

Orchard View School
SELF-STUDY REPORT

700 Watertrough Rd.

Sebastopol, CA 95472

Twin Hills Union School District

April 14-16, 2025

WASC/CDE Focus on Learning Continuous Improvement Guide

2022 Edition

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Introduction

Orchard View School Orchard View School (OVS) is a public charter school in California that serves students in grades K-12 through an independent study model. With a student body of approximately 225 students, OVS provides a personalized and flexible learning environment tailored to the needs of each student. The school embraces a hybrid approach that combines independent study with optional on-campus classes, dual enrollment opportunities at Santa Rosa Junior College (SRJC), and enrichment courses that support academic and personal development. OVS prioritizes family involvement, recognizing parents and guardians as essential partners in the educational process.

Programs Offered Orchard View School offers a variety of academic and enrichment programs designed to meet diverse student needs and interests. Core academic subjects, including math, science, English, social studies, and Spanish, are available through independent study and in-person instruction. Students have access to career and technical education (CTE) courses through a partnership with SRJC, as well as the opportunity to earn college credit while in high school. In addition, OVS provides enrichment courses in visual and performing arts, and hands-on exploratory learning experiences. Social emotional learning is addressed in one to one teacher meetings and student clubs. The school's College and Career program helps students explore post-secondary pathways, develop career readiness skills, and engage in real-world experiences such as internships and mentorships.

Diversity, Equity, and Inclusion Strategies Orchard View School is committed to fostering an inclusive learning environment where all students feel valued and supported. The school employs several strategies to promote diversity, equity, and inclusion (DEI), including:

- Culturally responsive teaching practices that recognize and celebrate diverse perspectives and backgrounds.
- Flexible learning options that accommodate different learning styles, abilities, and personal circumstances.
- A focus on social-emotional learning (SEL) to support student well-being and create a positive school climate.
- College and career readiness initiatives that provide equitable access to post-secondary education and workforce opportunities.
- Support for students with special needs through Individualized Education Plans (IEPs), 504 Plans and Intensified Support Teams (ISTs) .
- Equity-focused professional development for faculty and staff to continuously improve inclusive teaching practices.
- Student clubs and activities, such as the National Alliance on Mental Illness (NAMI) club, which fosters awareness and advocacy for mental health.

Collaboration in the Self-Study Process The self-study process at OVS is a collaborative effort involving faculty, staff, students, parents, and community partners. Faculty and staff actively contribute by reviewing student achievement data, evaluating instructional practices, and providing input on areas for growth. Educational partners, including parents and local organizations, participate in advisory meetings and surveys to ensure that diverse perspectives are considered in the school's planning and decision-making. Through this collaborative approach, OVS continuously refines its programs and strategies to support student success and uphold its mission of providing an outstanding, inclusive educational experience for all learners.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Staffing and Organizational Changes

- **Specialized Staffing:** A full-time Education Specialist was added in 2023-24 to meet the growing needs of students with learning differences.
- **Orchard View Education Foundation:** Established in 2024 to support educational initiatives and foster community engagement.
- **Budget Constraints:** Budget cuts across the Twin Hills District led to the loss of a college and career counselor, but OVS has restructured offerings to prioritize family-requested courses and improve student outcomes.
- **District Board Representation:** A parent of a 6th and 10th-grade student joined the district board, increasing understanding of the OVS model.
- **Staffing Changes:** Several staff members left the district, while new hires, including Nate Sheedy (Art), Kayla Ruiz (K-3 Specialty Teacher), Tim Forslund (Social Studies), Davida Elsbree (Ed Specialist), Andy Atamaniuk (Specialty Teacher), and Brian Eberly (Science), have joined OVS.
- **Communication Improvements:** The adoption of ParentSquare has increased communication with families.
- **Website Transition:** A change in the website provider has resulted in a decreased online presence.

Curricular and Programmatic Enhancements

- **New Course Offerings:**
    - *Child Development:* A-G aligned course integrating theoretical studies with hands-on mentoring.
    - *Global Studies:* Civic education and multicultural, project-based learning.
    - *Practical Math:* independent study, real world problem solving.
    - *Yearbook Class:* Fosters creativity and collaboration.
    - *Photography:* Independent study, A-G aligned.
    - *Culinary A & B:* Independent study courses.
    - *Driver's Ed:* Meets DMV requirements for a permit certificate.
    - *Expanded Math Offerings:* Now serves students in grades 5-12, with plans for 4th grade in 2025-26.
    - *Expanded Art Offerings:* Studio Art 1 & 2, Ceramics, Maker.
    - *Physical Science:* Flipped classroom model with Google Classroom integration.
    - *PE & Sewing:* Integrated into Google Classroom.
- **K-7 Core Instruction:** Math, ELA, and history classes now offered on campus.
- **Physical Education (PE):** Morning schedule change to optimize field access and learning times.
- **Spanish Classes:** Expanded to serve grades 4-12.

- **Aligned Curriculum:** Professional Learning Communities (PLCs) ensure alignment with the school's mission, vision, and state standards and standardization across classes.
- **Common Assessments:** Utilization of CAASPP, Star Renaissance, Quill, Khan Academy, and common writing units for consistent student assessment.
- **Synchronous Instruction:** Increased student check-ins with the Teacher of Record.
- **Updated Policies and Procedures:** Ensured alignment with charter and independent study regulations.
- **Google Classroom Expansion:** Increased use in grades K-12, including common, shared Google Classrooms for independent study.
- **Student Orientations:** Beginning-of-year orientations for community-building and procedural clarity.
- **Outdoor Learning Space:** Developed as an outdoor classroom.

Student Support and Engagement

- **Multi-Tiered System of Support (MTSS):** Strengthened to address diverse student needs.
- **Presence Platform:** Online counseling support for general education students.
- **Student Leadership:** Strengthened student engagement through leadership roles in Student Council.
- **Policy Updates:**
    - *Cell Phone Policy:* Revised to enhance classroom focus and well-being.
    - *Behavior Agreements:* Updated with community input for equitable application.
- **Mental Health Support:**
    - *NAMI Club:* Partnering with the National Alliance for Mental Health to promote mental health education and reduce stigma.
    - *Mock Trials:* Providing academic skill development through research, collaboration, and public speaking.
    - *Open Mic Events:* Expanded opportunities for student expression in music, art, and poetry.
- **College & Career Readiness:**
    - *SRJC Dual Enrollment:* Continued collaboration to support college credit opportunities.
    - *Study Hall & Tutorials:* Updated policies and additional math tutoring support through Sylvan Learning Center and new hires.
    - *Workshops:* Consistent yearly workshops offered.
- **Increased Access to Grades:** Use of Aeries and Google Classroom to improve transparency for students and families.

These developments reflect OVS's ongoing commitment to academic excellence, student support, and community engagement despite financial and organizational challenges.

Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP goals.

Orchard View School follows a structured and collaborative approach to implementing and monitoring its schoolwide action plan, ensuring alignment with the Local Control and Accountability Plan (LCAP) goals. The process begins with data collection and needs assessment, using tools such as CAASPP scores, STAR Renaissance assessments, and stakeholder feedback from students, parents, and staff. These insights inform decision-making regarding curriculum development, student support programs, and resource allocation. The school principal, in partnership with faculty and advisory groups, regularly reviews action plan progress, ensuring that strategies remain responsive to student needs. Professional Learning Communities (PLCs) play a key role in analyzing student performance data and adjusting instructional strategies accordingly, fostering continuous improvement.

Monitoring occurs through ongoing assessment and stakeholder engagement, with key performance indicators linked to LCAP goals serving as benchmarks for success. Regular meetings with staff, school board representatives, and district leadership help maintain alignment between strategic initiatives and expected student outcomes. Additionally, Orchard View School prioritizes transparency by communicating progress through ParentSquare, board meetings, Advisory, and reports to the community. By integrating evidence-based practices and adapting to emerging challenges, the school ensures sustained growth in academic achievement, student well-being, and career readiness.

Summarize progress on each section of the current schoolwide action plan/LCAP that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.

WASC Action Plan Goal #1	Students will achieve grade level proficiency in ELA and Math
LCAP GOAL #1	Orchard View School will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards, with an emphasis on English Language Arts and Math.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE (link)** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
• Expanded course offerings to include additional math instruction for grades 5-12, with plans to introduce 4th-grade math in 2025-26. • Increased access to academic resources through Google	• Improved student proficiency as evidenced by rising CAASPP and Star Renaissance scores. • Increased student engagement through Google Classrooms and	• CAASPP and Star Renaissance assessment data. • Implementation of common assessment tools like Quill and Khan Academy.

Classrooms and Khan Academy. ● Strengthened Professional Learning Communities (PLCs) to ensure vertical and horizontal alignment in English (and other) curriculum.	synchronous check-ins with teachers. ● Enhanced ability to provide targeted intervention for struggling students through common assessments and tracking student progress in Google Classroom.	● Student engagement and completion rates in new course offerings. ● Standardized English 9 and 10 Google Classroom.

WASC Action Plan Goal #2	Provide support for students to resolve emotional, social, or behavioral issues and help them develop a clear sense of focus of direction. Provide support for a staff work environment that is safe and supportive.
LCAP GOAL #2	Orchard View School will create and sustain a safe, supportive, and respectful environment for students, teachers, staff and parents while addressing emerging challenges to ensure continuous improvement in school climate and student outcomes.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE (link)** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
● Expanded student access to counseling support through the Presence Platform. ● Strengthened student engagement through leadership roles in Student Council and clubs like NAMI. ● Revised behavior agreements to ensure equitable application and student involvement. ● Updated the cell phone policy to minimize distractions and promote well-being. ● Enhanced staff professional development to support student emotional and social well-being. ● Ongoing district supported safety plan training.	● Improved student mental health awareness and support through NAMI club initiatives. ● Increased student participation in leadership and social-emotional learning opportunities. ● More structured and equitable behavioral expectations, leading to a more positive school climate. ● Strengthened teacher and staff well-being through our professional development and supportive policies.	● Increased student participation in NAMI club events and school leadership roles such as Student Council. (flier for officers) ● Presence Platform data showing student engagement with counseling services. ● Presence Counselor ● Surveys indicating improved school climate and student well-being. Youth Truth. OVS Survey summary

		• Documentation of professional development 2024-25, past.

WASC Action Plan Goal #3	Guide students in becoming College and Career Ready through real-world experiences that link to academic standards and college and career planning, completion of Career Technical Education, completion of A-G coursework, college application, and timely high school graduation.
LCAP GOAL #3	To encourage all students to become independent learners who strive to expand their own intellectual growth, explore school and career opportunities, and set goals and manage time effectively.

PROGRESS Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated growth areas for continuous improvement from the last full self-study and all intervening visits.	**IMPACT** Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.	**EVIDENCE (link)** Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.
• Expanded Career Technical Education (CTE) and work-based learning opportunities. • Strengthened collaboration with SRJC for dual enrollment and college readiness support. • Launched new independent study courses in photography, culinary arts, and driver's education. • Hosted career exploration workshops and financial literacy sessions.	• Increased student enrollment in dual enrollment courses and CTE pathways. • Greater student engagement in career exploration activities and college-prep coursework. • Enhanced post-secondary readiness as demonstrated by improved graduation rates and successful college applications.	• Enrollment data for CTE programs and SRJC dual enrollment. • Student participation records in career workshops. • Graduation rates and post-secondary matriculation statistics (table in Ch 2). • College and Career Advising GC.

Summarize progress on each section of the current schoolwide action plan/LCAP:
Orchard View School has made significant strides in implementing and refining the schoolwide action plan to align with LCAP goals. In academic achievement, new course offerings, expanded independent study options, and increased synchronous instruction opportunities have provided students with more rigorous and flexible learning experiences. The integration of flipped-classroom models, professional learning communities (PLCs), and common assessments has enhanced instructional quality and student engagement. These efforts have

contributed to improved student proficiency as evidenced by CAASPP and Star Renaissance data.

In student support and well-being, the school has strengthened mental health services and leadership opportunities. The Multi-Tiered System of Support (MTSS) has been expanded to address diverse student needs, and the Presence Platform has provided additional counseling access. Policy updates, including revised behavior agreements and cell phone guidelines, have fostered a positive school climate. Increased participation in leadership roles and extracurricular programs such as NAMI Club and Mock Trials demonstrates student engagement and community building.

In college and career readiness, OVS has reinforced its partnership with SRJC, offering expanded dual enrollment opportunities. Career Technical Education (CTE) programs, work-based learning experiences, and financial literacy workshops have been introduced to better prepare students for post-secondary pathways. Increased student enrollment in these programs, along with improved graduation rates, showcases the impact of these initiatives. The school continues to monitor progress through data-driven decision-making, ensuring ongoing alignment with strategic goals for student success.

Impact on Students:

The comprehensive developments at Orchard View School have had a profound impact on student learning, engagement, and overall well-being. The expansion of course offerings, including independent study options, flipped-classroom models, and synchronous instruction, has provided students with greater flexibility and access to rigorous academic experiences. The integration of common assessments and professional learning communities (PLCs) ensures that students receive targeted support, leading to improved proficiency in core subjects such as math and English. Additionally, the adoption of Google Classroom and Aeries has enhanced transparency, allowing students and families to track academic progress effectively. These initiatives contribute to increased student agency, supporting a more personalized and self-directed learning experience.

Beyond academics, the emphasis on student well-being and engagement has fostered a positive and supportive school climate. The introduction of expanded counseling services through the Presence Platform, leadership opportunities in Student Council, and extracurricular programs such as NAMI Club and Mock Trials have strengthened student connections and social-emotional support. Updated policies, including revised behavior agreements and a more structured approach to cell phone use, have enhanced classroom focus and student accountability. Increased access to career readiness programs, dual enrollment options, and financial literacy workshops ensures that students are better prepared for their post-secondary pathways. Collectively, these initiatives demonstrate Orchard View School’s commitment to nurturing well-rounded students who are academically proficient, socially engaged, and future-ready.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/LCAP. All growth areas for continuous improvement are in the schoolwide action plan/LCAP.

Chapter 2: School Profile and Supporting Data and Findings (*3-5 pages maximum*)

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

Enrollment Data

Current Data Trends:

- The majority of OVS students are White (non-Hispanic), making up 64.32% of the student body.
- Hispanic or Latino students make up 24.88% of enrollment, which is significantly lower than the county average but still represents a substantial portion of the student population.
- Multi-Ethnic students account for 7.04% of the student body, followed by Asian (2.35%), American Indian or Alaskan Native (0.94%), and Filipino (0.47%).
- There is a slight gender disparity, with more female students (126) than male students (86), and one student identifying as another gender.
- The Hispanic student population at OVS is lower than in many surrounding schools but remains a key demographic.

Analysis:
Orchard View School serves a predominantly White, non-Hispanic student population (64.32%), while Hispanic or Latino students make up nearly a quarter (24.88%) of the student body. Compared to surrounding districts, OVS has a lower proportion of Hispanic students but still serves a diverse community.

Student Performance Data

OVS CAASPP Data

Current Data Trends ELA:

- The proficiency rate has remained relatively stable, slightly declining from 63.55% (2021-22) to 62.50% (2023-24).
- OVS students consistently outperform the county (44.32%) and state (47.04%) averages in ELA.
- Grade 11 students had the highest proficiency rate at 89.48%, indicating strong upper-grade literacy skills.

Current Data Trends MATH:

- Math scores have fluctuated more, dropping in 2022-23 (37.84%) before rebounding to 43.86% in 2023-24.
- While OVS students outperform the state (35.54%) and county (31.84%) averages, the scores still

suggest room for improvement.
- Grade 8 (60%) and Grade 7 (53.33%) performed particularly well in math compared to lower grades.

Analysis:
The 2023-24 CAASPP results for Orchard View School (OVS) show strong performance in English Language Arts (ELA) and steady improvement in Mathematics compared to the previous year. ELA proficiency remains relatively stable at 62.50%, slightly decreasing from 63.55% in 2021-22, yet still outperforming the county (44.32%) and state (47.04%) averages. High school students, particularly 11th graders, excelled in ELA, with an impressive 89.48% proficiency rate, indicating strong literacy skills in upper grades. In contrast, Math proficiency increased to 43.86%, recovering from a dip to 37.84% in 2022-23. While this marks an improvement, math scores still lag behind ELA. Lower grade levels (3rd, 4th, and 6th) struggled the most in math, with proficiency rates ranging from 21% to 35%, whereas 7th and 8th graders showed stronger math performance, with scores above 50%. These trends highlight the need for targeted interventions in early math education to ensure stronger foundational skills. Overall, OVS students continue to perform well in ELA, with consistently higher proficiency rates than district, county, and state levels, while math scores show signs of recovery but still present opportunities for growth, particularly in lower grades.

STAR Renaissance

Current Data Trends:
- In all grades in Math, 72% of students were at or above the benchmark during the 2024-25 school year.
- Participation by students in grades 3-12 was 86%.
- In all grades in English, 87% of the students were at or above benchmark in reading during the 2024-25 school year.
- Participation by students in grades 3-12 was 91%.

Analysis:
Renaissance is a CAASPP-like math and reading assessment given in grades 3-12. Both tests are given in the beginning and middle of the school year. The percentage of students proficient in both reading and math, as well as participation shows an upward trend. The purpose of this assessment is to identify current levels and inform instruction and plan targeted interventions. Teachers of Record also evaluate the progress of individual students and may draw on the data in the IST.

ELL Data

Analysis:
The English Language Learner (ELL) population at Orchard View School (OVS) has grown slightly over the past three years, from no ELL students in 2021-22 to three in 2023-24. This increase suggests a need for dedicated ELL resources and support systems. Notably, students tend to perform better in oral assessments, with more achieving Level 3 and 4 scores, while written proficiency remains a challenge, with more students scoring at Level 2. This indicates that structured writing practice and explicit language instruction may be beneficial in helping students strengthen their written communication skills.
Additionally, one family refused ELPAC testing in 2023-24, which may suggest concerns about the testing process or a lack of awareness about its importance. Increased communication with families about the role of ELPAC in identifying student needs and providing support could help address this issue. As the ELL population grows, implementing targeted interventions such as writing workshops, bilingual resources, and professional development for teachers on ELL instructional strategies will be valuable in ensuring student success.

Link to CA School Dashboard Summary

College and Career Preparation

SRJC Summary 2024 SRJC Course Information

Completion Rate of A-G Course Requirements

2021.22	20.47%
2022.23	37.50%
2023.24	18.52%

Graduation Report

OVS College Acceptance Data

Graduation rate

2021.22	97.14%
2022.23	96.30%
2023.24	92.59%

School Climate

YouthTruth Data, Orchard View Survey Summary

Current Data Trends

Student engagement is strong, with 73% of high school students feeling engaged, surpassing the national average of 56%. Emotional well-being is a highlight, with 96% of students in grades 9-12 and 94% in grades 6-8 reporting positive feelings about their lives. However, only 62% of high school students feel they have a trusted adult on campus, and academic rigor needs improvement, as only 46% take pride in their work. College and career readiness, ranked in the 75th percentile, remains the lowest-rated theme, with just 46% of students feeling prepared for post-high school success. Families also expressed concerns about the lack of a dedicated college and career counselor. Curriculum and instruction could benefit from more rigorous and diverse courses, while project-based learning ranks in the 52nd percentile, with students seeking more meaningful real-world applications.

School safety ranks highly, with families placing it in the 96th percentile, particularly regarding

protection from bullying. Respect and inclusivity are also strengths, rated in the 85th percentile. The hybrid learning model is valued for its flexibility, especially for students who thrive in non-traditional settings. However, extracurricular activities remain an area for growth, with students and families wanting more clubs, sports, and enrichment opportunities to address the isolation of independent study. Resource and facility challenges persist, with concerns about overcrowded classrooms, limited materials, and insufficient shaded outdoor seating. Additional staff support, particularly for high school teachers managing multiple roles, is also a key concern.

CA Physical Fitness Testing

2021.22	63%
2022.23	52.17%
2023.24	68.18%

Suspension Rates

2021.22	0%
2022.23	3 incidents, 7 days suspension
2023.24	0%

Analysis:
The data reflects a positive student experience, with strong engagement (73%) and high emotional well-being (96% for high schoolers, 94% for middle schoolers). School climate is a strength, ranking in the 96th percentile for safety and 85th for respect and inclusivity. However, academic rigor and college readiness need improvement, with only 46% of students taking pride in their work and the lowest-rated theme being post-secondary preparedness, compounded by the lack of a dedicated counselor. The fitness survey showed improvement in physical education related to increased PE class options, improving to 68.18% in 2023-24, while suspension rates remain low, reinforcing a safe school environment.

Attendance Data

Attendance Data 2023-24

Current Data Trends

- Attendance has remained consistently high over the past three years, maintaining rates above 96%.
- Slight decline in 2023-24: Attendance dropped from 97.59% in 2022-23 to 96.96% in 2023-24, reflecting a 0.63% decrease.

- Stability in prior years: The attendance rate remained virtually unchanged from 2021-22 (97.56%) to 2022-23 (97.59%), indicating strong student participation.

Analysis

- High attendance rates reflect strong student engagement in the independent study model, where flexibility supports consistent participation.
- The slight decline in 2023-24 may indicate challenges such as increased illness, home responsibilities, or disengagement in some student groups.
- Staff survey responses suggest attendance and punctuality remain areas for attention, with some concern over student consistency in attending scheduled meetings

Attendance

2021.22	97.56%
2022.23	97.59%
2023.24	96.96%

Additional information on staffing, professional development, school safety, facilities, and more can be found on our SARC

Major Preliminary Student Learner Needs

Academic Achievement Challenges

- Students are struggling in math, particularly in problem-solving, modeling, and communicating reasoning. Math CAASPP scores have remained low (around 23%), and students with disabilities and English learners (ELs) have significantly underperformed in all assessed areas.
- English learners and students with disabilities continue to perform below their peers in English Language Arts (ELA). While overall CAASPP scores rebounded to 63% proficiency, EL and special education students lag behind by an average of 26% and 23%, respectively.

College and Career Readiness

- College and career readiness remains the lowest-rated category in student and family surveys, with only 46% of students feeling prepared for life after high school.
- A-G course completion rates have fluctuated, with a decline from 37.5% in 2022-23 to 18.52% in 2023-24.
- Families expressed concerns about the lack of structured college counseling, career exploration opportunities, and real-world learning experiences like internships.

Student Engagement and School Connectedness

- While 73% of students report feeling engaged in school, only 46% take pride in their work, and 57% feel they can focus on their schoolwork.
- Students and families have expressed a desire for more extracurricular activities, including clubs, sports, and social events, to enhance school connectedness.
- Only 62% of high school students report having an adult at school to talk to when they are upset, highlighting a need for stronger student-adult relationships.

Important Questions Raised by Analysis of Student Performance Data and Demographic Data

Math Achievement:

- What targeted interventions can be implemented to improve math performance, especially for students struggling with problem-solving and reasoning?
- How can we better support English learners and students with disabilities in mastering math concepts?

College and Career Readiness:

- How can we increase student access to college and career counseling to improve A-G and CTE pathway completion?
- What partnerships can we develop to expand internship and real-world learning opportunities?

Support for English Learners and Students with Disabilities:

- What additional supports are needed to help English learners meet reclassification criteria?
- How can we improve targeted interventions to ensure students with disabilities perform at higher levels in both ELA and math?

Monitoring Progress and Schoolwide Improvement Efforts:

- How can staff professional development support better instructional strategies for struggling student groups?

Enhancing Student Engagement and School Culture:

- What strategies can we implement to foster stronger student-adult relationships?
- How can we expand extracurricular and social opportunities to increase school connectedness for all students?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the schoolwide learner goals/Graduate Profile reflect the vision and mission and impact student learning and well-being.

Criterion A1: Vision and Purpose (*1–2 pages maximum*)

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students. **A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve. **A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile. **A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
Orchard View School (OVS) has a well-defined vision and purpose that align with high-quality standards, evidence-based practices, and district goals. The school's mission emphasizes rigorous academic opportunities delivered through an independent study model that supports critical thinking, creativity, personal responsibility, and citizenship. The alignment between the mission and the Schoolwide Learner Outcomes (SLOs) ensures that students are prepared for academic and personal success. These outcomes are further reinforced by programs such as dual enrollment with Santa Rosa Junior College (SRJC), Career Technical Education (CTE) courses, and on-campus enrichment classes. The school's vision and learner goals are informed by state standards, including the Common Core and California State Standards, and are supported by assessments such as the CAASPP and STAR Renaissance. These tools ensure that the school's practices meet the diverse needs of its students and families while maintaining alignment with the Local Control and Accountability Plan (LCAP). The OVS vision reflects a deep commitment to equity and inclusion,	OVS Mission Statement Vision Statement SLOs Portrait of a graduate LCAP Course Catalog & syllabi HS Course List CA Standards OVS survey Youth Truth Survey Excel Summer Program K-8 Staff meeting agenda/notes Advisory meeting

grounded in the belief that all students can learn and achieve at high levels. Programs and pathways are designed to meet the needs of a diverse student body, including students with IEPs/504 plans, English learners, and those seeking advanced academic opportunities facilitated by the Teacher of Record. Dual enrollment, CTE courses, and flexible enrichment offerings provide access to differentiated learning experiences tailored to individual goals and interests. Survey data from tools like the Youth Truth Survey consistently highlight OVS's success in creating an inclusive environment where students feel supported. Additionally, the school's efforts to integrate social-emotional learning (SEL) into its programming further demonstrate its commitment to equity and holistic student development. The development and refinement of the OVS vision and purpose are collaborative processes involving all educational partners. Stakeholders, including students, families, staff, and administrators, contribute to the vision through surveys, advisory board meetings, and staff discussions. Yearly stakeholder surveys and the Youth Truth Survey provide valuable insights into community needs and inform updates to the mission, vision, and SLOs. The advisory board, which includes representatives from all stakeholder groups, plays a key role in aligning decisions with the school's vision, SLOs, LCAP, and Portrait of a Graduate. Meeting agendas and notes provide clear evidence of this collaborative process, ensuring the vision evolves to meet the dynamic needs of the school community. Effective communication is central to ensuring all stakeholders understand and embrace the school's vision, purpose, and learner goals. The mission, vision, SLOs, and Portrait of a Graduate are regularly shared at staff meetings, advisory board meetings, and through the school's website. These platforms ensure accessibility and foster engagement with the broader school community. To enhance understanding, OVS utilizes a variety of communication tools, including newsletters, social media updates, and presentations during parent nights and student orientations. Stakeholder feedback is actively sought and shared, demonstrating transparency and a commitment to continuous improvement. Survey results and resulting action plans are communicated back to stakeholders, closing the feedback loop and reinforcing the school's dedication to its mission.	agenda/notes, K-7, 8-12 Staff, Advisory, Student Council Meeting dates School Website Communication email between district and teacher

Criterion A2: Governance

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the **governing board impacts student learning and well-being**.

Criterion A2: Governance (*1 page maximum*)

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings	Evidence
The governing board of Twin Hills Union School District (THUSD) establishes policies and administrative regulations that provide a foundation for the school's mission, vision, and goals. These policies are published on the district website and are accessible through resources such as the Parent Handbook, Code of Conduct, and Board Policy documents. District Communication is supported through platforms such as Parent Square and parent surveys. The Orchard View Ad-Hoc committee acts as a bridge between the district office, the school and the Board to address areas of concern. The OVS community recognizes the governing board's essential role in the school's success. Board meetings are open to the public, with agendas and minutes available on the district's website. Meetings are also televised or streamed to provide accessibility for those unable to attend in person. Parents, staff, and community members frequently participate in board meetings, advocating for programs, supporting measures, or contributing to public comment. This high level of engagement reflects the community's commitment to fostering academic excellence and student well-being. The collaboration between the governing board and OVS ensures that the school's goals remain aligned with district priorities, fostering a shared vision for student success. The board's decisions and expectations guide the school's work, ensuring policies and resources are in place to support academic achievement and the holistic development of all students. Evidence of this alignment includes advisory board discussions, stakeholder survey results, and the integration of board-directed initiatives into school programs and practices	Parent Handbook (packet) Behavior Guidelines Cell Phone Policy School Advisory Board Parent Survey Orchard View Ad-Hoc Committee ParentSquare Board Agendas Board Policy and Procedures OVS Handbook Uniform Complaint Procedure School Board Goals

Criterion A3: Leadership for Learning

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership actions impact student learning and well-being***.

Criterion A3: Leadership for Learning (*1–2 pages maximum*)

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.
A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.
A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings	Evidence
Orchard View School employs a collaborative and data-driven approach to assess student needs, determine strategies and actions, and monitor their effectiveness. A variety of data sources—including student assessment data, family and student surveys, course grades, and dual enrollment reports—inform decision-making. This collaborative approach is evident in staff and advisory agendas and notes, as well as professional development (PD) agendas, which outline activities and strategies to enhance student achievement. Teachers at OVS work together to improve student outcomes through regular meetings and shared resources. High school teachers meet weekly to develop a shared, effective curriculum and use tools such as Google Classroom to collaboratively refine instructional strategies. These practices ensure that decisions are informed by current data and directly address the needs of students, aligning with the school's mission, vision, and Schoolwide Learner Outcomes (SLOs). OVS's leadership and faculty embody shared decision-making and accountability. Teachers and administrators engage in self-reflection and collective discussions to evaluate the implementation and impact of programs, practices, and services. This culture of shared responsibility is evident in staff meetings and PD sessions, where data and outcomes are analyzed to inform next steps. Leadership encourages transparency and active participation in decision-making processes, fostering a strong sense of accountability across the school community. Staff are evaluated in a collaborative manner to support growth.	Staff meeting agenda/notes Advisory meeting agenda/notes: K-7, 8-12 Staff, Advisory, Student Council Meeting dates PD agendas 2024-25. Shared Google Classrooms High School weekly meetings on Fridays 12:30-1:00. Study Hall Contract Multi Tiered System of Support Student Data: OVS CAASPP Data STAR Renaissance, SRJC

To support struggling students, OVS employs an Intensified Support Team (IST) model. This team—comprising the student, family, teachers, and an administrator—collaborates to design and implement interventions addressing academic, social, or emotional challenges. IST meetings are often initiated due to attendance or work completion concerns, ensuring that timely support is provided.	Summary 2024 SRJC Course Information, course grades, and attendance records. Communication Channels: ParentSquare updates,Advisory meeting agenda/notes: K-7, 8-1; and district website resources.

Criterion A4: Qualified Staff and Professional Development

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how ***leadership and staff actions impact student learning and well-being***.

Criterion A4: Qualified Staff and Professional Development (*1–2 pages maximum*)

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.
A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.
A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
Orchard View School (OVS) adheres to Twin Hills Union School District's hiring guidelines to ensure that all leadership and staff members are highly qualified based on their professional background and preparation. The school's hiring process is rigorous and aligned with district standards, as evidenced by sample position announcements that outline required qualifications, preferred skills, and expectations for prospective candidates. Once hired, staff members undergo a structured evaluation process designed to promote professional growth and enhance student learning outcomes. Teachers establish professional goals at the beginning of the school year, focusing on areas that directly impact student achievement. These goals are reviewed and assessed at least twice annually, as part of the district's comprehensive evaluation procedures. This approach ensures alignment with schoolwide learner outcomes (SLOs) and fosters continuous improvement in instructional practices. OVS demonstrates a strong commitment to professional development by providing opportunities for staff to engage in meaningful learning experiences. Each year, teachers participate in three days of professional development (PD) specific to Orchard View School and the broader district. Additionally, teachers can pursue up to 15 hours of subject-specific, social-emotional learning	Sample position announcement Professional Development Records: PD calendars, agendas, and attendance logs. Teacher PD list for additional approved PD hours, Safety Training Agenda and practice dates. Evaluation Procedures: Documentation of teacher goal-setting, mid-year, and end-of-year evaluations. Communication Tools: Staff and parent

(SEL), or instructional-focused PD outside of contract hours, with prior approval. These sessions are supported financially to encourage professional growth. Professional development activities are aligned with staff learning goals and the school's mission to support all students in achieving academic standards and college and career readiness. PD sessions address current educational trends, effective instructional strategies, and data-driven practices. The impact of these learning experiences is monitored through teacher evaluations, classroom observations, and the analysis of student learning data to ensure that professional learning translates into improved student outcomes. Written policies and procedures are clearly defined in staff and parent handbooks, which are distributed at the start of the school year and accessible online. These documents provide clarity on operational practices, decision-making processes, and the roles and relationships of leadership and staff. Regular staff meetings and advisory board discussions serve as additional platforms for disseminating updates and reinforcing understanding of school and district policies. Families and students are kept informed through ParentSquare, the school's primary communication platform. This communication system ensures that all members of the school community are aware of their responsibilities and have access to the resources they need to support the school's mission and goals.	handbooks, ParentSquare communication logs, andNewsletters.

Criterion A5: Resources

Directions

- Evaluate the school's effectiveness in addressing the Organization for Student Learning criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the *distribution of resources impacts* ***student learning and well-being*****.**

Criterion A5: Resources (*1–2 pages maximum*)

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
OVS leadership and staff collaborate in resource planning and allocation to address student and personnel needs. This collaborative approach is evident in regular staff meetings, advisory board discussions, and professional development sessions, where resource needs and priorities are reviewed. Resources are allocated to support initiatives such as dual enrollment with SRJC, Career Technical Education (CTE) programs, and social-emotional learning (SEL) interventions. However, there is room for improvement in systematically integrating resource allocation decisions with long-term planning goals. For example, while current resources support many key programs, additional investment in technology and instructional materials would further enhance student learning opportunities. Expanding stakeholder engagement in the resource planning process could also ensure a broader range of perspectives and priorities are considered. OVS adheres to Twin Hills Union School District's financial guidelines, ensuring compliance with legal and regulatory requirements. To strengthen this area, OVS could benefit from more explicit communication with stakeholders regarding the budget development process. Providing detailed updates on how funds are allocated to specific programs and services would enhance transparency and foster greater community trust and engagement.	• Budget planning documents • Staff meeting agenda/notes and Advisory meeting agenda/notes: K-7, 8-12 • LCAP • Inventory of instructional materials and technology • Facility maintenance schedules and safety reports

OVS follows district policies and procedures to acquire and maintain instructional materials and equipment. Teachers have access to necessary textbooks, digital resources, and other instructional tools to support student learning. The school's focus on technology integration is evident in the use of Google Classroom and other digital platforms to enhance teaching and learning. The school's facilities are generally safe, functional, and sufficient to support the educational program. Classrooms are well-maintained, and the school provides a positive learning environment for students. Technology access is supported through computer labs and classroom devices, facilitating digital learning. Nevertheless, there are areas where facilities could be enhanced to further support student achievement and well-being. For instance, additional spaces dedicated to collaborative learning, creative projects, and SEL activities would enrich the educational experience. Regular assessments of facility needs and proactive maintenance planning would ensure that the school remains a conducive environment for learning.	

Summary:

Orchard View School demonstrates a strong commitment to its mission and goals, with collaborative processes, qualified staff, and transparent governance ensuring alignment with district priorities. While the school excels in fostering a supportive and inclusive learning environment, areas such as resource allocation and facility enhancements offer opportunities for growth. By addressing these areas, OVS can further strengthen its ability to support student achievement and well-being.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Clear and Coherent Vision: Orchard View School (OVS) has a well-defined mission and vision that are regularly reviewed and collaboratively refined to align with high-quality standards, the LCAP, and student learning goals.
2. Collaborative Processes: The school demonstrates strong collaboration among staff and leadership, using data-driven approaches to assess student needs, determine strategies, and monitor outcomes. Weekly meetings and shared instructional resources reflect this commitment.
3. Engaged Governance: OVS benefits from a transparent and functional relationship with the governing board, ensuring alignment with district priorities and open communication through ParentSquare, board meetings, and newsletters.

Areas of Growth

1. Facilities Enhancement: School facilities, while functional and safe, lack dedicated spaces for collaborative learning and creative projects, which limits opportunities for enriching the student experience.
2. Evaluation of Professional Development Impact: While professional development is provided, more systematic evaluation of its impact on teacher practices and student outcomes would strengthen its effectiveness and alignment with schoolwide goals.
3. Resource Sufficiency: While resources meet basic needs, gaps exist in technology, updated instructional materials, and subject-specific resources, particularly in areas like science labs and manipulatives.

Category B: Curriculum (6 pages maximum for Category B)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Analyze and explain how the evidence supports your findings and response.
- Explain how the ***rigorous and relevant curriculum impacts student learning and well-being***.

Criterion B1. Rigorous and Relevant Standards-Based Curriculum (*2–3 pages maximum*)

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals, academic standards, college and career indicators. **B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.	
Findings	**Evidence**
Orchard View School (OVS) provides a rigorous, relevant, and coherent curriculum aligned with current educational research and thinking to support school wide student goals, academic standards, and college and career readiness indicators. OVS courses are designed to align with Common Core State Standards and the school's Student Learning Outcomes (SLOs), ensuring students are well-prepared to meet the expectations outlined in the Portrait of a Graduate. Teachers integrate academic instruction with these standards and goals, offering a standards-based curriculum in a variety of modalities across all grade levels, K-12. The curriculum includes targeted programs such as standards-based math classes for grades 5-8 and Math 1 through Precalculus, ensuring students build a strong foundation in mathematical skills. For K-7 students, each school day begins with core subject instructional time, supported by a comprehensive, phonics-based learning-to-read program using Science of Reading methodologies. Teachers assess student performance in core subjects through assignments and evaluate writing progress using portfolios that showcase work in key writing genres. To prepare high school students for future success, OVS offers a-g approved courses that align with college and career readiness indicators. Teachers ensure congruence in instruction and pacing through shared Google Classrooms (GCs) and follow the High School Roadmap to maintain consistency in the yearly pace of activities. Google Classrooms also serve as a vital communication tool to support alignment between home-school educational goals, while virtual resources further	Textbook library Class schedule K-3, 4-7, 8-12 Working Files a-g class offerings Google Classrooms K-8 curriculum choices Example: All About Reading Course syllabi (all a-g courses have syllabi, new website will be updated) SLOs Portrait of a Graduate Rubrics- OVS writing portfolios Edgenuity, Mystery Science, Zearn math, Khan Academy, BrainPop, pHet virtual science labs, Desmos math

enhance instruction in alignment with Common Core standards. This approach reflects the school's commitment to maintaining congruence between the concepts and skills taught, the schoolwide learner goals, and college and career readiness indicators, ensuring all students receive a high-quality education tailored to their academic and future aspirations.	High School Roadmap

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.
B1.4 Curricular Integration: There is integration between/among areas of study, academic standards and college and career readiness indicators.

Findings	Evidence
Orchard View School (OVS) integrates academic standards and college and career readiness indicators across its curriculum to create a cohesive and relevant educational experience. High school students collaborate with their Teacher of Record to create and update Graduation Plans at least twice yearly, ensuring alignment with their college and career aspirations. Dual enrollment opportunities at Santa Rosa Junior College (SRJC) provide students with workshops, preparation, and support, while technology integration, including Chromebooks for all students in grades 8-12 and instruction in managing schedules via Google Calendar, equips them with essential skills for postsecondary success. Interdisciplinary projects and curriculum-related events further enrich the learning experience. The Magnolia Project engages students with real-world, hands-on opportunities, while initiatives like the CalEnviroScreen Stats Project integrate math, social studies, and science. Schoolwide events such as the Science Fair, World Culture Day, Climate Action Night, and Night of the Notables promote cross-curricular learning and a deeper understanding of academic standards. Teachers follow the High School Roadmap to ensure consistent pacing and alignment with annual goals. Standards-based topics are intentionally integrated across subject areas, providing a seamless and rigorous academic program that supports the school's Student Learning Outcomes (SLOs) and prepares students for their future academic and career pathways.	College and Career Workshops so far K-7 Class Descriptions, Course Descriptions, K-8 curriculum choices, example Google Classrooms High School Roadmap SRJC Career and Continued Education Exploration a-g class offerings Course syllabi (all a-g courses have syllabi, new website will be updated) Graduation Plans Portrait of a Graduate & SLOs Magnolia Project, Handout CalEnviroScreen Stats Project (Math 1/ social studies/ science integrated project)

B1.5 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.	
Findings	**Evidence**
Orchard View School (OVS) actively engages with community partners and resources while fostering strong articulation with local colleges, universities, and technical schools to support students' academic and career goals. Dual enrollment opportunities at Santa Rosa Junior College (SRJC) offer workshops, preparation, and support, while events like Climate Action Night, in collaboration with SRJC and other colleges, facilitate connections to postsecondary institutions. The school organizes College and Career workshops and financial aid presentations, including on-campus events led by SRJC and University of California representatives, to prepare students for continued education. Students are encouraged to engage with the community through volunteer opportunities and participate in initiatives like the Magnolia Project, which offers real-world, hands-on learning experiences tied to career exploration. Student representation on the Advisory Board promotes collaboration between students and other stakeholders, strengthening the school's connection to the broader community. To ensure effective communication and engagement, OVS uses newsletters and Parent Square to share updates about school events and programs. New and prospective families are welcomed through orientation meetings, school tours, and shadowing opportunities, fostering a sense of connection and inclusion. Additionally, the Orchard View Education Foundation (OVEF) supports school activities and programs, while partnerships with organizations like the Ceres Community Project and the Empty Bowls Project provide meaningful opportunities for student involvement. These efforts collectively ensure that OVS leverages community resources and partnerships to enhance students' educational experiences and prepare them for future success.	SRJC Summary 2024 SRJC Course Information Financial Aid workshop (2/28/25) College & Career Workshop Calendar SRJC schedule of classes Newsletter, ParentSquare Climate Action website - Climate Action Night 2024 Worksheet Community Service organizations list Ceres Community Project Empty Bowls Project Magnolia Project, Handout Orchard View Education Foundation, flier and event

Summary: Curriculum and Standards Alignment (Criterion B1)

OVS aligns its curriculum with Common Core State Standards (CCSS) and Schoolwide Learner Outcomes (SLOs) to support its "Portrait of a Graduate." The curriculum spans K-12 and includes on-campus instructional time for core subjects. The school offers A-G approved high school courses, which prepare students for college, and provides dual enrollment options at Santa Rosa Junior College (SRJC). Curriculum and delivery choice at all grade levels appeals to a variety of learning styles and builds a sense of agency in reaching the students' educational goals. Curriculum is well integrated and collaboration with community resources is strong. Technology and virtual resources supplement core instruction.

Criterion B2. Equity and Access to Curriculum

Directions

- Evaluate the school's effectiveness in addressing the Curriculum criteria and the supporting indicators
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the equitable and accessible curriculum impacts **student learning and well-being.**

Criterion B2. Equity and Access to Curriculum (*2–3 pages maximum*)

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration or pathways, and preparation for postsecondary education for all students.

Findings	Evidence
Orchard View School (OVS) ensures that all students have equitable access to its full range of programs and prioritizes opportunity and advancement for every learner. The school offers a variety of elective classes both on-campus and asynchronously to support students in exploring diverse interests and career pathways. These electives include courses such as Photography, Child Development, Ceramics, Studio Art 1 & 2, Culinary Arts, Art & Technology, Mixed Media Drawing, Yearbook, and Printmaking. Through the High School College and Career Readiness Google Classroom and the Magnolia Project, students can delve into their interests, values, and skills while identifying opportunities for future academic and career pursuits. Students have access to leadership and community involvement opportunities through clubs like the Student Council and Community Club. Career exploration is further supported through community service opportunities and Teaching Assistant (TA) roles, which provide valuable work experience in a classroom setting. These programs enable students to make informed choices about their academic and career goals while gaining practical experience.	Class schedule K-3, 4-7, 8-12 Course Descriptions, K-8 curriculum choices, example Magnolia Project, Handout College & Career Readiness Google Classrooms SRJC Career and Continued Education Exploration Sample Graduation Plan

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Evidence
Orchard View School (OVS) ensures equitable access to a comprehensive curriculum, providing all students with opportunities for academic success and practical, real-world applications. The school supports learning both in the classroom	1-1 Devices + class sets Course syllabi (all a-g courses

and at home by offering 1:1 devices, such as Chromebooks and iPads, along with high-speed internet access. Teachers integrate district instructional norms that prioritize collaboration, discussion, evidence-based reasoning, and mastery of academic standards across all courses. To meet the diverse needs of students, additional resources such as audiobooks and text-to-speech technology are available. OVS further enhances accessibility through a flexible curriculum delivery model, including in-person instruction, asynchronous learning, and Edgenuity courses, ensuring all students can engage with their education in ways that best support their individual learning needs and goals. Real-world experiences are woven into the curriculum through opportunities such as Teaching Assistant (TA) roles in the Child Development course, community service volunteer programs, CTE courses such as welding, computer science, equine studies at SRJC, and participation in clubs like Student Council, the Advisory Board, and the Community Club. Real world experience courses such as photography, yearbook, Art and technology, and Culinary Arts are offered on campus. Real-world learning opportunities are further supported through the High School College and Career Readiness Google Classroom and the Magnolia Project, which help students explore their interests, values, and skills.	have syllabi, new website will be updated) Textbook Library Class schedule K-3, 4-7, 8-12 Asynchronous Class Offerings (all courses either via GC or Edgenuity) Edgenuity K-8 curriculum choices Real world math projects/ assignments: Math Project - Examples Community Service volunteer list Courses taken through SRJC Magnolia Project, Handout College & Career Advising GC

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.	
Findings	**Evidence**
Orchard View School (OVS) fosters a sense of belonging and collaboration among parents, students, and staff, ensuring a strong partnership in developing and monitoring personal learning plans that support educational and career goals. The school uses Aeries, a comprehensive platform that allows families, students, and staff to access grades, track missing assignments, and monitor graduation progress. Individual student work records, shared with students and parents, provide detailed insights into assigned work, completion, grades, and work samples, promoting transparency and engagement. Students and families have a weekly or biweekly meeting with Teacher of Record to monitor, understand, and evaluate student progress. Community-building events like the Beginning of the Year Potluck in the Park, Movie Nights, Game Nights, Field Days, and the Science Fair provide opportunities for students and families to engage socially. Celebrations such as the Around the World	Aeries Work records Climate Action website Advisory meeting agenda/notes: K-7, 8-12 Orientation agenda/schedule Google Classroom Ice Cream Social flier, event flier, Around the World

Cultural Event, Night of the Notables, and field trips promote a sense of inclusion and pride in the school community. Free access to performances at the Luther Burbank Center for the Arts and gardening projects enrich student learning with cultural and hands-on experiences.Collaboration is further enhanced through projects such as Climate Action Night, where students partner with peers, lawmakers, and the public to develop and present climate bills, showcasing their learning and community impact. Orientation sessions prepare students and families for success, and open houses allow the community to celebrate student achievements. The Advisory Board, comprising parents, students, teachers, and staff, provides a platform for evaluating and improving school culture and addressing the needs of the community. Weekly meetings with teachers, which may include parents or guardians, strengthen communication and alignment on student goals, while Google Classrooms, calendars, and shared drives maintain a robust home-school connection.	LBC schedule Community Service volunteer list

Summary: Equity and Access to Curriculum (Criterion B2) OVS strives to ensure all students have access to its curriculum, offering a variety of programs and extracurriculars that promote college and career readiness. All students are provided chromebooks allowing for flexibility in access to a variety of options in curriculum delivery. Real-world experiences are available through TA opportunities, field trips, community service, and college and career workshops. Regular collaboration between students, parents, and staff supports students' personal learning plans, including goals for college and career readiness. OVS also promotes a sense of belonging and community involvement, hosting events like Climate Action Night and cultural showcases.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Technology Integration: The use of Chromebooks and digital resources helps students access across all content areas, fostering college and career readiness by building digital literacy skills necessary for modern learning environments.
2. Community and Dual Enrollment: Partnerships with SRJC and engagement with local community organizations provide students with dual enrollment, workshops, field trips, community gardening opportunities, and volunteer opportunities; enriching their education with practical, real-world experiences.
3. Parent and Community Engagement: The school prioritizes family involvement and a collaborative environment through orientations, Parent Square communication, Advisor Committee, and events like Climate Action Night and potluck gatherings.

Areas of Growth

1. Limited Cross-Curricular Integration: While OVS offers a standards-based curriculum, there may be room for stronger cross-curricular integration to enhance student learning. Integrating skills and knowledge across subjects could further support college and career readiness and foster critical thinking.
2. Increased Career Exploration and Planning: While college readiness is a focus, there is an opportunity to deepen career technical education (CTE) options and career exploration opportunities for students. Expanding pathways and practical learning opportunities could support a broader range of postsecondary goals.
3. Consistency in Student Engagement and Belonging: Although community events and parental engagement are evident strengths, more structured efforts to ensure a consistent sense of belonging for all students could improve the school environment. A focus on increasing social-emotional learning and consistent involvement across various student groups could strengthen school culture.

Category C: Learning and Teaching (*6 pages maximum for Category C*)

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Directions

- Evaluate the school's effectiveness in addressing the Learning and Teaching criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and response.
- Explain how the *equity-centered learning environment impacts student engagement, learning and well-being*.

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences (*1–3 pages maximum*)

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

Findings	Evidence
Orchard View School effectively engages students in challenging and relevant learning experiences through an equity-centered approach that aligns with the California State Curriculum Framework and Common Core Standards. The curriculum emphasizes real-world application, encouraging students to engage with local and global issues while providing opportunities for student choice to enhance relevance and ownership of learning. Global studies projects, such as government comparisons with Mongolia, cultural exchanges with Kenya, Taiwan, and Moldova, and CalEnviroScreen data analysis, challenge students to think critically and connect their learning to broader societal contexts. In math and science, real-life unit projects and lab experience enhance relevance of standards based instruction. Structured academic support, such as English homerooms, weekly math tutorials, and individualized lesson planning, ensures that all students, including those with special needs, receive equitable opportunities to succeed. The school fosters collaboration among teachers through regular meetings to share best practices and lesson ideas, creating a dynamic instructional environment. Independent Study curricula are continuously updated to improve student engagement and academic rigor, with data from Star Renaissance and CAASPP assessments used to tailor English and math support. Projects centered on real-world scenarios, such as math and science classes using real-world data and CalEnviroScreen mapping, promote critical thinking and problem-solving skills. High school students contribute to the learning environment by serving as teaching assistants, working one-on-one with K-12 students needing additional support. Students develop portfolios across disciplines, with K-8 writing portfolios showcasing narrative, opinion, and expository essays,	• Student Data: OVS CAASPP Data STAR Renaissance, • Multi Tiered System of Support • Weekly or biweekly meetings to discuss curriculum and instruction. • Global Studies and government international projects (Mongolia Government Comparison, Kenya Cultural Exchanges, South Korean blogging, Taiwan and Moldova folk cultures) • Proposition Ballot Forum prior to election • Government Self-Portrait: example • Guest speakers (Peace Corps and non-profit organizations), and community engagement (Global Goals Awareness posters), and microfinance loans through KIVA • English homeroom to provide additional English support for independent study students • Math tutorial attendance spreadsheets (8-12th and 4-7th). • CalEnviroScreen Stats Project: students analyze census data and CalEnviroscreen mapping tool • Writing Portfolio Website • CEA Paragraph Structure + Rubric

and high school visual art projects reflecting personal expression. Practical Math classes provide targeted support for students building foundational skills, while community engagement activities, including the Proposition Ballot Forum and microfinance loans through KIVA, connect academic learning to civic responsibility. Guest speakers and projects focused on the United Nations' Global Goals foster awareness of social justice and global citizenship. This equity-centered learning environment prioritizes individualized support, differentiated instruction, and meaningful engagement, directly impacting student learning and well-being. By integrating academic standards, college and career readiness indicators, and an inclusive curriculum, Orchard View School ensures that all students experience relevant, challenging, and impactful learning experiences that prepare them for future success.	● Introducing Quotations Course syllabi (all a-g courses have syllabi, new website will be updated) - Syllabus - Practical Math.pdf - Science fair Rubric K-8 curriculum choices

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
Orchard View School ensures that all students understand the standards and expected performance levels for each area of study, supporting their ability to demonstrate learning and readiness for college and careers. Through class syllabi, course descriptions, and examples of former student work, OVS provides tangible benchmarks for academic success. These practices empower students with a clear understanding of what is expected, fostering their confidence and ability to meet performance standards. By offering consistent guidance, practical tools, and individualized support, the school ensures that all students are equipped to achieve their academic and personal goals. Students engage with rubrics tailored to specific disciplines, such as math unit projects, science lab reports, and middle school science research projects, aligning their work with clear evaluation criteria. Physical handouts, digital resources, and instructional slideshows offer multi-modal access to information, catering to diverse learning styles. For instance, global studies lessons incorporate respect charts, detailed written assignment overviews, and digital materials to create a structured and supportive environment. Students receive explicit instruction in paragraph structure, supported by grading rubrics and examples of high-quality paragraphs and essays. They are also taught techniques for introducing quotations, with graphic organizers and writing outlines provided to younger students to build foundational skills. Resources such as the Writing Portfolio website further reinforce these skills with practical tools like rubrics	● Work Records ● Course syllabi (all a-g courses have syllabi, new website will be updated) ● Course Descriptions, example ● Example CEA Literary Analysis Paragraph ● Three Ways to Introduce Quotations in Academic Writing ● Introducing Quotations ● Essays from former students that students read as examples: Prop 12 Persuasive Essay , Proposition 1 Persuasive Essay ● Google Classroom rubrics ● Individual assignment rubrics ● Providing student samples of prior/similar assignments ● Respect chart for Global Studies ● Physical handouts w/instructions, digital materials on Google Classroom for individual activities, and slideshows with overview of daily routines (Google Classrooms) ● Middle School writing outline example ● Middle School Science Research Project Rubric ● Writing Portfolio Website ● Math and science rubric example

and sample work. Teachers integrate central and essential questions into lessons to clarify learning goals, while anchor charts and assignment overviews are used to establish clear expectations. Digital platforms like Google Classroom offer rubrics, assignment instructions, and grading tools, providing students with transparent guidelines for success. Weekly or biweekly Work Records outline assignment expectations for each student, ensuring personalized guidance aligned with academic goals. Digital tools like Google Classroom include additional support such as teacher notes, recorded lectures, notes, sample assignments, and links to audiobooks and text to speech to provide consistent access to assignments, rubrics, and feedback, making learning resources available to all students regardless of learning environment. Students with support minutes meet regularly with their Resource Specialist. All students meet weekly or biweekly with their Teacher of Record to get individualized support.College and Career workshops google classroom are available to all students 7-12 and the Magnolia Project is offered to 8-12 grade students to support life after graduation. Drop-in math tutorials and English homerooms provide additional help to students needing support in core subjects, reducing barriers to success.	Google Classroom Audiobooks **NaturalReader** (text to speech) College & Career Wkshp 2024-25.pdf Magnolia Project, Handout

Summary

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

Orchard View School fosters an equity-centered learning environment where students engage in meaningful and challenging learning experiences aligned with academic standards and college and career readiness. The curriculum incorporates real-world applications, student choice, and global perspectives, supported by individualized academic plans and diverse instructional methods. Teachers provide clear expectations through rubrics, examples, and personalized feedback, ensuring students understand performance standards. With opportunities for collaboration, hands-on projects, and community engagement, students are prepared to meet academic goals while developing critical thinking and problem-solving skills. The school's approach prioritizes engagement, clarity, and support, empowering students to succeed academically and personally.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources (*2–3 pages maximum*)

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.
C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings	Evidence
Teachers analyze standardized assessments, such as CAASPP and STAR tests, to identify students requiring additional support, particularly in core subjects like math and English. Through the district's multi-tiered support system, they implement differentiated instruction, scaffolding, and one-to-one support for SPED students to ensure equitable access to a rigorous curriculum. Science classes employ scaffolded note sheets completed collaboratively with teachers and peers, supplemented by digital lesson videos for review. The flipped classroom model enables students to absorb lecture content at home, reserving classroom time for hands-on, inquiry-based experiments like designing and testing hypotheses in the fermentation lab. Practical applications extend to STEAM courses, where students integrate art and technology through tools like TinkerCad and Adobe Illustrator, utilizing 3D printers and laser engravers to develop both technical and creative skills. Orchard View's commitment to digital learning empowers students with tools to solve real-world problems through interactive, self-paced platforms like IXL, Khan Academy, and Desmos, which encourage deep exploration, collaboration, and creative application of mathematical concepts. Science students leverage digital simulations such as pHet labs to visualize complex phenomena in physics and chemistry, while Mystery Science aligns K-6 learning with NGSS standards, fostering inquiry and critical thinking. Recorded physical science videos with embedded questions further enhance comprehension. In English, students develop communication and critical analysis skills by creating blogs, analyzing poems, and editing narratives, supported by peer editing and online grammar tools. Arts courses integrate technical proficiency with creativity through tools like Adobe Photoshop for photo editing. Orchard View prioritizes experiential learning through practical, community-focused projects that foster civic responsibility and real-world problem-solving. Global Studies students engage in simulations, such as representing special interest groups and analyzing global issues using HDI data, while field trips to nonprofits like the Redwood Empire Food Bank and Ceres Project provide hands-on community service experience. In economics, stock market simulations and guest speakers on personal finance equip students with practical financial decision-making skills, and government classes feature a Community Problem Solving project and microfinance initiatives via KIVA, allowing students to make a tangible impact on global	- Student Data: OVS CAASPP Data STAR Renaissance, - Multi Tiered System of Support - Math 1 Notes Sheet and Video Links Directed Study schedule - math + science youtube videos - Note sheets, videos, phys sci (for "flipped" Physical Science class) - 4. Build an Atom pHet Lab - Desmos activities - Fermentation Lab: Final (students design a laboratory experiment to test a hypothesis) - Source Analysis Overview - Analyzing Artificial Intelligence-Generated Essay - Use of StoryCorps to incorporate varying perspectives - Personal stories with varying perspectives based on race, ethnicity, age, geography, religion, and gender (Global Studies) - HDI (Human Development Index) data in Global Studies & Gov - Simulations such as Special Interest Groups in Government and Sokoto country simulation in Global Studies - Field trips to non-profits that improve conditions in the community: Redwood Empire Food Bank and Ceres Project - Microfinance loans through KIVA as part of Development Unit in Global Studies - Guest speakers focused on personal finance in Economics - Physical Science class Khan Academy - Khan Academy Consumer Credit Supplemental Questions - Stock Market simulations in Economics - Community Problem Solving project in Government - Waterbottle Interview in Global Studies and Government: - Create a Blog and Analyze Famous

communities. For younger students, STEM box loaner stations and Mystery Science activities provide hands-on, NGSS-aligned opportunities to creatively explore science concepts, while high-interest K-6 science curricula ensure engagement and build foundational skills. Practical Math emphasizes real-world applications, teaching essential skills like budgeting and consumer credit analysis to make learning relevant and meaningful.	Poem - Syllabus - Practical Math.pdf - Science STEM box loaner station for grades K-6. - Mystery Science online learning for grades K-6 covering NGSS

Orchard View School combines evidence-based instruction, technology, and experiential learning to create a supportive, student-centered environment. Through diverse strategies that address individual needs, foster engagement, and promote critical thinking and problem-solving, the school empowers students to become independent and engaged learners prepared to navigate complex challenges with confidence and creativity.

For **Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**, the following evidence is particularly relevant and aligns well with the focus on equity-centered instruction, use of diverse strategies, and integration of digital tools to enhance learning and problem-solving:

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.
C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
Orchard View School emphasizes student voice and agency by empowering students to actively engage in their learning and decision-making processes. Individualized lesson plans are collaboratively developed by teachers, parents, and students, ensuring that learning is tailored to individual needs and interests. Students can choose from a variety of electives, including sewing, culinary arts, musical instrumentation, art, and community volunteerism, allowing for personal choice and exploration. Leadership opportunities through Student Council and the Advisory Board provide a platform for students to contribute to school governance and decision-making. Projects like the Ikigai survey encourage students to explore their personal interests and align them with potential career paths, while the Community Service and Job Skills allows students to engage in community action based on their passions and local needs. Community engagement projects, such as Global Goals Week campaigns at the Sebastopol Library, the biannual Ballot Measure Forum, and Climate Action Night at SRJC, empower students to address real-world issues and share their perspectives with the broader community. Additionally, student-led projects in humanities, math, and art encourage creativity, problem-solving, and initiative.	● *Outward View* Action Hours based on personal interest and community need ● Collaborative projects working with foreign schools (World Wise Schools and the Mongolia Government Project) ● Field trips to local nonprofits such as Redwood Empire Food Bank and Ceres Project ● Field trips to natural sites such as Armstrong Redwoods, Ragle Park, and local tidepools. Also field trips for gardening classes, Make classes, and Art classes. ● Student Council (flier for officers), and Advisory meeting agenda/notes: K-7, 8-12 ● Peace Corps speakers ● Awareness posters displayed at Sebastopol Library

Orchard View also integrates career preparedness and applied learning opportunities that extend beyond traditional classroom settings, equipping students with the knowledge and skills needed for college and careers. Dual enrollment at Santa Rosa Junior College allows students to earn college credits while gaining valuable experience. Community service and field trips to organizations like Redwood Empire Food Bank and Ceres Project highlight the importance of civic engagement, while legislative meetings with state representatives provide insights into government processes. Guest speakers inspire students with real-world experiences and career insights. Hands-on learning opportunities, such as field trips to natural sites, gardening, and Make classes, reinforce classroom concepts and provide practical applications. Career exploration activities, like the Ikigai survey help students develop strategic thinking and advocacy skills. Applied learning is further supported through engineering and design projects in art and technology classes, where students use tools like TinkerCad and Adobe Illustrator to create meaningful work. OVS integrates student voice, agency, and career readiness into its educational model.	• Ikigai project
	• Climate Action Night
	• Jason math projects
	• Ballot Measure Forum poster
	  ○ Ballot measure student posters 2024
	  ○ Photo of election forum board 2022

Summary

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources Teachers at OVS use a range of methodologies and digital tools to support student learning, including flipped classrooms, scaffolded notes, and digital simulations for science classes. Art and technology classes allow students to explore creativity and engineering principles with tools like TinkerCad and Adobe Photoshop. Career preparedness is emphasized through experiential learning, guest speakers, and project-based learning, giving students agency in selecting areas of study relevant to their interests and career goals.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Equity-Centered and Individualized Support: OVS emphasizes equity by providing individualized learning plans tailored to each student's needs and supports, such as additional tutorials and homeroom support sessions for independent study students.
2. Real-World Relevance and Cross-Cultural Learning: The curriculum incorporates real-world data, current events, and global studies, connecting learning to local and global issues, such as through CalEnviroScreen projects and cultural exchanges. This approach enhances student engagement and broadens their worldview
3. Robust Use of Technology: OVS leverages various digital tools, including Desmos for math exploration, Google Classroom for assignment access, and digital simulations in science. The flipped classroom model and recorded video lessons support diverse learning needs and promote independent study

Areas of Growth

1. Consistency in Professional Development Utilization: Teachers are encouraged to use professional development opportunities, but uptake appears inconsistent, partly due to teacher burnout. Enhancing teacher support for continuous learning could further strengthen instructional quality and innovation.
2. Monitoring and Supporting Struggling Students: Despite various intervention programs, some students continue to face challenges in meeting standards. Regular assessments and evolving intervention strategies could help address these gaps more effectively.

Category D: Assessment and Accountability (*6 pages maximum for Category D*)

Criterion D1: Reporting and Accountability Process

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the ***schoolwide reporting and accountability practices impact student learning and well-being***.

Criterion D1: Reporting and Accountability Process (*1–3 pages maximum*)

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.
D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
Orchard View School uses a robust and equitable assessment process to collect, disaggregate, and analyze student performance data. Teachers employ state and district assessments (CAASPP, STAR Renaissance), formative assessments, and teacher-created tools to track student progress. Shared rubrics, such as the CEA Paragraph Rubric in English, ensure consistency in grading. Data analysis during staff meetings informs instruction, and tools like Aeries and Google Classroom provide transparency for students and parents. Results are shared with stakeholders, including parents and educational partners, fostering accountability. The school also disaggregates data to identify trends and implement targeted interventions. Equity is central to Orchard View's continuous improvement process. Data disaggregation informs programmatic changes, such as the introduction of Practical Math to support struggling students, particularly those from historically underperforming subgroups. IEP meetings and Work Record evaluations provide personalized support, while professional development focuses on creating culturally responsive assessments. Targeted resources, such as Khan Academy and Desmos, offer additional support to students needing differentiated instruction. These strategies ensure that assessment results drive equitable resource allocation and program enhancements,	Report cards and evaluations Student Data: OVS CAASPP Data STAR Renaissance, Rubrics, science example Weekly/Biweekly Student/Teacher meetings and evaluations to review Individual Lesson Plans (ILP) Plan Review/Eligibility Evaluation IEP Meetings: Multi Tiered System of Support Quill Grammar for 9th/ 10th independent study English BrainPop, Khan Academy, Desmos, Edgenuity, and more which provide student performance reports. Physical Science class Khan Academy Google Form Quizzes. Ex: Quiz on atoms, ions, isotopes CEA Paragraph Structure + Rubric

supporting all students in achieving their potential.	Ballot Proposition Essay, requirements, steps, due dates, rubric Aeries student and parent portal Google Classroom guardian updates ParentSquare

Summary

Orchard View School implements an equitable and results-driven assessment process to collect, analyze, and share student performance data with stakeholders, fostering accountability and continuous improvement. Utilizing a range of tools, including state assessments (CAASPP, STAR Renaissance), teacher-created rubrics (e.g., CEA Paragraph Rubric), and digital platforms like Aeries and Google Classroom, the school ensures transparency and consistency in evaluating student progress. Data disaggregation identifies trends and supports interventions, such as introducing Practical Math for historically underperforming subgroups and using tools like Khan Academy and Desmos for differentiated instruction. Regular IEP meetings, student-teacher evaluations, and professional development in culturally responsive practices further enhance equitable resource allocation and program adjustments, enabling all students to achieve their potential.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings	Evidence
Orchard View School (OVS) strives to effectively analyze and disaggregate student performance data in order to analyze student grades, growth, and performance levels. OVS uses a variety of tools such as STAR Renaissance Reports, California State Dashboard, common formative assessments, and CAASPP scores. OVS teachers and administrators use this data with a goal of improving student outcomes and achievement. OVS is constantly evaluating the programs to be offered. Through Parent Advisory Boards, district administration meetings, and school board meetings, they determine which classes, programs and clubs are needed for each year. The OVS Principal, in conjunction with staff, reviews and analyzes data from the Youth Truth Survey to academic and social needs of students. High school teachers use the same letter grade/ percentage correlation for classes: Aeries- letter grade, percentage correlation High school teachers reflect on student SRJC grade data to ensure our courses are preparing them for college-level work. Schedule of classes is modified based on assessment results. For example, additional math tutorials, science tutorials, and elementary math courses have been added to improve mastery of content across grade levels. College and career workshops and magnolia project	Advisory Boards for elementary and high school :Advisory meeting agenda/notes: K-7, 8-12 Orchard View ad hoc committee on school board Plan Review/Eligibility Evaluation IEP Meetings: Multi Tiered System of Support Directed Study schedule Student Data: OVS CAASPP Data STAR Renaissance, Analysis notes for CAASPP test Youth Truth Survey OVS Survey summary California School Dashboard: Orchard View Common Formative Assessments: Biology Test Student Writing Portfolios: Writing Portfolio Website Student Oral Presentations: Passion Project

course address increased needs.	presentations, Student Podcasts Aeries- letter grade, percentage correlation Class schedule K-3, 4-7, 8-12

Summary

OVS utilizes a robust assessment system, integrating tools like CAASPP, STAR Renaissance, summative and formative assessments, California State Dashboard, unit tests, and writing portfolios to assess and report student progress. Assessment data is shared with students, parents, and educational partners, aligning with the Local Control and Accountability Plan (LCAP) and informing the school's action plan and portrait of a graduate. OVS holds regular advisory board meetings and collaborates with stakeholders to review this data, guiding program evaluations and resource allocation. Tools such as the Youth Truth Survey further support OVS' focus on student learning, well-being, and accountability, helping to address both academic and social-emotional needs.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Directions

- Evaluate the school's effectiveness in addressing the Assessment and Accountability criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the teachers' use of assessment strategies to monitor and modify instruction impact student learning and well-being.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress (*1–3 pages maximum*)

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Findings	Evidence
Teachers are consistently using appropriate formative and summative strategies to measure student progress and guide classroom instruction. Examination of student work and assessments reveals a wide range of modalities through which students demonstrate achievement of standards. Students demonstrate achievement and progress towards goals through daily classroom assessments both formal and informal, test results including benchmarks and projects. The results of these assessments give teachers multiple pieces of data that can be used to understand learning gaps and help teachers determine pacing and if reteaching is required. Teachers use digital platforms programs such as Duolingo, Khan Academy, Edgenuity, Brainpop, as means to informally assess students' learning during the lesson (see Classroom Assessments, Benchmarks). Teachers create Work Records and provide individual instruction,	Student Data: OVS CAASP… STAR Renaissance Rubric, science example Weekly/Biweekly Student/Teacher meetings and evaluations to review Individual Lesson Plans (ILP)

assessment, and support, including quick writes, discussions, and other ways to determine students' prior knowledge or determine if material needs to be revisited before starting a new lesson. School events and projects provide opportunities to assess student knowledge, speaking and presenting skills, demonstration of knowledge, and ability to complete large projects. For high school students, teachers make a Graduation Plan document for each student, to track their progress towards graduation and college readiness. This same doc is used and updates from 9th grade through graduation.	Graduation Plan template School events such as Science Fair,Around the World, Night of the Notables, Election Forum, Climate Action Night Ice Cream Soci…

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Findings	Evidence
Teachers effectively inform students of expected levels of performance in their courses. On each Work Record, teachers evaluate and provide feedback on time management, rate of completion, and quality of work. Teachers give students feedback on assignments on the Work Record and in teacher/ student meetings. For more immediate feedback, teachers utilize digital platforms for many of their assignments. With the use of Google Docs and Google Slide presentations, students can share their work with their teacher and they can comment directly on their papers. The math department uses Desmos for their classroom assignments and activities. Desmos allows the teacher to see the students' computer screens and provide feedback right away. Students submit rough drafts for unit projects in math classes and receive feedback for revision for final drafts.	Course syllabi (all a-g courses have syllabi, new website will be updated) Weekly/Biweekly Student/Teacher meetings and evaluations to review Individual Lesson Plans (ILP). Written Agreement Contract: student and guardian sign Google Doc assignment: example From Manzanar to Art_ Altruistic Artists.pdf Desmos

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
Teachers are consistently using appropriate formative and summative strategies to measure student progress and guide classroom instruction. Examination of student work and assessments reveals a wide range of modalities through which students demonstrate achievement of standards. Students demonstrate achievement and progress towards goals through formal and informal	Weekly/Biweekly Student/Teacher meetings and evaluations to review Individual Lesson Plans (ILP). Class quizzes, Understanding Quick-checks, Khan Academy videos with questions embedded, BrainPop and Khan Academy quizzes, cumulative assessments, Edgenuity tests Desmos,

assessments including test results, benchmarks, and projects. Teachers identify learning gaps and adjust pacing and reteach if necessary in tutorials and individual meetings. Lower-elementary students take cumulative assessments to gauge student learning.	High School Team Meetings: on Friday 12:30-1:30 Staff meeting agenda/notes Common Formative Assessments: Biology Test Student Data: OVS CAASPP Data STAR Renaissance California School Dashboard: Orchard View

Summary

Teachers at OVS employ various formative and summative assessment strategies to monitor student learning and adjust instruction. Students' progress is assessed through both formal methods, like benchmarks and standardized tests, and informal daily classroom assessments. Digital tools, including Google Docs and Desmos, allow teachers to provide timely feedback, helping students improve and adjust as needed. Individual Work Records facilitate tailored learning, with regular student-teacher meetings enabling personalized feedback and supporting responsive instructional adjustments.

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Diverse Assessment Tools: OVS's variety of assessment methods offers a comprehensive understanding of student progress, aiding in data-informed instructional decisions.
2. Individualized Learning Plans: Regular student-teacher meetings and individual Work Records ensure personalized learning, addressing each student's unique goals and progress.
3. Real-Time Digital Feedback: Platforms such as Google Docs and Desmos provide immediate feedback, enhancing the learning experience and enabling prompt corrections.

Areas of Growth

1. Equity in Grading Practices: Grading variability across classes and departments can affect the objectivity and fairness of student evaluations, particularly for underrepresented groups.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (*6 pages maximum for Category E*)

Criterion E1: Family and Community Involvement

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Analyze and explain how the evidence supports your findings and your response.
- Explain how the family and community involvement impacts student learning and well-being.

Criterion E1: Family and Community Involvement (*1–2 pages maximum*)

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students. **E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding. **E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
OVS recognizes the essential role families and the community play in supporting student success. To ensure all families feel welcomed and valued, the school conducts grade-specific orientations at the start of each school year. These events provide opportunities for families to meet with the director, tour the school, and collaborate with Independent Study teachers to co-create individualized learning plans tailored to each student's unique goals and needs. Translation services are available at orientations to ensure accessibility for non-English-speaking families. The school encourages ongoing family and community participation through Advisory Board, such as organizing school-wide fundraising events to address emerging needs, and through volunteer opportunities like garden workdays. Seasonal events, including the science fair, "Around the World Night," and community potlucks, further strengthen the connection between families, students, and the school. Ongoing communication tools—newsletters, email updates, an online calendar, and the Parent Square platform—are used to keep families informed and engaged. OVS prioritizes the inclusion of diverse cultural perspectives in its curriculum and community activities, ensuring students develop an understanding and appreciation for the world's rich cultural tapestry. Programs like Global Studies and Outward View enable students to explore both local and global perspectives, fostering critical thinking and empathy. English classes incorporate literature from authors representing a wide range of cultural backgrounds, and assignments are adapted to	Orientation agenda/schedule Advisory meeting agenda/notes: K-7, 8-12 OVS Education Foundation, flier and event Newsletter Global Studies syllabus OVS Outward View School events such as Science Fair, Around the

reflect students' individual interests and cultural contexts. The school's leadership is committed to continuous learning and growth in cultural sensitivity. Administrators are participating in a two-year program with equity expert Daryton Ramsey to assess and enhance the school's Diversity, Equity, and Inclusion (DEI) efforts. Staff members have also engaged in antiracist training through the Sonoma County Office of Education (SCOE) and led a schoolwide project inspired by This Book is Anti-Racist by Tiffany Jewell, creating opportunities for students to explore identity, equity, and systemic change. Staff have taken part in additional DEI trainings outside of contract hours. OVS places a high value on building trust and meaningful relationships with students, families, and the broader community. Individualized learning plans are co-developed with students, families, and teachers to honor each learner's needs and aspirations. At the start of the school year, students are given intentional time to build rapport with their Teacher of Record, establishing a supportive foundation for academic and personal growth. Advisory committee meetings, inclusive of diverse stakeholders—administrators, staff, teachers, families, and students—create an open platform for dialogue and decision-making. Regular feedback is sought through tools such as the Youth Truth survey, ensuring the voices of families and students inform school priorities. These practices demonstrate the school's commitment to transparency and collaboration. Community-centered events, such as the spring open house and "Day on the Green," are designed to bring students, families, and staff together in celebration, fostering a sense of belonging. The school's efforts to ensure culturally sensitive practices extend to recognizing and addressing barriers and creating inclusive spaces for engagement.	World, Night of the Notables, Election Forum, Climate Action Night Ice Cream Social Fli… field trips, Day on the Green Seasonal events organized by the school families winterfest, winter craft fair,Welcome BackPotluck, Cookout, Day on the Green, and regular meet-ups at local parks Anti Racist discussion flier Anti Racist lesson plan Facing History Global Studies Variety of novels and poems by authors from a wide variety of cultures and backgrounds: 9th and 10th English book list, California Connections Youth Truth Survey OVS Survey summary

Criterion E1: Family and Community Involvement

Summary

Orchard View School (OVS) fosters an inclusive and culturally sensitive environment by engaging families and the community through grade-specific orientations, collaborative individualized learning plans, and accessible communication tools. The school integrates diverse cultural perspectives into its curriculum, such as through Global Studies and Ethnic Studies, and provides opportunities for students to explore identity and equity through antiracist initiatives. Leadership and staff actively participate in professional development to enhance Diversity, Equity, and Inclusion (DEI) efforts, ensuring a responsive and equitable learning environment. By building trust through advisory committees, schoolwide surveys, and community-centered events, OVS demonstrates its commitment to honoring the diverse identities and needs of students, families, and the broader community.

Criterion E2: School Culture and Environment

Directions

1. Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
2. Explain or reference evidence that supports your succinct, narrative response.
3. Explain how the school culture and environment impact student learning and well-being.

Criterion E2: School Culture and Environment Criterion (*1–2 pages maximum*)

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.
E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.
E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Evidence
Orchard View School (OVS) is committed to fostering a safe, nurturing, and inclusive learning environment supported by effective policies, equitable practices, and a culture of trust and professionalism. OVS ensures a secure and supportive educational environment through well-defined policies, robust resources, and a focus on student safety. At the beginning of the year, families and students review and sign District Board Policies including behavior expectations, school safety, and internet policies in individual meeting with their Teacher of Record.The school prioritizes internet safety by implementing digital citizenship training, content filters, and clear guidelines for responsible technology use. Emergency preparedness is a cornerstone of the school's safety policies, with regular drills and protocols for fire, earthquake, and other emergencies. To ensure equitable access to learning tools, OVS provides resources such as Chromebooks and educational software, fostering an inclusive and technologically equipped learning environment. Additional supports, including counseling and wellness resources, address students' academic and emotional needs, creating a holistic approach to nurturing student success. The culture at OVS reflects a deep commitment to honoring individual differences and supporting students' social-emotional growth. Social-Emotional Learning (SEL) lessons are integrated into the school day, providing students with tools to manage stress, build resilience, and foster positive relationships. Anti-bullying policies are consistently enforced, promoting a culture of respect and safety for all students. High expectations are coupled with personalized supports, such as differentiated instruction and accommodations for students with IEPs and 504 Plans, ensuring equitable opportunities for success. The school's inclusive practices, from culturally responsive materials to diverse perspectives in curriculum, demonstrate an ongoing commitment to respecting the identities and needs of all students. OVS cultivates an atmosphere of trust, respect, and equity through intentional practices that engage the entire school community. Collaborative events build connections among students, families, and staff. Professionalism and equity are central to the school's approach, supported by staff participation in professional development on Diversity, Equity, and Inclusion (DEI) topics. Feedback mechanisms, such as Youth Truth surveys and advisory board meetings, ensure that all voices are heard, valued, and reflected in the school's practices.	Independent Study Board Policy Behavior Guidelines Cell Phone Policy Internet Policy Bully Policy Multi Tiered System of Support Student Council (flier for officers)Constitution and Bylaws Suicide prevention (NAMI) SEL lessons in PE (1, 2) Media Literacy unit Youth Truth Survey OVS Survey summary Community Club (NAMI) Ice Cream Social, Movie Nights, Games Nights Google Classroom Aeries

Summary
Orchard View School (OVS) is committed to fostering a nurturing, equitable, and professional learning environment through well-defined policies, resources, and a culture of trust and respect. The school ensures student safety and inclusivity by implementing comprehensive internet safety measures, maintaining safe and accessible facilities, and providing resources such as technology tools and counseling services. A strong emphasis on social-emotional learning, anti-bullying, and differentiated instruction highlights the school's dedication to honoring individual differences and supporting students' diverse needs. Through professional development in equity, open communication channels, and community-building events, OVS cultivates an atmosphere of high expectations, mutual respect, and care, creating a positive and collaborative school culture for all students, families, and staff.

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Directions

- Evaluate the school's effectiveness in addressing the School Culture and Support criteria and the supporting indicators.
- Explain or reference evidence that supports your succinct, narrative response.
- Explain how the multi-tiered support systems impact student learning and well-being.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports (*1–2 pages maximum*)

All students receive appropriate academic, social-emotional, and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements and evaluates the effectiveness of personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.
E3.2 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.
E3.3 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
OVS employs a range of multi-tiered support strategies to meet students' individual needs, providing both academic and alternative instructional approaches. Personalized learning plans are co-developed with students, families, and teachers, ensuring that each student's goals, strengths, and challenges are addressed. Data-driven assessment tools, such as STAR Renaissance and CAASPP, guide the identification of student needs and the monitoring of progress, while small group instruction and tutoring offer targeted interventions. Flexible instructional models, including project-based learning and dual enrollment opportunities at Santa Rosa Junior College (SRJC), provide students with engaging and personalized pathways to academic success. The school regularly evaluates the effectiveness of these supports through staff collaboration and feedback. Live interaction and synchronous instruction allow staff to monitor student progress closely, ensuring that no student falls through the cracks and capture them through Intensive Study Team (IST). General ed counseling is offered through a	Student Data: OVS CAASPP Data STAR Renaissance California School Dashboard: Orchard View Multi Tiered System of Support Presence Counselor SRJC College and Career Workshops

collaboration with Presence Learning. OVS ensures high levels of student involvement in both curricular and co-curricular activities that connect to academic standards, the school's graduate profile, and college and career readiness. Students actively organize and participate in events such as the Science Fair, Night of the Notables, and Day on the Green, which foster collaboration, creativity, and real-world application of academic skills. Student run clubs, Student Counsel, and student participation in Advisory Board ensure a high level of student involvement. Programs like Career Exploration and Global Studies further prepare students for future success by linking academic content to career pathways and diverse global perspectives. Dual enrollment, job shadowing, and internship opportunities provide students with hands-on experiences that align with their goals and aspirations, ensuring a holistic approach to college and career readiness. These opportunities allow students to become active stakeholders, providing input on school policies, voicing concerns, and building connections with staff and peers. The school prioritizes the development of self-advocacy skills by offering personalized and flexible support systems that empower students to take ownership of their learning. Regular one-to-one meetings with teachers help students set and monitor academic goals, fostering confidence and independence. Participation in student governance, advisory roles, and schoolwide projects such as antiracism initiatives encourages students to advocate for their needs and contribute to their community meaningfully. By integrating personalized support, student involvement, and opportunities for self-advocacy, OVS creates an inclusive and empowering environment that equips students to navigate and contribute to their academic, social, and emotional development. These efforts reflect the school's dedication to nurturing lifelong learners who are prepared to succeed in an interconnected world.	SRJC Summary 2024 SRJC Course Information Google Classroom courses Graduation Plan template Weekly/Biweekly Student/Teacher meetings and evaluations to review Individual Lesson Plans (ILP). Outward View, Magnolia Project, Handout, Community Service volunteer list School events such as Science Fair,Around the World, Night of the Notables, Election Forum, Climate Action Night Ice Cream Social Flier… field trips, Day on the Green Seasonal events organized by the school families winterfest, winter craft fair,Welcome BackPotluck, Cookout, Day on the Green, and regular meet-ups at local parks Student Council (flier for officers)

Criterion E3: Academic, Social-Emotional, and Multi-Tiered Supports

Summary

Orchard View School (OVS) demonstrates a strong commitment to addressing the diverse academic, social, and emotional needs of its students through personalized, multi-tiered support systems, meaningful student involvement, and fostering self-advocacy skills. These efforts align with the school's mission to prepare students for success in college, career, and community life while promoting a sense of identity and purpose.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Safe and Inclusive Environment: A strong emphasis on respect, professionalism, and trust in the school culture, supported by behavioral policies and a clean, safe campus.
2. Student Participation and Ownership: Opportunities for students to contribute to decision-making through the student council and various clubs, fostering a supportive school community.
3. Personalized Academic Support: Access to individualized support through the hybrid model, regular teacher office hours, and teacher of record assignments, providing students with academic guidance.

Areas of Growth

1. Mental Health Resource Communication: Limited effectiveness in communicating available mental health resources to students and families, which could be improved with a more structured communication plan.
2. College and Career Counseling: Limited budget to hire a school counselor. High school teachers have worked hard to develop ongoing workshops and online resources in spite of these limitations.
3. Staff Workload: The hybrid model's focus on individualized support can place additional demands on teachers, potentially impacting workload balance and sustainability.

Prioritized Areas of Growth Needs from Categories A through E

1. Facilities and Resources

- **Facilities Enhancement (Category A):** The lack of dedicated spaces for collaborative learning and creative projects limits enrichment opportunities for students. Prioritizing improvements in this area would enhance both academic and extracurricular experiences.
- **Resource Sufficiency (Category A):** Address gaps in technology, updated instructional materials, and subject-specific resources, such as science labs and manipulatives, to better support curriculum delivery and student engagement.

2. Student Engagement and Belonging

- **Consistency in Student Engagement and Belonging (Category B):** More structured efforts to foster belonging across all student groups can enhance school culture. Initiatives could include expanding social-emotional learning (SEL) and student participation in school-wide activities.
- **Mental Health Resource Communication (Category E):** Improve communication around available mental health resources for students and families to ensure greater access and awareness.

3. College, Career, and CTE Opportunities

- **Increased Career Exploration and Planning (Category B):** Strengthen CTE options and career pathways to better align with students' postsecondary goals. Opportunities for practical, real-world learning experiences can bridge the gap between college and career readiness.
- **College and Career Counseling (Category E):** Address limitations due to budget constraints for hiring a dedicated counselor by exploring partnerships, grants, or alternative solutions to enhance counseling services.

4. Instructional Quality and Professional Development

- **Evaluation of Professional Development Impact (Category A):** Systematically evaluate the impact of professional development to ensure alignment with instructional goals and to track improvements in student outcomes.
- **Consistency in Professional Development Utilization (Category C):** Address teacher burnout and provide targeted support to encourage participation in professional growth opportunities.

5. Supporting Struggling Students

- **Monitoring and Supporting Struggling Students (Category C):** Implement regular assessments and refine intervention strategies (MTSS) to address gaps for students facing challenges in mastering curriculum standards.

6. Grading and Equity

- **Equity in Grading Practices (Category D):** Ensure consistency and fairness in grading practices across classes and departments, particularly for underrepresented student groups, to promote equity.

7. Staff Workload

- **Staff Workload (Category E):** The hybrid model's individualized focus places additional demands on teachers. Develop strategies to manage workload balance and support teacher sustainability while maintaining instructional quality.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs *(2 pages maximum)*

- **Insert the table with prioritized strengths and growth areas.**
- **Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.**

Strengths and Areas for Growth

The following table highlights Orchard View School's prioritized strengths and growth areas, categorized by themes emerging from the self-study analysis:

Category	Strengths	Growth Areas
Category A	Clear and coherent vision aligned with standards and goals. Collaborative, data-driven processes to assess student needs.	Facilities lack dedicated spaces for collaborative learning and creative projects. Improved evaluation of professional development impact needed.
Category B	Robust community and dual enrollment partnerships enriching real-world experiences. Effective parent and community engagement. Technology integration, chromebooks and digital resources.	Limited cross-curricular integration. Expand CTE and career exploration opportunities. Strengthen consistent student belonging and engagement efforts.
Category C	Equity-centered, individualized student support. Real-world and cross-cultural learning integrated into the curriculum. Robust use of technology.	Inconsistent uptake of professional development due to teacher burnout and lack of opportunities that feel relevant to independent studies teachers. Strengthen strategies for monitoring and supporting struggling students.
Category D	Diverse assessment methods and real-time feedback. Individualized learning plans support personalized academic progress.	Address equity in grading practices to ensure fairness and objectivity across departments.
Category E	Safe, inclusive environment fostering trust. Opportunities for student participation and personalized academic support.	Improve communication about mental health resources and ensure effective access. Support staff workload balance due to demands of the hybrid model.

Major Student Learner Needs

The analysis confirms the following major student learner needs, based on Orchard View Schools **School Profile** and **Focus Group findings**:

1. **Strengthening College and Career Readiness**
   Feedback from students, parents, and recent data highlights the need to expand career technical education (CTE) pathways and enhance college preparation resources. The A-G course completion rate declined from 37.5% in 2022-23 to 18.52% in 2023-24, and graduation rates dropped from 97.14% (2021-22) to 92.59% (2023-24). Many students feel unprepared for postsecondary pathways, emphasizing the need for expanded internships, financial literacy, and real-world learning experiences.
2. **Improving Student Engagement and Belonging**
   While 73% of high school students report feeling engaged, only 46% take pride in their work. Independent study offers flexibility, but survey data indicates a need for stronger student connections, more extracurricular opportunities, and increased collaborative learning experiences. Additionally, engagement gaps among specific student groups, particularly 8th graders, suggest targeted intervention is needed.
3. **Addressing Mental Health Needs**
   Although Orchard View School provides access to mental health resources, only 62% of high school students report having an adult at school to talk to when upset, indicating a need for improved communication and accessibility of support systems. Expanding SEL programs, counseling visibility, and peer mentorship will help strengthen student well-being.
4. **Supporting Struggling Students**
   Data indicates that English Learners (ELs) and students with disabilities continue to underperform compared to their peers. More robust intervention strategies, targeted academic support, and professional development for staff are needed.
5. **Enhancing Facilities and Resources**
   Facilities constraints continue to impact learning opportunities. Staff, students, and families report overcrowded classrooms, lack of shaded outdoor seating, and limited classroom materials. Investments in technology, academic resources, and spaces for collaboration and creativity will support a more dynamic learning environment.

Supporting Evidence

The following data sources support the identification of these major needs:

- CAASPP and Formative Assessments: Performance gaps persist, especially among EL and SPED students.
- Parent and Student Surveys: Indicate needs for increased connectedness, college and career readiness, and social-emotional support.
- Engagement and Program Data: Dual enrollment and community partnerships show promise but require expansion and equitable access.
- Staff and Focus Group Feedback: Concerns about workload sustainability and professional development effectiveness persist.

Chapter 5: Schoolwide Action Plan

- **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
- **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
- **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Strategies to Close Achievement Gaps

1. **Expand Intervention Programs**:
    - Implement targeted support for underperforming student groups, particularly English learners (ELs) and students with disabilities.
    - Continue to develop structured Multi-Tiered System of Support (MTSS) with an emphasis on mathematics and English Language Arts (ELA).
    - Introduce additional academic intervention periods during the school day to provide timely remediation for struggling students.
2. **Enhance Social-Emotional Learning (SEL) Programs**:
    - Increase focus on SEL activities and resources to ensure all students feel connected and supported.
    - Create a dedicated SEL team to monitor student well-being and guide interventions based on survey results and other feedback.
    - Develop peer mentorship programs to strengthen student support networks.
3. **Strengthen College and Career Readiness**:
    - Expand Career Technical Education (CTE) pathways, including the addition of pathways aligned with in-demand local industries.
    - Offer workshops and mentorship programs to increase career exploration opportunities, starting as early as 7th grade.
    - Continue building partnerships with Santa Rosa Junior College (SRJC) to provide dual enrollment opportunities and career-focused courses.
4. **Improve Equity in Grading and Assessment Practices**:
    - Develop and implement consistent grading practices across all departments to ensure fairness and equity for all students.
    - Provide professional development for teachers on culturally responsive grading practices.
5. **Enhance Student Engagement and Extracurricular Opportunities:**
    - Expand extracurricular activities, including clubs, field trips, and student-led initiatives.
    - Increase collaborative learning opportunities and peer engagement programs, particularly for 8th-grade students.
6. **Invest in Facilities and Resources:**
    - Address classroom overcrowding by optimizing space for collaboration and creative learning.
    - Secure funding for updated technology and additional instructional resources.

Revised Schoolwide Action Plan

1. **Goal 1: Academic Achievement**
    - **Action Steps:** Expand intervention strategies; provide focused, specific professional development for teachers in independent study setting; and update curriculum.
    - **Alignment with LCAP:** Supports improved student outcomes in math and ELA through targeted support and resource allocation.
2. **Goal 2: Student Engagement and Belonging**
    - **Action Steps:** Introduce more SEL programs, increase student participation in clubs and events, and focus on building a welcoming school climate.
    - **Alignment with LCAP:** Supports goals related to fostering school connectedness and student engagement.
3. **Goal 3: College and Career Readiness**
    - **Action Steps:** Integrate career exploration into the curriculum throughout the grade levels, including earlier grade levels.
    - **Alignment with LCAP:** Aligns with goals promoting postsecondary success for all students.
4. **Goal 4: Mental Health and Wellness**
    - **Action Steps:** Strengthen mental health outreach and monitor the effectiveness of programs through surveys and data analysis.
    - **Alignment with LCAP:** Addresses goals related to social-emotional support and wellness.
5. **Goal 5: Facilities and Resources**
    - **Action Steps:** Advocate for improved school facilities and expand access to instructional materials.Continue to improve seating options.
    - **Alignment with LCAP:** Supports school infrastructure improvements to enhance student learning experiences.

Monitoring Student Learning

1. **Data-Driven Instruction**:
    - Utilize CAASPP, Star Renaissance, and formative assessments to track student progress in real-time.
    - Conduct quarterly data reviews in Professional Learning Communities (PLCs) to identify trends and adjust instruction accordingly.
2. **Regular Reporting**:
    - Share progress updates with staff, parents, and the governing board through monthly reports and newsletters.
    - Use ParentSquare and advisor meetings to keep families informed about their students' growth and schoolwide initiatives.
3. **Feedback Mechanisms**:
    - Conduct annual surveys for students, parents, and staff to gather feedback on school climate, instructional practices, and resource allocation.
    - Use survey results to refine programs and address identified areas of concern.

4. **Progress Monitoring for Action Plan Goals**:
    - Assign staff members to oversee specific goals within the action plan.
    - Develop a timeline for implementation and review, with benchmarks to evaluate progress in each area.
5. **LCAP Integration**:
    - Align the monitoring of the action plan with LCAP metrics, ensuring consistency in evaluating student outcomes and schoolwide goals.

Link to LCAP Goals: OVS LCAP.

This revised plan focuses on actionable strategies and robust monitoring processes to ensure continuous improvement and equitable outcomes for all students.

Ongoing Follow-up Process – Orchard View School

At Orchard View School, the Leadership Team is responsible for implementing the Schoolwide Action Plan and ensuring progress toward the Schoolwide Learner Outcomes. The school continuously evaluates data over a three-year period, identifying patterns and adjusting strategies as needed. The hybrid independent study model, along with strong community collaboration, allows OVS to efficiently implement and monitor its action plans.

The Twin Hills Union School District Board, staff, students, families, and the broader OVS community have access to the WASC Self-Study Report and annual progress reports, which are available online and on-site. Feedback from all stakeholders is incorporated into the Local Control and Accountability Plan (LCAP) and the Schoolwide Action Plan.

Each year, OVS follows a structured cycle to ensure accountability, continuous improvement, and alignment of school programs with student needs:

Fall

- The Leadership Team meets to review the previous year's progress, analyze key data (CAASPP, YouthTruth, Star Renaissance, and attendance), and establish specific goals and responsibilities for the current year.
- New faculty members receive an overview of the WASC process and are assigned roles in the ongoing school improvement efforts.
- The WASC Coordinator updates progress reports, maintains relevant data, and presents monthly updates to the Leadership Team.

Winter

- The Leadership Team conducts a mid-year progress review, assessing the implementation of action steps and making any necessary adjustments.
- Stakeholder feedback is gathered through surveys, advisory meetings, and Leadership Team discussions.
- The WASC Coordinator compiles mid-year progress updates and reports to the Leadership Team, staff, and school board.

Spring

- A comprehensive evaluation of the Schoolwide Action Plan is conducted, using both qualitative and quantitative data.
- The Leadership Team meets to analyze progress, identify areas needing improvement, and prioritize goals for the following year.
- Faculty and staff provide feedback on student learning, and recommendations are incorporated into curriculum planning, professional development, and student support services.

Summer

- The Administrative Team and WASC Coordinator review all collected data, analyze progress, and set specific goals and timelines for the upcoming school year.
- Data findings guide the adjustment of intervention programs, student engagement strategies, and academic support initiatives.
- The Leadership Team meets in August before school begins to review findings and refine strategies for the new school year.

OVS maintains an iterative and transparent approach to school improvement by aligning this Ongoing

Follow-up Process with the LCAP and WASC Action Plan, ensuring that student learning, engagement, and well-being remain at the core of all initiatives.