

# Otay Ranch Senior High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Otay Ranch Senior High
<b>Street</b>	1250 Olympic Pkwy.
<b>City, State, Zip</b>	Chula Vista, Ca, 91913-1900
<b>Phone Number</b>	619-591-5000
<b>Principal</b>	Jose Brosz
<b>E-mail Address</b>	jose.brosz2@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org
<b>CDS Code</b>	37684113731627

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

### School Description and Mission Statement (School Year 2016-17)

ORH is a modified year-round school with classes beginning in mid-July and ending in early June. Students attend a full schedule of classes every Monday. Classes on Tuesday through Friday follow a rotating block schedule with three classes per day. There is also an Extended Learning Period (ELP) scheduled Tuesday through Friday for 45 minutes during which teachers provide additional instruction and interventions. KORTV video production classes also broadcast the daily bulletin at this time. The daily schedule allows our faculty to meet in Professional Learning Communities (PLCs) on a regular basis. When students are dismissed early on Mondays, teachers collaborate in PLCs for one hour every week. The purpose of PLC meetings during Pro-Hour is for teachers to share best instructional practices, develop common formative assessments, analyze student data, and provide and monitor student interventions. One PLC each month is dedicated to a department meeting and another monthly PLC is used for administration. The purpose of the Admin PLC is to analyze school-wide data related to student performance, provide professional development, and facilitate the WASC focus group self-study.

Beginning in 2014, ORH began to offer Career Pathways to help students achieve college and career readiness. A Career Pathway is a sequence of courses designed to help students explore and prepare for a specific career area. Students can choose from the following Career Pathway options: Engineering, Health Science and Medical Technology, or Public Safety. A career and academic sequence is recommended for all students regardless of post-secondary intentions. These sequences include progressive exposure to the workforce world. Students that successfully complete six semesters of courses within the Career Pathway are guaranteed a graduation distinction. Of special note at ORH is the Academy of Criminology and Justice Program (AOCJ). It is a four-year program in partnership with the Chula Vista Police Department. There are 168 students in the ninth through twelfth grades that explore careers in the justice system through a rigorous University of California/California State University A-G curriculum. The program emphasizes high moral and ethical standards, while utilizing a variety of community resources, such as field trips, professional speakers, experts in the field, and technology. The AOCJ coordinators have established strong community bonds with an advisory board comprised of community experts to support the program. Upon successful completion of the AOCJ course of study, students will receive a special seal on their high school diplomas.

Otay Ranch High School also offers a Dual Language (DL) program based on a 50/50 and 70/30 model of instruction in which 93 students are enrolled in core classes taught entirely in Spanish. In the 9th grade, students are enrolled in Biology DL, Geography DL and AP Spanish Language. In the 10th grade, students take World History DL in Spanish and AP Spanish Literature. Students are expected to read, write and speak entirely in Spanish while in Dual Language courses. Successful completion of the Dual Language program will result in receiving the State of California Seal of Bi-Literacy upon graduation. All students who are interested in taking accelerated and Advanced Placement (AP) courses are encouraged to enroll. Due to this open door philosophy, a greater number of students are exposed to college-level curricula. ORH has one of the highest numbers of students enrolled in AP courses in the district. This year ORH offers Advanced Placement courses in 18 different subjects with a total of 40 sections. These sections are taught by College Board certified teachers in each subject area.

Participation in extra-curricular activities is encouraged at ORH. According to the student survey, 68% of the students at ORH participate in extra-curricular activities. The athletic program is comprised of 45 teams. We are proud that these teams have collectively produced 93 athletic championship banners in the school's brief existence. In addition to athletics, there are over 68 active clubs appealing to a variety of student interests.

Our mission is to prepare students for post-secondary education and career options by fostering a culture of achievement, developing critical thinking skills in all subject areas with an emphasis in math and writing while instilling a sense of responsibility and commitment to achieve these ends.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	603
Grade 10	667
Grade 11	592
Grade 12	719
<b>Total Enrollment</b>	<b>2,581</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	3.1
Filipino	16.1
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0.8
White	4.9
Two or More Races	6.4
Socioeconomically Disadvantaged	36.6
English Learners	10.3
Students with Disabilities	10.5
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	106	97	110	1847
Without Full Credential	2	8	2	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>1</b>	<b>2</b>	<b>0</b>

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.1	15.9
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: 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 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Math textbooks in 2014.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	One set of lab equipment per lab station.	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

**Age of School Buildings**

The school opened in 2003 with 77 classrooms, a multipurpose room, a library, an administration building, a cafeteria, a gym, 11 portables and restrooms.

**Maintenance and Repair**

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Deferred Maintenance Budget**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2016-17 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.0% of the district's general fund budget.

**Deferred Maintenance Projects**

The district's complete deferred maintenance plan is available at the district office.

**Modernization/Expansion (New Construction on Existing Campus) Projects**

For the 2016-17 school year, there are no modernization / expansion or new construction projects planned.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			1500 Boy P.E.: 1 Sink is not working. (Work order # 1602603). 405: A/C is leaking from ceiling. 1 Light is burn out. ( Work order #1602280) Custodian will replace light. 505: A/C is not working. ( Work order # 1600921) 602: A/C is not working. ( Work order # 1601721)
<b>Interior:</b> Interior Surfaces	X			: 450: Carpet is peeling. 451: Carpet is peeling. 452: Carpet is peeling. 453: Carpet is peeling. Missing lihgt covers 456: Carpet is peeling. 457: Carpet is peeling. 458: Carpet is peeling, blinds don't work. 459: Carpet peeling, outlet cover. 460: Carpet peeling, 1 light is out
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			309:00:00 150 Library: 19 Lights are burn out. (Custodian will replace lights.) 172: 2 Lights are burn out. (Custodian will replace lights.) 210: 1 Light is burn out. (Custodian will replace lights.) 211: 1 Light is burn out. ( Custodian will replace light.) 351: 1 Light is burn out. ( Custodian will replace light.) 357: 1 Light is burn out. ( Custodian will replace light.) 404: 1 Light is burn out. ( Custodian will replace light.) 407: 1 Light is burn out outside. ( Custodian will replace light.) 408: 1 Ballasts is out outside and 1 in side. ( Work order # 1602606). 410: 1 Ballasts is out. ( Work order # 1602606). 416: 1 Basts is out. ( Work order # 1602606). 417: 1 Light is burn out. ( Custodian will replace light.) 700 Men: Three hand dryers don't work. ( Work order # 1602455) 710: Light sensor is hanging lose.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			903: 1 Light is burn out. ( Custodian will replace light.)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			310:00:00 454: Window lock is broken. 459: Carpet peeling, outlet cover.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	79	73	47	53	44	48
Mathematics	37	39	29	31	34	36

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	589	568	96.4	73.1
Male	11	299	289	96.7	68.9
Female	11	290	279	96.2	77.5
Black or African American	11	21	20	95.2	60.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	20	20	100.0	90.0
Filipino	11	81	81	100.0	81.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	383	365	95.3	70.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	37	36	97.3	77.8
Two or More Races	11	37	36	97.3	82.9
Socioeconomically Disadvantaged	11	222	213	96.0	63.2
English Learners	11	46	42	91.3	14.3
Students with Disabilities	11	53	48	90.6	23.4
Foster Youth	11	--	--	--	--

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

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

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	589	570	96.8	39.0
Male	11	299	292	97.7	35.6
Female	11	290	278	95.9	42.6
Black or African American	11	21	20	95.2	25.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	20	20	100.0	68.4
Filipino	11	81	81	100.0	60.5
Hispanic or Latino	11	383	368	96.1	31.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	37	36	97.3	61.1
Two or More Races	11	37	35	94.6	42.9
Socioeconomically Disadvantaged	11	222	214	96.4	26.6
English Learners	11	46	42	91.3	7.1
Students with Disabilities	11	53	48	90.6	2.1



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	66	65	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	671	656	97.8	64.9
Male	363	351	96.7	70.4
Female	308	305	99.0	58.7
Black or African American	31	31	100.0	74.2
Asian	18	18	100.0	83.3
Filipino	103	102	99.0	76.5
Hispanic or Latino	439	428	97.5	60.3
White	32	30	93.8	76.7
Two or More Races	43	43	100.0	65.1
Socioeconomically Disadvantaged	231	224	97.0	57.1
English Learners	64	60	93.8	28.3
Students with Disabilities	71	68	95.8	42.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

### Career Technical Education Programs (School Year 2015-16)

Students enrolled in the following classes are trained and prepared to pursue careers in our technologically advanced society. Courses offered are Introduction to Media, Newspaper, Technology and Video Production, Web Design and Development, Word Processing, Yearbook, ROP Criminal Justice, ROP intro to Engineering, ROP Principals of Engineering.

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	15
% of pupils completing a CTE program and earning a high school diploma	.15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.05
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	61.3

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.5	30.9	51.5

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

There are numerous ways for parents to be involved here at Otay Ranch High. Parents can join the Parent Teacher Student Organization (PTSO). Contact PTSO President, Ms. Raquel Pingeston, if interested in serving on the committee. The English Language Advisory Committee (ELAC) is also available for the parents of English Learners in order to receive information and provide feedback on the educational needs of their students. The ELAC parent group meeting dates are posted on our school website and all parents of ORH students are invited to attend. Parents who are part of ELAC also have the opportunity to be elected to represent ORH at the district level on our District English Language Advisory Committee (DELAC). Parents also can serve on or simply attend our School Site Council (SSC) which monitors implementation of the school's single plan for student achievement (SPSA) and monitors LCFF expenditures. Parents can also be elected as our site representative our district advisory committee, DPAC. In addition, the Dual Language Parent Organization meets monthly to coordinate activities and to support students. Contact Ms. Patti Ulloa for more information about the DL Program. There is a parent volunteer application on the ORH website. Finally, we always encourage parent participation through our various community and parent outreach events like Coffee with the Principal, Financial Aid Night, etc.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Dropout Rate</b>	3.30	4.80	3.20	6.40	7.50	6.20	11.40	11.50	10.70
<b>Graduation Rate</b>	89.24	90.64	92.47	83.16	82.46	84.62	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
<b>All Students</b>	90	82	86
<b>Black or African American</b>	84	81	78
<b>American Indian or Alaska Native</b>	0	94	78
<b>Asian</b>	92	94	93
<b>Filipino</b>	95	94	93
<b>Hispanic or Latino</b>	88	80	83
<b>Native Hawaiian/Pacific Islander</b>	67	93	85
<b>White</b>	95	81	91
<b>Two or More Races</b>	90	89	89
<b>Socioeconomically Disadvantaged</b>	64	51	66
<b>English Learners</b>	57	60	54
<b>Students with Disabilities</b>	31	38	78

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.0	3.3	3.9	5.7	5.7	4.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

SUHSD safeguards the physical, emotional and psychological safety of our students' learning environments. A spectrum of security threats are addressed: from the frequent/low-risk to the infrequent/high-risk. Support is provided across facilities/infrastructure, climate, procedures, partnerships and community. Efforts are focused over the four chronological phases of prevention, preparation, response and recovery.

#### The Five Columns of School Security

- PHYSICAL SECURITY is enhanced with efficient use of available resources in order to maximize return on investment.
- A positive and welcoming CLIMATE characterized by inclusiveness, sensitivity, tolerance, respect, and discipline promotes psychological, emotional, cultural and intellectual safety. Healthy norms are established and reinforced.
- Flexible routine and emergency PROCEDURES are well-rehearsed with a vigilant and self-reliant attitude.
- Strong cooperative PARTNERSHIPS with local law enforcement professionals help maintain physical and climate security.
- Cooperative relationships with local COMMUNITY of families and local agencies help provide a network of support and trust.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	25	46	29	43	26	38	16	53	26	38	16	53
Mathematics	25	38	24	45	21	23	8	15	21	23	8	15
Science	23	26	66		24	14	66		24	14	66	
Social Science	25	45	28	54	28	30	22	60	28	30	22	60

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.6	350.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.4	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist		N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

- Technology: All teachers will have access to a digital projector, document reader, and related technology to provide instructional equity.
- EL Resource: English Learner (EL) Resource Teacher will track ELD student needs and progress. The EL Resource teacher provides an essential role by identifying struggling EL students and providing strategic interventions that support achievement and content mastery.
- Coordinated Intervention Services (CIS) Resource: The CIS resource teacher works to support students and coordinate interventions for our unduplicated subgroups: English Learners, Foster/Homeless Youth, and Low Income students.
- Attendance Coordinator: will monitor student attendance, identify habitually absent students, address attendance issues with parents and students, and submit the names of students having attendance problems at the weekly SST meetings. Students will be assigned Saturday Tutoring to recoup ADA.
- Math Summer Bridge: Incoming 9th grade students that enroll in Algebra will be targeted (based on CST scores and Math grades) and recruited to attend a one week intensive Algebra Bridge program during the summer vacation. The program will focus on developing problem solving, organization and basic math skills. These students will be monitored throughout the year and provided additional interventions as needed.
- Integrated Math Parent Night: Parents of students enrolled in Integrated Math classes will be invited to attend a Algebra Parent Night. The purpose of the event is to emphasize the importance of mathematics, provide strategies to support students at home and games to make math fun. It is also an opportunity for parents to meet with Math teachers and receive updates regarding the progress of their child. ORH will provide English Learners and RFEPs with access to technology through Computers on Wheels. Students will have access to laptops to engage in research, writing and presentations.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts		N/A
Foreign Language	6	N/A
Mathematics	8	N/A
Science	3	N/A
Social Science	25	N/A
All courses	54	.8

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

For the 2013-14 and 2014-15 school years, Otay Ranch High School staff primarily participated in the WASC self-study process. In addition ORH received Title II funds to develop a professional development plan that allowed departments to meet twice during the year during an all-day pullouts. The agendas for these pullouts were developed by teachers in collaboration with administrators and District Wide Academic Support Team (DWAST) members. During the pullouts, teachers developed strategies to implement performance tasks, Common Core Curriculum and support for English Learners and Students with Disabilities. Title II funds also supported Advanced Placement professional development and the Algebra/Geometry Summer Institutes. Teachers also met weekly in Professional Development Communities (PLC) on a weekly basis to share best practices, analyze student performance and develop interventions.

For the 2015-16 school year, with the WASC self-study behind us, ORH focused professional development on helping teachers integrate technology more effectively in their classrooms as well as greater training on effectively implementing Common Core and NGSS standards in the classroom. Teachers continued to attend their weekly PLC meetings which emphasized teacher collaboration as they continued developing Common Core aligned performance tasks and CFAs. Also, the District provided additional Title II and LCFF funding which allowed the site to attend conferences focused on effective implementation of technology in the classroom as the site distributed iPads to all 9th graders as well as conferences. Teachers also attended conferences designed to provide them with new strategies to build literacy in the classroom which is a key component of the new Common Core standards. These funds were also used to send teachers to AP conferences as well as the AVID Summer Institute. Teachers also continued to participate in district subject specific zone trainings.

In 2016-17 a review of student performance data indicated a greater need for professional development around differentiated instruction for our English Learners and students with disabilities. The LCFF funds provided by the district were used this year to send teachers, particularly our SEI teachers, to SDCOE conferences and professional conferences (i.e. Kagan) to improve teaching practices for these students. Weekly PLC time was also focused on developing lessons that included more effective differentiation for these students. Finally, some LCFF funds were used to send teachers to conferences for trainings on restorative practices and peer mediation.