



Orchard View School

*Independent Study
K-12 Charter*

Western Association of Schools and Colleges

**MID-CYCLE
PROGRESS
REPORT**

2016



Twin Hills School District

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Chapter One

Student and Community Profile Orchard View School



Chapter One

Student Community Profile and Supporting Data and Findings

Orchard View School is a K-12 independent study charter school located fifty-five miles north of San Francisco, adjacent to the city of Sebastopol, California. The community is semi-rural, in the heart of the wine country, with generally high educational and socio-economic levels. Fifty-four percent of Orchard View School parents have a college degree or higher based on data given at the time of student enrollment.

Orchard View School (OVS) appeals to a wide variety of students including, but not limited to, those who are not being challenged, those who are falling behind, those who have ambitious outside activities, and those whose families value the uniqueness of home schooling.

OVS follows the Common Core Standards and the California State Standards and has aligned its curriculum to meet them. In the last three years, OVS has transitioned to the Common Core Standards and has participated in the district-wide Common Core implementation plan. As part of this transition, teachers and students have benefited from more professional development, the continuing development and purchase of Common Core aligned curriculum, the purchase of instructional material, and new technology resources.

Because of the unique nature of independent study, OVS teachers are able to create individual plans for each student based on their strengths and weaknesses within the parameters of the standards. OVS uses a flexible learning approach to provide students with choices about where, when, and how learning occurs. One distinguishing feature of OVS compared to other independent study schools is the wide variety of on-campus workshops and seminar style classes that are offered at all grade levels. Ninety percent of OVS students take advantage of some type of on-campus group instruction resulting in an active campus and sense of community.

Twenty-five percent of OVS high school students take advantage of concurrent enrollment at the Santa Rosa Junior College. This allows them to supplement their high school curriculum with college level classes while accruing college units. Examples of courses taken at the junior college include American sign language, foreign language, psychology, philosophy, political science, mathematics, physics, astronomy, geology, English, drafting, welding, computer programming, medical terminology, EMT certification, art, fashion, and lifeguarding.

Enrollment at the SRJC is free to all high school students. In the spring of 2015, OVS implemented a textbook assistance program for concurrently enrolled seniors. For the 2015-2016 school year it has been expanded to include both fall and spring semesters. By removing the financial burden of purchasing college textbooks, the textbook assistance program has both increased the number of OVS students taking college courses, and decreased the number of students choosing early graduation.

Twenty-eight percent of OVS high school students have part time jobs, and seven percent attend both the SRJC and work part time. In addition to work and career training, OVS students can earn high school credits and college credits for work experience.

History:

Orchard View School was chartered by the Twin Hills Union School District on May 4, 2000. Based on parent and student requests, the director and teachers of the district's K-8 independent study program (originally created in 1989) designed the charter school to provide K-12 home-schooled students an opportunity to participate in an academically rich environment while still maintaining a strong home-study connection. A charter was written and board approved in the spring of 2000. OVS opened its door in September 2000 with 140 students, grades K-10 and has since grown to 225 students in grades K-12. The charter has been renewed three times, in 2004, 2009, and 2014.

OVS is one of four schools within the Twin Hills School District. The district consists of Apple Blossom, a traditional K-5 elementary school; Twin Hills, a charter middle school, SunRidge, a Waldorf K-8 charter school; and Orchard View with a combined student population of 1,265.

Accreditation:

OVS completed its first full WASC self-study and visit in 2007. At that time the school was granted a six-year term with a three-year review. The school hosted a review in the spring of 2010 and the visiting committee reported, "A tremendous amount of progress and growth has been made on their action plan and their school wide critical areas of improvement. The school has accomplished significant improvements in their tests scores, facilities, curriculum, material acquisition, and program development."

OVS completed its second full WASC self-study in 2013. The school was granted a six-year term with a three year review. OVS is currently preparing for its 2016 mid-cycle review.

Mission Statement:

Orchard View School seeks to empower all students to develop a passion for life-long learning by engaging them in a learning process that is designed to challenge their intellect and support their emotional growth and natural curiosity.

Philosophy:

Orchard View School will serve as an alternative vehicle for a comprehensive delivery of a rigorous and challenging education. By identifying, nurturing, and supporting the unique capabilities of every student, the Charter School will challenge all learners, including those whose learning modalities are best developed through a non-traditional school environment.

Parents choose Orchard View for a variety of reasons including:

- Parents want more involvement in the education of their children
- The student has ambitious outside activities such as acting, dance, music, or athletic competition.
- The ability for students to work at their own pace because they are above or below grade level
- The student has social, emotional, or academic issues that are not met within a traditional classroom
- The family has philosophical reasons to homeschool their children

ESLRs:

OVS revised their Expected School-wide Learning Results (ESLR'S) in 2012. All OVS stakeholders participated in a process of revision to create ESLR'S relevant to the current student population, 21st century learning skills, and the Common Core standards.



OVS Expected School-wide Learning Results

Educated Individuals who:

- meet or exceed the Common Core and California State Standards
- apply 21st century interdisciplinary themes to core subjects
- possess media, information, communication, and technology literacy

Critical Thinkers who:

- effectively analyze, interpret, and evaluate evidence, arguments, claims, and points of views

Creative Thinkers who:

- make decisions and collaborate with creativity and innovation

Effective Communicators who:

- communicate clearly, collaboratively, and respectfully

Independent Learners who:

- take initiative and strive to expand their own intellectual growth
- explore post secondary school and career opportunities
- set goals and manage time effectively

Contributing Members of Society who:

- exercise the rights and responsibilities of citizenship on a local, state, national, and global level
- demonstrate cultural awareness and appreciation of diversity

Facilities:

The OVS Campus consists of eight rooms housing the main office, a teachers' resource center, a study hall/computer lab, a science classroom with lab facilities, an art room, and three other classrooms for group instruction.

Identified as an area of critical need in the 2007 WASC Self-study, facilities improvement has taken place in three stages. The final stage, completed in the summer of 2012, has created a cohesive campus built around a central quad with access to Apple Blossom School's play areas. In addition to the rooms mentioned above, OVS maintains its own restroom facilities, storage sheds, greenhouse, kiln room, and outdoor eating areas. Garden areas are planned and maintained by the K-8 Garden class and the high school Agro-ecology class. OVS students have shared access to the Apple Blossom multi-use room for school events.

The resource room, a designated meeting space for supervising teachers and students, was designed to create individual meeting spaces, student access to instructional materials, study areas, and a staff room. Classrooms were reconfigured to accommodate more classes and access to outdoor areas was increased to allow outdoor classes access to classrooms and kitchen facilities. The K-2 classroom was remodeled with age appropriate furniture and a designated outdoor patio and garden area.

Solar panels, installed district-wide in 2011 create shaded areas above the parking and eating areas. A PEP station, to charge electric vehicles, was installed in the parking lot, giving OVS the distinction of being one of the first schools in the United States to allow employees and students free access to electrical vehicle charging stations.

Technology:

The school's wireless capability was expanded in 2011 with the installation of a Ruckus Smart Wi-Fi system in anticipation of the emergence of tablets and handheld devices as instructional tools. Since that time, the use of technology at OVS has greatly expanded to embrace 21st century learning and to administer CASSPP, and the school has acquired 50 Chromebooks, and 20 iPads. In addition all supervising teachers are provided with a laptop and an iPad. Each classroom has a digital projector, laptop, and Apple TV.

Health and Safety:

Orchard View School has adopted and implemented a comprehensive set of health and safety policies, incorporating those of the Twin Hills Union School District's School Wide Emergency Response Plan. Under the guidance of RESIG (Redwood Empire School Insurance Group), OVS submits their Emergency Operating Plan annually to the THUD School Board. All OVS rooms have safety locks that can be locked internally in the event of a lockdown. Additional safety features added to the OVS campus in 2011-2012 were an intercom system, speed bumps, night lighting, and a vented demonstration table in the science room. Emergency procedures are posted in every classroom.

All staff members receive CPR and EPI-pen training. The school has a policy designating it as a drug, alcohol, and tobacco-free workplace. In addition, the school has a comprehensive set of discipline policies for students regarding attendance, mutual respect, substance abuse, violence, safety and academic expectation. These policies are included in the student handbook, and all students sign a behavior guideline form, which specifically school rules and expectations.

School Governance:

Orchard View School has a governance structure that is overseen by the Twin Hills Union School District Board of Trustees. The school is an arm of the district for administrative, financial and special education purposes. The OVS director, Catherine Stroud, reports directly to the school board at monthly meetings.

The OVS director works closely with the superintendent, Dr. Barbara Bickford, on management issues. She also participates in in monthly district management meetings with the three other school principals, the business manager, and the superintendent. The Twin Hills School Board and Superintendent are extremely supportive of OVS and work closely with the school in making major decisions.

OVS provides a handbook to all staff outlining defined responsibilities, policies, and procedures. The director oversees the daily operations of the school and makes decisions based on the input of all stakeholders. The OVS staff works as a team and participate in at bi-weekly staff meetings to discuss ideas, policies, and procedures. General conflicts are resolved as a group or between the parties involved, as appropriate, with the director providing assistance.

The OVS Advisory Board consists of three appointed members from the school community, three staff members, one student, and the director. While the Twin Hills Board of Trustees makes major decisions about the school, the advisory board acts as a liaison to the parent community and other staff members. The advisory board meets four times per school year to address school concerns and long-term goals. These recommendations are then reviewed by the director and acted upon accordingly.

Special Education:

Orchard View School and the Twin Hills School District have established a Memorandum of Understanding pledging to work together with the special education local plan area (SELPA) to ensure that a free and appropriate education is provided to all students with disabilities. When a student enrolls in OVS with a current Individualized Educational Plan, an IEP meeting is held to determine if independent study is an appropriate placement to meet the educational needs of the student. If independent study is determined to be an appropriate placement and the student is from within the local SELPA, the IEP will be implemented as written. If the student is from outside the local SELPA, an individual education plan will be established within 30 days. If a

student who is already enrolled at OVS is referred for evaluation to determine eligibility for special education services, the district's special education team will develop an assessment plan and conduct assessments if warranted following SELPA guidelines. An IEP meeting will then be held to determine eligibility and create the student's individual education plan. Five percent of OVS students have IEP's; they work with the district's special education team for annual reviews, testing, curriculum consultation and appropriate services as determined by the IEP. This number includes students who are working with a speech teacher on a regular basis. A district special education consultant is assigned to OVS and coordinates and conducts IEP meetings and completes the necessary paperwork. The annual agreement governing Special Education and Related Services between OVS and the Twin Hills Union School District is included in the appendix.

Approved A-G Courses:

California high school students have two options for attending public universities in the state: Universities of California, or California State Universities. There are 10 UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the A-G requirements. The University of California Office of the President has approved thirty-seven courses offered by OVS in the following subject areas:

- American Government
- United States History
- World Cultures and Geography
- World History, Modern Times
- English 9
- English 10
- English 11
- English 12
- Creative Writing
- Poetry
- Math 1
- Math 2
- Algebra 1
- Algebra 2
- Geometry
- Pre-Calculus
- Biology
- Honors Biology Lab
- Chemistry-Lab
- Honors Chemistry Lab
- Spanish 1
- Spanish 2
- Energy and the Environment
- Art History
- Studio Art 1 & 2
- Economics
- Physical Science

Budget:

In March 2012, OVS was granted a 5-year 100 percent funding determination for non-classroom based charter schools, pursuant to SB740. The Twin Hills District business manager reports that OVS is fiscally solvent and will continue to have positive balance through 2016-17 with a projected ending fund balance of over 20 percent.

As part of the Local Control Funding Formula (LCFF) implemented in 2013, OVS School developed and adopted a Local Control and Accountability Plan (LCAP) for the 2013-2014 school year. The annual update was completed in June 2015. Orchard View School is actively working to integrate the goals and action steps of the OVS WASC Action Plan with the LCAP goals that are made possible with the increased allocation of supplemental LCFF funding.

The OVS Budget, LCAP, and the Financial Memorandum of Understanding between OVS and the Twin Hills School District are included in the appendix of this self-study mid-cycle report.

Staffing:

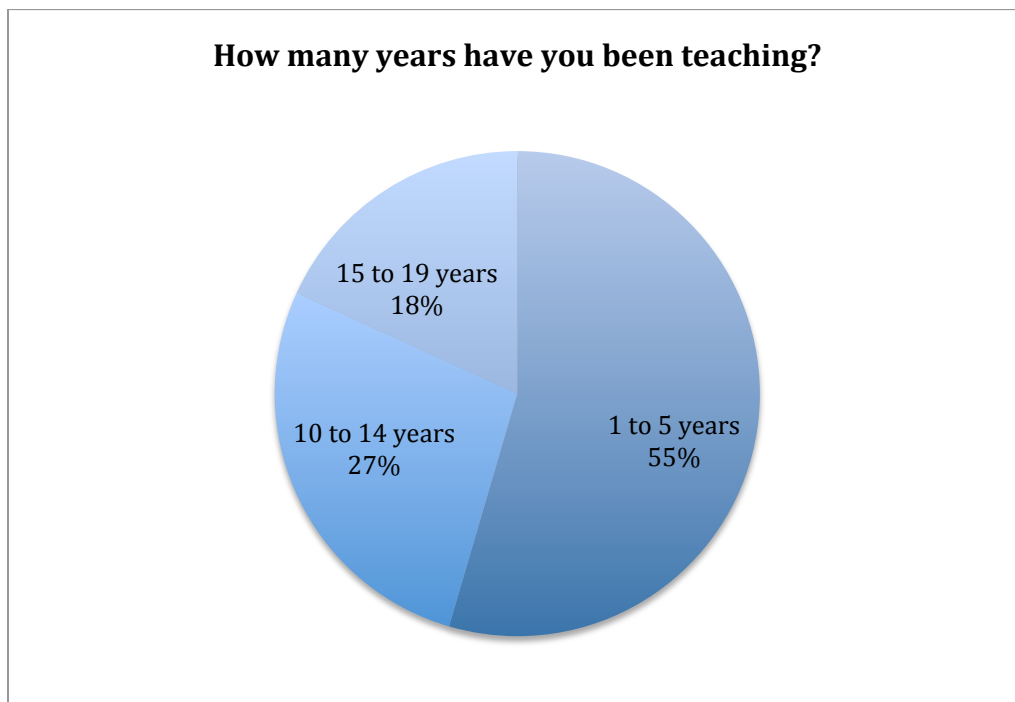
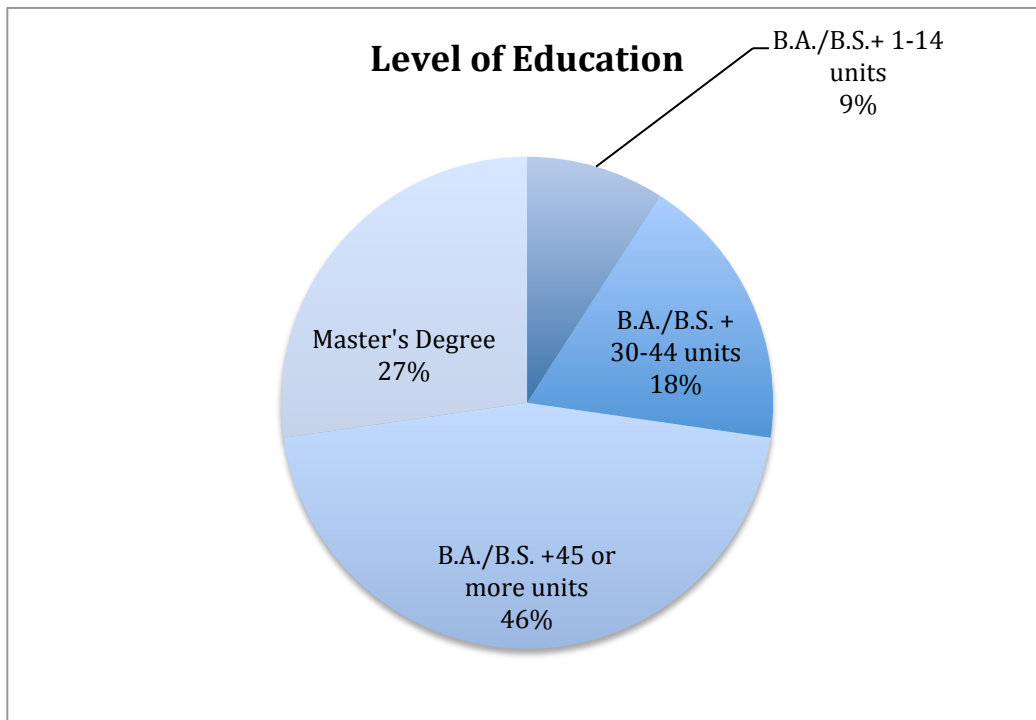
The Orchard View School's staff is made up of 12 certificated supervising teachers, an office manager, an office assistant, and a director. In addition to the supervising teachers, OVS employs 12 independent contractors who teach a variety of on-campus classes. Their special interests and areas of expertise allows OVS to offer a challenging and varied curriculum.

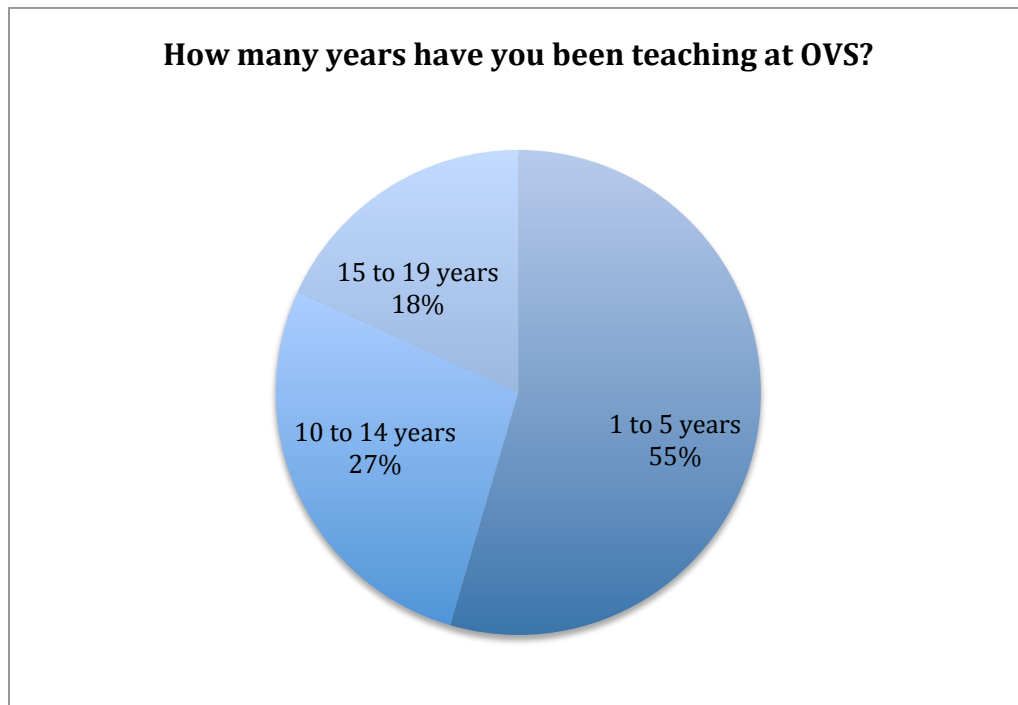
An OVS supervising teacher has a clearly defined job description that includes responsibility for the development and oversight of an individualized instructional plan for each of the 22 students on their caseload. They meet with their students and parents on a regular basis to discuss educational goals, plan and design instruction, review student work, assess student progress and complete necessary documentation for independent study. In addition to the supervision of individual students, OVS teachers offer group instruction in an academic area of strength.

All of the OVS supervising teachers are fully credentialed and members of the Twin Hills Teachers Association. Teachers' pay is based on the certificated salary schedule with dental and medical benefits provided. Independent contractors, who teach special interest classes, are paid per hour for instructional hours with additional hours allotted for prep time, staff meetings, and school events.

To meet the career and college planning needs of OVS students, the school employs an academic and college counselor. The counselor reviews transcripts and credits towards graduation and provides individual and group college and career guidance.

Teacher surveys were distributed online in fall 2015. In addition to educational and employment history, teachers were asked to list the advantages and disadvantages of being a teacher at Orchard View and their participation in staff development.





All OVS supervising teachers are highly qualified under No Child Left Behind and come to OVS with a wide range of majors and educational backgrounds. OVS teachers embrace the philosophy of home education and the mission of Orchard View, a critical quality for prospective employees.

Sample responses from the 2015 Teacher Survey regarding the advantages of working at Orchard View School:

- *Flexibility in curriculum. Individualizing lesson plans. Working one-on-one with students. Collaboration opportunities. Wonderful co-workers.*
- *Teaching to each student's individual strengths, challenges and interests. Being able to teach from my own knowledge and passion. We are very well supported with materials, training and encouragement.*
- *OVS provides a flexible learning environment for students to best attain their academic needs and goals. Teachers get to really know each student on an individual basis and are able to really provide learning that works for each student. There is a nice balance between whole class and individual instruction.*
- *The wonderful atmosphere of excited learners and happy teachers at OVS. I also really appreciate the balance between working one-on-one with students, having time to myself throughout the day for paperwork, and having a class for group projects and discussions.*
- *The ability to design curriculum that address the individual student's needs and interests.*
- *The variety and the opportunity to work closely with families. I appreciate the supportive environment that encourages creativity and innovation.*

Teachers' suggestions for how OVS could better support their teaching included the following responses with more time for collaboration and tech support in the use of digital resources being the most requested:

- New teachers could benefit from the support of a mentor teacher- someone who has been here a while to go to with questions big and small.
- More time for collaboration as a team would be a great way to share resources and develop as an educator.
- More department team work time and meetings, and time to meet with colleagues to discuss general best practices among all subjects.
- More tech help to learn all the new programs we have access to in this tech age.
- Professional training designed for the homestudy/independent teacher.

Professional Development:

All OVS teachers are encouraged to take advantage of ongoing opportunities for professional development. The school and the district offer incentive in the form of reimbursed costs and fifteen hours of paid professional development time annually per teacher. Following is a list of classes, workshops, seminars, and summer institutes that OVS staff members have attended since 2013:

- | | |
|--|---|
| • Arts and Common Core: Visual Arts Tools to Deepen Learning | • Five-Minute Film Festival Workshop |
| • Asian Art Museum- The Printer's Eye | • Google Summit |
| • Aspiring Administrators Academy | • HeadSprouts Webinar |
| • BTSA | • ieSonoma |
| • Building a Better IEP | • iMovie for iPads: An Introduction to Uses in K-12 Setting Independent Study and the Common Core |
| • California Academy of Science Educator Extravaganza | • Independent Study Conference |
| • California Academy of Sciences: Exploring Ecosystems workshop | • iSonoma 21st Century Learning Summer Institute |
| • California Mathematics Council (North) Annual Conference - Getting at the Core of Math Practices | • Jo Boaler: Mindset Revolution (mathematics instruction) |
| • California STEM Symposium | • Khan Academy- Intro to JavaScript for drawing and animation |
| • CCEE - Economics Education Workshop | • LCAP Workshop |
| • CCIS-Independent Study Conference | • Leadership Institute: Classroom 21 |
| | • Maker's Workshop |

- Charter Schools' Leadership Update Conference
- Close Reading for History/Social Science teachers grades 6-12
- Code Academy- JavaScript course
- Collaboration and 21st Century
- Common Core and the Teenage Brain
- Common Core ELA/K-5
- Common Core Instruction for Independent Study
- Common Core Math West County
- Common Core Reading Foundational Skills
- Computer Science for Elementary Teachers--code.org
- CUE Conferences
- Design Thinking for Educators
- Developing Phonemic Awareness in Emergent Readers (CC Aligned)
- Digging Deep Common Core Reading and the Brain
- Digital Citizen workshop
- DreamBox Training Webinar
- Early/Middle College Program Study Conference
- Effective Strategies for Early and Emergent Writers (CC Aligned)
- ELA CCSS Overview
- Evernote-Electronic File Management
- Mathematics Leadership Training
- Next Generation Science Standards Overview, Grades K-12
- Northbay CUE Conferences
- Reading Comprehension for K-3
- Roads of Arabia-Incense Routes
- Secondary Math Symposium- Transition Plans for CCSS-Math
- Singing the Words: Using Lyrics and Music to Deepen Understanding
- Sonoma 21st Century Learning Summer Institute
- Sonoma Leadership Network (SCOE-Math)
- Sonoma Leadership Network- Math (elementary)
- Sonoma Leadership Network- Math (secondary)
- SSU Teacher Technology Workshop
- Tech High - Technology for Education
- Techie Tools for the Common Core
- The Multiplier Effect-Tapping the Genius Inside Our Schools
- The Science of Happiness (UC Berkeley)
- VTS- Visual Thinking Strategy
- WASC Midterm Review Webinar
- West County Math CC
- World Languages Forum- Comprehensible Input w/ Leslie Davidson

On-campus Learning:

In addition to their caseload, every supervising teacher at OVS teaches an elementary enrichment workshop or high school class depending on their area of expertise. For the school year of 2015-2016 these include:

K-8 Enrichment-

- Integrated k/1
- Literature
- Writing
- Math 7
- Literacy in the Digital Age
- Science 7
- Science 8

High School-

- Chemistry
- English 10/11
- Spanish 1 & 2
- Math 2
- Pre-Calculus
- Creative Writing

In order to provide students with a wide range of learning experiences, OVS also hires teachers as independent contractors. These teachers are highly respected and valued contributors as they provide specialized instruction in their areas of expertise. Instruction provided at OVS by independent contractors includes:

K-8 Enrichment:

- Garden Club
- Math 6 Enrichment
- Math 8
- Art & Ceramics
- Nature Science
- Spanish & Music
- Spanish 4/5,6 & 7
- Entrepreneurship
- Drama

High School:

- Pre-Math 1
- Math 1
- Algebra II
- Math Tutorial
- Ceramics
- Wheel Ceramics
- Drama
- Agro-ecology
- Energy and the Environment
- Lab Biology
- Spanish Labs
- Studio Art 1 & 2

Additional Activities:

OVS students also participate in a variety of school and community sponsored activities. School activities include:

- Interact Club
- Laguna Restoration Team
- Wells Fargo Center for the Arts Performances
- Science Fair
- Model Airplanes
- Night of the Notables
- Yearbook
- School Dances
- School sanctioned field trips

Online Learning and Communication:

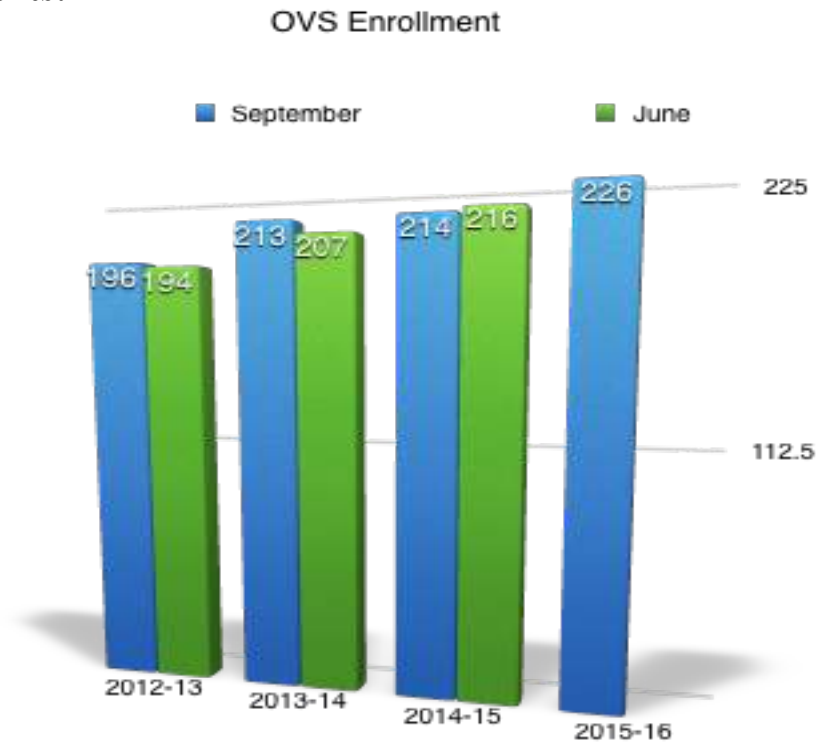
In the past five years, OVS has greatly increased the time, resources, and professional development around digital resources and online learning. The school website provides school and enrollment information to the public. It is updated frequently to reflect current events and news at the school. The *Homework Hotline* website gives parents, students, and supervising teachers a way to keep track of current homework assignments and classes. E-mail blasts are used to send out alerts, important announcements, and monthly newsletters.

Students can enroll in a wide variety of online high school classes through Odysseyware. OVS provides Typing Pal, a web-based keyboarding program, for all students. Students can login from any computer and follow self-paced instruction at three different instructional levels. High school students can follow a set curriculum for credit. Students in grades K-8 have home and school access to DreamBox, an adaptive math program, and Headsprouts, a language arts program.

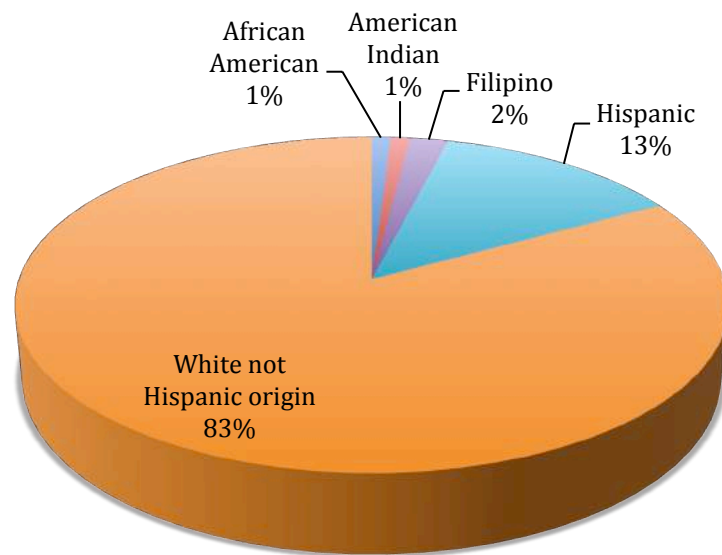
Technology is thoroughly integrated across the curriculum and across all grades (K-12) for different purposes and to different degrees. Teachers and students routinely use the digital resources that are provided with textbooks, such as eBooks, instructional videos, interactive learning, online assessments, virtual labs for science, and tutorials.

Students have access to computers, Chromebooks, and iPads while on-campus. All OVS students in grades 3-12 have Google log-ins to utilize Google Drive at school and from home. Recent onsite classes in technology have included, Photoshop, digital publishing, coding, animation, and filmmaking.

Students:



OVS Student Ethnic Distribution 2015



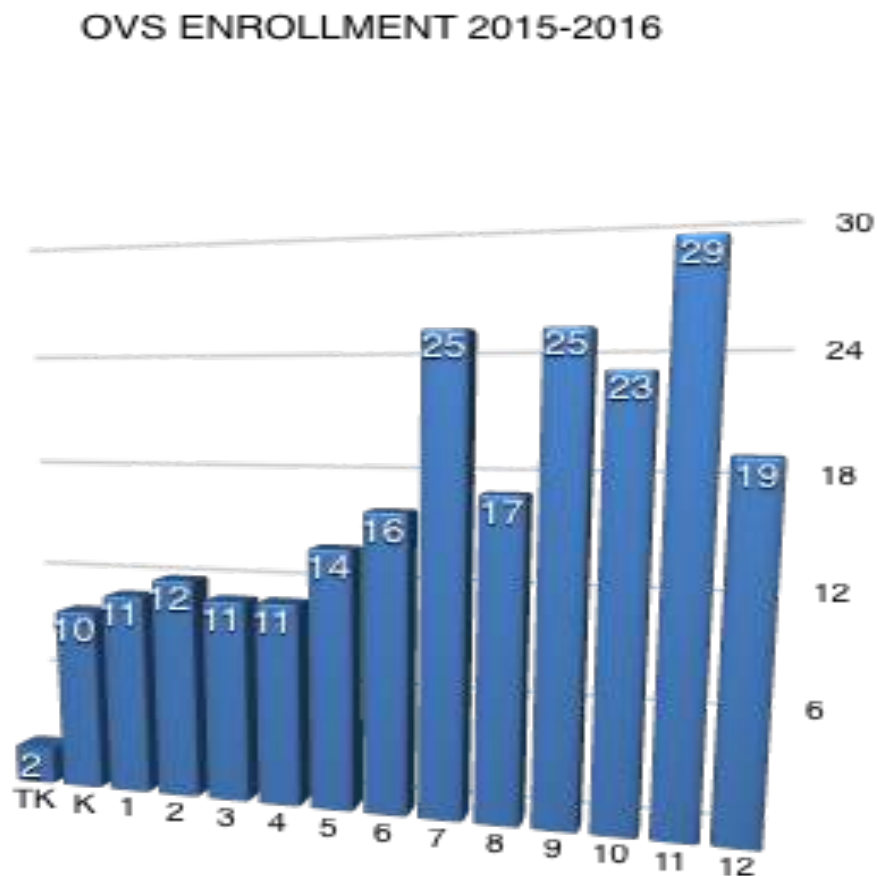
English Learners:

Home study is an infrequent choice of non-English speaking families. In 2015-2016, four students are attending OVS whose second language is English. CELDT testing is administered on a yearly basis.

Free and Reduced Lunch Program:

OVS students have taken advantage of lunches provided by the Apple Blossom cafeteria. Currently, seven percent of OVS students qualify as socio-economically disadvantaged. Applications are included in the beginning of the year district packet.

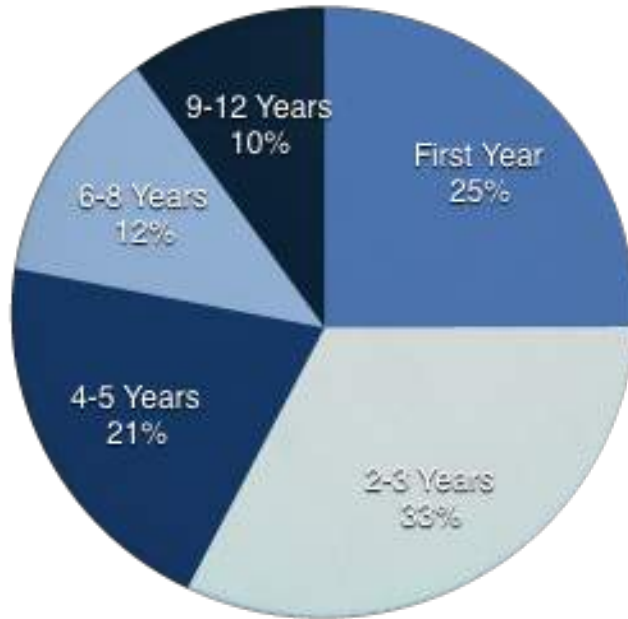
Grade Levels:



Mobility:

Orchard View provides students with the rare opportunity of attending one school from Kindergarten to graduation. In 2015, twenty-two percent of students had attended OVS for more than six years.

2015 Summary: Length of Time Attending OVS



Employed Students:

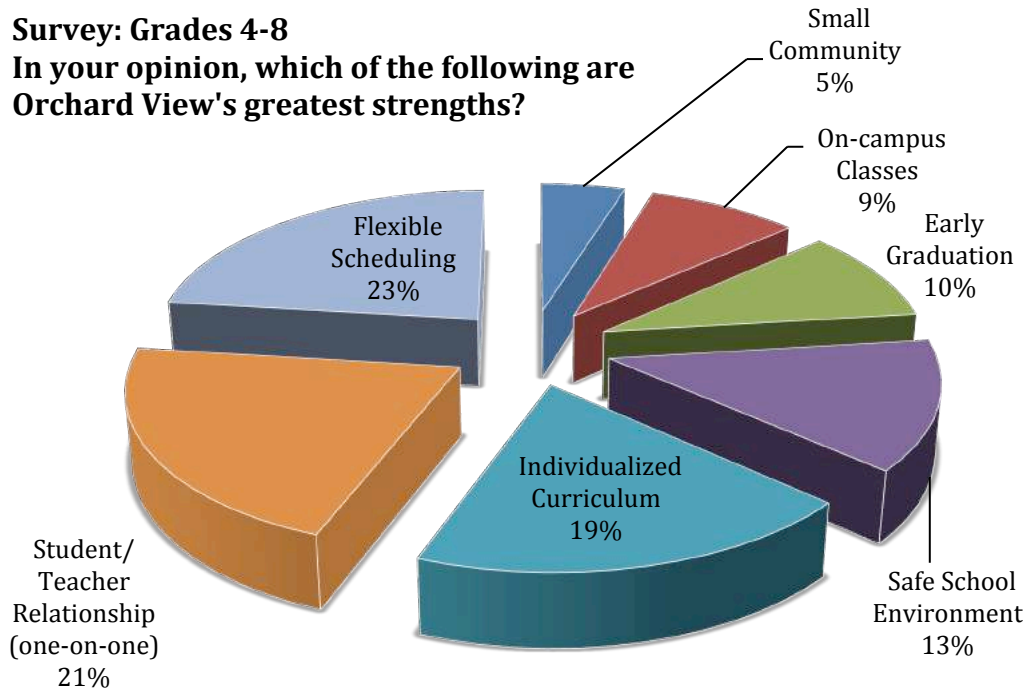
High school students at Orchard View have stated that one of Orchard View's greatest strengths is flexible scheduling. One advantage of this type of scheduling is it provides students with the opportunity work in the community. Twenty-seven percent of OVS high school students are employed in various businesses, including food service, child-care, construction, auto-mechanics, medical offices, dog training, and agriculture. Students can receive high school credits for job skills at OVS or college credits through concurrent enrollment in the SRJC work experience program.

Strengths of OVS from a Student Perspective:

OVS students identified “student/teacher relationship and flexible scheduling” as Orchard View School’s greatest strengths.

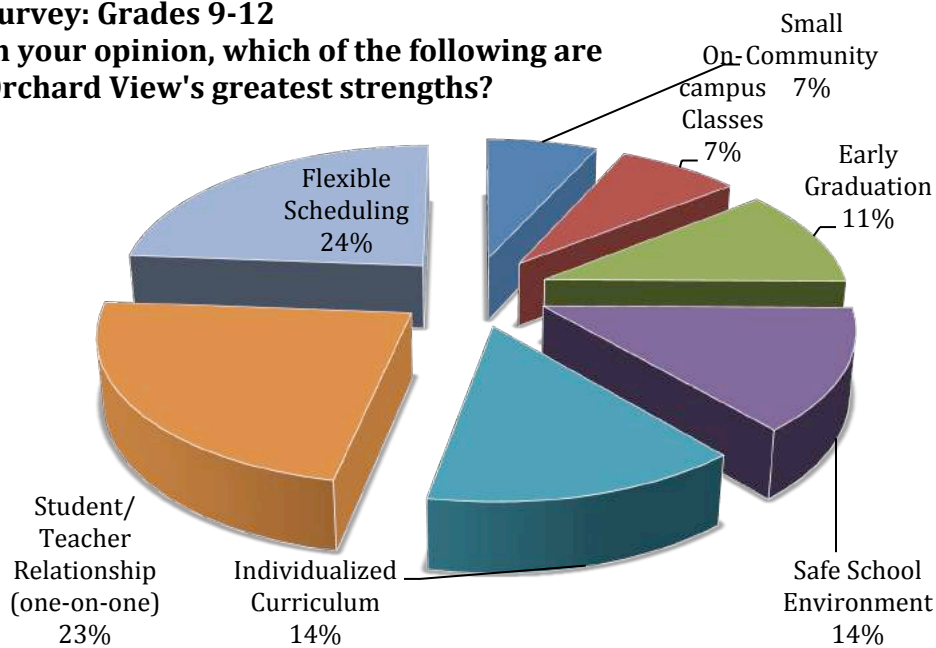
Survey: Grades 4-8

In your opinion, which of the following are Orchard View's greatest strengths?

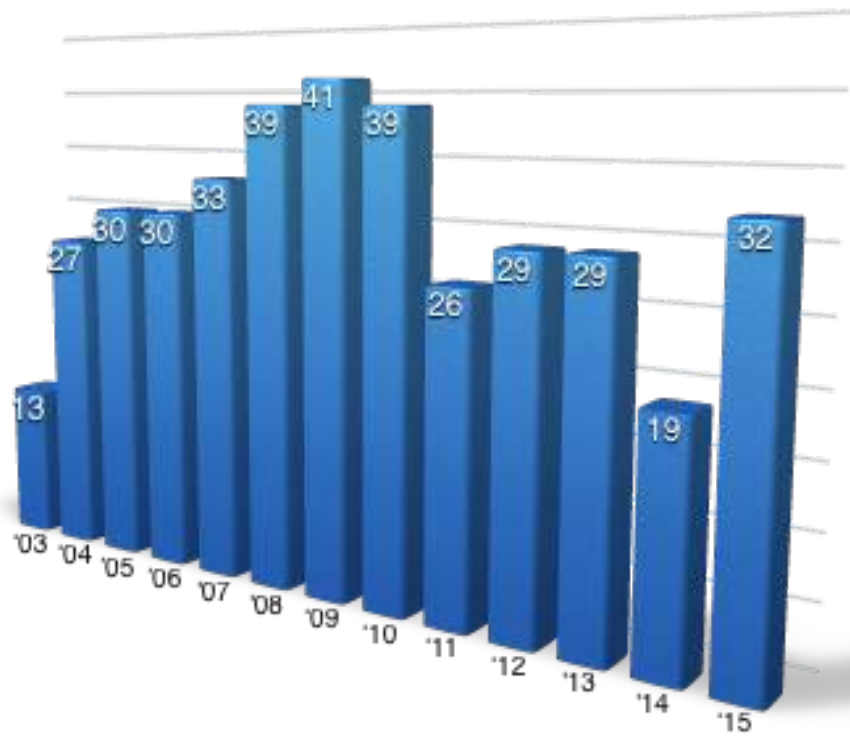


Survey: Grades 9-12

In your opinion, which of the following are Orchard View's greatest strengths?



OVS High School Graduation Rate



High School Graduates:

Orchard View held its first graduation in June 2003. A formal ceremony is held with cap and gown, attended by family, friends and community. Each graduate is personally recognized and awarded a diploma by his or her supervising teacher.

High School Requirements:

Students are required to take a minimum of 20 units per semester from Orchard View School. Each course is worth five credits per semester. 200 credits are required for graduation. Requirements include:

Subject	Credits	Subject	Credits
Algebra I	10	Physical Science	10
Mathematics	10	Life Science	10
English	30	Physical Education	20
U.S. History	10	Health	5
World History	10	Practical Arts	10
American Government	5	Fine Arts/Foreign Lang.	10
Economics	5	Electives	55
		Total	200

Post-Secondary Education:

2015 graduating seniors

- 50% will attend Santa Rosa Junior College
- 16% will attend a 4 year university
- 5% will attend career training schools

2014 graduating seniors

- 50% attended Santa Rosa Junior College
- 5% attended a four year university
- 5% began vocational training

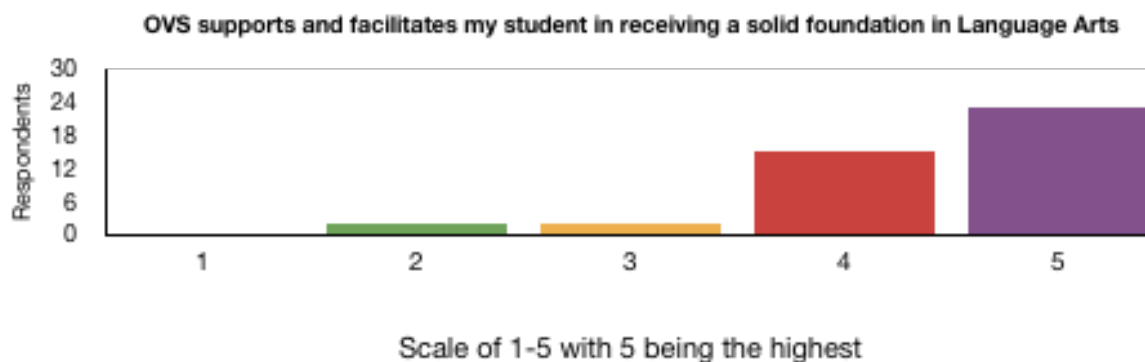
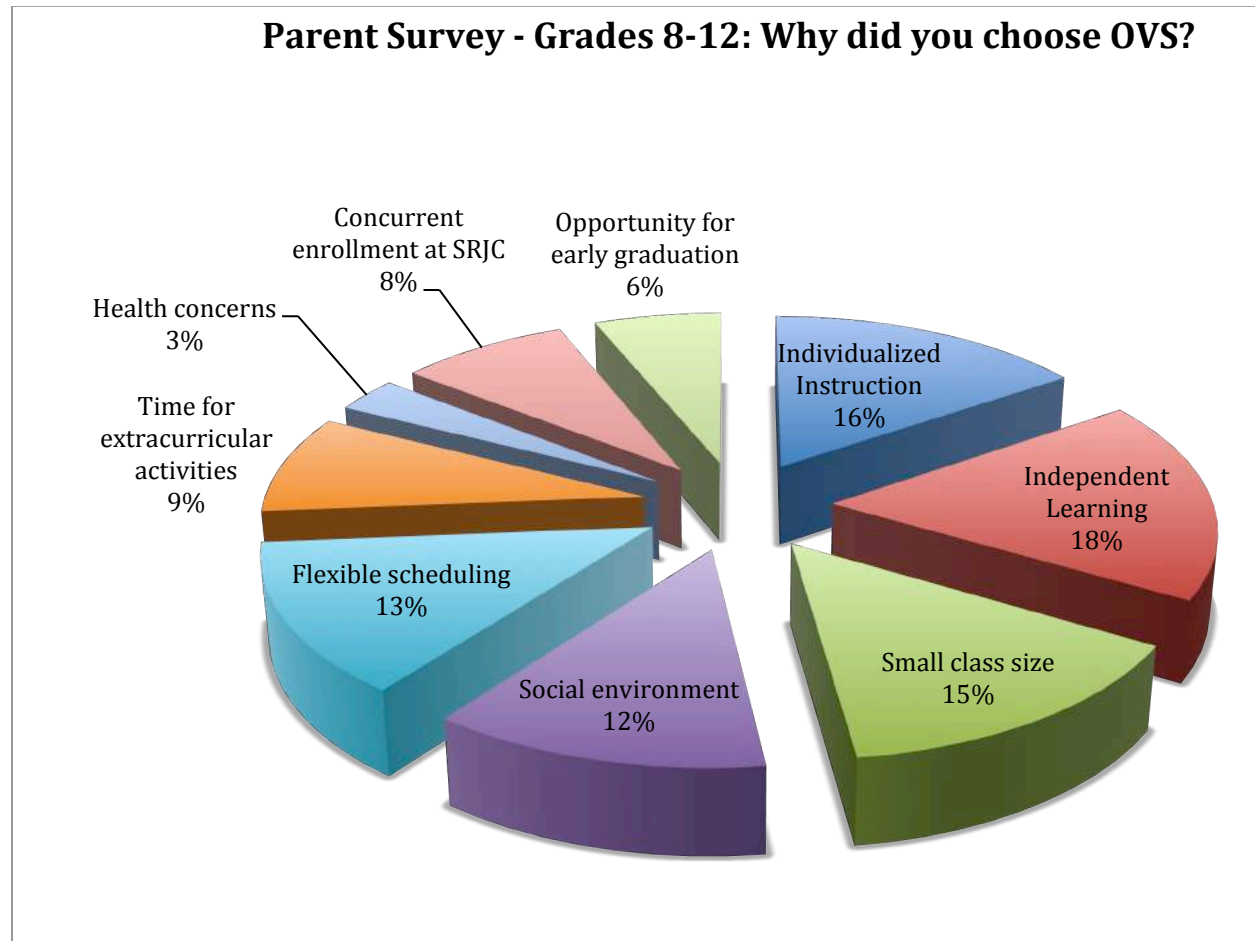
2013 graduating seniors

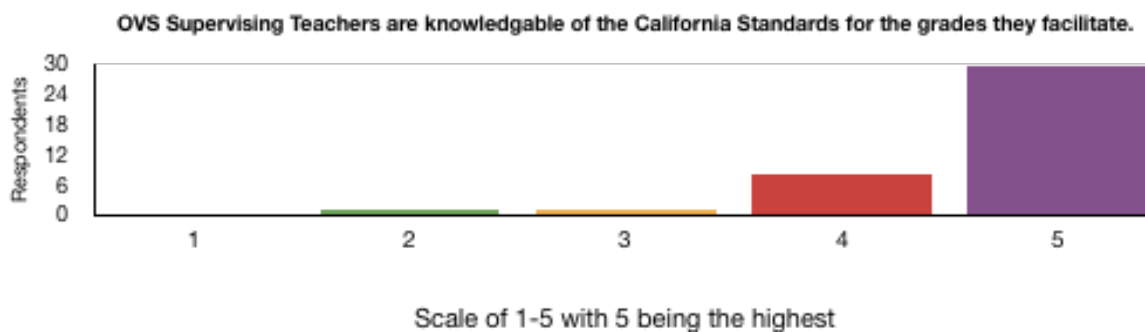
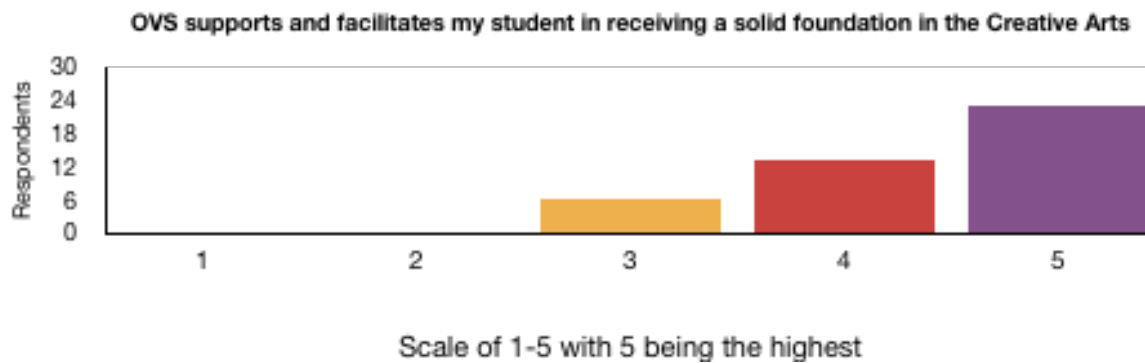
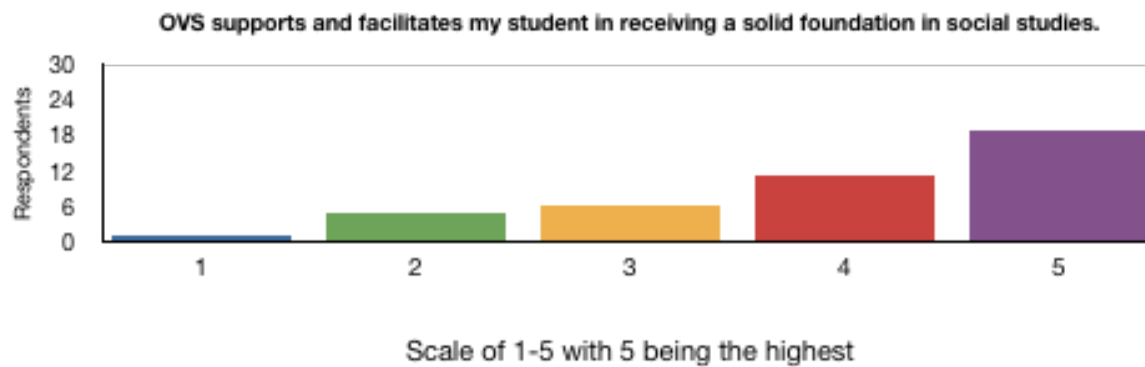
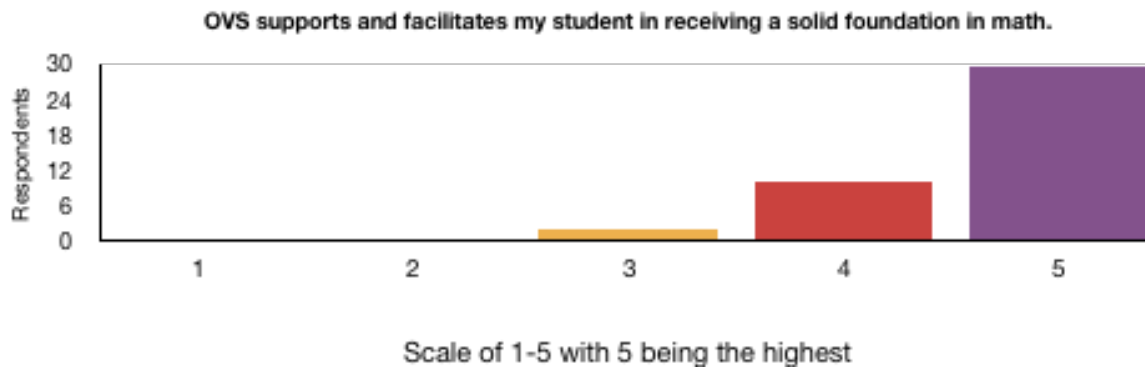
- 69% attended Santa Rosa Junior College.
- 14% attended a 4 year university
- 10% began vocational training

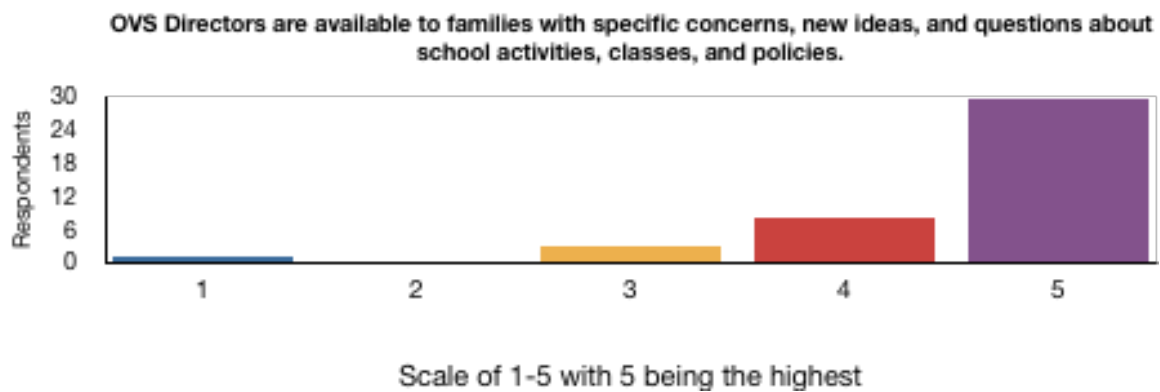
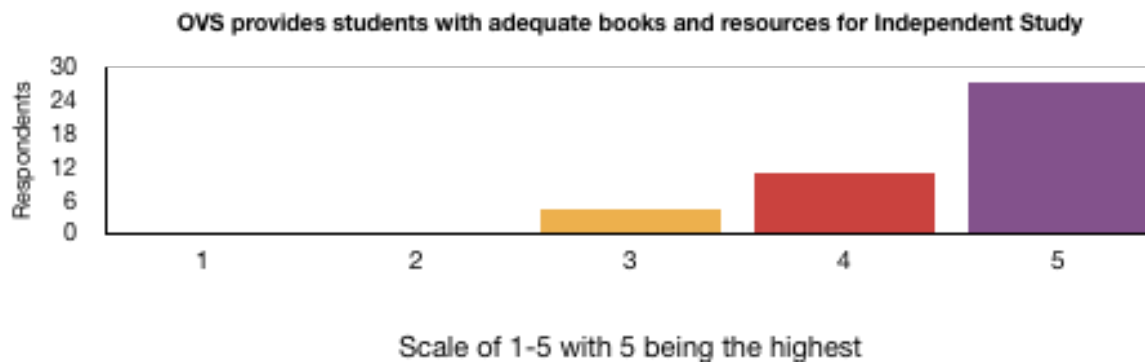
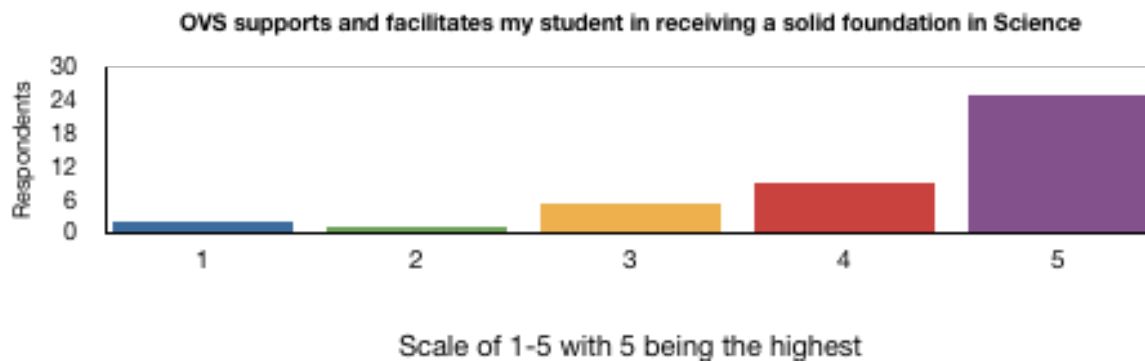
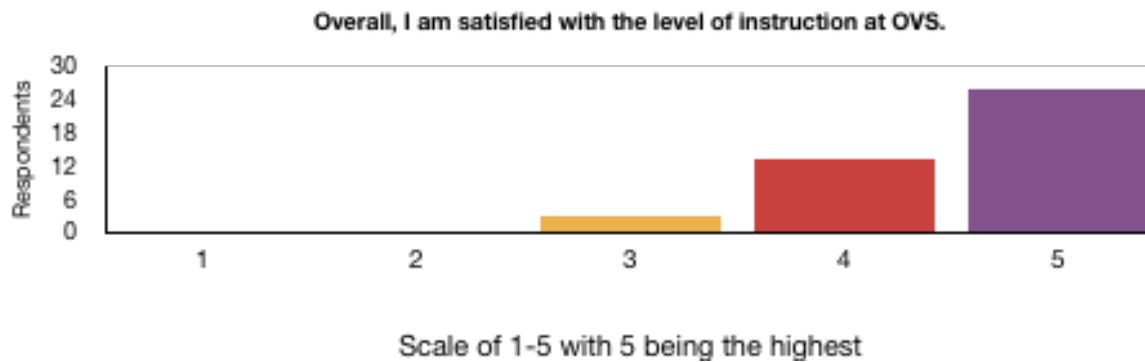
OVS students have access to a college counselor to help them with all aspects of the application process. While the great majority of OVS students begin their college education at the Santa Rosa Junior College, students applying to four year colleges are fully supported with college and financial aid counseling. Colleges of acceptance for Orchard View students include University of California (Berkeley, Davis, Los Angeles, Santa Cruz, San Diego), California State University (Cal Poly, Pomona, Sonoma, Humboldt, Channel Islands), Amherst, Bennington, Brown, Cal Tech, California College of the Arts, Carleton, Carroll College, Case Western Reserve, Chicago Art Institute, Cornell University, Cornish College of the Arts, Dartmouth, Emory, Evergreen State College, Guilford, Hobart and William Smith Colleges, Macalester, Lewis and Clark, Mills, MIT, Montana State University, Naropa Institute, Otis College, Pitzer, Quest University, Reed, Saint John, Santa Clara, Stanford, Swarthmore, Temple, University of Michigan, Western Oregon, and Whitman.

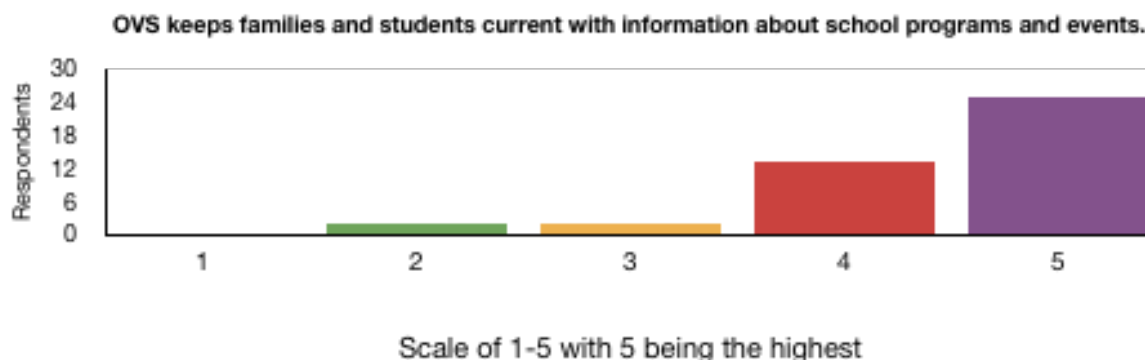
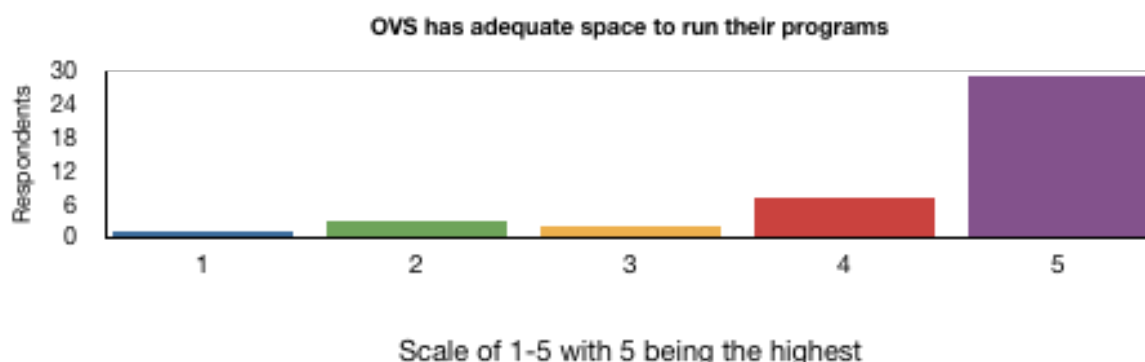
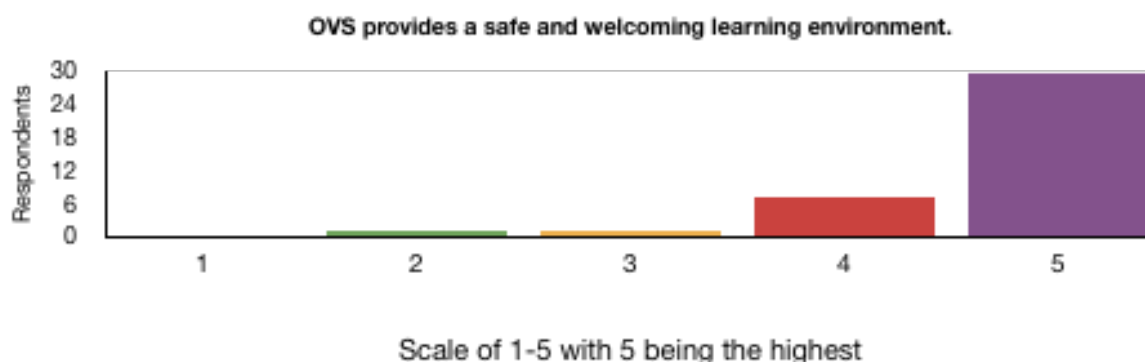
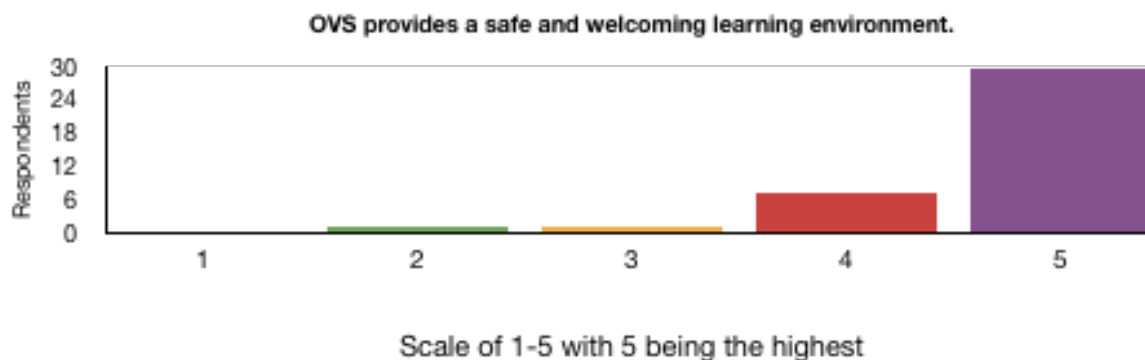
Parent Surveys:

Parent Surveys are conducted annually in the spring for parents of students in grades K-7 and 8-12. Following are the results of the 2014-2015 survey beginning with grades 8-12.

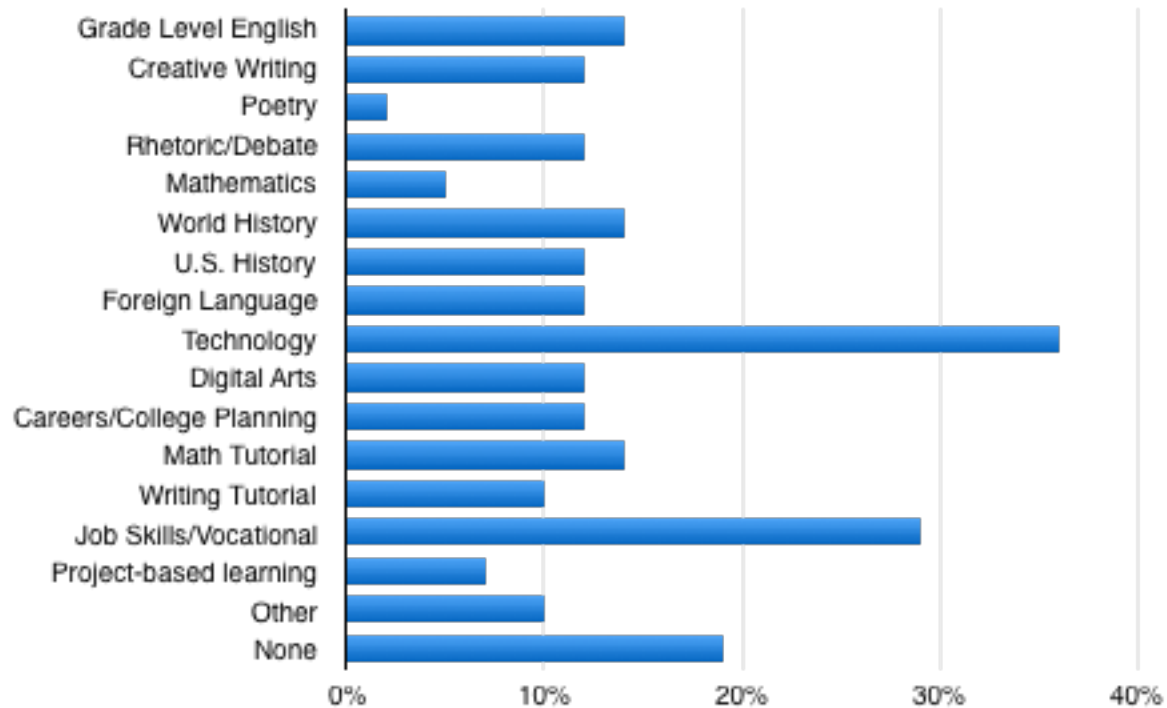




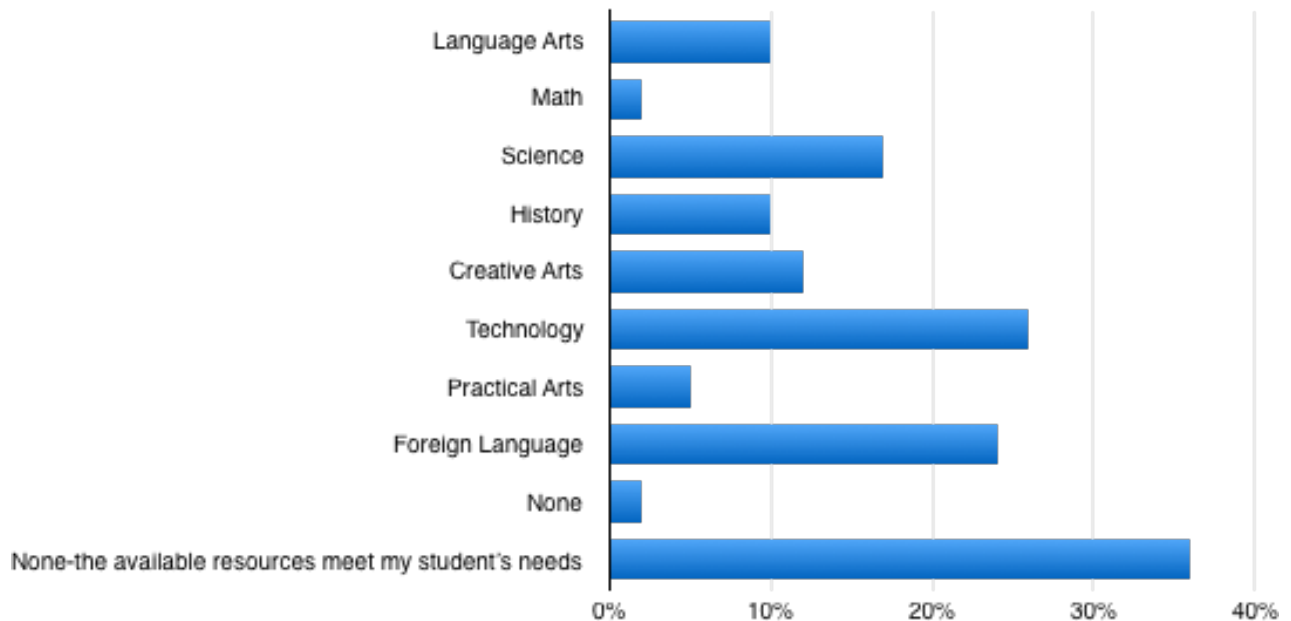




Grades 8-12: In what subject areas would you like more classes?

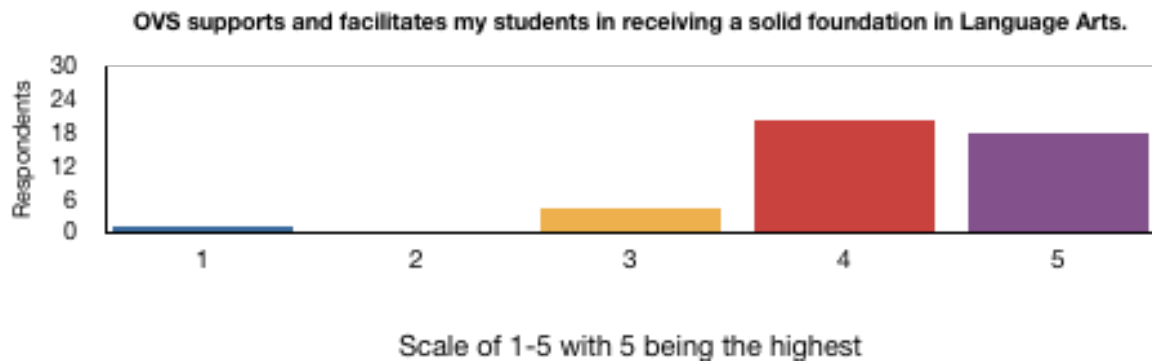
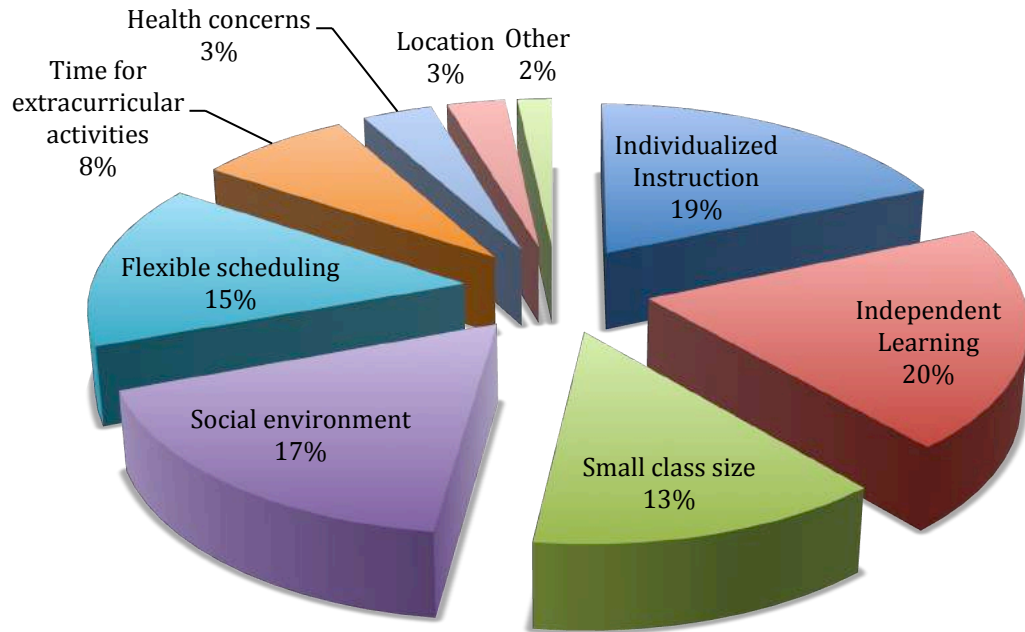


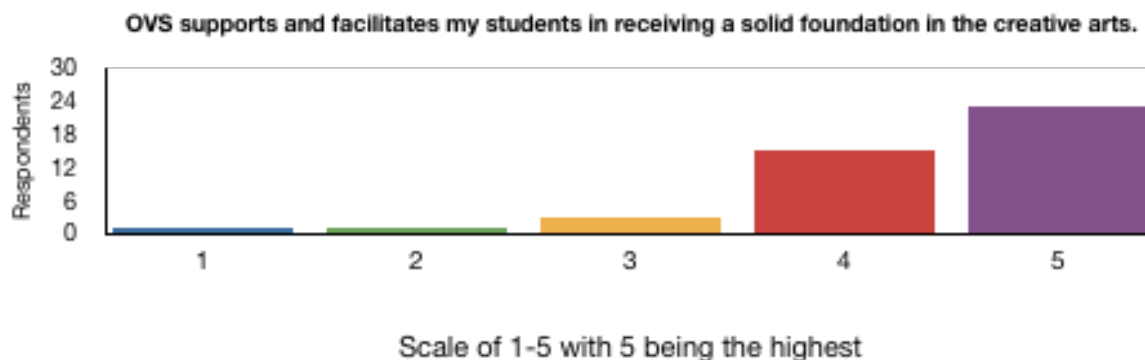
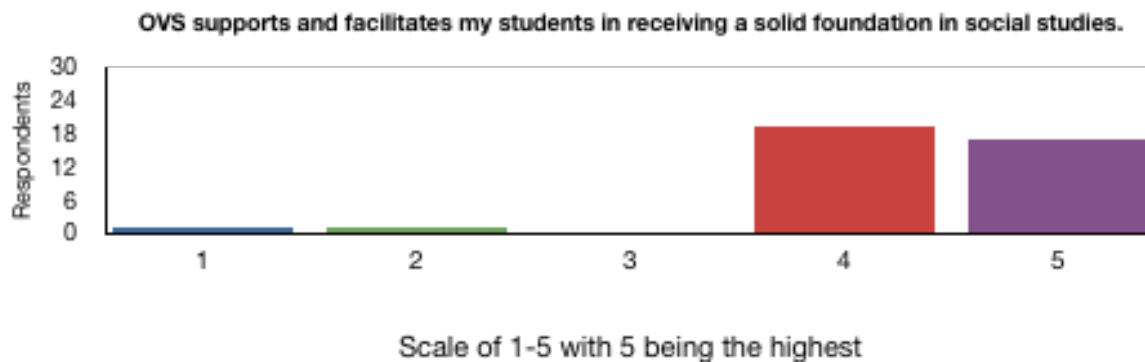
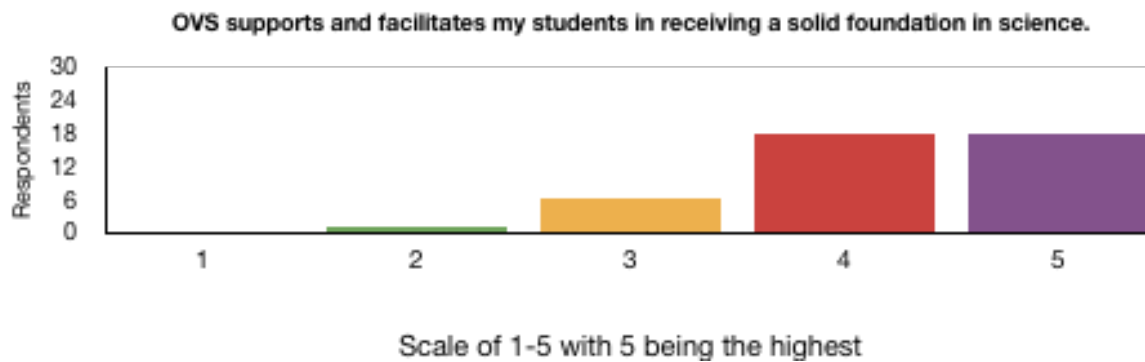
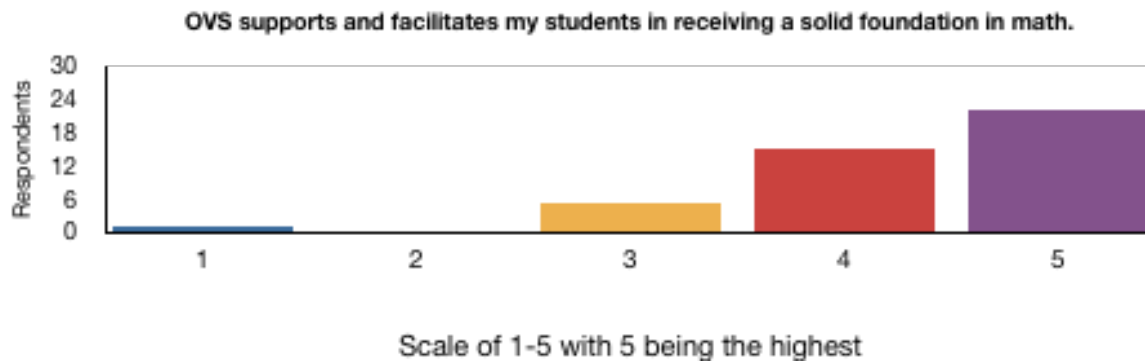
Grades 8-12: In what subject areas would you like more independent study resources?



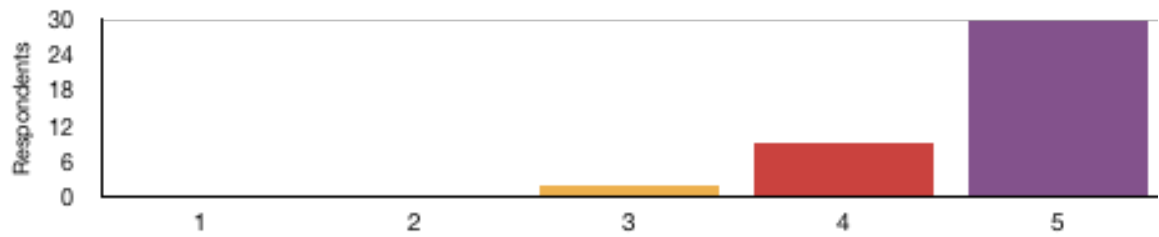
GRADES K-7

Parent Survey - Grades K-7: Why did you choose OVS?



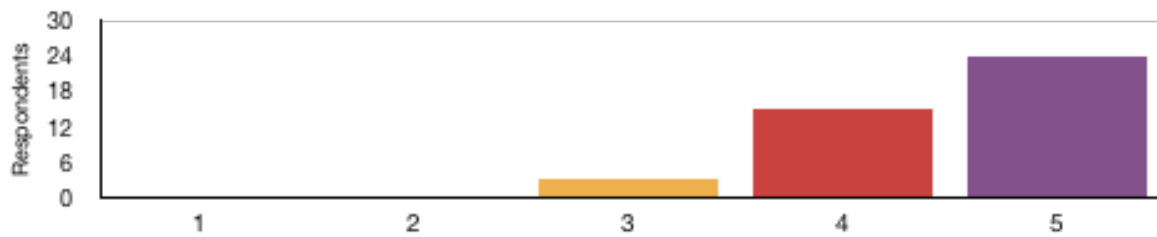


OVS Supervising Teachers are knowledgeable of the California Standards for the grades they teach.



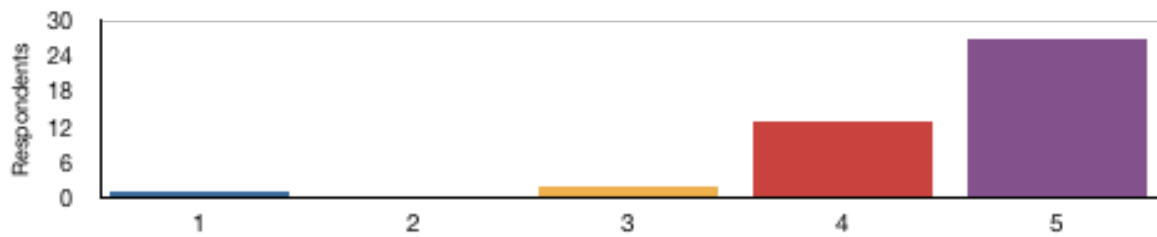
Scale of 1-5 with 5 being the highest

Overall, I am satisfied with the level of academic instruction at OVS.



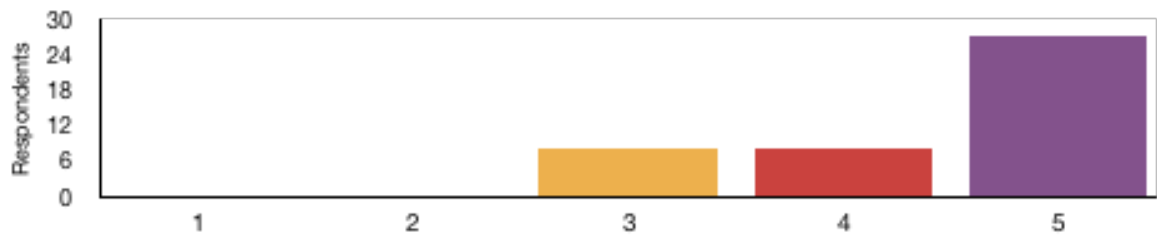
Scale of 1-5 with 5 being the highest

OVS provides students with adequate books and resources for Independent Study.



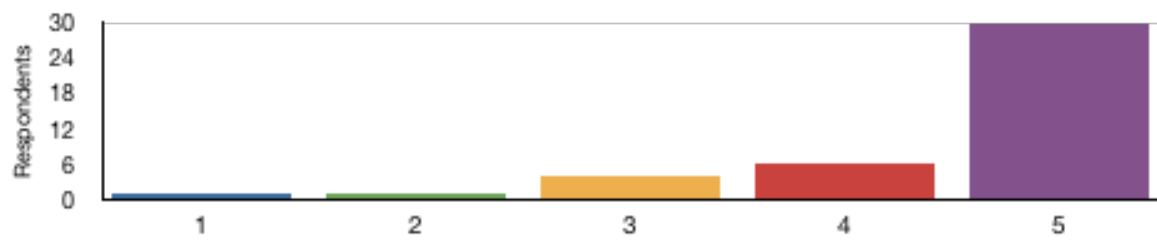
Scale of 1-5 with 5 being the highest

OVS Directors are available to families with specific concerns, new ideas, questions about school activities, classes, and policies.



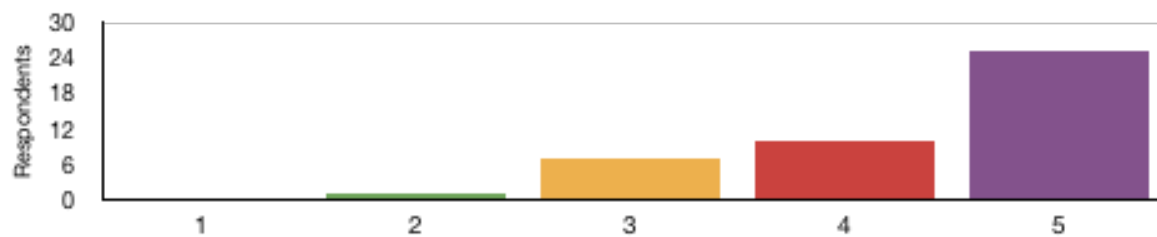
Scale of 1-5 with 5 being the highest

OVS provides a safe and welcoming learning environment.



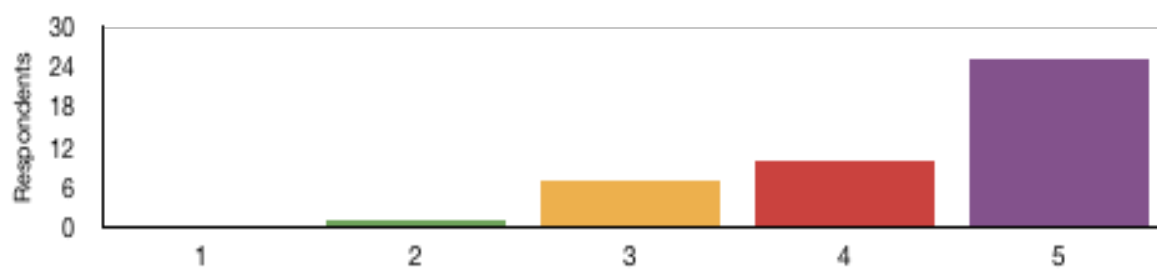
Scale of 1-5 with 5 being the highest

OVS has adequate space to run their programs.



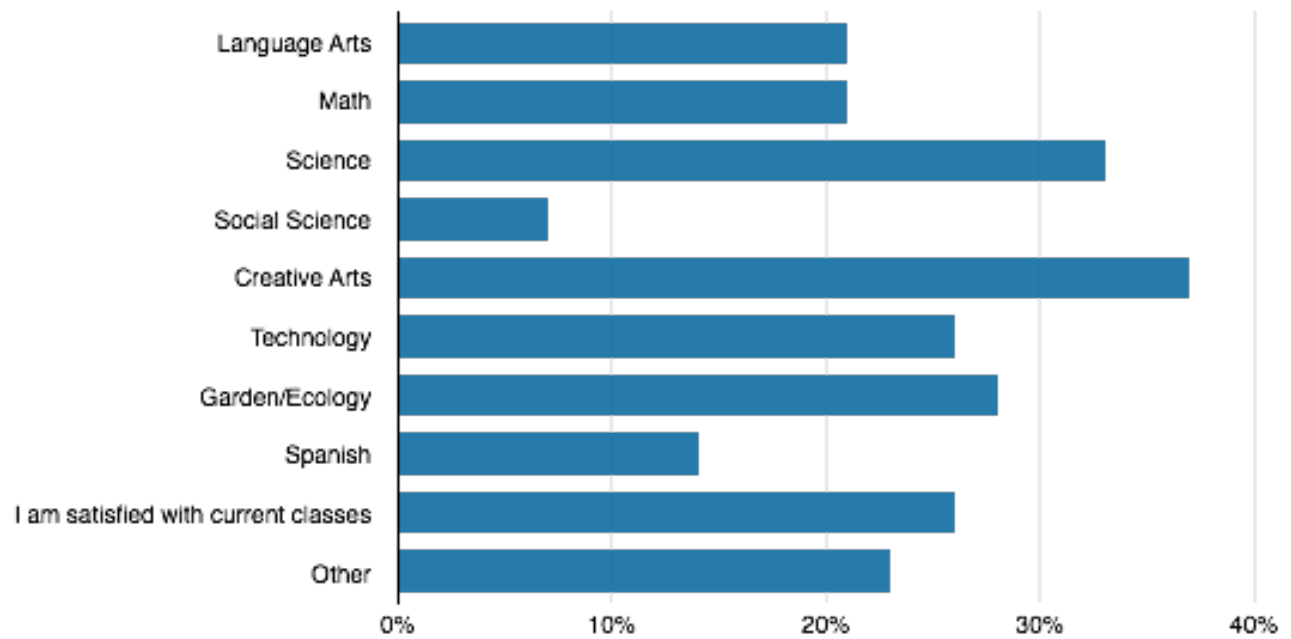
Scale of 1-5 with 5 being the highest

OVS has adequate space to run their programs.

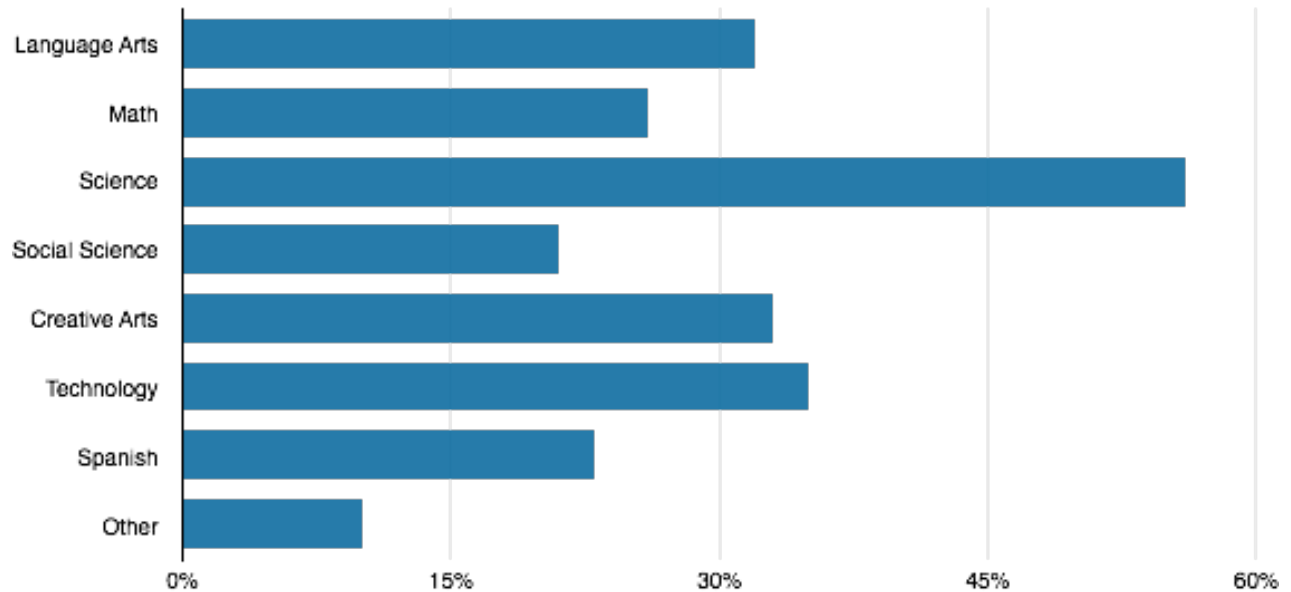


Scale of 1-5 with 5 being the highest

Grades K-7: In what subject areas would you like more classes?



Grades K-7: In what subject areas would you like more independent study resources?



STAR/CAASPP Testing Results:

In 2015, following the 2014 field test, OVS administered CAASPP tests in math and ELA to students in grades 3-8 and 11. It is important to note that these scores *cannot be compared* to the old STAR or CST tests. CAASPP assesses students' achievement on *California's new standards* that emphasize subject knowledge as well as critical thinking, analytical writing and problem-solving skills. The question types on the CAASPP are very different from those students experienced on the STAR or CST test. For the purposes of this WASC mid-cycle report scores are shown as part of a continuum of testing that includes the last year of CST test results shown in our 2012 self-study and the CST results for 2013. Star or CST testing data for years 2012 and 2013 will not appear in subsequent reports.

In order to monitor progress, OVS will now rely solely on the results of assessments that compromise the CAASPP administration. These include the ELA and Math tests as described above and CST Science tests for grades 5,8, and 10.

2012-2015

ENGLISH LANGUAGE ARTS								
	SPRING 2012			SPRING 2013			SPRING 2015	
CST	9TH	10TH	11TH	9TH	10TH	11TH	CAASPP	11TH
ADV	57%	45%	46%	41%	30%	35%	EXCEEDED	24%
PROF	30%	30%	19%	41%	29%	30%	MET	47%
BASIC	9%	9%	23%	18%	17%	22%	NEARLY MET	18%
BB	4%	4%	8%	0%	0%	0%	NOT MET	12%
FBB	0%	0%	4%	0%	4%	9%		
# Tested	23	23	28	17	24	23	# Tested	17

ALGEBRA 1						
	SPRING 2012			SPRING 2013		
CST	9TH	10TH	11TH	9TH	10TH	11TH
ADV	0%	0%	0%	17%	0%	
PROF	22%	11%	0%	83%	0%	
BASIC	67%	11%	0%	0%	100%	
BB	11%	56%	100%	0%	0%	
FBB	0%	22%	0%	0%	0%	
# Tested	9	9	2	6	1	

ALGEBRA 2						MATH GRADE 11		
	SPRING 2012			SPRING 2013			SPRING 2015	
CST	9TH	10TH	11TH	9TH	10TH	11TH	CAASPP	11TH
ADV		0%	%	100%	0%	0%	EXCEEDED	19%
PROF		0%	33%	0%	22%	33%	MET	31%
BASIC		60%	33%	0%	67%	33%	NEARLY MET	18%
BB		40%	33%	0%	11%	33%	NOT MET	12%
FBB		0%	0%	0%	0%	0%		
# Tested		5	3	1	9	3	# Tested	16

GEOMETRY									
SPRING 2012				SPRING 2013					
CST	9TH	10TH	11TH	9TH	10TH	11TH			
ADV	11%	0%	0%	0%	0%	14%			
PROF	78%	100%	25%	50%	83%	29%			
BASIC	0%	0%	50%	0%	17%	43%			
BB	11%	0%	25%	50%	0%	14%			
FBB	0%	0%	0%	0%	0%	0%			
# Tested	9	1	4	2	6	7			

GENERAL MATH									
SPRING 2012				SPRING 2013					
CST	9TH	10TH	11TH	9TH	10TH	11TH			
ADV	0%			13%					
PROF	40%			50%					
BASIC	20%			38%					
BB	40%			0%					
FBB	0%			0%					
# Tested	5			8					

BIOLOGY						
	SPRING 2012			SPRING 2013		
CST	9TH	10TH	11TH	9TH	10TH	11TH
ADV	100%	43%	0%	100%	43%	100%
PROF	0%	43%	100%	0%	57%	0%
BASIC	0%	14%	0%	0%	0%	0%
BB	0%	0%	0%	0%	0%	0%
FBB	0%	0%	0%	0%	0%	0%
# Tested	5	7	1	1	7	3

GRADE 10 LIFE SCIENCE			
	Spring 2013	SPRING 2014	SPRING 2015
	CST	CST	CST
ADV	55%	39%	43%
PROF	14%	39%	32%
BASIC	27%	11%	21%
BB	5%	11%	4%
FBB	0%	0%	0%
# Tested	22	18	28

CHEMISTRY						
	SPRING 2012			SPRING 2013		
CST	9TH	10TH	11TH	9TH	10TH	11TH
ADV		50%	0%		25%	0%
PROF		50%	0%		50%	66%
BASIC		0%	50%		25%	33%
BB		0%	0%		0%	0%
FBB		0%	50%		0%	0%
# Tested		2	2		4	3

HISTORY						
	SPRING 2012			SPRING 2013		
CST	9TH	10TH	11TH	9TH	10TH	11TH
ADV	50%	32%	26%	0%	33%	18%
PROF	0%	11%	30%	0%	29%	32%
BASIC	50%	32%	37%	100%	33%	27%
BB	0%	5%	7%	0%	0%	14%
FBB	0%	21%	0%	0%	5%	9%
# Tested	22	19	27	1	21	22

GRADE 2				
	SPRING 2012		SPRING 2012	
CST	ELA	MATH	ELA	MATH
ADV	43%	29%	14%	11%
PROF	14%	29%	43%	33%
BASIC	14%	29%	14%	22%
BB	14%	14%	14%	11%
FBB	0%	0%	14%	22%
# Tested	7	7	7	9

GRADE 3							
	SPRING 2012		SPRING 2013		SPRING 2015		
CST	ELA	MATH	ELA	MATH	CAASPP	ELA	MATH
ADV	0%	0%	0%	13%	EXCEEDED	0%	0%
PROF	60%	10%	30%	13%	MET	0%	50%
BASIC	30%	50%	50%	50%	NEARLY MET	100%	50%
BB	0%	30%	13%	25%	NOT MET	0%	0%
FBB	10%	10%	0%	0%			
# Tested	10	10	8	8	# Tested	2	2

GRADE 4							
	SPRING 2012		SPRING 2013		SPRING 2015		
CST	ELA	MATH	ELA	MATH	CAASPP	ELA	MATH
ADV	67%	17%	47%	21%	EXCEEDED	14%	0%
PROF	17%	33%	20%	7%	MET	43%	0%
BASIC	17%	33%	20%	57%	NEARLY MET	0%	43%
BB	0%	17%	7%	14%	NOT MET	43%	57%
FBB	0%	0%	7%	0%			
# Tested	6	6	15	14	# Tested	7	7

GRADE 5							
	SPRING 2012		SPRING 2013		SPRING 2015		
CST	ELA	MATH	ELA	MATH	CAASPP	ELA	MATH
ADV	14%	0%	50%	27%	EXCEEDED	29%	17%
PROF	43%	29%	40%	27%	MET	43%	33%
BASIC	43%	29%	10%	27%	NEARLY MET	14%	33%
BB	0%	43%	0%	9%	NOT MET	14%	17%
FBB	0%	0%	0%	9%			
# Tested	7	7	10	11	# Tested	7	6

GRADE 5 SCIENCE			
	SPRING 2013	SPRING 2014	SPRING 2015
	CST	CST	CST
ADV	50%	50%	25%
PROF	30%	29%	42%
BASIC	20%	21%	25%
BB	0%	0%	0%
FBB	0%	0%	8%
# Tested	10	14	12

GRADE 6							
	SPRING 2012		SPRING 2013		SPRING 2015		
CST	ELA	MATH	ELA	MATH	CAASPP	ELA	MATH
ADV	50%	17%	23%	11%	EXCEEDED	7%	0%
PROF	25%	50%	56%	22%	MET	29%	23%
BASIC	8%	17%	22%	55%	NEARLY MET	21%	31%
BB	17%	17%	0%	11%	NOT MET	43%	46%
FBB	0%	0%	0%	0%			
# Tested	12	12	12	9	# Tested	14	13

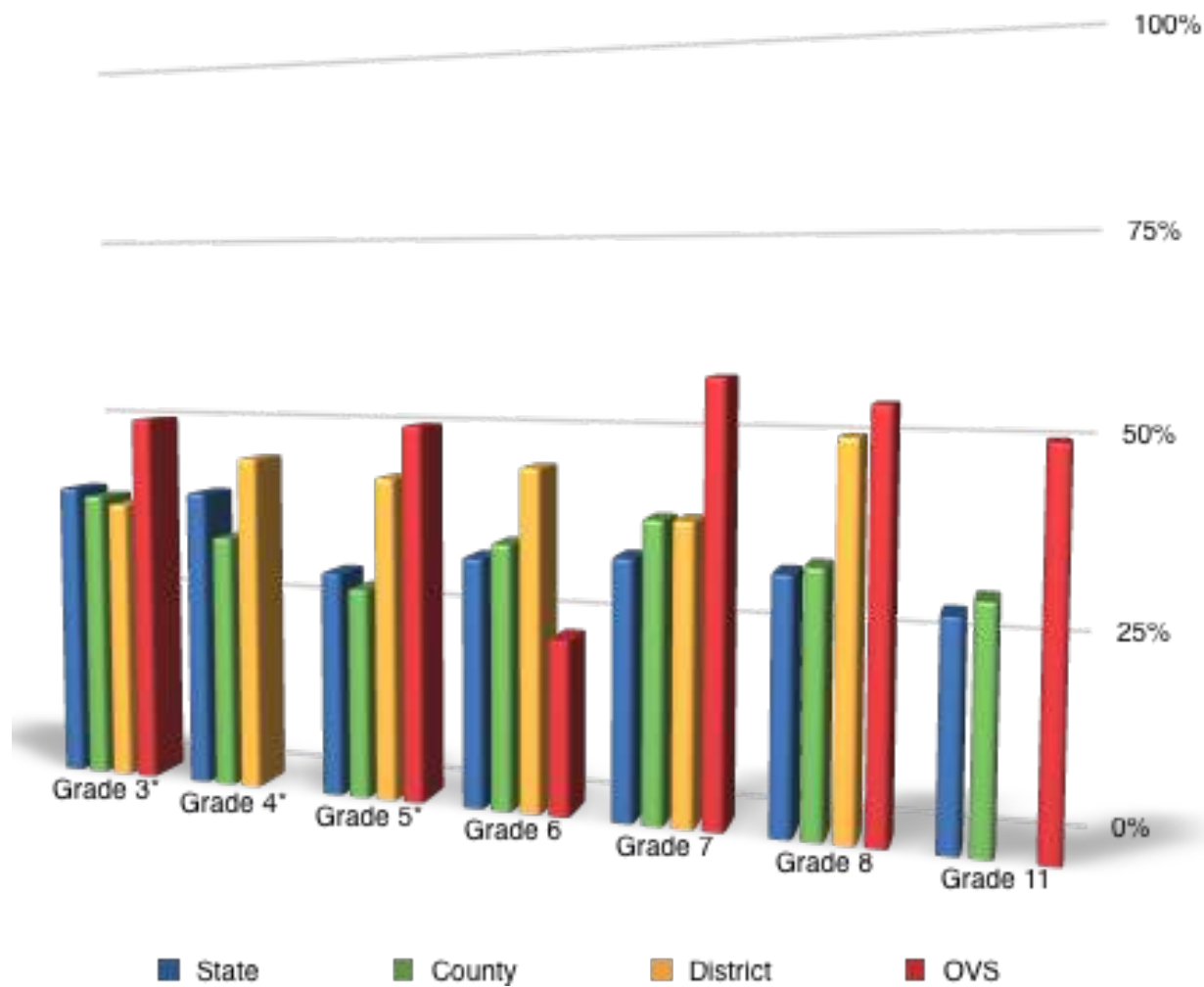
GRADE 7							
	SPRING 2012		SPRING 2013		SPRING 2015		
CST	ELA	MATH	ELA	MATH	CAASPP	ELA	MATH
ADV	50%	17%	31%	21%	EXCEEDED	14%	43%
PROF	25%	50%	46%	36%	MET	43%	14%
BASIC	8%	17%	31%	29%	NEARLY MET	36%	29%
BB	17%	17%	6%	14%	NOT MET	7%	14%
FBB	0%	0%	0%	0%			
# Tested	12	12	16	14	# Tested	14	14

GRADE 8						
	SPRING 2012		SPRING 2013		SPRING 2015	
CST	GEN MATH	ALGEBRA 1	GEN MATH	ALGEBRA 1	CAASPP	MATH
ADV	18%	50%	10%	60%	EXCEEDED	9%
PROF	55%	50%	30%	40%	MET	45%
BASIC	9%	0%	50%	0%	NEARLY MET	9%
BB	9%	0%	0%	0%	NOT MET	36%
FBB	9%	0%	10%	0%		
# Tested	11	2	10	10	# Tested	11

GRADE 8						
	SPRING 2012		SPRING 2013		SPRING 2015	
CST	ELA	HISTORY	ELA	HISTORY	CAASPP	ELA
ADV	57%	43%	57%	55%	EXCEEDED	9%
PROF	21%	29%	43%	23%	MET	55%
BASIC	7%	14%	0%	18%	NEARLY MET	18%
BB	7%	14%	0%	0%	NOT MET	18%
FBB	7%	0%	0%	5%		
# Tested	14	14	21	22	# Tested	11

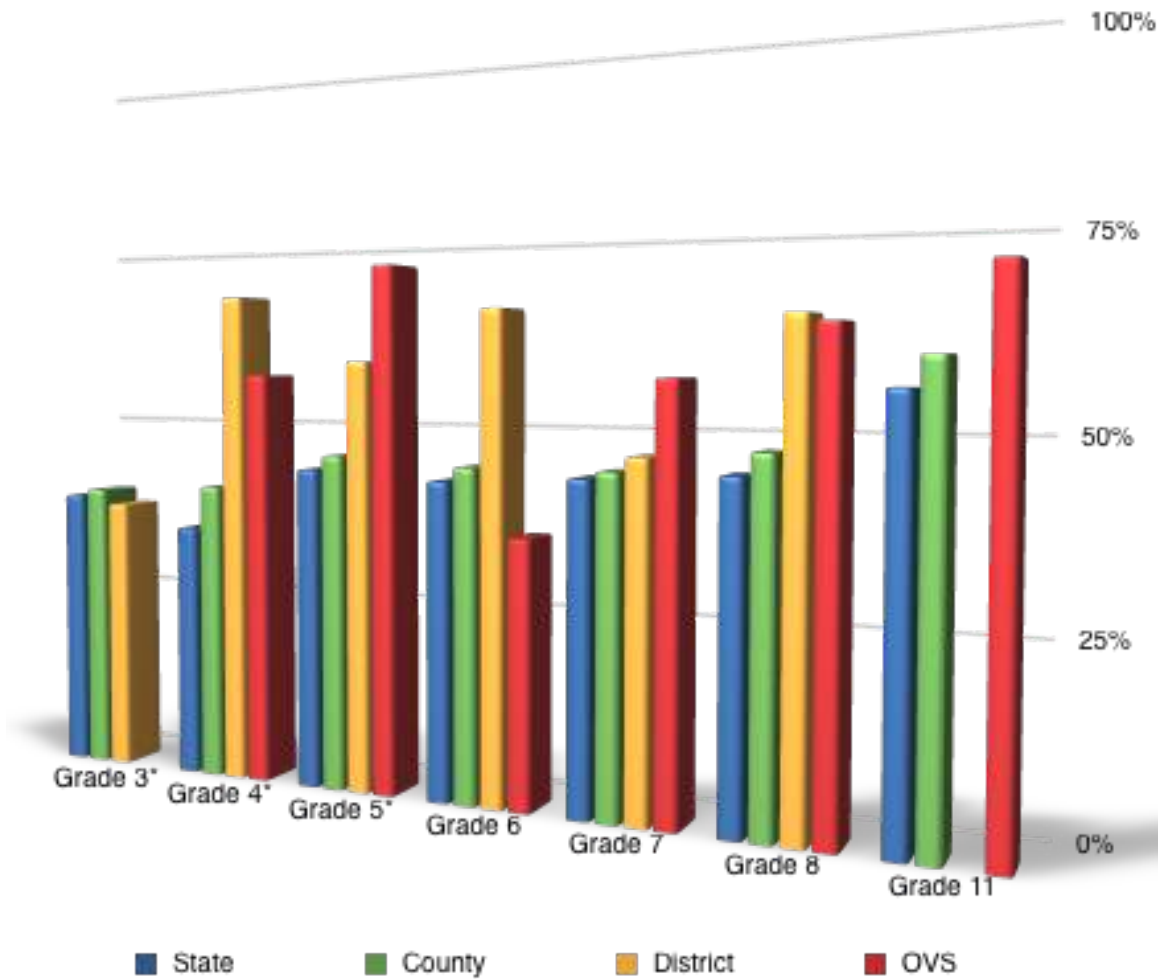
GRADE 8 SCIENCE			
	SPRING 2013	SPRING 2014	SPRING 2015
	CST	CST	CST
ADV	67%	44%	33%
PROF	19%	31%	28%
BASIC	14%	19%	22%
BB	0%	6%	11%
FBB	0%	0%	6%
# Tested	21	16	18

CAASPP Math Proficient Rate 2015



*Less than 10 students tested

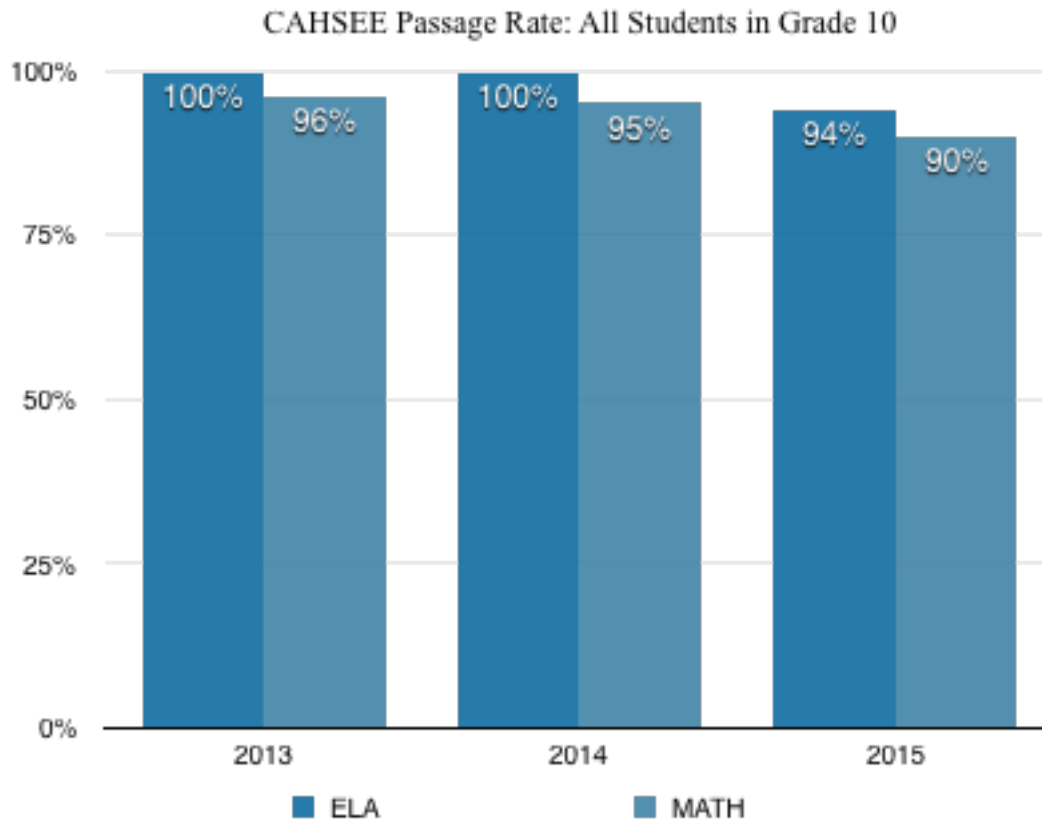
CAASPP ELA Proficient Rate 2015



*Less than 10 students tested

CAHSEE:

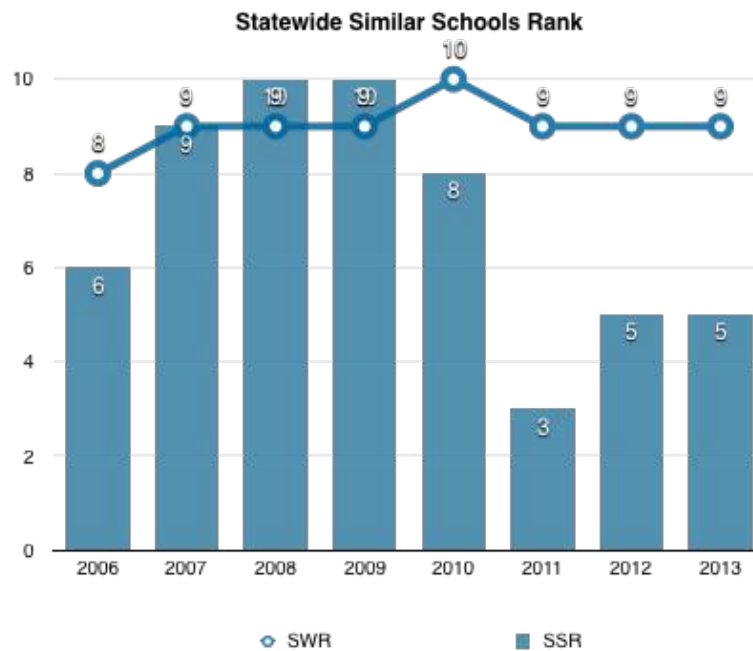
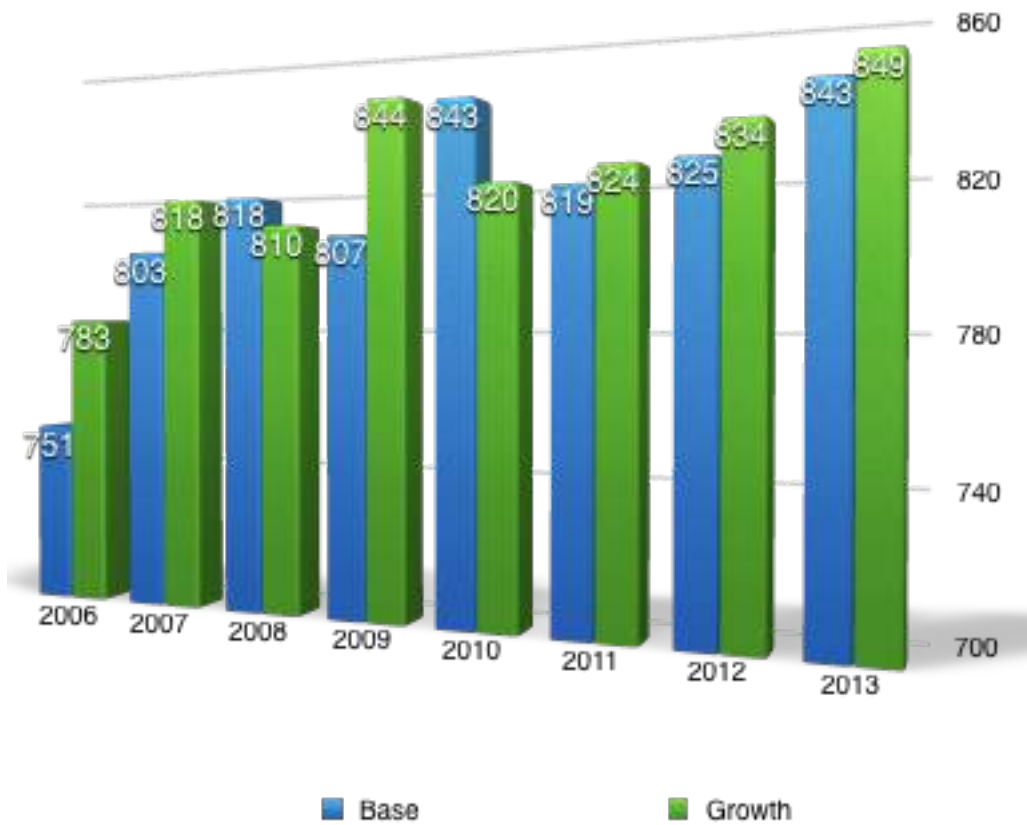
Senate Bill (SB) 172 suspended the administration of the California High School Exit Examination (CAHSEE) and the requirement that students completing grade twelve successfully pass the high school exit examination as a condition of receiving a diploma of graduation from high school for the 2015–2016, 2016–2017, and 2017–2018 school years. The chart below shows the CAHSEE passage rates for all students in grade 10 since the last OVS self-study.



API Scores:

OVS received its first API score of **751** in 2006 based on the 2005 STAR testing. Between 2007 and 2013 years OVS consistently scored above 800 and was ranked either 9 or 10 statewide. In 2014, the California Board of Education voted not to calculate the 2014 Growth and Performance Indexes. Base to Growth comparisons will be reported again in 2016 comparing the 2016 *CAASPP* results (Growth) to the 2015 *CAASPP* results (base.)

Orchard View School's API Scores



College SAT:

Because the majority of college-bound Orchard View students begin their college education at the SRJC or other community colleges, only a small percentage of Orchard students choose to take the SAT every year. The average scores below are based on the scores of five students in the class of 2015 who took the SAT.

<i>Average:</i>	Reading 636	Math 550	Writing 570
<i>High :</i>	Reading 730	Math 690	Writing 690

Orchard View students have the opportunity to take the PSAT at Summerfield School in Santa Rosa, CA. where an Orchard View staff member helps proctor the exam. Students in 11th grade may qualify for the National Merit Program based on their PSAT scores. National Merit Semi-Finalists represent less than one percent of U.S. high school seniors. Since 2007 Orchard View School has had three National Merit Semi-finalists.

Chapter Two

Significant Changes and Developments

Staffing Changes-

Co-director Carol Rogers retired in 2015, and the school leadership transitioned to Catherine Stroud who now serves as the full time director. Two Supervising Teachers retired, and one Supervising Teacher is currently on leave. OVS was able to hire three full time Supervising Teachers with experience in independent study as well as expertise in English, Spanish, elementary education, and environmental education.

Math Department-

In addition, OVS added a new teacher position to head-up our math team. Jason Stevens was hired to help transition math curricula into the common core era and address school-wide areas of need related to math learning that were identified in the action plan. He has taken on the task of coordinating instruction with math contract teachers, serving as a resource for parents and supervising teachers, and aligning our math program at all grade levels to common core standards. Jason also oversees the *Math Problem of the Month*, which was initiated by the math committee in 2014.

Increased enrollment-

OVS has increased enrollment by an average of ten students annually for the last three years. As part time teachers retired, full-time teachers replaced them increasing the school's capacity. A lottery system is in place if enrollment exceeds the school's capacity.

Spanish Language-

In response to input from parents, OVS introduced Spanish language enrichment classes for students in grades 2-8, and strengthened the high school program. A Supervising Teacher with a Spanish Credential was hired to help oversee the Spanish program, and to increase our ability to serve English learners.

Writing Portfolio-

Orchard View has created a writing portfolio for each student. This consists of yearly writing samples based on Common Core ELA standards for narrative, argument, and informational/explanatory writing. These writings are scored on a grade level appropriate standardized rubric and are used to individualize and improve writing skills needed for career and college bound students.

Textbook Assistance Program-

In the spring of 2015, OVS initiated a Santa Rosa Junior College textbook assistance program. Seniors are now provided with up to \$300 per semester for college textbooks. Along with the junior college policy of free tuition for high school students this program has made concurrent enrollment a very low cost option for our seniors. By eliminating this financial barrier the number of high school students enrolled in college classes increased from 16% to 25%. In addition, the number of students opting for early graduation decreased.

SBAC Testing-

Orchard View participated in the 2014 SBAC pilot testing. We made a large investment in iPads and Chromebooks to accommodate the new test system. We have now successfully administered the test for two years. The new iPads and Chromebooks have been integrated into a variety of classroom uses and activities.

Local Control Funding Formula –

The local control funding formula (LCFF) was enacted in 2013-2014. As part of LCFF, charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). OVS is required to address conditions of learning, pupil outcomes, and engagement. Orchard View is striving to integrate their WASC Action Plan with the LCAP process. While the two serve to guide school goals, the LCAP focuses on the goals and action steps that expand and improve the programs and services made possible primarily with the allocation of LCFF funding.

Renewed Charter-

In 2014, the Orchard View School community reviewed and rewrote the OVS Charter. The Charter was approved by the THUSD School Board, submitted, and approved by the CDE for renewal.

Professional Development-

In 2015, the Twin Hills Teachers Association was successful in negotiating paid professional development time and professional development was identified as a district priority. This additional time has enabled staff to pursue more Common Core training and other professional development opportunities.

Chapter Three

Ongoing School Improvement

At the core of WASC-related school improvement is the work of teachers and administrators to begin addressing individual items on the action plan.

The introduction of the Common Core standards, the advent of CASSPP, and the transition from STAR to SBAC testing demanded much of the school's attention in the first two years of this cycle. Initially, the staff chose to focus on action steps related to the significant changes in instruction, in particular the key shifts in math and ELA.

Orchard View teachers have attended professional development sessions related to math instruction, Common core methods, career education curricula, and goal-setting for student expectations and assessments. The insights gathered in these professional development sessions are regularly shared during bimonthly staff meetings and more broadly and informally spread through teacher collaboration. Some insights are directly implemented in classes and independent study coursework. Other times, curriculum teams work on creating instructional materials related to that subject. Teacher professional development is strongly supported by the district and OVS administrators and has been an invaluable tool for implementing items related to the action plan.

As progress is made, all teachers are involved in the documentation process. All action plan Critical Needs and Growth Targets are available on Google Docs for staff access. As a process of annual review, teachers document action plan activities and progress.

The process is not limited to the actions of teachers. The school-wide action plan has been shared and reviewed with stakeholders in the Orchard View community. Orchard View's advisory board, consisting of students, teachers, and parents, discuss items related to the action plan and help prioritize future goals. The updated school profile has been shared with district superintendent and board members.

School-wide surveys, demographic data, and CAASPP results are used to help update the school profile, modify the action plan, and create educational experiences that reach all students.

All teachers are part of the WASC leadership team. In 2015, a four-person team met to help compile progress related to the action plan and update the profile. Team members have worked to prepare the report. The team members consist of: Catherine Stroud, director; Nancy Ryan, supervising teacher; Karen Correa, supervising teacher; Jason Stevens, math teacher.

Chapter Four

Progress on Critical Areas for Follow-up



Critical Need # 1:

Develop a plan to improve math skills at all grade levels.

(Corresponding LCAP Goals: #1 & 3)

Integrated Critical Areas For Follow-Up	Action Plan Progress	Supporting Evidence
1,4	Math Committee formed With 3 OVS staff and 3 contract teachers	Staff agenda, participation in meetings, staff meeting reports
1,2,4	Participation in Professional Development, West County Math transition meetings, product presentations and webinars	Professional Development log, participation in meetings, purchase orders, staff meeting reports
1,4	Coordinated MARS tasks for all grade levels and made available to all teachers	Mars Tasks binders, class observation
1	Purchase and implementation of DreamBox, online adaptive math assessment program. Providing weekly DreamBox lab	DreamBox rosters, summaries, and reports, observation, walk through of DreamBox lab.
1,4	Created a CC math transition plan that aligns with West County high schools	Published Math Transition plan, schedules
1,2, 4	Purchased new CC aligned math curriculum and materials for k-8 and high school	Inventory, purchase orders, lesson plans
1	Provided parents in grades K-6 with online teacher editions and lesson support for MyMath	Online site, communication to parents
1,3,4	a-g approval for Math I, Math II, & Trig/Pre-calculus	U.C. a-g portal- course descriptions

1,4	Hired a credentialed math teacher to oversee math department	Proof of hire
1,4	Math Committee started Problem of the Month and created a POM website	POM website
1,2,4	Integrated math into Chemistry and Grade 8 science class. Invited STEM professionals to do lessons in science class	Interview science teacher
1	Links from Homework Hotline to online math resources. Supervising teachers using online math programs to supplement math curriculum.	Website
1,4	Math teacher created and posted lesson plans for grades 5 & 6 integrating MyMath curriculum with resources and supplemental tasks that apply and extend concepts and encourage student-parent conversations.	Lesson plans posted on Homework Hotline
1,2,4	Funded planning time for contract math teachers to meet	Budget
1,3,4	Math teachers identified areas of focus to increase math skills school-wide how & to integrate technology into classes	Report by Math Supervisor
1,4	Made Chromebooks accessible for classroom use.	Purchase orders, presence in classrooms
1,3,4	Participated in SBAC field-testing in Math for grades 3-8 & 11. Teachers identified areas of need during testing.	CAASPP Data
1	Increased math tutorial hours for students in grades 8-12	Class Schedules, budget

2013-16:

- 5% more students annually will score proficient or above in Algebra I and Algebra II on the CST.
- 80% of all students identified annually as Far Below Basic or Below Basic will progress one performance level or more in math on the CST. This target will be adjusted pending 2016-2017 SBAC results.

In 2013, the last year of the CST assessments in Algebra 1 and Algebra 2, OVS students made significant gains. In 2012, only 18% of all Algebra 1 students scored proficient. In 2013, 94% of all Algebra 1 students scored proficient. In 2012, 32% of students in Algebra 1 scored Below Basic (one student scored Far Below Basic.) In 2013, all Algebra 1 students scored Basic or above. In addition, the number of 8th grade students in Algebra 1 had increased from two to ten.

Between 2012 and 2013 the number of Algebra 2 students scoring proficient increased from 13% to 31%. In 2012, 38% of Algebra 2 students scored Below Basic, and in 2013 only 15% of students scored Below Basic.

Since that time OVS has successfully completed eight of the ten steps laid out in the action plan. In the most recent review of the action plan, the staff determined that while the school has made progress in Step 6- *provide parents support and training with current math materials*, and Step 9- *coordinate all online math resources, tutorials, and classes*, continued effort is needed in both areas.

OVS recognizes that SBAC scores are not comparable to CST scores, but we are pleased to report that in all grades except 3rd and 6th, OVS students exceeded the district, county, and state SBAC average scores. OVS ranked in the top five scoring high schools in both Math and ELA. A new growth target will be established pending the 2016 SBAC scores.

Since 2013, OVS has purchased Common Core aligned math textbooks for students in all grades. The school has increased its tutorial hours, added online support, added classes, hired staff, transitioned to CC math, and supported professional development in math. Two teams of teachers participated in the SCOE Math Leadership Network at both the middle and high school levels. OVS worked with other local high schools to create a plan to transition to integrated math, and has successfully transitioned to Math 1 and 2. Math 3 will replace Algebra 2 in 2016-2017. The school has received U.C. approval for three new *a-g* math classes: Math I, Math II, and Trig/Pre-calculus.

**Critical Need # 2:**

Develop resources that link to job skills, career education, and support for students who are entering the 21st Century workforce. (Corresponding LCAP Goal: # 2)

Integrated Critical Areas For Follow-Up	Action Plan Progress	Supporting Evidence
2	Increased group and individual meeting time for students in grades 8-12 with College Counselor	Schedules, written communication, contract with counselor
1,2,4	Implemented a textbook assistance program for all OVS seniors attending the SRJC	Written communication, budget, SRJC student contracts
2	Odysseyware CTE classes available to students in grades 8-12	OVS Class lists, Catalog of Odysseyware,
2	Created Culinary Arts class aligned with CTE	Lesson Plans, curriculum development contract
2	Developed career- related math activities to share with OVS teachers	Lesson Plans
1,2,4	Invited STEM professionals to visit science class	Observation, teacher reports
1,2,4	Purchased and implemented Vernier STEM software for science classes	Purchase orders, observation
1,2,4	Integrated math related careers to grade 6 with videos and discussion	Observation
2	Participated in the Sonoma County Farms Program	Purchase orders, observation
2	Students participating in Laguna restoration project and working with professional habitat restoration specialist	Observation, photo documentation

2	Developed lessons utilizing the Bureau of Labor Statistics website- occupational outlook and created college skills course for students enrolled in the SRJC	Lesson plans
2,4	Integrated Real World and workplace applications into follow-up activities in the Writing Workshop (grades 4/5)	Observation, lesson plans
1,2,4	Real-World problem solving readers in math, science, and social studies are included in newly purchased k-5 math curriculum.	Inventory
2	Developed social/science curriculum for students interested in Health careers	a-g class description
1,2,4	Added enrichment classes in coding and entrepreneurship in grades 4/5	Class schedules
2,4	Grade 7 students participated in “Schools of Sustainability” workshop to learn about real-life sustainability issues and the film making process.	Observation, purchase orders
2	Developed Life/Skills/Career Skills curriculum for high school independent study	Lesson plans, staff meetings
2	Director and teacher attended CA Early/Middle School Conference to learn more about school/college partnerships	Professional Development report

2013-14:

- 100% of students in grades 8 and higher will have met with a college and career counselor

2015-2016:

- Textbook assistance will be available to 100% of OVS seniors enrolled in SRJC classes.

2016-2017:

- 100% of OVS high school students will have access to career education classes and resources

In the 2013-2014 school year, OVS increased group presentations by the college counselor to include all students in grades 8-12. This year the group presentations were given at the beginning of the year during the first week of classes. Small group meetings were also held for students interested in con-current enrollment at the local community college. The College Counselor is available by appointment throughout the year to meet with students and their families for college and career planning.

The textbook assistance program was spearheaded by OVS teacher Nancy Ryan and piloted in the 2015 spring semester. While tuition at the Santa Rosa Junior College is free to Sonoma County high school students, OVS determined that the cost of textbooks was prohibitive to some students. In an effort to promote equal access for all students, textbook assistance of up to three hundred dollars per student is available for OVS seniors. This program has had immediate effects; the number of students choosing early graduation has sharply declined, and the number of students attending SRJC has increased from 16% to 25% since 2013.

The OVS director and Nancy Ryan attended Early/Middle College Program Study Conference in 2015, and the school is continuing to investigate ways to promote concurrent enrollment. Access to college level courses and career training at SRJC is a unique opportunity for students enrolled in independent study. OVS high school students can also participate in the Laguna project, an environmental restoration program where they gain field experience working in the community.

OVS students also have access to over eighty CTE Odysseyware classes, however very few students have chosen to enroll in them. OVS is investigating ways to promote online learning for 2016-2017.

OVS has added enrichment classes emphasizing career skills including STEM activities, coding, and entrepreneurship. Increased funding for technology has allowed the school to purchase Chromebooks and iPads, greatly increasing the use of technology in onsite classes. Teachers have developed career and life skills curriculum, and Real-World problem solving readers are integrated with the k-5 math curriculum.

OVS has met their growth targets in terms of access to college and career counseling, college textbooks, and CTE courses. Moving forward the emphasis will be on increased involvement through structural changes and improved communication by addressing Step 1- *Create web-site of links and resources for college/career exploration resources*, Step 6- *More parent outreach*, and Step 7 -*Develop career/vocational curriculum for graduation requirements*



Critical Need # 3:

*Develop consistent and measurable expectations of achievement and student performance.
(Corresponding LCAP Goal: #1)*

Integrated Critical Areas For Follow-Up	Action Plan Progress	Supporting Evidence
2,3,4	English Committee implemented writing portfolio project for students in all grades based on CC standards and created a Writing Portfolio Website	Website, Portfolios
3	Project articulated to parents	Newsletter/Supervising Teachers
3	Strategized way to use rubrics for grading and assessment	Staff meeting notes
2,3	Revisions and additions of Portfolio Prompts aligned with Common Core standards	Writing Portfolio Website

Critical Need #3 Growth Target

LCAP Goal: # 1

2013-14:

-OVS will develop and implement a writing portfolio requirement for all grades based on the Common Core anchor standards for writing with defined and measurable expectations.

Given the broad strokes of this critical need, OVS decided to approach it incrementally. With the challenge of transitioning to the Common Core standards and preparing students for SBAC testing, the decision was made to require writing portfolios for all students in all grades. These portfolios would include annual writing samples encompassing all three types of writing: argument/opinion, informative/explanatory, and narrative.

In 2014, a website, OVS Writing Portfolios was developed which includes the corresponding standards, prompts, and common core aligned rubrics for each grade level or span. Grades 9-10 and 11-12 are also linked to corresponding College and Career Readiness Standards. In addition, the school contracted with the Sonoma County Office of Education to provide in-house professional development for all teachers around Common Core ELA.

The writing is evaluated annually using CC aligned rubrics. Each student's portfolio follows the student and provides teachers, parents, and students grade level writing evaluations based on consistent and measurable expectations of achievement.



Critical Need # 4:

Best Practices in classes to address Common Core, ESLRS and 21st Century Skills
(Corresponding LCAP Goals: # 1,2& 3)

Integrated Critical Areas For Follow-Up	Action Plan Progress	Supporting Evidence
1,2,3,4	Teachers participated in a wide variety of PD opportunities to address Common Core, ESLRS, and 21 st Century Skills.	Google Doc record of teacher participation in PD
4	All teachers participated in on-site PD provided by SCOE on Common Core ELA	Staff Agenda, participation
4	Teachers participated in Math and English committees	Staff Agenda, Committee projects (POM and Writing Portfolios)
1,4	New textbooks and digital resources in Math, ELA, Health, and History	Inventory, Purchase Orders
1,2,4	Purchase of Chromebooks and iPads for classroom instruction	Observation, Purchase orders
1,2,4	Increased use of technology and individual devices in classrooms	Observation, teacher reports, student projects

Critical Need #4: Growth Target

LCAP Goals: # 1, 2 & 3

2013-2016:

- All OVS teachers will participate in professional development to learn best classroom practices for the Common Core.
- All OVS teachers will participate in Math and English committees to develop classroom strategies that support and promote the 4C's of 21st Century Learning- Creativity, Collaboration, and Critical Thinking

OVS teachers have participated in a wide variety of facilitated learning opportunities since 2013 as evident in the list found on page ten of this report. Both the school and the district support professional development. Fees and travel costs are paid for. In addition, teachers are paid for up to fifteen hours of professional development that occurs outside of school hours.

Within the Bay Area, teachers have access to a wide variety of conferences, workshops, and other innovative educator events, and the Sonoma County Office of Education, offers a wide variety of classes, and workshops. New resources at OVS have fueled interest in common core and technology based professional development. From Shadow Puppet Theater to the Five Minute Film Festival, new activities and instructional methods in OVS classrooms are a direct result of our increased emphasis on Professional Development.

Chapter Five

Significant Changes and Developments

Critical Need # 1-

The growth target for this critical need will be adjusted to reflect SBAC data after review of the test results for 2015-2016. Action Step # 5 (*Provide onsite DreamBox lab for designated students*) was added to provide an onsite opportunity for students without internet access at home and/or students who needed guidance while using DreamBox. This action step is also included in our LCAP.

Critical Need # 2-

Action Step #1 in the 2013 Action Plan was removed. ROP/CTE classes are no longer available through the Sonoma County Office of Education due to changes in how programs are funded. OVS decided to offer CTE classes through Odysseyware and promote concurrent enrollment in career based classes at the SRJC through the textbook assistance program. Action Step #2 (*Write semester length plans for using Kuder Navigator*) was removed since Kuder Navigator is no longer available through SCOE, and students can access to a variety of similar programs.

The new Action Step #1 (*Create web-site of links and resources for college/career exploration resources.*) will provide students with links to a variety of career and college exploration sites. In addition, Action Step #2 (*Provide all students in grades 8-12 with opportunities to meet with the College Counselor*) was added to correspond to the Growth Target already in place. This action step is also included in our LCAP.

Action Step #8 (*Implement SRJC textbook assistance program*) was added to create opportunities for all OVS seniors to take college level classes. This action step is also included in our LCAP.

The Newly adopted Common Core State Standards have necessitated the use of new curricular materials and assessments, the integration of instructional technology, and computer and digital literacy for students. The new funding formula (LCFF) provides funding to create equity in access and effective programs and services targeted to meet the needs of student subgroups. The Local Control Accountability Plan (LCAP) as the vehicle to identify the most effective actions and services to meet those goals has given us an opportunity to evaluate our identified critical needs as they relate to state priorities. Our WASC School-wide Action Plan has informed our LCAP through a similar process of engagement and development of goals. OVS is working towards integrating and refining both plans to expand and improve our programs.

Schoolwide Action Plan

School-wide Action Plan Critical Need #1

Critical Need	Develop a plan to improve math skills at all grade levels.
Growth Target	2013-16 – 5% more students annually will score proficient or above in Algebra I and Algebra II on the CST. – 80 percent of all students identified annually as Far Below Basic or Below Basic will progress one performance level or more in math on the CST. This target will be adjusted pending 2016-2017 SBAC results.
	Self-study findings, as evidenced by CST scores, teacher surveys, and parent surveys indicate a need to improve student achievement in math for all groups.
ESLRs Addressed	Educated Individuals, Critical Thinkers

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
1. Identify students working below grade level based on teacher evaluation. Develop individual remediation plans.	Supervising Teachers	Fall 2013 and on-going	Provide staff meeting time for planning and collaboration	Teachers will conduct ongoing adaptive ongoing assessment	Written report of individual results

School-wide Action Plan Critical Need #1 continued

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
2. Expand math committee	Co-directors, Sup. teachers, math class teachers	Fall 2013	Schedule time	Establishment of goals and timeline	Bi-annual report at staff meetings
3. Provide training and peer support to improve math instruction.	Math Committee Chairperson	Fall 2013	Peer tutors	Self-evaluation of teachers	Report back at staff meeting
4. Purchase and implement online adaptive assessment program	Co-directors	Fall 2013	Funding	Number of students being served	Staff evaluates program at staff meeting
5. Provide onsite Dreambox lab for designated students	Director	Fall 2013	Funding, space	Dreambox assessment	Dreambox reports
6. Provide parents support and training with current math materials	Math Committee	Fall 2013	Math teachers, publisher representatives and materials	Parent participation and feedback	Math committee report, teacher feedback
7. Align all math curriculum to common core standards	Math Committee	Fall 2013 and ongoing	SCOE. Time scheduled for committee meetings	Checklist comparing materials and methods to CCS	Grade level inventory available to all teachers
8. Professional development in common core math	Supervising and math teachers	Fall 2014 and ongoing	SCOE, online webinars, supervising teachers	Teacher-generated list of PD hours	Disseminate information to staff

School-wide Action Plan Critical Need #1 continued					
9. Coordinate all online math resources, tutorials, and classes	Online Class Coordinator	Fall 2014	Pending funding	Utilization of online resources by students, teachers, and parents	Feedback from supervising teachers and math class teachers
10. Coordinate all MARS math activities	Math Committee	Fall 2014	Sonoma County Office of Education, online resources	Syllabus for each grade level with MARS activities integrated	Report from teachers on number of MARS activities completed

School-wide Action Plan Critical Need #2

Critical Need	Develop resources that link to job skills, career education, and support for students who are entering the 21 st Century workforce.
Growth Target	2013-15 – 100% of students in grades 8 and higher will have met with a college and career counselor 2015-2016 – 100% of OVS high school students will complete career education requirements
Rationale	Self-study finding as evidenced by teacher reporting and parent feedback.
ESLRs Addressed	Effective Communicators, Contributing Members of Society

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
1. Create web-site of links and resources for college/career exploration resources	Director	Spring 2016	Online Resources, SRJC, community contacts	Completed website	Supervising Teacher feedback
2. Provide all students in grades 8-12 with opportunities to meet with the College Counselor	Counselor, Director	Fall 2014	Funding	# of students being served by college counselor	Logs, calendars, surveys
3. Explore career class electives that can be provided on the OVS campus	Career Committee	Spring 2014-ongoing	Access to inventory of career-related classes offered at other high schools	Selection of 2-3 electives and teachers	Report back at staff meeting, new electives on Fall 2014 schedule

School-wide Action Plan Critical Need #2 continued					
Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
4. Develop checklist of job-related curriculum ideas to integrate into high school curriculum	Career Committee	Fall 2016	Common meeting time	Checklist on Google Docs	Teacher feedback
5. Develop course description and requirements for career/vocational home-study electives	Curriculum committee	Fall 2014 –Spring 2016	Time to meet, use of online resources to gather information	Creation of materials	Course descriptions available to teachers in OVS office
6. More parent outreach	Counselor	Fall 2014	Funding	Number of parent nights, events, or meetings	Log of time spent or calendar of events
7. Develop career/vocational curriculum for graduation requirements	Career Committee	Spring 2016	Time to meet, use of online resources to gather information about requirements or models from other programs	Production of list of requirements, required course sequence, checklist of items needed for graduation portfolio or other	Presentation of findings at staff meeting
8. Implement SRJC textbook assistance	Director	Spring 2015	Funding	# of students served	SRJC Invoice

School-wide Action Plan Critical Need #3

Critical Need	Develop consistent and measureable expectations of achievement and student performance
Growth Target	2013-14: OVS will develop and implement a writing portfolio requirement for all grades based on the Common Core anchor standards for writing with defined and measurable expectations.
	Recommendation of visiting team
ESLRs Addressed	Educated Individuals

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
1. Create English committee	Supervising Teachers	Fall 2013	Provide staff meeting time for planning and collaboration	Establishment of goals and timeline	Monthly report at staff meetings
2. Provide training and peer support	Director	Ongoing	SCOE	Self-evaluation of teachers	Report back at staff meeting
3. Implement Writing Portfolios school wide using CC rubrics	Director/staff	Fall 2013	CC Standards	Annual collection of portfolios	Staff evaluates program at staff meeting
4. Articulate portfolio project to parents	Director	2013-14	Google Sites	Newsletter, Web site	Staff evaluates
5. Analyze rubrics and writing samples school-wide and remediation plans.	Staff	2015-2017	CC Writing Rubrics	Staff agenda, staff input	Staff meetings

School-wide Action Plan Critical Need #4

Critical Need	Best practices in classes to address Common Core, ESLRs and 21 st Century skills
Growth Target	<p>2013-16: All OVS teachers will participate in professional development to learn best classroom practices for the Common Core</p> <p>2013-16: All OVS teachers will participate in math and English committees to develop classroom strategies that support and promote the 4 C's of 21st Century Learning- Creativity, Communication, Collaboration, and Critical thinking</p>
	Recommendation of visiting team
ESLRs Addressed	Educated Individuals, Critical Thinkers , Creative Thinkers, Effective communicators

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
1. Gain familiarity with common core standards and 21 st Century Learning	Supervising Teachers	Fall 2013 and on-going	Provide staff meeting time for planning and collaboration	Self-evaluation of teachers	Monthly report at staff meetings
2. Provide professional development	Director	2013-14	SCOE	Self-evaluation of teachers	Report back at staff meeting
3. Sup. Teachers create instructional units and teaching strategies based on the common core and 21 st C. skills	Supervising	2013-14	Online resources, common planning time	Self-evaluation of teachers, teacher evaluations, class observations	Report back at staff meeting, teacher evaluations

School-wide Action Plan Critical Need #4 continued

Specific Steps	Responsible Parties	Timeline	Resources	Ways to Assess Progress	Reporting Methods
4. Provide contract math teachers with resources and common planning time with the supervising teachers to develop instructional units and strategies	Supervising teachers and contract math teachers	2013-14- ongoing	Online resources, common planning time, MARS activities	Self-evaluation of teachers, class observations	Teacher surveys, presentations to staff