Orland 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.

2025-26 School Contact Information

School Name	Orland High School
Street	101 Shasta Street
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1210
Principal	Alex Mercado
Email Address	amercado@orlandusd.net
School Website	http://orlandhigh.orlandusd.net/
Grade Span	9-12
County-District-School (CDS) Code	11754811135656

2025-26 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2025-26 School Description and Mission Statement

Orland High School is a four-year comprehensive high school located in Orland, California. Orland High School (OHS) is the largest comprehensive high school in Glenn County and offers its students excellent academic and vocational/Career Tech Education (CTE) opportunities. OHS currently has approximately 800 students from a variety of ethnic and cultural backgrounds. School personnel, students, and parents continually consider improving the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. Orland High School has adopted a professional learning community approach to preparing our students for the many opportunities that await them after high school. Whether the student plans to proceed directly to a four-year institution, attend a two-year associate program, pursue vocational training, or join the military, the OHS team works hard to ensure that our graduates are prepared for whatever path they choose.

OHS Mission Statement

Guided by a focus on our four Orland High School imperatives (A.R.M.Y.), we will strive to achieve academic and personal success for all students. In doing this we will create students who are accountable, respectful, motivated citizens with a sense of pride in themselves, their school, and their community.

OHS Vision Statement

Faculty and staff will foster a collaborative teaching and learning environment where students take part in high-quality instruction. Orland High School's quality, balanced programs will produce graduates who advance into colleges, trade schools, and businesses with an appreciation for lifelong learning.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	180
Grade 10	198
Grade 11	197
Grade 12	150
Total Enrollment	725

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	1.1
Asian	1.1
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.8
White	33.4
English Learners	12.1
Homeless	1.8
Migrant	0.8
Socioeconomically Disadvantaged	78.6
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

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

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

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)	29.9	82.01	94.3	85.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.74	2.6	2.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	7.3	5.9	5.35	11953.1	4.28
Unknown/Incomplete/NA	2.9	7.95	7.7	6.96	15831.9	5.67
Total Teaching Positions	36.4	100	110.6	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)	31	86.61	89.6	84.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	2.23	0.8	0.76	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	2.79	5.4	5.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.5	4.44	5.7	5.46	11746.9	4.23
Unknown/Incomplete/NA	1.3	3.88	3.9	3.7	14303.8	5.15
Total Teaching Positions	35.8	100	105.6	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)	32	86.74	92.4	86.55	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.54	1.1	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	3.6	4.5	4.21	12112.8	4.34
Unknown/Incomplete/NA	3.3	9.09	8.6	8.11	13705.8	4.91
Total Teaching Positions	36.9	100	106.8	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	1.00	0	0
Misassignments	0.00	1	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	0.2

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	0.70	0	0
Local Assignment Options	1.90	1.5	1.3
Total Out-of-Field Teachers	2.60	1.5	1.3

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	5.2	0.7
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

All core subject textbooks are current, and aligned to the California State Content Standards.

Year and month in which the data were collected	September 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	McDougal Littell, The Language of Literature, Grade 9, © 2000 McDougal Littell, The Language of Literature, Grade 10, © 2000 McDougal Littell, The Language of Literature, Grade 11, © 2000 McDougal Littell, The Language of Literature, Grade 12, © 2000 Bedford/St. Martins 50 Essays © 2011 Bedford/St. Martins AP Language of Composition © 2013 Bedford/St. Martins Everything's an Argument with Readings © 2010 Hampton Brown EDGE levels: Fundamentals A, B, C 2014	0
Mathematics	College Preparatory Mathematics Integrated Math I Core Connections © 2014 College Preparatory Mathematics Integrated Math II Core Connections © 2014 College Preparatory Mathematics Integrated Math III Core Connections © 2014 Algebra & Trigonometry Structure & Method Book 2 © 1988 Cengage Financial Algebra © 2018	0

	Pearson Prentice Hall AP Calculus © 2010 Bedford, Freeman &Worth The Practice of Statistics, 6th Edition © 2020 Foundations in Personal Finance (Fourth Edition) - Ramsey HS Ramsey Classroom w/ Digital Textbook (4th Ed.) © Lampo Publishing	
Science	Holt McDougal, Holt Modern Biology © 2002 Prentice Hall, Chemistry © 2007 Saunders, Human Body © 1997 Glencoe McGraw-Hill, Life Science © 1999 Holt McDougal, Holt Physics © 1993 Prentice Hall, California, focus on Earth Science © 2008 Pearson, Medical Terminology © 2016 Living By Chemistry (3rd Edition) Bedford, Freeman, and Worth Publishers 2022 Savvas/Pearson Education, Earth Science 2017 Anatomy / Physio Pearson, Medical Terminology 2016	0
History-Social Science	National Geographic American Government, 3rd Edition, Student Edition Authors: National Geographic Learning ©2022 Pearson, AP Government in America © 2014 Holt McDougal, Houghton Mifflin Modern World History © 2012 Holt McDougal, Houghton Mifflin Harcourt, Geography © 2012 Houghton Mifflin Harcourt, American History Reconstruction to the Present © 2019 Pearson, Economics © 2016 McGraw-Hill, The Western Experience 9th Ed. © 2017 McGraw-Hill, American History: A Survey © 2008 McGraw-Hill, AP American History Updated © 2017	0

	Cengage AgriScience Fundamentals and Applications (CTE and A-G approved) Cengage AgriScience Introduction to Food Science (CTE and A-G approved)	
Foreign Language	Houghton Mifflin Harcourt, Avancemos (Spanish) Levels 1,2,3 © 2018 Vista Higher Learning AP Spanish Language and Cultures-Temas © 2020	0
Health	Glencoe McGraw-Hill, Glencoe Health © 2022	0
Visual and Performing Arts	Principles of Floral Design 2nd Edition © 2021 Goodheart, Willcox	0
Science Laboratory Equipment (grades 9-12)	Modernized in 2012	0

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

School Facility Conditions and Planned Improvements

Orland High School was constructed at the current site in 1918. The majority of the original high school was demolished in 1974 when the current main building and administration office were constructed. The cafeteria, gymnasium, and home economics wing were constructed from 1951 to 1954. Our campus has many beautiful trees and grass areas. With funds from a variety of sources including a bond passed in 2008, OHS has demolished and rebuilt the entire football stadium and sports complex. We've also added 8 new modular buildings to replace aging "portable" buildings installed in the '70s. The two-story science, technology, and library building opened its doors in February of 2012. This new building, boasts three brand new science classrooms, a new library/media center, a conference room, a new home economics room with 6 state-of-the-art kitchens, a new interior design room, and three standard classrooms. Our school includes 15 buildings. On an average day, over 800 students and staff occupy our beautiful campus.

Year and month of the most recent FIT report		3/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			WOMENS REST ROOM (GYM): 2. THERMOSTAT COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)
Interior: Interior Surfaces		X		10 & 9/ MUSIC: 4. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 14. TRIP HAZARD ON WALKWAY. 102: 4. CARPET IS TORN. 14: 4. WALL PAPER IS TORN. 15/ ART: 4. CEILING TILES HAVE WATER STAINS. 7. EXTERIOR LIGHT COVER IS MISSING. (STRAY CAT PRESENT AND WELCOME IN ROOM) 16: 4. RUBBER MOULDING IS MISSING. FLOOR ACCESS HATCH TRIM IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING. 10. EVACUATION MAP

School Facility Conditions and Planned Improvements

			IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 202: 4. CEILING TILES HAVE WATER STAINS. 207: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 30: 4. FORMICA TRIM NIS CHIPPING ON COUNTERTOP. 12. DRY ROT ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (NEAR 18): 4. WALL TILES ARE BROKEN/MISSING. CAREER CENTER: 4. CARPET IS TORN. 7. SURGE PROTECTORS ARE DAISY CHAINED. COUNSELOR: 4. CEILING TILE IS BROKEN. CUSTODIAN: 4. HOLE IN WALL. GIRLS REST ROOM (NEAR 18): 4. WALL TILES ARE BROKEN/MISSING. MENS REST ROOM (NEAR 11): 4. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. MUSIC OFFICE: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. STORAGE (NEAR 1): 4. WATER DAMAGE TO CEILING. WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. ONE LIGHT FIXTURE IS LOOSE. 12. CRACK IN EAVES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	11: 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET LEAKS AT HANDLE. 15/ ART: 4. CEILING TILES HAVE WATER STAINS. 7. EXTERIOR LIGHT COVER IS MISSING. (STRAY CAT PRESENT AND WELCOME IN ROOM) 16: 4. RUBBER MOULDING IS MISSING. FLOOR ACCESS HATCH TRIM IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 24: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 3: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT. AUTO SHOP/ 32: 7. EXTERIOR ELECTRICAL COVER IS MISSING AT ENTRY. CAREER CENTER: 4. CARPET IS TORN. 7. SURGE PROTECTORS ARE DAISY CHAINED. COUNSELING ADMIN: 7. TWO LIGHT PANELS ARE OUT. GYM: 7. ONE LIGHT FIXTURE IS OUT (FOYER). NURSE: 7. ONE LIGHT PANEL IS BAD. STORAGE: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. STORAGE: 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

				WEIGHT ROOM/ 19: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. DOOR DOES NOT OPEN/CLOSE PROPERLY. WELDING: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. WOODSHOP/ 31: 7. TWO LIGHT PANELS ARE OUT. WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. ONE LIGHT FIXTURE IS LOOSE. 12. CRACK IN EAVES.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			11: 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	X			10 & 9/ MUSIC: 4. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 14. TRIP HAZARD ON WALKWAY. 100 B: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 16: 4. RUBBER MOULDING IS MISSING. FLOOR ACCESS HATCH TRIM IS MISSING. 7. EXTERIOR LIGHT COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 207: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 23: 10. EVACUATION MAP IS NOT POSTED. 3: 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 4: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 5: 10. EXIT IS BLOCKED. EVACUATION MAP IS NOT POSTED. 7: 11. PAINT IS PEELING ON THE DOOR. TESTING ROOM (OLD 16): 10. EVACUATION MAP IS NOT POSTED. EXIT IS BLOCKED. (NO ROOM ID) WEIGHT ROOM/ 19: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. DOOR DOES NOT OPEN/CLOSE PROPERLY.
Structural: Structural Damage, Roofs	X			30: 4. FORMICA TRIM NIS CHIPPING ON COUNTERTOP. 12. DRY ROT ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. CAFETERIA: 12. DRY ROT ON COVERED WALKWAY SUPPORT POST AT BASE (NEAR ENTRY). WRESTLING ROOM/ 18: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT DIFFUSERS ARE MISSING. ONE LIGHT FIXTURE IS LOOSE. 12. CRACK IN EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10 & 9/ MUSIC: 4. RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 14. TRIP HAZARD ON WALKWAY.

School Facility Conditions and Planned Improvements

			30: 4. FORMICA TRIM NIS CHIPPING ON COUNTERTOP. 12. DRY ROT ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. 6: 15. DOOR STOP/LATCH IS BROKEN/MISSING. ASP/ ACTIVITIES CLERK: 15. DOOR IS MISSING. (NO ROOM ID) GIRLS REST ROOM: 14. TRIP HAZARD ON EXTERIOR WALKWAY. (MENSTRUAL NOTICE NOT POSTED) WEIGHT ROOM/ 19: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR CLOSER COVER IS MISSING. DOOR DOES NOT OPEN/CLOSE PROPERLY.

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)	41	41	23	25	47	48
Mathematics (grades 3-8 and 11)	9	20	10	13	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	188	179	95.21	4.79	41.34
Female	81	77	95.06	4.94	50.65
Male	107	102	95.33	4.67	34.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	120	115	95.83	4.17	36.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	56	53	94.64	5.36	50.94
English Learners	23	19	82.61	17.39	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	89	94.68	5.32	39.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	5.88

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	188	180	95.74	4.26	20.00
Female	81	77	95.06	4.94	14.29
Male	107	103	96.26	3.74	24.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	120	116	96.67	3.33	12.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	56	53	94.64	5.36	32.08
English Learners	23	20	86.96	13.04	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	94	89	94.68	5.32	16.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	5.88

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)	21.35	17.78	13.26	14.35	30.73	32.33

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	326	315	96.63	3.37	17.78
Female	152	148	97.37	2.63	13.51
Male	174	167	95.98	4.02	21.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	208	200	96.15	3.85	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	103	101	98.06	1.94	27.72
English Learners	37	31	83.78	16.22	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	150	95.54	4.46	14.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	7.41

2024-25 Career Technical Education Programs

Career Technical Education (CTE) in the Orland Unified School District is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

Students complete a career pathway, which includes foundation, intermediate, and capstone courses in a single, defined field of study. The career pathways are organized around 15 different industry sectors, which have been identified as the growth industry sectors for the local economy. CTE programs of study often fulfill the "A–G" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the post-secondary level.

Orland High has an extensive Career Technical Education (CTE) program. Our CTE classes provide comprehensive training in many of the most in-demand careers at this time. All pathways have received grant funds from several sources to bring all equipment and facilities up to industry standards. Our teachers have extensive real-world experience in the subjects they now teach. OHS has an award-winning agriculture program. Our agriculture students receive hands-on training in agriculture mechanics, the cultivation of the soil, the production of nursery plants in our greenhouse, and livestock management skills. Three livestock barns, including a show ring, can be found on the OUSD agriculture land north of the OHS campus. This is a state-of-the-art facility that includes a Monarch Waystation, a fully automated greenhouse, and livestock pens where students can raise their farm animals, thus opening the industry to students who live in the city and have no room at home for livestock

2024-25 Career Technical Education Programs

production or other forms of agriculture. The fair animals are marketed and sold at the Glenn County Fair via our FFA program.

The following is a list of our current CTE classes:,Advanced Agri-Science, Plant Science, Advanced Plant Science, Farm to Fork, Animal Science, Advanced Animal Science, Agriculture Leadership, Agriculture Business, Agriculture Biology, Agriculture Chemistry, and Interdisciplinary AgScience, Intro to AgFloral, Advanced AgFloral, Family & Child Development, Careers with Children, Welding I, II and III, Wood I, II, & III, Auto I, II, & III, Life Skills.

AgriScience courses are currently being phased out to be replaced with Animal Science and Plant Science.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	479
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	24

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	99.03
Graduates Who Completed All Courses Required for UC/CSU Admission	25.17

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 5	95.3	96	95.3	94.7	96.0
Grade 7	94.5	95.3	93.8	77.3	95.3
Grade 9	94.6	94.6	94.0	92.9	92.9

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

Orland High School has an active School Site Council comprised of parents, students, teachers, and administrators, an English Learner Advisory Committee, a strong Alumni group, a CTE Advisory board, a Sober Grad parent group, and an Athletic Booster Club. Our school's annual "Single Plan for Student Achievement (SPSA)" with its corresponding budget goes through the scrutiny of our School Site Council, ELAC, and the OUSD governing board. The English Language Advisory Committee (ELAC) is a forum that supports our program to help English Learners progress toward English proficiency. OHS parents on the ELAC are also elected and provide input to the District Language Advisory Committee (DELAC). Our parents also volunteer at the school by chaperoning events, field trips, and helping with the leadership class. They also participate in Back-to-School Night and Open House. Other examples of community/parental involvement include a working relationship with the City of Orland Recreation Department (facilities and programs), the Orland Volunteer Fire Department, and the Orland Police Department.

The school communicates with students, parents, and the community in a variety of ways. Students and parents are apprised of their current grades instantly using the online Parent Square, through Aeries Communications, an online program allowing parents to view the grade books of each of their student's teachers as well as attendance, discipline, and transcript information. The implementation of this program has dramatically improved parental access to student grades and progress toward graduation. Other forms of communication include Parent Involvement Policy and Compact, parent and student surveys, parent and student orientations, flyers, letters home to parents on specific subjects, parent presentations from the counseling department, "Career Day" and "Job Fair", an Orland High School website with current information, Facebook, Instagram, and Twitter page for Orland High School. A daily bulletin, which provides current news and information, is announced each morning with the use of the public address system, is sent to each student through email, and is posted on the school website. Current school information streams live on our electronic marquee located near the gym. We have added cameras to our gym and football field that will allow us to stream events that are held in those locations. This will help us connect to more of our parents and Alumni who may not be able to attend an event.

In addition, OHS has received the Community Engagement Initiative Grant for the 2025/2026 school year and will be participating in our "Problem of Practice" around how to engage parents and stakeholders at OHS.

To find out how you can volunteer at our school, please contact our school office at (530) 865-1210.

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	3.7	1.9	2.1	4.5	5.6	2.9	8.2	8.9	8
Graduation Rate	89.6	95.3	97.2	89.9	92	95.9	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	145	141	97.2
Female	75	73	97.3
Male	70	68	97.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	87	86	98.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	54	51	94.4
English Learners	22	21	95.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	128	124	96.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	13	81.3

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	766	744	98	13.2
Female	363	351	47	13.4
Male	403	393	51	13.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	480	466	61	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	254	246	33	13.4
English Learners	98	92	15	16.3
Foster Youth	--	--	--	--
Homeless	16	14	5	35.7
Socioeconomically Disadvantaged	607	588	90	15.3
Students Receiving Migrant Education Services	14	14	3	21.4
Students with Disabilities	94	90	16	17.8

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.

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
3.66	8.61	7.31	7.82	8.76	7.42	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	0	0.26	0	0	0.13	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	7.31	0.26
Female	5.79	0.00
Male	8.68	0.50
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.88	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.09	0.39
English Learners	11.22	0.00
Foster Youth	0.00	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	7.91	0.33
Students Receiving Migrant Education Services	21.43	0.00
Students with Disabilities	9.57	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

We update our school safety plan annually and it is taken to the School Site Council (SSC) every year before March 1st for their approval. We conduct earthquake, fire, and intruder drills each semester. This plan meets the state requirements described in the California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies. Under the direction of the principal, school staff members implement specific school-building security procedures. In addition, the district office supports schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The Orland Police Department and other first responders have partnered with OUSD to conduct live active shooter simulations. For these simulations, OUSD has opened up OHS to provide an authentic setting for this annual training.

We have made significant upgrades to our visual security system through the expansion of cameras at OHS currently we support over 38 cameras. We are looking at adding and upgrading more cameras in the coming school year. Through our Proposition 39 (clean energy program funds) project, the installation of LED lighting and additional exterior light fixtures allows for safer nighttime conditions and better video recording quality. We have installed a state-of-the-art notification and alerting intercom and bell systems district-wide. This includes a two-way call system in all of our classrooms.

The district purchased new portable handheld radios. The radios are linked to all OUSD sites, local first responders, and the local weather channel. This will increase effective communication between all stakeholders. In addition to rapid response, there is also a requirement for continued community information post-impact, such as warnings of additional threats and of emergency/disaster management arrangements in their local areas. The goal of the communication system is to maximize the number of people who take appropriate and timely action for ensuring safety.

Our principal, assistant principal, teachers, and staff monitor the school grounds before and after school and during breaks. Counselors provide additional help. Orland High School has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. Students are involved with peer mediation and conflict resolution programs to ensure a safe and responsible environment.

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	19	28	18	0
Mathematics	18	24	18	0
Science	17	13	10	0
Social Science	16	28	14	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	22	19	20	2
Mathematics	22	13	19	3
Science	20	7	9	
Social Science	22	13	20	

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	15	39	14	
Mathematics	16	24	18	
Science	16	14	8	
Social Science	14	36	11	

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	403

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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.7
Social Worker	0.3
Nurse	.25
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	5

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	14,829	4,551	10,277	83,499
District	N/A	N/A	10,819	84,273
Percent Difference - School Site and District	N/A	N/A	-5.1	-0.9
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-8.1	-10.4

Fiscal Year 2024-25 Types of Services Funded

In addition to regular funding and regular grants, our community is very generous with scholarships and awards. Last year the Orland community donated approximately $70,000 in scholarships to our graduating seniors. Local businesses support specific programs with donations, and our band, choir, agricultural program and other departments hold fund-raising events and/or performances.

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	$58,228	$57,978
Mid-Range Teacher Salary	$79,068	$89,612
Highest Teacher Salary	$116,339	$117,194
Average Principal Salary (Elementary)	$145,415	$143,632
Average Principal Salary (Middle)	$121,786	$149,447
Average Principal Salary (High)	$136,296	$162,334
Superintendent Salary	$203,062	$234,076
Percent of Budget for Teacher Salaries	27.49%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

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	17.1

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	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	0
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	20

Professional Development

All certificated teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related to OPD, presenting information on Run Hide Fight, and the SMART team presenting on "Threat Assessment: What to look for." The second portion of the day, site principals led a session around School Culture and District Expectations.   Over the next two days, teachers chose sessions based on their needs, interests, and grade span. Breakout sessions included "Beyond the Bot" sessions on AI, "Learning for Living" culture PD, and Literacy Supports from our county office of education, "IEP at a glance" on how to support our students with disabilities, Math

Professional Development

Frameworks PD, "The Magic of Math", PLC refreshers, and "Building Thinking Classrooms."

Based on the feedback from these professional learnings through a local survey, we have continued to support and extend this learning into the school year: "Learning for Living Culture PD", mClass with DIBELS, PLC supports through our district/site leadership team, development of the math frameworks, and BTC (Building Thinking Classrooms have all been offered through committees or sub-committees.

In addition, OUSD has 7 "Banking Days" throughout the school year to continue to provide learning opportunities for teachers. The 4 "District Banking Days" will be determined by each school site's administration and align with site goals, and the "Site Banking Days" will be determined by each site.

OUSD has different focus team groups in the District, and several groups plan to attend conferences to deepen their knowledge and gain useful strategies to share with their school sites, such as CATE, RTI at Work, and CABE, to name a few. Orland High School staff who teach AP courses continue to attend AP conferences. In addition to these teams, OUSD instructional coaches are available to teachers to support in Math and SEL practices. New for the 2025/2026 school year, OUSD has hired a literacy coach to help the TK-5 student population increase their CAASPP scores, build the capacities of teachers, instructional aides, and parents, and improve literacy across OUSD. The District will continue to support and encourage teachers to attend course-specific professional development and use of the OUSD instructional coaches.

OUSD has different focus team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support them in Math, Technology, and SEL practices.

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	10	10	