SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA DEPARTMENT OF EDUCATION

FOR

Orchard View School

700 Watertrough Road

Sebastopol, CA 95472

Twin Hill Union School District

April 14 - 16, 2025

Visiting Committee Members

LuPaulette Y. Taylor, Ed. D.
Teacher/Administrator, McClymonds High School, Oakland, CA

Ms. Shannon Breckenridge
Associate Executive Director, Lake View Charter School, Orangevale, CA

Mr. Jonathan Leggett
Teacher on Special Assignment, California In.novative Career Academy, Sacramento, CA



Introduction

- **Provide a brief background of the school, a concise description of programs offered.**
- **Summarize the involvement and collaboration of educational partners in the self-study process.**

Orchard View School (OVS) is a public charter school in California, serving students in grades K-12 using a hybrid model (independent and optional on-campus classes) that provides a personalized and flexible learning environment. Family involvement is an essential element of the educational process. The students, teachers, and parents form the team that ensures the academic and personal growth and success of the students.

Orchard View School offers a wide variety of courses and enrichment opportunities for students who have diverse needs and interests. Courses in math, science, history, and English all meet the A-G requirements for 4-year college access. Enrichment courses in dual enrollment classes are offered at Santa Rosa Junior College (SRJR). There are student clubs, one-on-one meetings with teachers, internships, mentorships, college and career support to prepare for life after high school, and the development of career readiness skills.

Diversity, Equity, and Inclusion strategies are infused throughout the school to enhance student learning and a sense of belonging. Strategies employed to promote diversity, equity, and inclusion are culturally responsive teaching practices, flexible learning options, a focus on Social Emotional Learning (SEL), college and career readiness practices, support for students with Individualized Educational Plans (IEP), 504 plans, and Intensified Support Teams (ISTs), equity focused professional development, and student clubs and activities.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

According to the written self-study and interviews with students, parents, staff, and administration, all stakeholders were integral contributors to the report. Changes and additions to the program have been made

Chapter 1: Progress Report

Since the last self-study visit, there have been several significant changes:

- A full-time Education Specialist was added in 2023 to support educational initiatives and foster community engagement
- In 2024, the Orchard View Education Foundation was established.
- Due to budget cuts, across the Twin Hill District, OVS lost a college and career counselor. OVS has prioritized family-requested courses and improved student outcomes.

- A parent of a 6th and 10th-grade student has joined the district board.
- While several staff members have left the district, new hires have been added to the staff.
- Parent Square has been added to inform and communicate with parents.
- A change in the school's website provider has diminished the school's online presence.

New courses and enhancements include Child Development, Global Studies, Practical Math, a yearbook class, Culinary A & B, Driver's Ed, expanded math offerings, Studio Art 1 & 2, Ceramics, Maker, Physical Science, Spanish for grades 4-12, P.E., and Sewing.

Other changes include:

- Professional Learning Communities (PLCs) ensure that course contents are aligned with the state standards and the school's mission and vision.
- Common assessments are utilized for consistent checks of student achievement.
- Expanded usage of Google Classroom Aeries.
- Beginning of the year orientations
- More check-in with the Teacher-of-Record.
- Usage of an outdoor learning space.
- Multi-Tiered System of Support (MTSS) to handle diverse student neds.
- Presence Platform for online counseling support
- Increased chances for leadership roles in the Student Council.
- Increased mental health support.
- Increased college and career readiness opportunities.
- Policy updates regarding cell phone usage and behavior agreements.

The previous WASC and LCAP Goals were:

- **WASC #1 Students will achieve grade-level proficiency in ELA and Math.**

  LCAP #1 OVS 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 ELA and Math.

- **WASC #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 #2 OVS will create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents while addressing emerging challenges to ensure a continuous improvement in school climate and student outcomes.

- **WASC #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 #3 To encourage all students to become independent learners who strive to expand tier own intellectual growth, explore school and career opportunities, and set goals and manage time effectively.

Orchard View School follows a structured and collaborative approach to implementing and monitoring its WASC & LCAP goals and its schoolwide action plan. Students, parents, teachers, partners and the administration regularly review and access progress and adjustments that might

be needed to ensure success in high school and life after graduation.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

OVS constantly utilizes it action plan to ensure that the WASC & LCAP goals are utilized to provide a program that meets students' academic, social emotional, college and career needs. There are constant hceck-ins with stakeholders to make sure that the students graduate independent learners who are college and career ready.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Chapter 2: School Profile and Supporting Data and Findings

For additional context about Orchard View School (OVS), please refer to the Introduction for a brief background and self-study process. Mission, vision, and Schoolwide Learner Outcomes are located in Chapter 3, Category A.

Student Demographics

Orchard View School (OVS) serves a diverse student body, with enrollment data from the 2023–24 school year reflecting the following demographics:

- **White (non-Hispanic)**: 64.32
- **Hispanic or Latino**: 24.88
- **Multi-Ethnic**: 7.04%
- **Asian**: 2.35%
- **American Indian or Alaskan Native**: 0.94%
- **Filipino**: 0.47%

There is a slight gender disparity, with 126 female students compared to 86 male students, and one student identifying as another gender.

While the proportion of Hispanic students is lower than the county average, it remains a significant and growing demographic at OVS. The school community is characterized by a blend of cultures and learning needs, highlighting the importance of culturally responsive teaching

and inclusive practices.

Student Performance Data

CAASPP Results

English Language Arts (ELA):

- The proficiency rate has remained stable, with 62.50% of students meeting or exceeding standards in 2023–24.
- OVS continues to outperform the county (44.32%) and state (47.04%) averages.
- Grade 11 students demonstrated the highest ELA proficiency (89.48%), showcasing strong upper-grade literacy.

Mathematics:

- Math proficiency rebounded to 43.86% in 2023–24 after a decline to 37.84% in 2022–23.
- OVS still exceeds both county (31.84%) and state (35.54%) performance averages.
- Grades 7 and 8 showed the strongest results (53.33% and 60%, respectively), while lower grades continue to struggle.

Analysis:
While ELA scores remain consistently strong, math performance varies more significantly across grade levels. The data suggests a need for deeper support in foundational math concepts, particularly in the early grades. Subgroup performance also highlights ongoing gaps, especially among English learners and students with disabilities.

STAR Renaissance Benchmark Assessment

The STAR Renaissance assessments, administered twice annually in grades 3–12, continue to show positive trends:

- **Reading**: 87% of students met or exceeded benchmark.
- **Math**: 72% met or exceeded benchmark.
- Participation rates were high: 91% in reading and 86% in math.

These results align with CAASPP data and reinforce the need for continued use of this formative assessment to guide instruction and intervention.

English Language Learner (ELL) Data

The ELL population, while still small, has grown from zero in 2021–22 to three students in 2023–24. Oral language skills tend to outpace written proficiency, with students performing at Level 3 or 4 on oral components but scoring lower on writing. One family opted out of ELPAC testing in 2023–24, suggesting a need for clearer communication regarding its importance.

Targeted actions include:

- Structured writing support
- Bilingual resources
- Increased family engagement
- Professional development on ELL strategies

College and Career Readiness

A-G Course Completion Rates:

- 2021–22: 20.47%
- 2022–23: 37.50%
- 2023–24: 18.52%

Graduation Rates:

- 2021–22: 97.14%
- 2022–23: 96.30%
- 2023–24: 92.59%

While graduation rates remain strong, A-G completion is inconsistent, and survey data from students and families highlights a lack of access to college counseling and career exploration. Only 46% of students report feeling prepared for post-secondary life.

Areas for growth:

- Structured college and career counseling
- More diverse and rigorous course offerings
- Internships and real-world learning opportunities

School Climate and Engagement

Based on YouthTruth survey results and internal climate data:

- **Student Engagement**: 73% feel engaged (vs. national avg. of 56%)
- **Emotional Well-being**: 96% (grades 9–12) and 94% (grades 6–8) report positive feelings
- **Adult Support**: Only 62% of high schoolers feel they have a trusted adult at school
- **Academic Pride**: Just 46% of students report pride in their academic work
- **College Readiness**: Rated in the 75th percentile but remains a concern
- **Safety**: Rated in the 96th percentile by families
- **Respect & Inclusivity**: Rated in the 85th percentile

Extracurriculars and school connectedness remain areas of concern, with students requesting more clubs, sports, and enrichment. Staffing and facility constraints (e.g., limited outdoor seating, overloaded teacher responsibilities) also emerged in parent feedback.

Attendance and Discipline

Attendance Rates:

- 2021–22: 97.56%
- 2022–23: 97.59%
- 2023–24: 96.96%

Suspension Rates:

- 2021–22: 0%
- 2022–23: 3 incidents (7 days total)
- 2023–24: 0%

Attendance remains strong, suggesting effective student engagement. However, small declines in 2023–24 and feedback on punctuality issues signal the need for continued monitoring.

Physical Fitness

Physical Fitness Test participation improved significantly, from 52.17% in 2022–23 to 68.18% in 2023–24, reflecting efforts to expand PE opportunities in the independent study model.

Major Preliminary Student Learner Needs

Based on an analysis of demographic and performance data, the following key learner needs have been identified:

1. **Academic Achievement in Math**:
    - Need for targeted support in problem-solving and conceptual understanding, especially in lower grades and among EL and SPED populations.

2. **Support for ELs and Students with Disabilities**:
    - Structured interventions in both ELA and math to close performance gaps.
    - Resources to meet reclassification criteria for EL students.

3. **College and Career Readiness**:
    - Increased access to A-G courses, structured counseling, and real-world learning.

4. **Student Engagement and Connectedness**:

- More extracurricular opportunities and stronger student-adult relationships.
- Initiatives to foster academic pride and motivation.

Questions Raised by the Data

- **Math Achievement**: What instructional strategies and supports can address early math struggles and subgroup disparities?
- **College and Career Readiness**: How can OVS expand access to career pathways, internships, and counseling?
- **Support for Vulnerable Populations**: What tailored programs can help EL and SPED students thrive academically?
- **Whole-School Improvement**: How can professional development better equip staff to support diverse learners?

- **Culture and Connection**: What systems can build stronger bonds between students and staff, and improve engagement beyond academics?

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

With this model, students can earn credits for graduation that meet the academic standards, career, and college readiness goals personalized for each student. Students exceed county and state averages in ELA and math. Students with special needs are supported with modifications and accommodations as their IEPs prescribes.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- **For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and all the indicators within each category;* include supporting evidence as appropriate.**
- **Rate the effectiveness of each criterion and complete the narrative rationale for the rating**
  - **Highlight the areas of strength**
  - **Highlight the growth areas for continuous improvement**
  - **List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.**

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus and a belief that all students can achieve?

Orchard View School (OVS) takes an intentional, collaborative approach to student learning through a clearly defined and recently re-worked mission and vision aligned with high standards, equity, and district goals. The independent study model supports diverse learners—including those with IEPs, English learners, and advanced students—through personalized instruction, CTE, enrichment, and dual enrollment. Students at OVS take advantage of their partnership with Santa Rosa Junior College for advanced subject matter, career training, and enrichment opportunities outside of what OVS can offer. Integration of state standards, ongoing assessments, and alignment with the LCAP ensure continuous progress monitoring. Each student is closely monitored by their Supervising Teacher, ensuring progress toward goals. Stakeholders help shape the mission, vision, and SLOs through regular feedback and advisory input, with an active Student Council, an Advisory Board that includes multiple stakeholders, and one parent representative on the Twin Hills School Board. Consistent communication fosters transparency and shared ownership of school goals.

Vision and Purpose **that supports high achievement for all students: Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school demonstrates strength in both its clear vision and effective execution. It offers a strong, personalized independent study program with robust supports and enrichment opportunities.

A2: Governance

To what extent is the school's purpose 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?

Visiting Committee Comments

The partnership between Twin Hills Union School District and Orchard View School reflects a shared commitment to student learning through aligned vision, governance, and resources. While THUSD provides fiscal oversight, greater budget transparency and more collaborative decision-making would strengthen the relationship. The board supports OVS's mission through clear policies and communication, and the OVS Advisory Committee helps maintain ongoing dialogue. However, shared access to the upper field presents challenges, and exclusive use by OVS would better support students. Tools like Parent Square and published handbooks promote trust, but a more user-friendly, staff-managed website would enhance communication and help

market the school's strong program. Advisory input helps ensure district initiatives align with OVS priorities and student success, and the THUSD Ad hoc Committee is a step in the right direction.

***Governance* that supports high achievement for all students.**
Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:

The school Advisory Board shows strength in both its clear vision and effective execution. However, its relationship with Twin Hills Union School District could benefit from improved collaboration and communication.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

Visiting Committee Comments

Orchard View School (OVS) demonstrates a collaborative, data-driven approach to student learning by aligning leadership, staff, and resources with its mission and Schoolwide Learner Outcomes. Systems are in place to monitor independent study progress and support students who fall behind in academics or compliance. Teachers consistently use assessments, surveys, and grades to guide instructional decisions, with this work documented in meeting agendas and planning materials. They also play a key role in supporting parents and guardians, who are active partners in the learning process. When assessment data such as CAASPP or STAR reveals learning gaps, students would benefit from an internal intervention program that extends general education supports. At the high school level, teachers meet regularly to co-develop curriculum and refine instructional practices. Leadership fosters shared decision-making, accountability, and reflective practice in both formal and informal ways. The Intensified Support Team (IST) model ensures early and personalized academic and social-emotional interventions through collaboration among staff, families, and students.

***Leadership for Learning* that supports high achievement for all students.**
Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:

Orchard View School (OVS) uses a collaborative, data-driven approach to align instruction with its mission and learner outcomes. While supports like the IST model are in place, students

would benefit from a stronger internal intervention system to address learning gaps.

A4: Qualified Staff and Professional Development

To what extent do 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

Orchard View School (OVS) supports student learning through aligned governance, leadership, staffing, and resource management rooted in its mission and goals. Staff are engaged, positive, and highly qualified for the school's unique independent study model, with the freedom to design coursework tailored to student interests and learning styles. All staff meet Twin Hills Union School District's hiring standards, and position postings clearly outline expectations. A structured evaluation process, reviewed at least twice annually, links professional goals to student achievement and Schoolwide Learner Outcomes. Professional development is prioritized through dedicated PD days and 15 hours of discretionary time for each teacher to pursue relevant learning. PD focuses on SEL, instructional practices, and content-area growth, and its impact is monitored through observations and student data. Clear handbooks and consistent communication—via staff meetings, advisory board discussions, and ParentSquare—promote transparency and shared commitment to student success.

Qualified Staff and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Orchard View School (OVS) supports student learning through aligned leadership, qualified staff, and a clear focus on its mission and goals. Teachers are given flexibility, ongoing evaluation, and professional development to support personalized instruction and continuous improvement.

A5: Resources

To what extent are the human, material, physical, and financial resources 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 learner goals/graduate profile, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

Orchard View School (OVS) allocates resources through collaborative planning aligned with its mission and student learning goals. Leadership and staff regularly assess needs through meetings and professional development, prioritizing programs such as dual enrollment, career exploration, and SEL. While internal decision-making is responsive, stronger collaboration with the district would improve the timeliness and alignment of resource allocation with long-term goals. Building stronger partnerships with Apple Blossom Elementary and fostering district-wide understanding of the OVS model would promote goodwill and strengthen community support. Increased stakeholder involvement and greater transparency in budgeting would also build trust and ensure alignment with community priorities. OVS adheres to Twin Hills Union School District guidelines for compliance and safety, maintaining well-equipped learning spaces and providing students with technology and resources for independent study. Teachers use platforms like Google Classroom to support instruction, though expanded learning spaces and regular facility assessments would further enhance innovative and SEL-focused learning.

Resources **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Orchard View School (OVS) allocates resources through collaborative planning aligned with key programs and student needs. Greater district collaboration and transparency would improve long-term alignment and community support.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. **Personalized Independent Study Model**: OVS provides a flexible, student-centered learning environment that supports a wide range of learners—including students with IEPs and those seeking advanced coursework—through personalized instruction via strong relationships with supervising teachers, on-campus hybrid core subject instruction, dual enrollment with Santa Rosa Junior College, and enrichment opportunities.

2. **Strong Relationships and Support Structures**: Each student is closely supported by a Supervising Teacher who monitors academic progress and provides individualized guidance. The IST model ensures timely, collaborative academic and social-emotional interventions, reinforcing the school's commitment to holistic student support.

3. **Collaborative Governance and Stakeholder Engagement**: OVS fosters shared ownership of its mission and goals through active involvement from students, families, and staff in decision-making processes. Structures like the Advisory Board, Student Council, and consistent communication channels (e.g., ParentSquare, handbooks,

meetings) promote transparency and alignment with schoolwide priorities.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. **Development of Internal Intervention Programs**: While current supports like tutoring and the IST model are in place, students would benefit from a more comprehensive, school-based intervention system to address academic gaps—particularly in math and ELA—beyond external partnerships.
2. **Improved Collaboration and Transparency with the District**: Strengthening collaboration with Twin Hills Union School District, particularly around budget transparency and resource allocation, would better align long-term planning with school needs and improve shared use of facilities like the upper field.
3. **Enhanced Communication Infrastructure**: Although tools like ParentSquare are used effectively, the school would benefit from a more user-friendly, staff-managed website to improve communication, increase accessibility for families, and support outreach and marketing of the OVS program.

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do 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 standards in order to meet graduation requirements?

Visiting Committee Comments

The curriculum is designed to be coherent and relevant across grades K–12, with core instruction in standards-based math and phonics-based reading aligned to the Science of Reading. Teachers report aligning instruction with CCSS and Schoolwide Learner Outcomes (SLOs), though formal documentation of alignment was not consistently observed. Weekly or biweekly PLCs support curriculum development and common assessment planning.

Instructional content is designed to be aligned to the Portrait of a Graduate and SLOs, with the High School Roadmap and Google Classroom used to support consistency. End-of-year writing portfolios aligned to CCSS are used across grade levels. Teachers individualize instruction to meet student needs, and curriculum at all levels is designed to promote student ownership of learning.

The school offers A–G approved courses and dual enrollment at SRJC. Students develop Graduation Plans with their Teacher of Record. Despite these efforts, the College and Career Indicator (CCI) dropped from 42% in 2019 to 19% in 2024, and only 46% of students report feeling prepared. Limited access to a college and career counselor and a reduction in enrichment opportunities may contribute to these outcomes.

Project-based learning opportunities like the Magnolia Project, Science Fair, and World Culture

Day offer real-world, cross-curricular experiences. Collaboration with community partners supplements instruction. College workshops are available but students report a desire for more workshops throughout the year. While college workshops are held a few times per year, students expressed a desire for more structured and consistent support in this area.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Narrative Rationale:

The school provides a coherent, standards-based curriculum grounded in educational research, with instruction aligned to CCSS and SLOs. PLCs support collaboration and curriculum development, and real-world learning is integrated through projects and community partnerships. A–G courses, dual enrollment, and Graduation Plans promote college readiness, though limited access to college counseling and a decline in the CCI suggest gaps in support. While alignment is evident, formal documentation and consistent postsecondary preparation could be strengthened, supporting an overall rating of Effective.

B2: Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do 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?

Visiting Committee Comments

As an independent study program with the option of in-person instruction, students can access curriculum through in-person, asynchronous, and online platforms. Students have a 1:1 Chromebook access and varied instructional tools. Dual enrollment and CTE pathways at SRJC include options such as welding, computer science, and equine studies. However, not all courses are available in-person due to staffing and facility limitations.

Digital tools and flexible instructional delivery methods support access to learning for all students. Events like Climate Action Night, field trips, and performances offer opportunities for real-world engagement. However, some materials—such as class syllabi—were not easily accessible due to the outdated school website.

Graduation Plans are collaboratively developed and revised through weekly or biweekly meetings with supervising teachers. Families report strong communication and personalized support. Participation in the school Advisory Board allows for stakeholder input, and parents expressed appreciation for district governance involvement.

Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: <u>**Highly Effective**</u> Effective Somewhat Effective Ineffective

Narrative Rationale:

The school ensures high levels of access through multiple instructional models—including in-person, asynchronous, and online learning—supported by 1:1 Chromebook distribution and varied digital tools. All students have opportunities for career exploration via CTE pathways and dual enrollment, and real-world learning is integrated through events and field trips. Graduation Plans are developed collaboratively with students and families, with consistent communication and support. Stakeholder involvement is strong, and students report feeling supported in pursuing individualized academic and career goals. These practices reflect a highly effective level of access and opportunity for all students.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. **Standards-Based and Personalized Curriculum:** Students have access to a coherent and relevant curriculum aligned with Common Core State Standards and the school's Portrait of a Graduate. Teachers individualize instruction and use graduation plans to personalize academic pathways, supporting student agency and ownership of learning.
2. **Access to Diverse Instructional Models:** The school offers flexible instructional delivery through in-person, asynchronous, and online platforms, supporting a wide range of learning preferences. Students benefit from 1:1 Chromebook access and digital tools that enhance engagement and accessibility.
3. **Community Partnerships and Dual Enrollment:** Partnerships with SRJC and local organizations provide students with dual enrollment opportunities, CTE pathways (e.g., welding, equine science, computer science), field trips, and real-world learning experiences such as Climate Action Night and service projects.
4. **Stakeholder Collaboration:** Weekly or biweekly meetings with supervising teachers ensure that families are engaged in developing and monitoring graduation plans. The Advisory Board includes parents and community members, promoting shared decision-making and strong communication.

Growth Areas for Continuous Improvement for Curriculum:

1. **College and Career Integration Across Courses:** While students have access to dual enrollment and select career pathways, the school's College and Career Indicator has declined, and students expressed a desire for more consistent guidance. Embedding college and career readiness skills and exploration opportunities across the curriculum—not just in designated pathways—may strengthen postsecondary preparation and relevance.
2. **Consistency of Curriculum Alignment Documentation:** Although instruction is reported to align with SLOs and academic standards, formal documentation of this alignment is not consistently evident. Strengthening documentation and ensuring consistent articulation across grade levels can improve curricular coherence.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an engaging learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

Visiting Committee Comments

Students engage in real-world, project-based learning experiences such as the Proposition Ballot Forum, CalEnviroScreen data analysis, and the KIVA microfinance project. Student work is objective-based and project-driven, requiring demonstration of mastery before advancing. Weekly or biweekly meetings with supervising teachers provide consistent opportunities for reflection and adjustment of learning goals.

Expectations are clearly communicated through tools like rubrics, syllabi, and assignment overviews. Teachers use feedback and student work analysis to guide instruction and clarify standards for success. Portfolios and performance tasks reinforce student understanding of learning outcomes.

Student Engagement in Challenging and Relevant Learning Experiences **that support high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Students consistently engage in challenging, real-world learning through project-based experiences. Mastery-based progression ensures depth of understanding, supported by regular meetings with supervising teachers to reflect on and adjust goals. Clear expectations are communicated through rubrics and syllabi, while feedback and portfolio assessments help students track progress toward college and career readiness. These practices reflect a highly effective level of student engagement in challenging and relevant learning experiences aligned with academic standards and schoolwide goals.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create a learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

Visiting Committee Comments

Teachers use differentiated strategies, including scaffolding, flipped instruction, and STEAM projects. Instruction is tailored to meet the needs of all students, including those with IEPs.

Students help shape their academic paths through personalized graduation plans and participation in school governance, such as Student Council and the Advisory Board. Student input has led to

the creation of clubs and school events.

Digital tools like Google Classroom, Desmos, and TinkerCad support instruction and encourage critical thinking. Students use design software, 3D printers, and other tools to apply concepts in real-world contexts.

Students participate in community-connected learning through SRJC dual enrollment, field trips, service projects, and events with guest speakers. Activities such as the Ikigai survey and Global Goals Week allow students to explore personal purpose and career interests. Students and families expressed a desire for expanded extracurricular options and more consistent college and career counseling services.

Student-Centered Instruction through a Variety of Strategies and Resources **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Teachers use a range of evidence-based strategies, including scaffolding, flipped instruction, and STEAM projects, to actively engage students and support diverse learning needs. Student agency is evident through personalized graduation plans and input on school initiatives via Student Council and the Advisory Board. Instruction is enhanced by digital tools like TinkerCad and Desmos, which promote critical thinking and real-world problem solving. These practices demonstrate a highly effective student-centered instructional environment.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. **Project-Based and Real-World Learning Experiences:** Students engage in hands-on, relevant projects such as the Proposition Ballot Forum, CalEnviroScreen data analysis, and KIVA microfinance, which promote critical thinking, collaboration, and application of knowledge to real-world problems.
2. **Clear Communication of Learning Expectations:** Teachers provide rubrics, syllabi, and assignment overviews to clarify performance expectations. Frequent feedback and regular reflection through weekly or biweekly teacher meetings support students in tracking progress and adjusting learning goals.
3. **Differentiated Instruction and Use of Technology:** Instructional strategies include scaffolding, flipped instruction, and personalized learning supports, including for students with IEPs. Teachers use digital platforms like Google Classroom, Desmos, and TinkerCad to support interactive and accessible instruction.
4. **Student Agency and Voice:** Students play an active role in shaping their learning experiences through personalized graduation plans, participation in Student Council, and input on clubs and events. Opportunities like the Ikigai survey help students explore purpose and future goals.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. **Expansion of Extracurricular and Enrichment Opportunities:** Students and families expressed interest in more consistent access to extracurricular activities and structured college and career exploration. Expanding offerings and support in these areas could improve engagement and preparation for postsecondary pathways.
2. **Structured Support for Professional Collaboration:** Teachers meet regularly in PLCs, but ongoing support and follow-through on professional development use may benefit from more structure and accountability. Encouraging collaboration around student data and instructional strategies could enhance consistency.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Visiting Committee Comments

Teachers and administrators use CAASPP, STAR Renaissance, common formative assessments, and rubrics to monitor progress. Results are shared with educational partners through Google Classroom, ParentSquare, and individual meetings.

High school teachers use a grading scale in Aeries, and rubrics are applied across core subjects. Assigned Work Records document grades, time-value of work, and engagement.

Assessment data informs program changes such as expanded math instruction, additional tutorials, and college and career readiness supports. Staff review results in PLCs and staff meetings to guide instructional decisions and professional development.

Leadership reviews student learning and engagement data with the school Advisory Board and stakeholders. Data from the Youth Truth Survey and other tools help guide program evaluation and resource allocation.

The OVS self-study identifies variability in grading practices as an area for growth, which was confirmed as a concern in our discussions with staff.

Reporting and Accountability Process **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school effectively monitors student progress using a range of assessments such as CAASPP, STAR Renaissance, and common teacher-developed assessments. Data is shared

with stakeholders through ParentSquare and individual conferences, and is used to inform instruction and program decisions. Regular data discussions take place in PLCs, staff meetings, and Advisory Board sessions. However, the need for greater consistency in grading practices across departments remains an area for improvement, indicating an overall effective approach to assessment and accountability.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

Visiting Committee Comments

Teachers use a variety of formative and summative assessments, including projects, benchmarks, and cumulative assessments, to track progress and adjust instruction. Assigned Work Records and Graduation Plans support ongoing monitoring of goals and readiness.

Students receive timely, specific feedback through Google Classroom, shared documents, and in-person meetings. Feedback addresses quality of work, time management, and academic progress.

Student learning is demonstrated through performance tasks, writing portfolios, and common assessments. Teachers adjust instruction based on analysis of assessment data, and collaboration through shared platforms supports alignment across grade levels

Using Student Assessment Strategies to Monitor and Modify Learning Progress **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Teachers use a variety of formative and summative assessments—including performance tasks, benchmarks, and writing portfolios—to monitor student growth and guide instruction. Assigned Work Records and Graduation Plans provide structured, ongoing tracking of progress toward academic and college/career goals. Students receive timely, specific feedback through digital tools and direct meetings, supporting reflection and improvement. Teachers analyze data to adjust instruction and collaborate across grade levels to ensure alignment. These comprehensive, well-integrated practices reflect a highly effective use of assessment strategies to monitor and modify learning.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. **Diverse Use of Assessment Tools:** Teachers and administrators use a range of

assessments—including CAASPP, STAR Renaissance, performance tasks, benchmarks, and common rubrics—to monitor student progress and guide instruction across grade levels and subject areas.
2. **Personalized Monitoring of Student Progress:** Assigned Work Records and Graduation Plans support individualized tracking of academic progress and goal attainment. Regular meetings between teachers and students ensure progress is monitored and adjustments are made based on evolving needs.
3. **Timely and Actionable Feedback:** Students receive specific, real-time feedback through platforms like Google Classroom, shared documents, and in-person conferences. Feedback addresses quality of work, time management, and progress toward academic standards.
4. **Stakeholder Engagement with Data:** School leadership collaborates with the Advisory Board and families to review learning and engagement data, ensuring transparency and inclusive decision-making processes.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. **Equity in Grading Practices:** Grading variability across classes and departments can affect the objectivity and fairness of student evaluations, particularly for underrepresented groups.
2. **Increased Use of Disaggregated Data to Target Subgroup Performance:** While the school gathers and uses data, there is an opportunity to deepen the disaggregation of data by subgroup (e.g., students with IEPs, socioeconomically disadvantaged students) to more strategically identify and close achievement gaps.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process?

Visiting Committee Comments

Orchard View School (OVS) fosters a culture of meaningful family and community engagement to support students' academic, social-emotional, and personal growth. Students report feeling safe and accepted, and the overall school culture reflects a strong commitment to inclusion and belonging. Although the student population is primarily white, the school clearly values diversity through both curriculum and practice. The administration actively supports an inclusive atmosphere, and the Student Council contributes to this culture by planning community-building activities and participating in daily school decisions. Families collaborate with staff during grade-specific orientations to create individualized learning plans, with translation services ensuring accessibility for non-English-speaking households. Ongoing engagement is maintained through the Advisory Board, volunteer opportunities, seasonal events, and regular

communication via newsletters and ParentSquare. OVS integrates diverse perspectives into courses such as Global Studies and multicultural English literature, while staff participate in DEI-focused professional development, including training with Daryton Ramsey and the Sonoma County Office of Education. Strong relationships with the Teacher of Record are central to the school model, and student and family feedback—gathered through Youth Truth surveys and advisory meetings—helps guide school improvement. Events like the spring open house and "Day on the Green" reinforce a sense of community, while ongoing efforts to reduce participation barriers reflect the school's commitment to culturally responsive practices.

Family and Community Involvement **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Orchard View School (OVS) fosters a safe, inclusive culture with strong family engagement and a clear commitment to diversity and belonging. Students, families, and staff collaborate through personalized learning plans, community events, and ongoing feedback to support continuous improvement.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a nurturing learning environment?

To what extent does the school leadership develop a culture that is characterized by trust, professionalism, and high expectations for all students?

Visiting Committee Comments

Orchard View School (OVS) fosters a safe, inclusive, and supportive culture grounded in equity, professionalism, and community engagement. Safety protocols include digital citizenship education, emergency drills, and behavior expectations reviewed annually with each student and their Supervising Teacher. While content filtering is in place, its calibration could be streamlined. Students are supported by access to Chromebooks, academic software, and wellness resources, with SEL lessons embedded into instruction to build emotional resilience and healthy relationships. Additionally, students are offered mental health support through a contract with Presence and have formed a club based on the principles of NAMI. Long-term relationships with Supervising Teachers foster individual trust and provide students with a consistent, trusted adult throughout their time at OVS. Inclusive practices, including accommodations for students with IEPs and 504 Plans, demonstrate the school's commitment to equity. Trust is further strengthened through regular family engagement and collaborative events. Staff participate in DEI-focused professional development, and stakeholder input from Youth Truth surveys and advisory meetings informs ongoing improvements, helping to create a school environment where all students feel safe, valued, and supported.

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Orchard View School (OVS) fosters a safe, inclusive environment with strong student support systems, including SEL, mental health resources, and long-term relationships with Supervising Teachers. Ongoing family engagement, DEI training, and stakeholder feedback guide continuous improvement and promote a culture of trust and equity.

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

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to a system of personal support service, activities, and opportunities at the school and in the community?

Visiting Committee Comments

Orchard View School (OVS) integrates multi-tiered supports and personalized learning to foster academic, social-emotional, and personal growth within an inclusive culture. Students, families, and teachers co-create individualized learning plans using data from STAR Renaissance, CAASPP, and other assessments to guide targeted interventions like small group instruction, tutoring, and project-based learning. To address learning gaps, math tutoring and ELA/writing support are provided through small groups with Supervising Teachers. Additional support is available through a partnership with Sylvan Learning Center, though students may be better served by a more efficient internal intervention program. Flexible instructional models, dual enrollment, synchronous learning, and the Intensive Study Team (IST) structure allow staff to monitor progress and provide timely support. Students demonstrate strong agency and regularly contribute to school leadership, with their voices shaping decisions and programming. Future readiness is supported through regular graduation plan reviews with Supervising Teachers and the introduction of the Magnolia Project. The addition of a dedicated Academic Counselor would help strengthen the school's college and career pathway offerings. Real-world connections are further built through Career Exploration, Global Studies, job shadowing, and internships, reinforcing OVS's commitment to developing engaged, self-directed lifelong learners.

Academic, Social-Emotional, and Multi-tiered Supports **that support high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Orchard View School (OVS) supports academic and personal growth through individualized

learning plans, targeted interventions, and flexible instructional models. Students build agency and future readiness through leadership opportunities, real-world learning, and close guidance from Supervising Teachers.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. **Inclusive School Culture and Strong Relationships**: OVS fosters a safe, inclusive environment where students feel accepted and supported. Long-term relationships with Supervising Teachers build trust, and staff engage in DEI training to promote equity and belonging for all students.
2. **Family and Community Engagement**: The school maintains meaningful engagement with families through individualized learning plans, translation services, advisory boards, regular communication, and events that build community and trust.
3. **Personalized, Student-Centered Learning**: OVS offers a flexible, data-informed instructional model with individualized plans, targeted interventions, and opportunities for leadership, dual enrollment, and real-world learning, preparing students for college, career, and lifelong success.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. **Enhanced Internal Intervention Systems**: While support services exist through Sylvan Learning Center and small group instruction, students may benefit from a more efficient, school-based intervention program to address learning gaps more directly and consistently.
2. **Increased District Collaboration on Resource Allocation**: Strengthening collaboration with the district could improve responsiveness in resource planning and ensure that budget decisions more effectively align with the school's evolving instructional and student support needs.
3. **Expanded College and Career Counseling**: The addition of a dedicated Academic Counselor would enhance postsecondary planning, allowing for more comprehensive college and career guidance to support students' future readiness.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and

well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

Personalized Independent Study Model

- **Who:** Supervising Teachers, students, and support staff.
- **What:** Provide individualized instruction, hybrid class options, dual enrollment, and enrichment.
- **Why:** This flexible model meets diverse learner needs—including students with IEPs and those seeking advanced opportunities—by fostering strong relationships and tailoring learning to students' academic and personal goals.

Collaborative Governance and Stakeholder Engagement

- **Who:** Administration, families, students, and community members
- **What:** Engage in shared decision-making through the Advisory Board, Student Council, and communication platforms like ParentSquare
- **Why:** Transparent, inclusive planning promotes trust and ensures school priorities reflect the diverse voices of the OVS community

Real-World Learning and Community Partnerships

- **Who:** Students, teachers, Santa Rosa Junior College, and local organizations.
- **What**: Participate in dual enrollment, career development, and projects such as internships, Climate Action Night, and Proposition Forums.
- **Why:** These authentic experiences deepen engagement and college/career readiness by connecting learning to real-world applications.

Data-Driven and Reflective Instructional Practices

- **Who:** Teachers and instructional leaders.
- **What:** Use STAR, CAASPP, and formative assessments to monitor growth and adjust instruction.
- **Why:** Systematic use of assessment ensures targeted support, guides professional development, and informs schoolwide decisions.

Strong Student-Teacher Relationships and Holistic Support Systems

- **Who:** Supervising Teachers and support staff.
- **What:** Monitor student progress and provide social-emotional and academic supports through weekly check-ins, IST meetings, and tailored plans.
- **Why:** Long-term mentoring builds trust, increases engagement, and helps students meet learning goals in a supportive environment.

Inclusive and Supportive School Culture

- **Who:** School leadership, staff, students, and families.
- **What:** Foster a culture of trust and equity through SEL integration, DEI training, and culturally responsive practices.
- **Why:** Promotes a safe, respectful environment that values all learners and contributes to

positive climate survey results

Flexible, Multi-Modal Access to Curriculum

- **Who:** Teachers and instructional leadership.
- **What:** Provide in-person, online, and asynchronous learning with 1:1 technology access and accessible tools.
- **Why:** This flexibility removes barriers to learning and meets the unique needs of independent study students.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What, and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

Strengthening College and Career Readiness Supports

- **Who:** School leadership, counseling staff, instructional team, students, and families
- **What:** Expand college and career readiness supports by hiring dedicated high school counseling staff and increasing access to real-world learning opportunities, A-G coursework, and CTE/career preparation resources..
- **Why:** Only 46% of students report feeling prepared for life after high school, and A-G completion rates declined from 37.5% to 18.52% in 2023–24. Students, parents, and staff have consistently expressed a need for more structured college and career counseling, expanded mentorship opportunities, and access to planning tools that guide post-secondary decision-making.
- **Relationship to Action Plan:** Directly aligned with Goal #3 of the WASC/LCAP Action

Plan: to guide students in becoming college and career ready through real-world experiences and targeted academic support.

Increasing Academic Rigor and Student Opportunities

- **Who:** Supervising teachers, enrichment instructors, curriculum developers, and instructional leadership.
- **What:** Provide more diverse, challenging, and real-world relevant academic experiences by expanding math course offerings, strengthening high school English instruction, and offering a wider range of electives, field trips, and project-based learning opportunities.
- **Why:** Only 46% of students reported taking pride in their work, and both students and families expressed a desire for greater academic challenge and relevance. Recent efforts to expand math pathways and standardize high school English reflect a need for more rigorous core instruction alongside enriched, experiential learning.
- **Relationship to Action Plan:** Supports Goals #1 and #3 of the WASC/LCAP Action Plan by increasing academic rigor, broadening course access, and promoting student engagement and college/career readiness opportunities.

Improving Transparent Communication with the District Around Resources and Planning

- **Who:** OVS administrative team, Twin Hills Union School District leadership, and school stakeholders.
- **What:** Strengthen transparent communication with the district by clearly outlining budget priorities, staffing decisions, and long-term planning—including the development of an equity plan to ensure consistent access to facilities and resources, such as field use, that reflect the unique needs of the OVS model. Additionally, OVS should update and maintain its website to provide families and stakeholders with clear, accessible information about programs, policies, and planning decisions.
- **Why:** Families and staff have noted gaps in communication and input related to facilities, course offerings, and resource allocation. A more transparent approach—supported by a functional, up-to-date website—will help ensure district-level decisions reflect an accurate understanding of the OVS model and promote equitable support.
- **Relationship to Action Plan:** Supports the continuous improvement structure and all WASC/LCAP goals by promoting stakeholder engagement, aligning resources with student needs, and strengthening the communication infrastructure to reflect school priorities and ensure accessibility for all community members.

- **Chapter 5: Ongoing School Improvement**
- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

Orchard View School implements its action plan through a collaborative, data-driven process aligned with LCAP goals. Input from assessments and stakeholders informs curriculum, student support, and resource decisions, with regular reviews by leadership and staff to ensure continuous improvement.

Progress is monitored through performance indicators and ongoing communication with families and district partners. Transparency and adaptability help the school support student achievement, well-being, and college and career readiness.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The alignment of Orchard View School's long-range schoolwide action plan to its areas of greatest need is highly effective. The plan is grounded in comprehensive data analysis, reflects stakeholder input, and directly supports high achievement for all students through clearly defined goals and responsive strategies.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The administration and staff at Orchard View School demonstrate strong capacity to effectively implement and monitor the Schoolwide Action Plan and Single Plan for Student Achievement (SPSA), guided by a clear understanding of student needs, data-driven practices, and a collaborative approach to continuous improvement.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students	X			
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership for Learning (A3)		X		
Qualified Staff and Professional Development (A4)	X			
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA	X			