

# Otay Ranch High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Otay Ranch High School
<b>Street</b>	1250 Olympic Parkway
<b>City, State, Zip</b>	Chula Vista, CA 91913
<b>Phone Number</b>	619-591-5000
<b>Principal</b>	Julio Alcala
<b>Email Address</b>	julio.alcala@sweetwaterschools.org
<b>School Website</b>	<a href="https://orh.sweetwaterschools.org/">https://orh.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	40 68841 0000000

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High School District
<b>Phone Number</b>	1130 Fifth Avenue, Chula Vista, CA 91911
<b>Superintendent</b>	Moises Aguirre
<b>Email Address</b>	moises.aguirre@sweetwaterschools.org
<b>District Website</b>	<a href="https://www.sweetwaterschools.org/">https://www.sweetwaterschools.org/</a>

## 2023-24 School Description and Mission Statement

Otay Ranch High School (ORH), home of the Mustangs, was built in 2003 and is located on a beautiful fifty-five-acre campus, surrounded by residential homes, condominiums, apartments, and new construction in the master-planned community of Otay Ranch. This suburban, middle-class community is pedestrian-friendly with swim club facilities, abundant parks, trails, hotels, shopping centers, and an outdoor mall. ORH draws its student population from several surrounding communities of Chula Vista with various demographics and socioeconomic backgrounds. ORH also receives over 100 students each year from the intra-district transfer process in which students can transfer from any school site in the district to ORH. ORH has been identified as a Title 1 Targeted Assistance School since the 2019-2020 school year as 35% of our students qualified for free or reduced lunch.

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 and 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 interventions. The daily schedule allows our faculty to meet in Professional Learning Communities (PLCs) weekly. When students are dismissed early on Mondays, teachers collaborate in PLCs for one hour. Teachers meet in PLCs 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 faculty meetings are used for analysis of school-wide data related to student performance, provide professional development aimed at raising rigor and engagement, and facilitate the WASC focus group self-study.

Beginning ORH began to offer Career Pathways in 2014, 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; and 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 who complete four 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. Students 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 a focus on involving

## 2023-24 School Description and Mission Statement

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 model instruction. These students' core classes are 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 Dual Language recognition. Students who complete the course requirements of the Dual Language Program with a minimum of a 2.0 GPA and demonstrate meet or exceed CAASPP 11th-grade-level standards for English Language Arts/Literacy (ELA) are eligible to receive the Bi-literacy Diploma from the State of California.

All students who are interested in taking accelerated and Advanced Placement (AP) courses are encouraged to enroll. Due to this open enrollment 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 with 49% of the student body enrolled in an AP or honors class. In addition, ORH completed a three-year National Math Science Initiative (NMSI) grant. The leading purpose of the NMSI grant was to increase the number of students taking and passing Advanced Placement Math, Science, and English courses. ORH also offers students an opportunity to receive the AP Capstone Diploma. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. ORH offered Advanced Placement courses in 24 different subjects with many sections. These sections are taught by College Board-certified teachers in each subject area.

Participation in extracurricular activities is encouraged at ORH. According to the student survey, 70% of the students at ORH participate in extracurricular activities. The athletic program has 45 teams. We are proud that these teams have collectively produced well over 100 athletic championship banners in the school's existence including titles in Softball and volleyball. In addition to athletics, over 68 active clubs appeal to a variety of student interests, including our award-winning Robotics Team.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	593
Grade 10	642
Grade 11	632
Grade 12	624
Total Enrollment	2,491

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	0.5%
Asian	4.2%
Black or African American	6.2%
Filipino	19.1%
Hispanic or Latino	48.1%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	7.4%
White	13.5%
English Learners	8.4%
Foster Youth	0.1%
Homeless	0.7%
Migrant	0%
Socioeconomically Disadvantaged	31.8%
Students with Disabilities	12.4%

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	71.70	75.01	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	0.42	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	2.25	57.40	3.48	12115.80	4.41
<b>Unknown</b>	21.30	22.31	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	95.60	100.00	1649.70	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	87.80	86.43	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.70	1.67	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	0.49	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	1.64	56.80	3.36	11953.10	4.28
<b>Unknown</b>	9.90	9.76	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	101.60	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.40	0.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.40</b>	<b>0.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.40	0.80
Local Assignment Options	0.70	0.80
<b>Total Out-of-Field Teachers</b>	<b>2.10</b>	<b>1.60</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5	1.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.9	0.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks 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>		
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks 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

## School Facility Conditions and Planned Improvements

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.

### Year and month of the most recent FIT report

12/05/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			air conditioning not always working, wallpaper peeling, big metal cover missing air condition unit,
<b>Interior:</b> Interior Surfaces	X			Light not working, ceiling tiles with water spots, wallpaper, missing tiles on wall, missing metal cover outlet,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			burn outlet, missing internet cover,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			water leaks inside gym, drinking water leaking,
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			motion sensor hanging, dirty wallpaper, graffiti, roof tiles missing,
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			rear doors outside need paint, entrance left wall hole, metal cover outlet missing,



## 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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	71	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	35	26	26	33	34

## 2022-23 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 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.

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
<b>All Students</b>	625	609	97.44	2.56	70.77
<b>Female</b>	318	315	99.06	0.94	76.19
<b>Male</b>	307	294	95.77	4.23	64.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	25	25	100.00	0.00	80.00
<b>Black or African American</b>	40	38	95.00	5.00	50.00
<b>Filipino</b>	114	113	99.12	0.88	87.61
<b>Hispanic or Latino</b>	299	288	96.32	3.68	63.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	48	100.00	0.00	77.08
<b>White</b>	88	86	97.73	2.27	75.58
<b>English Learners</b>	47	44	93.62	6.38	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	47	46	97.87	2.13	69.57
<b>Socioeconomically Disadvantaged</b>	214	206	96.26	3.74	59.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	80	68	85.00	15.00	26.47

## 2022-23 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 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.

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
<b>All Students</b>	625	610	97.60	2.40	35.08
<b>Female</b>	318	316	99.37	0.63	33.86
<b>Male</b>	307	294	95.77	4.23	36.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	25	25	100.00	0.00	72.00
<b>Black or African American</b>	40	38	95.00	5.00	18.42
<b>Filipino</b>	114	113	99.12	0.88	54.87
<b>Hispanic or Latino</b>	299	289	96.66	3.34	22.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	48	48	100.00	0.00	47.92
<b>White</b>	88	86	97.73	2.27	43.02
<b>English Learners</b>	46	44	95.65	4.35	4.55
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	47	46	97.87	2.13	39.13
<b>Socioeconomically Disadvantaged</b>	215	208	96.74	3.26	24.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	80	68	85.00	15.00	7.35

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.36	36.83	25.00	25.05	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	581	563	96.90	3.10	36.77
Female	271	263	97.05	2.95	31.94
Male	310	300	96.77	3.23	41.00
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	66.67
Black or African American	26	26	100.00	0.00	30.77
Filipino	112	107	95.54	4.46	57.01
Hispanic or Latino	300	290	96.67	3.33	27.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	39.22
White	60	59	98.33	1.67	35.59
English Learners	41	38	92.68	7.32	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	38	37	97.37	2.63	56.76
Socioeconomically Disadvantaged	204	199	97.55	2.45	24.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	65	89.04	10.96	10.77

## 2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Otay Ranch High School offers programs in three industry sectors: Health Science and Medical Technology (Patient Care), Engineering and Architecture (Engineering Technology), and Public Services (Public Safety). In addition, there is a California Partnership Academy – Academy of Criminology and Justice (Public Safety). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	437
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	85.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.43
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	68.98

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	92%	94%	91%	95%

## 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.

#### 2023-24 Opportunities for Parental Involvement

There are numerous ways for parents to be involved here at Otay Ranch High School, and we are committed to creating an effective home-school partnership in order to support the educational learning of our students. One of the primary goals of the school is to ensure parents have access to information about the school in a variety of different ways. To this end, Otay Ranch High produces a weekly newsletter (The CORRAL) that is e-mailed to parents every Sunday night and posted on the school website and App. The use of Jupiter Grades and the Infinite Campus ensures that parents have access to student grades and an easy way to communicate information to the school and receive information from the school. Many events on campus are open to the community and parent participation is highly encouraged.

Parent participation and engagement in student learning is a top priority at ORH. The school offers multiple opportunities for parents to engage and actively participate in their child's success. The English Learner Advisory Committee (ELAC) is available for the parents to receive information and provide feedback on the educational needs of language learner students. Parents are also invited to Coffee with the Principal which occurs regularly and Parents also serve on School Site Council (SSC) and District Parent Advisory Committee (DPAC) to discuss school programs, events, interventions, and provide input on the Single Plan for Student Achievement (SPSA). In addition, there are parent boosters that support the various extracurricular programs and sports. We also offer parent outreach events like Financial Aid Night, AP Parent Nights, Grade Level Parent Nights, Parent Workshops etc. We know and support the fact that when our school has a strong working relationship with our parents and community, student achievement increases.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.6	2.9	1.5	7.6	7	5.9	9.4	7.8	8.2
<b>Graduation Rate</b>	96.8	94.6	96.6	83.8	85.5	87.6	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	592	572	96.6
<b>Female</b>	279	272	97.5
<b>Male</b>	313	300	95.8
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	28	27	96.4
<b>Black or African American</b>	28	26	92.9
<b>Filipino</b>	111	107	96.4
<b>Hispanic or Latino</b>	305	298	97.7
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	55	53	96.4
<b>White</b>	62	58	93.5
<b>English Learners</b>	53	50	94.3
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	311	298	95.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	76	65	85.5

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2647	2594	378	14.6
Female	1302	1277	200	15.7
Male	1344	1316	178	13.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	14	13	4	30.8
Asian	109	107	13	12.1
Black or African American	166	162	28	17.3
Filipino	495	488	36	7.4
Hispanic or Latino	1292	1262	215	17.0
Native Hawaiian or Pacific Islander	22	19	2	10.5
Two or More Races	192	190	27	14.2
White	350	346	51	14.7
English Learners	257	251	47	18.7
Foster Youth	3	3	0	0.0
Homeless	21	19	5	26.3
Socioeconomically Disadvantaged	950	930	183	19.7
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	348	339	72	21.2

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.04	4.00	3.85	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.15	0.08	0.00	0.07	0.08	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.08
Female	2.23	0
Male	5.43	0.15
Non-Binary		
American Indian or Alaska Native	7.14	0
Asian	1.83	0
Black or African American	6.63	0
Filipino	1.82	0
Hispanic or Latino	4.88	0.08
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.69	0
White	2	0.29
English Learners	8.17	0.39
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.05	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.18	0

## 2023-24 School Safety Plan

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 school's comprehensive safety plan has been revised and was communicated with the committee and staff on 9/18/23. In addition, ORH held a public hearing on October 19, 2023, allowing community members to give input into the safety plan for Otay Ranch High.

### 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.

## 2023-24 School Safety Plan

### 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	38	22	19	48
Mathematics	35	15	15	49
Science	28	8	60	3
Social Science	32	13	20	55

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

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	18	18	53
Mathematics	31	13	18	51
Science	26	10	66	
Social Science	32	10	19	58

### 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	30	18	17	52
Mathematics	31	8	23	43
Science	26	13	59	0
Social Science	32	10	26	54

## 2022-23 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
<b>Pupils to Academic Counselor</b>	355.86

## 2022-23 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	7
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	14.2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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
<b>School Site</b>	6459.23	112.53	6346.71	87,617.00
<b>District</b>	N/A	N/A	9754.53	\$91,566
<b>Percent Difference - School Site and District</b>	N/A	N/A	-42.3	-2.0
<b>State</b>	N/A	N/A	\$7,607	\$97,850
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.8	-7.2

## Fiscal Year 2022-23 Types of Services Funded

Otay Ranch High School funds a menu of services to support each student's academic achievement. Site curriculum specialists together with CIS provide professional development, academic coaching, and other curricular supports in core content area subjects with an eye towards ensuring effective first instruction is implemented with fidelity in all classrooms. This team also supports staff in the implementation of the PLC cycle with fidelity with a strong emphasis on the CFA cycle. The EL monitor provides an essential role by identifying struggling EL students and providing strategic interventions that support achievement and content mastery as well as supporting the ELD teachers and all teachers in implementing EL standards in all subjects. The CIS resource teacher works to support students and coordinate interventions for our unduplicated subgroups: English Learners, Foster/Homeless Youth, and Low-Income students. The cohort monitors, provide individualized support to at-risk students identified by Data Insights early warning system. The attendance coordinator works with students and support staff to decrease chronic absenteeism and encourage student attendance, she works with families to identify barriers to attendance and provide support.

The after-school tutoring supports not only our students needing support but it also empowers our high-achieving students by providing a safe place for them to tutor, all overseen by a certificated staff member. ORH also identifies at-risk students and provides targeted interventions during the school day's extended learning period and on Saturdays. ORH offers credit recovery classes, APEX, and summer school to help students with D or F grades recover credits and maintain A-G eligibility to meet all graduation requirements so that they may successfully join the workforce and or attend a four-year university.

ORH also allocates funds to care for our students' social-emotional learning, the school has dedicated peer-mediation classes where students are empowered in the art of conflict resolution, another program is the restorative practice, which is a strong asset to the school as well as it allows students to take responsibility for any harm they may have caused and them to positively be restored into the community.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,003	\$57,234
<b>Mid-Range Teacher Salary</b>	\$82,293	\$95,467
<b>Highest Teacher Salary</b>	\$107,730	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$157,167	\$153,476
<b>Average Principal Salary (High)</b>	\$167,100	\$173,198
<b>Superintendent Salary</b>	\$260,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.97%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	44.2
--	------

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	5
English	11
Fine and Performing Arts	3
Foreign Language	9
Mathematics	9
Science	8
Social Science	22
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	70

## Professional Development

2023-2024, Professional development had a strong focus on teacher collaboration in the PLC Cycle, emphasis was placed on having teachers implement the CFA cycle with fidelity, and they were guided on having a clear understanding of what a CFA is and how to collaboratively create one. They were then guided on how to analyze the data that the CFA provided and work together to identify areas of strength and growth for the students. There is a strong focus on supporting teachers in modeling what the "Now what" part of the CFA cycle looks like and sounds like. Teachers were exposed to activities meant to have them focus on what they as the teacher can control and what is out of their control so that they may have richer conversations. Teachers are being asked and supported in discussing teaching strategies that were utilized by all members in the PLC and reflect and learn from each other so that they may then plan for re-teaching or changing their own teaching practices.

2022, Otay Ranch continued to provide professional development and academic coaching to build effective first instruction in the classroom. SLT members provided training on how to implement the district's collaboration goal effectively and teachers had the opportunity to participate in learning walks. Site administration continued to use a common walk-through form to provide targeted feedback to teachers to inform their practice. A review of the data also indicated more PD was needed to assist teachers in building differentiation strategies into their lessons for EL students and students with disabilities this was an area of focus during faculty meetings.

In 2019-20, admin in response to teachers' request for PD to build on differentiation strategies, reorganized monthly faculty meetings to include break-out sessions focused on improving teaching practices. Teachers continued to plan for quality first instruction in Professional Learning Communities (PLC), every Monday. Initiated with a district lead School Leadership Team (SLT) training and a learning team cycle data analysis, ORH teachers have attended content-specific PD, allowing ORH to collaborate across school sites to review and apply the Understanding by Design process in conjunction with district instructional guides to ensure quality first instruction for all students in all core content areas.

In 2020-2021, Otay Ranch continues with the practice of using Faculty meetings to focus on learning and applying instructional practices that make the biggest difference for our targeted students. The instructional practices are also embedded in WASC preparation, i.e., strategies are modeled through the activities that staff are engaged in for accreditation. Being in distance learning from the beginning of the school year has allowed for weekly collaboration and more targeted professional development on how to deliver effective instruction virtually and how to engage students.

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

**Professional Development**

<b>Subject</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	5