacific Islander	2		84	816	26,953	764
White	14	564	5,424	856	1,258,831	845
Two or More Races	1		410	855	76,766	836
Socioeconomically Disadvantaged	39	553	8,044	763	2,731,843	726
English Learners	9		1,959	725	1,521,844	707
Students with Disabilities	5		1,972	650	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	20.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	28.5	21.7	14.6	2.9	2.3	2	4.9	5.7	4.6
Graduation Rate	87.1	89.59	92.05	87.1	89.59	92.05	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	59	90.9	N/D
Black or African American	70	90.3	N/D
American Indian or Alaska Native	50	92.3	N/D
Asian	100	98.1	N/D
Filipino	N/D	96.6	N/D
Hispanic or Latino	57.9	85.1	N/D
Native Hawaiian/Pacific Islander	100	91.7	N/D
White	53.7	95.0	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	56.3	80.4	N/D
English Learners	50.0	77.3	N/D
Students with Disabilities	59.0	90.9	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The OHS Expected Schoolwide Learning Results (ESLRs) are directly linked to preparation for the workforce, as well as high school completion. The ESLRs are listed below: 1. Orangewood graduates will be able to communicate effectively. 2. Orangewood graduates will have developed skills for success. 3. Orangewood graduates will demonstrate the basic skills of reading, writing, and math as outlined in the California Standards. 4. Orangewood graduates will be responsible, cooperative citizens. 5. Orangewood graduates will be able to demonstrate technological literacy. Also, all OHS students complete a graduation and career, or post secondary, plan. OHS offers classes in Life Skills, Transition, Work Experience, and Career Education. An ROP counselor is available to meet with students individually, so that students have direct access and can get information on all ROP career and technical training classes in the district. Students are encouraged to take ROP classes on other high school campuses.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	53
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The Redlands Unified School District conducts extensive teacher training both during the school year and summer. Orangewood teachers often attend this district training which includes Instruction of English Learners, Data Team Training, High Student Engagement Strategies. 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. The School-Based Coordinated Program budget provides funds which enable teachers to attend workshops and conferences of their choice. OHS staff has scheduled weekly collaboration time for teachers to work together and for professional development. On these collaboration days, one hour is spent each Wednesday on teacher collaboration activities and professional development activities including identifying and deconstructing the power standards, development of new instructional strategies, data teams and identifying schoolwide strategies for school improvement.