



ORLAND HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**101 Shasta Street
Orland, CA 95963**

Orland Unified School District

March 31-April 1, 2014

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Orland Unified School District

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Social Studies

Special Education

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ELD

Fine Arts/Foreign Language

Counseling

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I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics.
- A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.
- The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

➔ **Note: Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.**

Orland High School is a four-year comprehensive high school located in Orland, California, approximately 100 miles north of Sacramento. Orland High School (OHS) is the largest comprehensive high school in Glenn County and offers its students excellent academic and vocational/Career Tech Ed (CTE) opportunities. OHS has a current enrollment of approximately 714 students from a variety of ethnic and cultural backgrounds. For the current school year the OHS demographic breakdown is as follows: 58.02% Hispanic, 36.96% Caucasian, 2.65% Asian, 0.42%, Black, 0.98% American Indian, 0.27% Pacific Islander, and 0.70% other. Students can graduate from OHS upon completing 255 units of coursework from a wide variety of academic and elective course offerings. OHS has ten departments offering a total of 72 different courses.

School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. OHS provides supported study programs to meet the needs of our ELD and SPED student population. In addition to rigorous academic coursework that allows students to meet college and university entrance requirements, OHS also offers numerous Career and Technical Education programs that provide knowledge and skills for post-secondary career opportunities. OHS is proud to offer Career Pathway programs that lead to certification or further education in the areas of Welding, Building and Construction, Transportation, Agri-Science, Interior Design, and Child Development.

There is a cooperative arrangement between OHS and local colleges that allows our students to enroll concurrently in college classes. We offer tech-prep classes (CTE Transitions), school-to-career pathways, ROP classes (Regional Occupational Programs), and Advanced Placement courses that can be completed for college credit. Several of our programs have articulated their classes with Butte College and count for college credit and/or meet A-G requirements. OHS also offers the “College Connection” program which enables seniors to enroll in local colleges to earn both high school and college credit.

OHS students who elect to enter four-year universities do well, although a significant number of our students elect to begin their college careers at the local community colleges. We have a number of students who attend major universities such as USC, Stanford, UCLA, UC Berkeley, UC Davis, and

University of Nevada, Reno. Many more attend nearby Chico State and Sacramento State Universities.

OHS has also worked to meet the needs of a changing society. Technology continues to be incorporated into the curriculum and instruction, social and academic support has been provided to students and families, and the community continues to be educated about the new Common Core State Standards.

In addition to academic enrichment, OHS offers a myriad of extracurricular opportunities for students, including seasonal sports teams, ASB, Marching and Concert Bands, Choir, Color Guard, Drama, Theater, Yearbook, and a wide selection of clubs which engage the interests of the student body. OHS has a very connected student body: Over 75% of our students are involved in co- or extracurricular activities such as FFA, several clubs, and 13 sports. The high school regularly achieves California Interscholastic Federation (CIF) section and state playoffs. In recent years, the football, soccer, tennis, and wrestling team won the Division IV Northern Section Championships. For this school year, almost every varsity team has made section playoffs, and in two instances, broke school records for level of play.

Students at Orland High School are provided information which allows for a clear understanding of achieving success in a comprehensive academic curriculum. The process for senior graduation requirements is detailed in effective instruction which is monitored through the teaching staff, administration, and counseling department. All students are required to prepare and present a senior portfolio and community service project along with meeting academic and attendance requirements.

Parents are encouraged to participate in school life by involving themselves in PTA (Parents of the Trojan Army), sports and band booster clubs, OHS alumni, Sober Grad, advisory committees, as well as the School Site Council. Back-to-School night and Open House is well attended by approximately 40-50% of parents. Many parents obtain daily attendance, discipline and academic information via our web-based Parent-Portal system. Facebook and the OHS webpage are used to keep parents, students, and the community up-to-date with what is happening on campus. A daily bulletin is announced each morning with the use of the public-address system, and it is posted on the school Web site which provides regular communication.

OHS has facilities to accommodate the divergent needs of our students. We are fortunate to have a new library, science, and technology building that was constructed during the 2011-2012 school year. In addition to the new building there was a significant remodel done to the cafeteria, a new weight room and wrestling room was constructed, bathrooms remodeled in the gymnasium, and new tennis courts were built.

Orland High School continues to focus on the Expected School-Wide Learning Results (ESLR's) for student goals. We will revise the ESLR's at the end of the 2013-14 school year to align with the Common Core state standards.

Staffing

Orland High School has a strong faculty and support staff. An administrative team, composed of a principal and an assistant principal, coordinates the functions of the school. 34 full-time certificated teachers comprise the teaching faculty. The counseling ratio changed this year with the move of one of our two counselors to the middle school/alternative school. We have one counselor for approximately 714 students. OHS is also served by a full time district nurse (split between the four sites) and a full time psychologist (split between the high school and the middle school). Classified support includes an array of office, library, bi-lingual, CAHSEE, and technology support. There are three instructional aides supporting Special Education. The school has three custodians, one groundskeeper and four cafeteria workers. All teachers are NCLB compliant, as are all of the instructional aides.

OHS Mission and Vision

The OHS mission and vision statements below were developed with input from the entire staff over the course of multiple staff meetings and input sessions during the 2009/10 school year. Both statements received 100% consensus approval from staff during a meeting in the fall of 2010 and were reviewed and approved by the OHS site counsel/Leadership Team, as well as by the full OUSD school board in the spring of 2011.

OHS Mission Statement

The Orland High School teachers, staff, and administrators believe all students can learn at high levels. We will work collaboratively to ensure that high quality instructional techniques are used to maximize the education of all student populations. We will regularly monitor student progress regarding proficiency of state standards and the expected school wide learning results. Intervention will be provided as necessary to ensure high levels of achievement for all students. OHS will continue to offer a variety of courses and activities that foster intellectual, technical, artistic, and athletic growth. Additionally, the OHS community will encourage all students to become life-long learners and good, productive citizens.

OHS Vision Statement

As the premier high school in Glenn County, the North State, and beyond, Orland High School will be a model campus for other schools to emulate. Our quality, balanced program will produce graduates who are sought after by prestigious colleges, trade schools, and businesses. High school representatives from across the state and country will visit OHS to observe our instructional mastery and seek the guidance of our staff. Visitations will reveal a collaborative teaching and learning environment where students receive high quality instruction, timely interventions, and an abundance of enrichment opportunities.

OHS Expected School-Wide Learning Results (ESLR's)

Orland High School will prepare graduates who possess the following characteristics:

1. Educated individuals who:
 - a) Develop proficiency in individual content areas including core academic, CTE, foreign language, the arts and PE
 - b) Demonstrate the ability to utilize different types of resources and references
 - c) Utilize advanced technology for home, recreation and career purposes

The skills in this area will be measured by:

Graduation rate, performance on senior research paper and oral presentation, transcripts, CaHSEE and STAR scores, percent of students completing A-G requirements, course grades, technology class grades, performance on ACT/SAT/ASVAB, college acceptance rates, and AVID.

2. Productive and responsible citizens who:

- a) Demonstrate knowledge of a healthy lifestyle
- b) Demonstrate respect for self and others
- c) Demonstrate social and behavioral skills to enable them to positively interact with others
- d) Demonstrate responsibility and accountability for their own actions
- e) Demonstrate respect for environment and property

The skills in this area will be measured by:

Discipline records, attendance records, involvement in school clubs and events

3. Effective communicators who:

- a) Speak, read, and write the English language proficiently
- b) Read, interpret, and comprehend a wide variety of materials available in everyday life
- c) Are able to listen effectively
- d) Form viewpoints /opinions and be able to express them in a diplomatic manner

The skills in this area will be measured by:

Successful completion of the senior research paper and oral presentation. English class persuasive essays and grades, CELDT test results, senior portfolios.

4. Cooperative individuals who:

- a) Sustain a good work ethic
- b) Are capable of encouraging and adapting to change
- c) Set achievable standards and goals applicable in the work force
- d) Are able to demonstrate tolerance towards all individuals

The skills in this area will be measured by:

Discipline records, attendance records, involvement in school clubs and events, reports from organizations outside OHS including local businesses, ROP and feeder schools (Mill/FV student aides)

5. Critical thinkers who:

- a) Define, gather analyze and evaluate data
- b) Demonstrate all critical thinking levels
- c) Apply mastered skills in everyday life situations
- d) Understand and solve problems in group setting as well as individually

The skills in this area will be measured by:

Surveys, Teachers and Administration, Senior Projects, Graduation rate, transcripts, CAHSEE and STAR scores.

Student Data

Enrollment/Low Socio-Economic Status/English Learners/Special Education


The enrollment at Orland High School during the 2013-2014 school year is the highest it has ever been. We are projecting to increase by at least 30 students next year, taking our enrollment close to 750. In terms of subgroup enrollment since the last WASC visit our English Learner Subgroup has seen a slight increase of 2%; Title III Eligible Immigrants have increased from 1% in 2011-2012 to 7% in 2013-2014; Gifted and Talented students have increased from 4% in 2011-2012 to 7% in 2013-2014; the Migrant population has remained steady at 3%; Special Education has fluctuated between 7-8%; LEP students increased from 29% in 2011-2012 to 31% in 2013-2014; and the Socio-Economically Disadvantaged Subgroup has increased from 56% in 2011-2012 to 67% in 2013-2014.

Our Hispanic population is now consistently our largest minority population and a statistically significant subgroup.

At OHS we have recognized that there are large group of students that have not turned in a free and reduced form. This is causing our Socio-Economically Disadvantaged Subgroup to not be reflective of our student body. OHS is the only school in the district that did not get e-rate funding due to our free and reduced counts. OHS also has off campus lunch and only 30% of our students participate in the lunch program. There is no incentive for them to fill out the form. This is more important than ever not just because of e-rate, but due to the new Local Control Funding Model. Even though we cannot force students to turn their lunch forms in if their parents do not want to fill them out, we can advocate for the importance of getting true data. As a staff we are working together to devise a plan for a better return rate next school year.

2013-2014 (by Subgroup)

California Department of Education

**CALPADS**
California Longitudinal Pupil Assessment Data System

1.1 Enrollment - Primary Status by Subgroup									
Academic Year: 2013-2014			LEA: Orland Joint Unified				Created Date: 02-20-2014		
View: Snapshot			School Type: ALL						
As Of: 10/2/2013			School: Orland High						
			Subgroups						
School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEP)	Socio-Economically Disadvantaged
1135656	Orland High	714	79	48	53	20	59	224	478
TOTAL-Selected Schools		714	79	48	53	20	59	224	478
Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary			Ethnicity/Race: ALL				Gender: ALL		

2012-2013 (by Subgroup)



CALPADS
California Longitudinal Pupil Achievement Data System

1.1 Enrollment - Primary Status by Subgroup									
Academic Year: 2012-2013			LEA: Orland Joint Unified		Created Date: 02-21-2014				
View: Snapshot			School Type: ALL						
As Of: 10/3/2012			School: Orland High						
Subgroups									
School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEP)	Socio-Economically Disadvantaged
1135656	Orland High	672	73	13	50	19	57	218	426
TOTAL-Selected Schools		672	73	13	50	19	57	218	426
Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary			Ethnicity/Race: ALL			Gender: ALL			

2011-2012 (by Subgroup)



CALPADS

California Longitudinal Pupil Achievement Data System

1.1 Enrollment - Primary Status by Subgroup									
Academic Year: 2011-2012			LEA: Orland Joint Unified			Created Date: 02-21-2014			
View: Snapshot			School Type: ALL						
As Of: 10/5/2011			School: Orland High						
Subgroups									
School Code	School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEP)	Socio-Economically Disadvantaged
1135656	Orland High	669	63	10	28	15	45	197	385
TOTAL-Selected Schools		669	63	10	28	15	45	197	385
Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary			Ethnicity/Race: ALL			Gender: ALL			

AP classes

For a school its size, Orland High School is proud to offer eight College Board-audited Advanced Placement courses to challenge our students.

- Calculus AB
- English Language and Composition
- English Literature and Composition
- European History (Implemented 13-14 school year)
- Spanish Language and Culture (Meets the requirement of advanced placement in a foreign language for the State Seal of Biliteracy (SSB))
- U. S. Government and Politics (Implemented 13-14 school year)
- United States History

Attendance

Orland's attendance rate has consistently been over 95%. As an administrative team we look at the average daily attendance (ADA) rate every month to identify trends in absenteeism.

Orland High School

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2012-2013

MONTHLY ATTENDANCE SUMMARY TOTALS

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Month 1-11 (08/06/2012 - 06/21/2013)

Regular Program

Month	Grade Level	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*D) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
1	9-12	8	0	660	660	3	657	37	86	5157	644.63	5243	98.36%
Month 1 Total		8	0	660	660	3	657	37	86	5157	644.63	5243	98.36%
2	9-12	19	657	3	660	7	653	76	409	12055	634.47	12464	96.72%
Month 2 Total		19	657	3	660	7	653	76	409	12055	634.47	12464	96.72%
3	9-12	15	653	2	655	10	645	73	391	9361	624.07	9752	95.99%
Month 3 Total		15	653	2	655	10	645	73	391	9361	624.07	9752	95.99%
4	9-12	14	645	4	649	5	644	42	343	8701	621.50	9044	96.21%
Month 4 Total		14	645	4	649	5	644	42	343	8701	621.50	9044	96.21%
5	9-12	20	644	3	647	13	634	141	617	12182	609.10	12799	95.18%
Month 5 Total		20	644	3	647	13	634	141	617	12182	609.10	12799	95.18%
6	9-12	19	634	19	653	13	640	275	644	11488	604.63	12132	94.69%
Month 6 Total		19	634	19	653	13	640	275	644	11488	604.63	12132	94.69%
7	9-12	18	640	1	641	10	631	109	521	10908	606.00	11429	95.44%
Month 7 Total		18	640	1	641	10	631	109	521	10908	606.00	11429	95.44%
8	9-12	19	631	6	637	7	630	149	467	11487	604.58	11954	96.09%
Month 8 Total		19	631	6	637	7	630	149	467	11487	604.58	11954	96.09%
9	9-12	15	630	5	635	2	633	46	398	9081	605.40	9479	95.80%
Month 9 Total		15	630	5	635	2	633	46	398	9081	605.40	9479	95.80%
10	9-12	20	633	0	633	2	631	20	617	12023	601.15	12640	95.12%
Month 10 Total		20	633	0	633	2	631	20	617	12023	601.15	12640	95.12%
11	9-12	8	631	0	631	2	629	11	172	4865	608.13	5037	98.59%
Month 11 Total		8	631	0	631	2	629	11	172	4865	608.13	5037	98.59%
Month Cumulative		175		703		74		979	4665	107308	613.19	111973	95.83%
		175		703		74		979	4665	107308	613.19	111973	95.83%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Orland High School

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2011-2012

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-11 (08/15/2011 - 06/15/2012)

Regular Program

Month	Grade Level	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*H) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*D) - G	L Percent Attend (I/K)
1	9-12	17	0	663	663	9	654	128	330	10813	636.06	11143	97.04%
Month 1 Total		17	0	663	663	9	654	128	330	10813	636.06	11143	97.04%
2	9-12	15	654	1	655	6	649	55	319	9451	630.07	9770	96.73%
Month 2 Total		15	654	1	655	6	649	55	319	9451	630.07	9770	96.73%
3	9-12	20	649	5	654	11	643	147	531	12402	620.10	12933	95.89%
Month 3 Total		20	649	5	654	11	643	147	531	12402	620.10	12933	95.89%
4	9-12	14	643	2	645	7	638	48	390	8592	613.71	8982	95.66%
Month 4 Total		14	643	2	645	7	638	48	390	8592	613.71	8982	95.66%
5	9-12	10	638	2	640	14	626	57	251	6092	609.20	6343	96.04%
Month 5 Total		10	638	2	640	14	626	57	251	6092	609.20	6343	96.04%
6	9-12	18	626	20	646	10	636	269	500	10859	603.28	11359	95.60%
Month 6 Total		18	626	20	646	10	636	269	500	10859	603.28	11359	95.60%
7	9-12	15	636	6	642	7	635	85	406	9139	609.27	9545	95.75%
Month 7 Total		15	636	6	642	7	635	85	406	9139	609.27	9545	95.75%
8	9-12	20	635	1	636	13	623	120	675	11925	596.25	12600	94.64%
Month 8 Total		20	635	1	636	13	623	120	675	11925	596.25	12600	94.64%
9	9-12	15	623	4	627	10	617	88	483	8834	588.93	9317	94.62%
Month 9 Total		15	623	4	627	10	617	88	483	8834	588.93	9317	94.62%
10	9-12	18	617	3	620	3	617	68	446	10646	591.44	11092	95.98%
Month 10 Total		18	617	3	620	3	617	68	446	10646	591.44	11092	95.98%
11	9-12	13	617	0	617	5	612	45	328	7648	588.31	7976	95.89%
Month 11 Total		13	617	0	617	5	612	45	328	7648	588.31	7976	95.89%
Month Cumulative		175		707		95		1110	4659	106401	608.01	111060	95.80%
		175		707		95		1110	4659	106401	608.01	111060	95.80%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Orland High School

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2010-2011

MONTHLY ATTENDANCE SUMMARY TOTALS

Page 1

Month 1-11 (08/16/2010 - 06/17/2011)

Regular Program

Month Grade Level	A Tchg Days	B Enroll- ment Carried Fwd	C Gains	D Total Enroll- ment (B+C)	E Losses	F Ending Enroll- ment (D-E)	G Days Not Enroll	H Days Non- Apport Attend	I Total Apport Attend (A*F) - G-H	J Total A.D.A. (I/A)	K Max Days Possible (A*F) - G	L Percent Attend (I/K)
1 9-12	19	0	679	679	8	671	174	378	12349	649.95	12727	97.03%
Month 1 Total	19	0	679	679	8	671	174	378	12349	649.95	12727	97.03%
2 9-12	15	671	2	673	15	658	102	490	9503	633.53	9993	95.10%
Month 2 Total	15	671	2	673	15	658	102	490	9503	633.53	9993	95.10%
3 9-12	20	658	12	670	16	654	308	498	12594	629.70	13092	96.20%
Month 3 Total	20	658	12	670	16	654	308	498	12594	629.70	13092	96.20%
4 9-12	14	654	3	657	3	654	22	396	8780	627.14	9176	95.68%
Month 4 Total	14	654	3	657	3	654	22	396	8780	627.14	9176	95.68%
5 9-12	10	654	1	655	11	644	43	335	6172	617.20	6507	94.85%
Month 5 Total	10	654	1	655	11	644	43	335	6172	617.20	6507	94.85%
6 9-12	19	644	10	654	12	642	225	576	11625	611.84	12201	95.28%
Month 6 Total	19	644	10	654	12	642	225	576	11625	611.84	12201	95.28%
7 9-12	15	642	2	644	16	628	120	677	8863	590.87	9540	92.90%
Month 7 Total	15	642	2	644	16	628	120	677	8863	590.87	9540	92.90%
8 9-12	20	628	5	633	16	617	204	644	11812	590.60	12456	94.83%
Month 8 Total	20	628	5	633	16	617	204	644	11812	590.60	12456	94.83%
9 9-12	15	618	1	619	11	608	94	512	8679	578.60	9191	94.43%
Month 9 Total	15	618	1	619	11	608	94	512	8679	578.60	9191	94.43%
10 9-12	20	608	5	613	4	609	80	535	11645	582.25	12180	95.61%
Month 10 Total	20	608	5	613	4	609	80	535	11645	582.25	12180	95.61%
11 9-12	8	609	0	609	1	608	0	190	4682	585.25	4872	96.10%
Month 11 Total	8	609	0	609	1	608	0	190	4682	585.25	4872	96.10%
Month Cumulative	175		720		113		1372	5231	106704	609.74	111935	95.33%
	175		720		113		1372	5231	106704	609.74	111935	95.33%

Note - Fields not relating to cumulative attendance are intentionally left blank.

Completion Rates and Students meeting A-G requirements

The graduation rate remains high at Orland High School and the dropout rate has been consistently low or nonexistent. For example, the one student who did not graduate in 2013 completed the graduation requirements, but did not pass one section of the CAHSEE. In 2013 22% of the 129 graduating seniors were UC/CSU eligible. This number has stayed consistent over the past three years. Many of our students go to community colleges before transferring to an UC school.



1.9 Completers and Dropouts - Count			
Academic Year:	2013-2014	LEA:	Orland Joint Unified
View:	Snapshot	School Type:	ALL
As Of:	10/2/2013	School:	Orland High-1135656
		Created Date:	02-20-2014

School Code	School Name	Graduate Completers			Non-Graduate Completers			Dropouts	
		Graduates Meeting UC/CSU Requirements	Graduates Not Meeting UC/CSU Requirements	Total Graduate Completers	GED	Special Ed Certificate	Total Non-Graduate Completers	Same School No Show	Other
1135656	Orland High	28	101	129	0	0	0	0	1
TOTAL - Selected Schools		28	101	129	0	0	0	0	1

Grade:	ALL	Ethnicity/Race:	ALL	Gender:	ALL
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Students who are deficient in credits have the following options:

The District's continuation high school (North Valley)

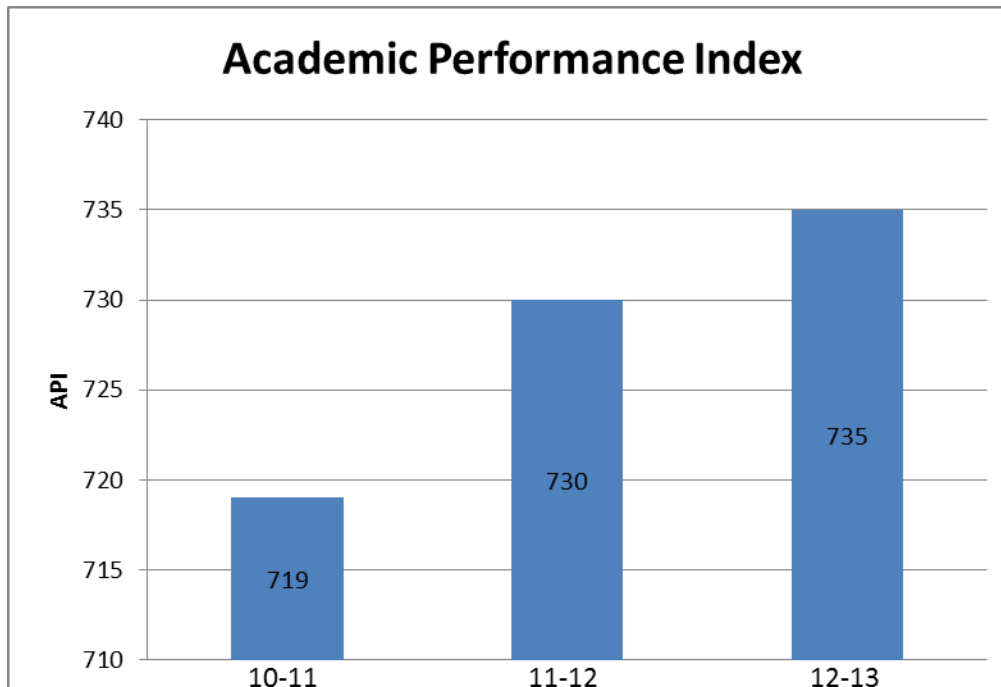
The District's independent study program (Orland High School North Valley Independent Study)

Adult Education through the Glenn County Office of Education (GCOE)

Senior transcripts are audited several times a year to provide students with information, guidance, and timely intervention options. Senior Audit visits are conducted by the counselor each fall. During these visits, seniors receive a copy of their transcripts, review high school graduation requirements, college entrance requirements, and receive information on a variety of resources

Academic Performance Index (API)

Orland High School's API has increased slightly over the past three years. The growth goal has been met for the past two years.

**California High School Exit Exam (CAHSEE)**

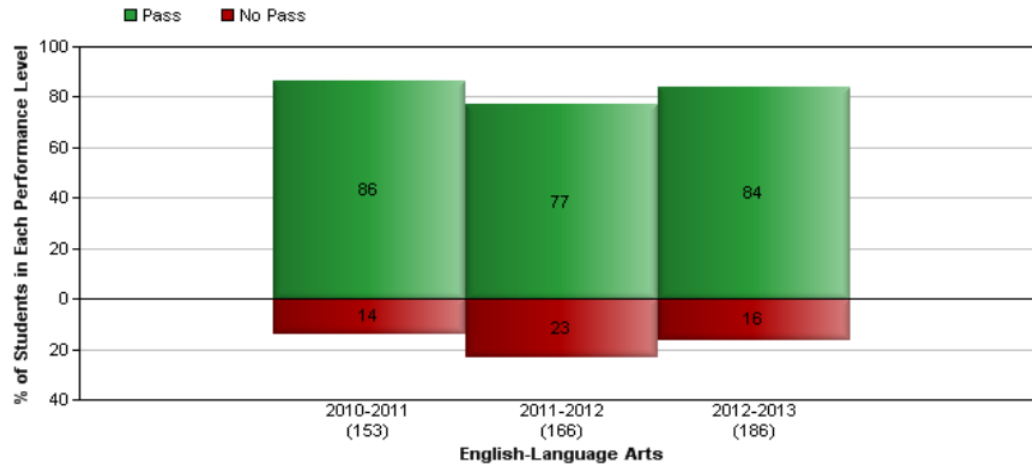
CAHSEE results indicate OHS is on target compared to the state. Our students consistently score better than students statewide. OHS usually has a first time pass success rate between 80%- 88% and by the end of their senior year, we have 100% of our students successfully completing the test. OHS student motivation to perform well on the California High School Exit Examination seemingly far exceeds their interest to work hard on the STAR/CSTs. Undoubtedly, students see the connection and importance these tests play. Anecdotal data demonstrates students will take all the time they need to give their best efforts on the CAHSEE. This does not hold true on the STAR/CSTs.

A smaller percentage of the students in our special populations pass initially. Seniors that are in special education qualify for a special education exemption. Students who do not pass the CAHSEE are enrolled in CAHSEE English (when not proficient on the ELA portion of the test) and the students that do not pass math receive a CAHSEE Math Tutor.

CAHSEE Pass/NoPass Summary

Testing Group
Grade: Grade 10

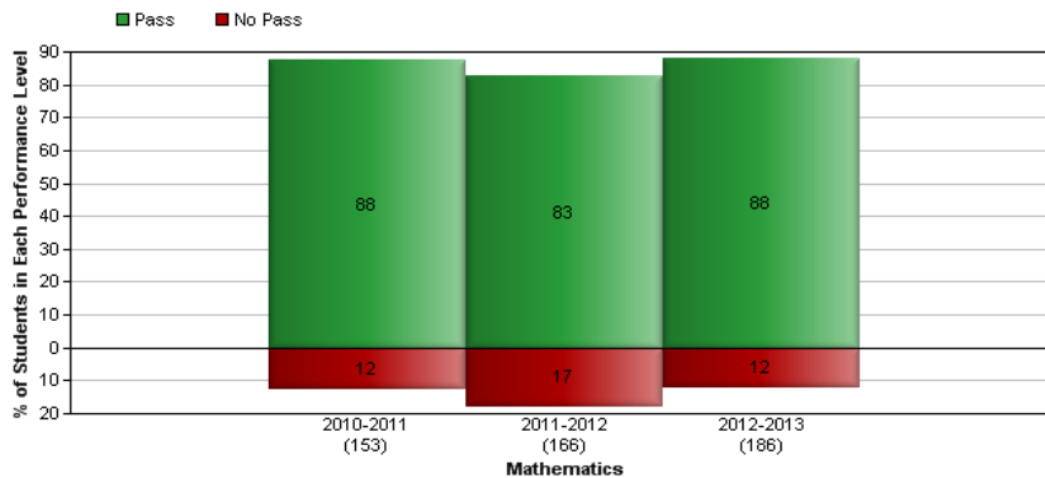
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CAHSEE Pass/NoPass Summary

Testing Group
Grade: Grade 10

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2012 CAHSEE RESULTS

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Orland High	# Tested	Math	182	14	18	62	117	53
Orland High	Passing	Math	160 (88%)	3 (21%)	11 (61%)	57 (92%)	99 (85%)	49 (92%)
Orland High	# Tested	ELA	182	14	18	63	117	53
Orland High	Passing	ELA	153 (84%)	1 (7%)	4 (22%)	57 (90%)	94 (80%)	47 (89%)

2011 CAHSEE RESULTS

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Orland High	# Tested	Math	163	11	21	46	109	51
Orland High	Passing	Math	134 (82%)	2 (18%)	7 (33%)	42 (91%)	87 (80%)	45 (88%)
Orland High	# Tested	ELA	164	11	20	46	108	53
Orland High	Passing	ELA	127 (77%)	2 (18%)	3 (15%)	39 (85%)	77 (71%)	48 (91%)































2010 CAHSEE RESULTS

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Orland High	# Tested	Math	149	18	13	36	110	39
Orland High	Passing	Math	130 (87%)	7 (39%)	7 (54%)	34 (94%)	92 (84%)	38 (97%)
Orland High	# Tested	ELA	152	18	14	36	111	41
Orland High	Passing	ELA	131 (86%)	7 (39%)	7 (50%)	32 (89%)	92 (83%)	39 (95%)

CELDT SCORES

OHS has seen consistent CELDT results over the past three years. Even though there has not been a notable jump in each category we have seen tremendous growth with each level. We have included two years of the CELDT scaled score results that show the increase students are making within a given CELDT level. The scores included are for current 10th-12th grades only. The test in 8th grade is significantly different from the test at the high school, resulting in lower 9th grade CELDT scores. We have traditionally seen a decrease initially at the freshman level in their CELDT scales due to the variation and skill level of the test.

Longitudinal Analysis				Showing 23 results	
Compare By:	Student	Score Type:	Scaled Score	GO	
Group	Exam	#	Score	Change	
View all Teachers					
	CELDT 13-14	1	508		+85
	CELDT 12-13	1	423		
	CELDT 13-14	1	593		No Change
	CELDT 12-13	1	593		
	CELDT 13-14	1	550		-35
	CELDT 12-13	1	585		
	CELDT 13-14	1	573		+10
	CELDT 12-13	1	563		
	CELDT 13-14	1	485		+13
	CELDT 12-13	1	472		
	CELDT 13-14	1	653		+69
	CELDT 12-13	1	584		
	CELDT 13-14	1	567		-21
	CELDT 12-13	1	588		
	CELDT 13-14	1	616		+39
	CELDT 12-13	1	577		

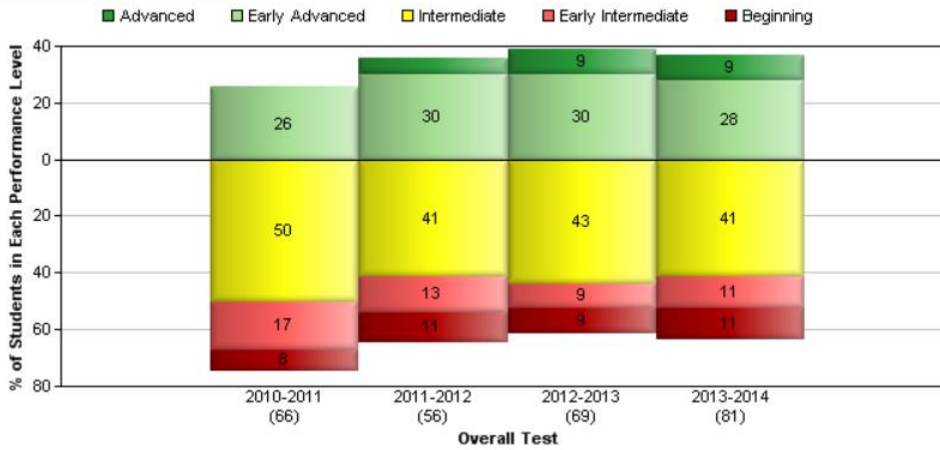
CELDT 13-14	1	606		+50
CELDT 12-13	1	556		+0
CELDT 13-14	1	564		+15
CELDT 12-13	1	549		+0
CELDT 13-14	1	617		+50
CELDT 12-13	1	567		+0
CELDT 13-14	1	421		-17
CELDT 12-13	1	438		+0
CELDT 13-14	1	491		+79
CELDT 12-13	1	412		+0
CELDT 13-14	1	567		-11
CELDT 12-13	1	578		+0
CELDT 13-14	1	627		-60
CELDT 12-13	1	687		+0
CELDT 13-14	1	603		+68
CELDT 12-13	1	535		+0
CELDT 13-14	1	544		+63
CELDT 12-13	1	481		+0
CELDT 13-14	1	604		-8
CELDT 12-13	1	612		+0
CELDT 13-14	1	599		-16
CELDT 12-13	1	615		+0
CELDT 13-14	1	625		-36
CELDT 12-13	1	661		+0
CELDT 13-14	1	588		+18
CELDT 12-13	1	570		+0
CELDT 13-14	1	586		+119
CELDT 12-13	1	467		+0
CELDT 13-14	1	490		-15
CELDT 12-13	1	505		+0

CELDT Multi-Year Performance Level Distribution

Testing Group
Grade: All Grades

Reporting Group
District: Orland Joint Unified
School: Orland High
Teacher: All Teachers

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II: Significant School Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

OUSD Organization

Since the last WASC visit the leadership at the high school has changed completely. In 2012-2013, Nicole Newman took over as principal of Orland High School. She replaced Jeff Scheele who was promoted to assistant superintendent. In 2013-2014, Victor Perry replaced Jason Bramson as assistant principal/athletic director.

At the end of last school year (2012/2013), Joey Brett, the OUSD school psychologist and program specialist retired. Also the second school psychologist left the district. Our superintendent at the time reconfigured this position into Director of Special Programs for the district. In addition to this position we also hired a new school psychologist and replaced the second school psychologist. This allowed us to increase our services to students. The Director of Special Programs was now able to take on the role of program specialist in coordination with the county and the two psychologists were able to be split between the five schools. Orland High School is now served by one school psychologist three days a week (including time spent at North Valley).

On December 6, 2013, Superintendent Chris von Kleist separated from the district. At that time the Orland Unified School District Board of Education promoted Assistant Superintendent Jeff Scheele to Interim Superintendent. The rest of the administration has stayed status quo; however, the Board gave Mr. Scheele the authority to distribute duties as he saw fit.

Budget/Leadership/Negotiations

In the Spring of 2013 the district stakeholders were told that the school district had been deficit spending for quite some time due to a decrease in ADA, incorrectly budgeting MAA funds as ongoing money when in fact it is one time money, sequestration of federal funding, and the State of California not paying deferrals to the district in a timely manner. Negotiations were going on at the same time the district was finding out this information for the first time. Negotiations were not moving smoothly because the previous superintendent was insisting the school year for the 2013-2014 was 178 instructional days. The Collective Bargaining Agreement states there are 180 instructional days and three days for teacher professional development. Negotiations were not complete by the end of the school year and all dates for the summer were cancelled, leaving this issue unsettled and causing angst and distrust between the district and both Orland Teachers Association (OTA) and the Orland California School Employees Association (CSEA).

Superintendent von Kleist produced a 2013-14 District budget which led the Glenn County Office of Education (GCOE) to require a Revised Budget because of a projected Budget Deficit of over 1.2 million dollars. The Glenn County Office of Education approved the budget conditionally and required the district to revise the budget using the new LCFF and required the district to create a cut list showing how the district intends to make the budget reductions necessary to eliminate deficit spending and assure the district is financially solvent in the current and subsequent two fiscal years.

On October 4, 2013, the OUSD Board adopted a Deficit Reduction Plan in order to meet the AB1200 requirement requested by the GCOE and to avoid qualified or negative certification. However, the plan was never fully implemented. On November 21, 2013, the Orland Teachers Association presented a Vote of No Confidence for Superintendent von Kleist and Business Manager Laura Holderfield. On December 6, 2013 Superintendent von Kleist separated from the district leaving unsettled labor negotiations and a large, indeterminate deficit.

On December 19, 2013, GCOE determined that OUSD was in fiscal distress as a result of eight specific areas and a fiscal advisor was assigned:

- a) The district is unable to meet its reserve requirement in the current and subsequent fiscal year
- b) Negotiations remain unsettled
- c) The district has a potentially uncapped liability in health care costs
- d) The Board adopted reduction list was not implemented in its entirety
- e) Unknown certainty in revenue projections (LCFF)
- f) Past practices required further examination
- g) Significant potential for cash flow issues due to insufficient reserves
- h) The district continues to deficit spend and the projected amount in 2013-2014 is \$462,883

On December 19, 2013, the OUSD adopted the First Interim Report and was declared a “negative certification,” meaning that the district is unable to meet its obligations in the current and/or subsequent year. District reserve levels were projected at \$212,086. The district has a \$17.3 million dollar operating budget annually and is required to demonstrate reserves of 3% or about \$520,000. The district reserves were 1.2%.

The OUSD Board established a new negotiation team that entered into negotiations with both unions and was able to work collaboratively to bring the deficit down to approximately \$255,000 for the 2013-2014 school year. On or about February 13, 2014 the district discovered that outstanding funds from the MAA program would not be forthcoming in the current and possibly subsequent fiscal years. The amount represented several years of outstanding claims that have come to a standstill as the federal government investigates claiming practices. The funds will not be dispersed until after the investigation is complete, and at that point they are likely to be reduced. This discovery prompted the district to restate its 2013-2014 beginning balance by -\$644,000, resulting in a negative ending balance at -\$432,000 for the current fiscal year.

The district is currently in the process of obtaining a TRAN (Tax Revenue Anticipation Note) to get through the remainder of the school year while working with the unions to curtail deficit spending for the 2014-2015 school year.

Alternative Education/Community Day School/Independent Study Reconfiguration

In January 2014, due to the exit of the Superintendent, Mr. Scheele reconfigured the administrative team. Steve Hiscock, who was Director of Special Programs and Alternative Education Principal, had his duties modified to focus on Special Programs/Special Education, Categoricals, testing, and other duties as assigned. Nicole Newman and Victor Perry (OHS Principal and Assistant Principal) took over the responsibilities of alternative education at North Valley Continuation School, Community Day School, and Independent Study for North Valley and Orland High School.

Relinquishing Title I Funds/Program Improvement

Orland High School and CK Price Intermediate School both waived the funding from Title I in 2011 in order to get out of Priority Improvement. The money that was given up was able to be incorporated into the budgets of the K-6 schools. They were able to put more of an emphasis on intervention for underperforming students.

Establishment of Instructional Norms

Research shows that one of the most important considerations as an educator is keeping students engaged in learning and actively engaged in processing the information being taught. Instructional norms allow a district and/or school to work as a team to establish instructional targets and improve in a few specific measurable areas. We want to look at the data as a grade level, department, and school-wide. The snapshot walk-thru is a quick look into what is happening across the school and is no way considered a “gotcha.” We are all on this journey of learning together and providing feedback across the system will improve us all.

OUSD Instructional Norms

1. Learning Objective Posted
2. Learning Objective Taught (redefine to reflect if lesson is matching objective and/or learning objective referenced during lesson)
3. CFU Strategies Used (Choral response, non-volunteers, whiteboards, thumbs, exit tickets, etc.)
Answers the question “How do you know all the students know?”

OHS Instructional Norms

1. Teacher uses varied instructional methods/activities to provide access to the curriculum to all students.
2. Is the daily objective on the board and taught to the students? (Aligns with the pacing guide?)
POSTED AND TAUGHT
3. Is the teacher using some form of checking for understanding? List CFU's observed.
4. Students are engaged in the lessons being taught. 90%
5. On task... "Bell to Bell." Students are focused on instruction during the entire class period.
6. Use of technology in the classroom. (Instructional purposes and student use.)
7. The classroom climate is one of reciprocal respect (teacher/student and student/student).
8. Safety rules are demonstrated by students where applicable (lab setting).
9. Teacher is using a variety of classroom management skills to maintain a positive/constructive classroom environment.

Transitioning to the Common Core

OUSD made a decision at the beginning of the 2012-2013 school year to get ahead of the process of transitioning to the Common Core. Teachers and administrators spent the year training, collaborating, and creating curriculum for their subject area.

Teachers determined three focus areas for the 2012-2013 school year and all received the same training.

1. Speaking and Listening
2. 8 Mathematical Practices
3. 4 C's—Creativity, Critical Thinking, Collaborating, and Communication

(Additional information of Transitioning to the Common Core: Under Action Plan #2)

Technology

With the transition to the Common Core teachers are implementing technology into the curriculum whenever possible. Currently all but three of our teachers have document cameras and projectors in their classrooms. In addition, the English department has a cart of 36 Google Chromebooks for student use that are currently shared between five teachers. We also have three computer labs on our campus. One is the technology classroom that has 35 desktop computers, the library has 25 stations, and the career center has 20 stations. At this time we are requesting that 10 more computers be placed in the library and 15 more computers be placed in the career center. Our largest classes are around 35 students, and this would allow for a teacher to take their class to any of the labs and every student would have their own computer to use.

Three Year Math Requirement

Since the last WASC visit, OHS has made a specific effort to ensure high expectations for all students by changing and narrowing course offerings so that they are more aligned with University of California (UC) and California State University (CSU) entrance requirements and ensuring students have math their freshman, sophomore, and junior year to prepare them for the 11th grade Smarter Balance Assessment. In response to this, this year's freshman class is the first class under this new graduation requirement. The math requirement for graduation went from 20 units to 30 units.

Academic Vocabulary

With the transition to the Common Core State Standards OHS has shifted to putting a daily focus on academic vocabulary. Beginning with the 2012-2013 school year we have an academic vocabulary word each day that is presented to the students in the daily announcements and reinforced by their teachers each period.

Student Study Team (SST)

Once a week our school counselor, school psychologist, counseling secretary, special education teacher, and both the principal and assistant principal meet to identify three "at-risk" students based on teacher recommendations, counselor referrals, and/or student attendance issues. The team discusses current levels of performance and creates an action plan for the student, identifying

academic supports, counseling, and community resources for the student. This action plan for the student is reviewed in three to four weeks to monitor progress.

Application for the State Seal of Biliteracy

OHS is in the process of applying for the State Seal of Biliteracy for our high school students. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The SSB will be awarded by the Superintendent of Public Instruction in accordance with specified criteria set forth in the legislation.

Sports and Activities Accomplishments

OHS has a very connected student body: Over 75% of our students are involved in co- or extracurricular activities such as FFA, GATE, Key Club, Academic Decathlon, and 13 different sports.

Athletics

The high school regularly qualifies for California Interscholastic Federation (CIF) section and state playoffs. In recent years, the football, wrestling, soccer and tennis teams have won the Divisional Northern Section Championships.

We continue to have many students participate in all levels of athletics. We have had an increase in the number of athletes that are participating in athletics. We had 85 athletes come out for cheerleading. This is a program that continues to grow. We have hired two women to coach girls basketball and girls softball. This has brought the number of female coaches to seven.

Mrs. Newman is currently the Butte View League president. OHS is in charge of hosting the league meetings, ordering league awards, and hosting a back to school kickoff dinner. We meet once a month at Orland High school. These meetings are attended by the principal and athletic director of the five schools in our league.

Academic Clubs and Programs

FFA—Future Farmers of America

Since the last WASC review our AG program has grown and more students are involved in FFA than ever before. Our AG program and FFA accomplishments are as follows:

- The students have completed interior construction of the swine unit and the sheep unit at the OHS Livestock facility.
- The students are currently projected to complete the remodeling of the beef unit at the OHS Livestock Facility.
- The students of the OHS Agricultural Program and FFA Organization created and implemented a community pumpkin patch where crop science and fall fun is brought to the K-3 kids of the district free of charge.
- The members of OHS FFA have raised at or near \$50 thousand dollars through various student run fundraisers.
- The members of OHS FFA have raised at or near five thousand dollars for the Wounded Warriors Project.

- The welding, Animal Science, and Agribusiness courses have been articulated with Butte College.
- The welding classes have implemented college level text books to expand the technological language of the students enrolled.
- The Career and Technical Education Department has fully implemented Common Core and is using the state standards for CTE and Common Core that were adopted.

Academic Decathlon

Orland High School's Academic Decathlon team came out swinging this year and for the first time in over 15 years, the OHS Academic Decathlon team earned first place in the county-wide competition. The students will now compete in Sacramento on March 21-23 for the state title!

Key Club

Key Club is the oldest and largest service program for high school students. It is a student-led organization whose goal is to teach leadership through helping. Key Club is a part of the Kiwanis International family of service-leadership programs. OHS Key Club is sponsored by the local Kiwanis club.

Students involved in Key Club assist with a number of community service events such as Trick or Treat for UNICEF, Toys for Tots, Pennies for Patients and working the potato booth at football games. This opportunity is open to all 9th-12th grade OHS students.

Band

OHS has a new band director this year and he has single handedly turned our band program around. The first ever Percussion Camp at OHS began in July 2013. Students met daily for intensive percussion instruction preparing them for the upcoming marching season. The percussion students learned pro style marching percussion which included learning traditional grip sticking for snare drums and tonal bass drums. Neither had ever been done at OHS before.

Also, there was a Drum Corps International (DCI) style Band Camp. Students rehearsed five days/12 hours each day to prepare for the upcoming marching season. This included learning DCI/Military style marching, learning a field show in DCI style and learning how to properly perform and march to maximize sound and appearance. The camp ended with a performance for the parents and local community. This event was covered by the local television and news organizations and their webpages.

The OHS Band, with little time to rehearse and prepare, was accepted to perform at Disneyland. Our story and performance was lauded with the honor to perform on their main stage. This had not been attempted at OHS for many years. Although the band was not able to raise the funds to make the trip this year, Disney has kept our band on file and asked us to attempt the trip again next year.

The OHS Marching Band performed at every home game with 100% attendance for the entire season, keeping the crowd into the game and cheering. Also, to increase team spirit and get the crowd motivated, the band instructor worked collaboratively with the Head Football coach and Cheer coach to change the pre-game ceremony. This helped the crowd feel more connected to the game by

having a flow of excitement from the team run-on, football team huddle, National Anthem, and kickoff.

A new competition between OHS and Willows was created to increase school spirit and entertain the audience. The “Battle of the Mace” was hosted by OHS Band and was an instant success. Although OHS did not win the mace, many in the community loved the event and a new tradition was born. Also, the OHS Band marched with 100% attendance at the OHS Homecoming Parade and performed at the Christmas Veterans Festival with the C.K. Price Band.

The Orland Music Supporters has been brought back to life because of the band activity that has been seen by our community. The 5k Zombie Run was created to raise money for the four music programs in the district. This allowed C.K Price and Mill Street/Fairview to purchase needed music and instruments that otherwise would not be attained.

The OHS Band and Choir performed for the Mill Street School, allowing the OHS Music program to show the young students of Orland that music is something to strive for in the community. Afterwards, the OHS programs performed a Winter Concert which showcased many different styles of music. The OHS Choir was successful in learning two pieces in foreign languages. One was in German and the other in Japanese. The band and choir also performed a piece together which allowed the entire program to work in unison.

In March 2014, both ensembles will be performing at a competition/evaluation. Our hope is to maintain the highest score and show that our music program is not only competing at the highest level in Glenn County, but all of Northern California.

III: Follow-up and Progress Report Development Process

- Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.
- Describe the process to prepare the progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

OHS's school-wide action plan took into account previous WASC findings and is monitored each year through the Single Plan for Student Achievement (SPSA) process and department set goals. The SPSA is a yearly process where the previous year's goals are measured and revised. The administration, department chairs, and the School Site Council (SSC), made up of stakeholder groups (students, parents, teachers, staff and administration), work together to finalize the plan. Up until 2011, the yearly goals in the SPSA drove the categorical and school budget process to make sure the resources needed, both in people and dollars, were available to implement the goals.

Orland High School and CK Price Intermediate School both waived the funding from Title I in 2011 in order to get out of Priority Improvement. The money given up was able to be incorporated into the budgets of the K-6 schools. They were able to put more of an emphasis on intervention for underperforming students. The SSC has the responsibility to approve the SPSA. The completed SPSA is submitted to the district Program Accountability office which in turn presents each school's plan to the school board for approval.

Led by the principal, each fall the data from the previous year was presented, discussed, and celebrated with the stakeholder groups. Each department reviewed these goals originally developed in the 2011 WASC report. Each department discussed the goals and submitted their responses to each of the goals and ideas for improvement. With the transition to teaching the California Common Core Standards, the school wide decision making expand to the District School Leadership Team (DSLTL) for the planning of OUSD's transition to the common core.

The mid-term report will be presented to the OUSD Governing Board at the March board meeting.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.

➔ **Note:** The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.

- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

Critical Need #1

Increase the number of OHS students scoring proficient or above in Math on the CAHSEE and CST's.

1. OHS will continue math tutoring for students who have been identified as "at risk" for not passing the CAHSEE based on the CST scores.

Math tutoring is done at the discretion of the math teacher. Each math teacher goes above and beyond offering tutoring to their students before and after school as well as lunch. Beginning 2012-2013 students who are accelerated in math are using their community service hours that are required for graduation to tutor students who are in need of extra help.

2. Continue the CAHSEE Math Lab and tutoring for non pass students.

Because of scheduling conflicts and the incorporation of an Algebra and Geometry shadow class that began in 2013-2014 we no longer have a class that is specific to the CAHSEE for math. We do have the CAHSEE tutor who works with any sophomore (after the March results are in), junior, or senior that has not passed the CAHSEE in math.

3. Continue Algebra Shadow Class for students identified by course grades, CK Price teacher recommendations, and CST scores. Determine mechanism by which to gauge effectiveness of class.

Algebra and Geometry shadow classes have been implemented during the 2013-2014 school year. The Geometry class is truly a shadow class in that the teacher collaborates with the two geometry teachers to ensure that the work being taught in the geometry class is being reinforced in the shadow classes for support. The Algebra shadow class is going through a transition due to a teacher leaving at the end of the first quarter this year. Our plan is to have it fully implemented for the 2014-2015 school year.

4. Implement Accelerated Math program in SPED Math classes.

As a part of the special education Basic Math class Accelerated Math was incorporated into the curriculum as an intervention up until this year. We discontinued use due to budget constraints and no true data of its effectiveness.

5. Implement course specific benchmark assessment (DPA) to track growth by standard prior to STAR testing and implement interventions as needed.

OUSD has discontinued the use of DPA's for the 2013-2014 school year as we evaluate other options that are related to the common core. It was a joint decision that was made involving the DSLT to discontinue the use of the DPA's because OUSD has fully implemented the Common Core State Standards as well as new teaching practices. The old DPA's and formative assessments were not aligned to the new standards nor was the questioning the same. Teachers have been using their own assessments and evaluating the effectiveness of their instruction based on the results.

6. Purchase new standards based textbooks and additional supplementary materials in order to facilitate common formative assessments between course alike teachers.

In the spring of 2013 OUSD officially decided to transition to Integrated Math beginning the 2014-2015 school year. As of right now Algebra, Geometry, Algebra II, Math Analysis, Statistics (AP), and Calculus (AP) are being taught, but next year will begin phase one of cycling out Algebra, Geometry, and Algebra II. The full implementation of the integrated curriculum will take until 2016-2017. The books/curriculum currently being reviewed is for Integrated I.

7. Explicitly identify and inventory all math standards that are currently being taught/reinforced in non-core classes.

This has not been completed because of the transition to the common core. Non-core teachers are ready and willing to work to ensure success, but this work will not begin until we are fully implementing the new standards.

All non-core teachers were specifically trained in the 8 Mathematical Practices and how they can incorporate the practices into their instruction.

8. Provide substitute time and/or extra duty pay for math teachers to work with non-core teachers to develop supplementary math exercises that integrate into non-core classes such as woodshop/welding/auto, music, art etc.

This has not been completed because of the transition to the common core.

9. Continue the Lunchtime Math Intervention (LMI) program as a one-on-one intervention and deterrent to homework apathy. The math department will use objective data to evaluate LMI effectiveness and make recommendations to the principal regarding the future of this type of intervention.

Discontinued due to loss of Title I. Teachers are still going above and beyond to help their students; however, there is not a set time daily like there was when Lunchtime Math Intervention was in full swing.

10. Complete common standards based pacing guides for all tested math subjects.

Common standards based pacing guides have been complete for every tested area in math. Now with the transition to the common core and teaching Integrated Math instead of Algebra I, Geometry, and Algebra II, the creation of new pacing guides will begin as soon as the consortium decides what text/curriculum is to be adopted.

11. Develop common standards based formative and summative assessments for all tested math subjects and integrate into a common pacing guide.

We are in the process of selecting a company to assist us in the creation of formative assessments. There is still much conversation and debate about whether or not we will find tests that are already or constructed or create our own. Research shows that homegrown assessments are often more effective than packaged assessments; however, time is a factor for the creation of new assessments.

12. Identify all students who are “on the bubble” for STAR proficiency improvement and provide targeted intervention as needed.

Up until this year, students’ STAR scores are one of several determining factors in whether or not they will move on to the next level of math. At OHS we have done an excellent job at looking at their STAR results and determining proper course placement so that they can experience success in their classes.

Single Plan for Student Achievement (Approved June 2013)

Goal #2: Improved Performance on the tested mathematics California Standards Tests

Goal Statement:

Using CST's as an indicator, each student's personal scaled score will show a 3% improvement. Orland High School staff will implement the research based strategies and action steps listed in this document to improve student achievement.

Student groups and grade levels to participate in this goal:

Grades 9-11

Anticipated annual performance growth for each group:

OHS will make a 3% positive movement across performance levels or each student will show a 3% improvement from the previous year.

* The percentage of students scoring below the "proficient" level on the Math CST's will decrease by at least 10% compared to last year.

88% of Algebra I students tested below proficient in 2012. The number will be reduced to 78% in 2013.

93% of Geometry students tested below proficient in 2012. The number will be reduced to 83% in 2013.

69% of Algebra II students tested below proficient in 2012. The number will be reduced to 59% in 2013.

(This is the performance growth goal that was actually approved in the SPSA last June. We believed that this is an unrealistic goal and as a site we agreed on a 3% gain from year to year as our goal for celebrating student success.)

Means of evaluating progress toward this goal:

Student achievement results on common formative assessments and curriculum based assessments will help monitor progress, but state CST will be the final indicator.

Group data to be collected to measure academic gains:

Student achievement on core subject formative assessments. Number and percent of students scoring proficient or advanced on the California Standards Test (CST) in Algebra I, II, and Geometry.

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)
1. Provide additional support for teachers and staff to learn and implement the new common core state standards. Funding to be provided by district accounts.	Ongoing	Seminar expenses, extra duty & substitute pay. Funding to be provided by district accounts.
2. Math department will continue efforts to improve accuracy of student course placement.	Ongoing	
3. Teachers will work to transition units within Algebra I and Geometry to their Integrated Math I equivalents.	Summer 2013-Spring 2014	Extra duty & substitute pay. Funding to be provided by district accounts.
4. Teachers will utilize researched based instructional strategies, (8 Mathematical Practices) to meet the needs of all learners.	Ongoing	
5. Evaluate, approve, and purchase Integrated Math I curriculum.	Summer 2013-Spring 2014	Funding to be provided by district accounts and site level funding, board approval for curriculum adoption.
6. Teachers will work to create pacing guides, curriculum, and common assessments for the new Integrated Math I course to be offered beginning 2014-2015 school year.	Summer 2013-Spring 2014	Extra duty & substitute pay. Funding to be provided by district accounts.
7. Administration will visit classrooms regularly to observe the use of common core standards and effective instructional strategies.	Ongoing	

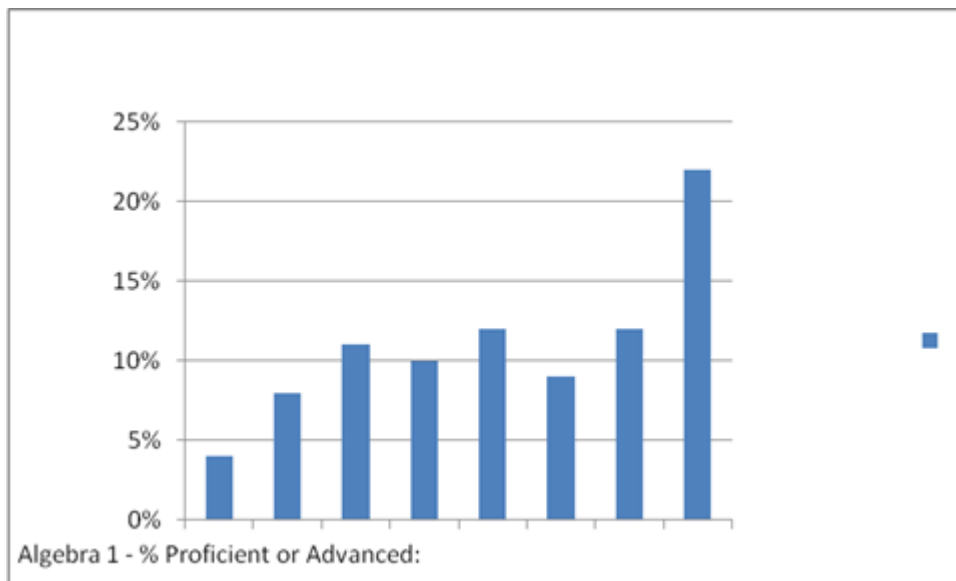
Math success since the last WASC visit (2012 was our best year yet!)

Algebra 1—22% Proficient or Advanced *** New OHS Record

Geometry—15% Proficient or Advanced *** New OHS Record

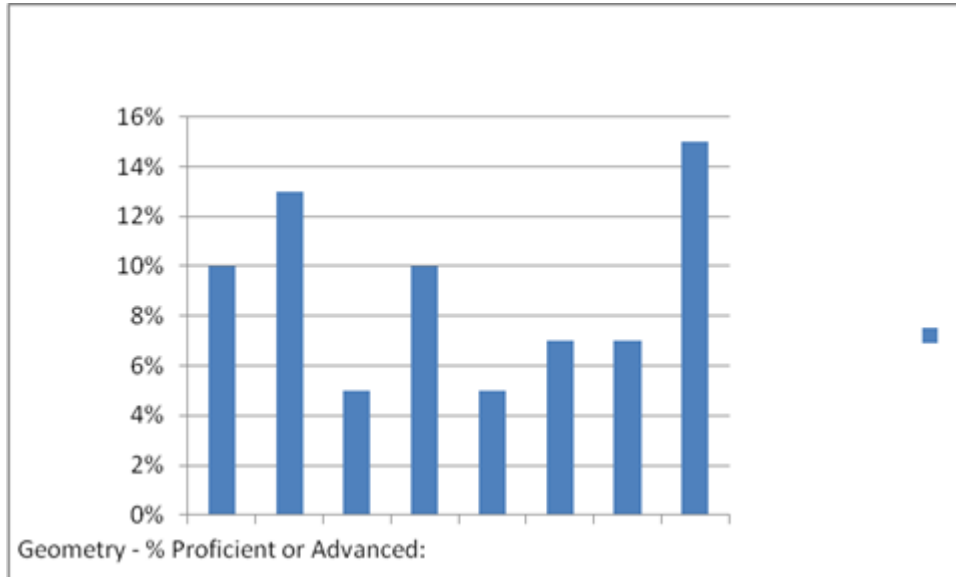
Algebra 2—32% Proficient or Advanced *** New OHS Record

Summative Math—40% Proficient or Advanced *** New OHS Record

Past Results:

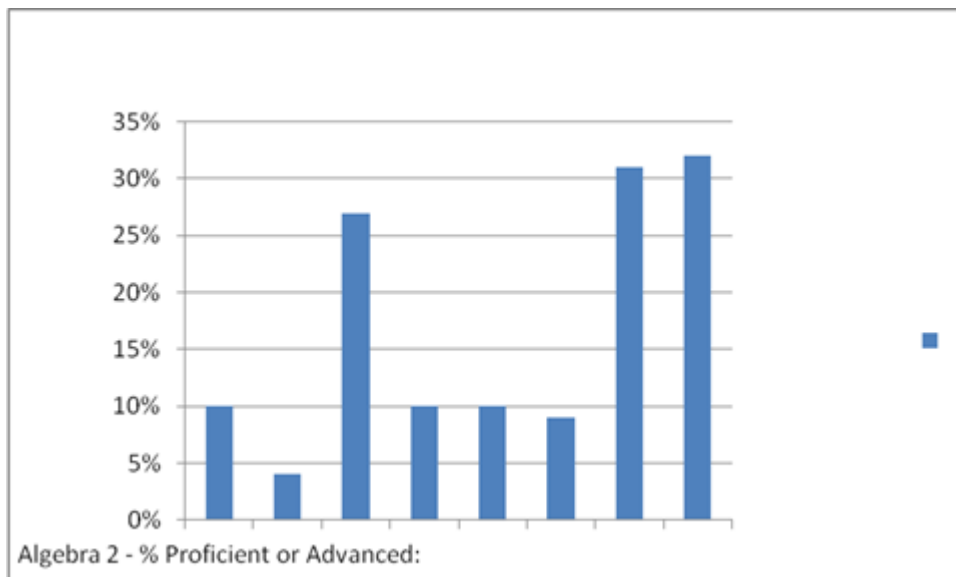
Algebra 1 - % Proficient or Advanced:

4%	8%	11%	10%	12%	9%	12%	22%
2006	2007	2008	2009	2010	2011	2012	2013



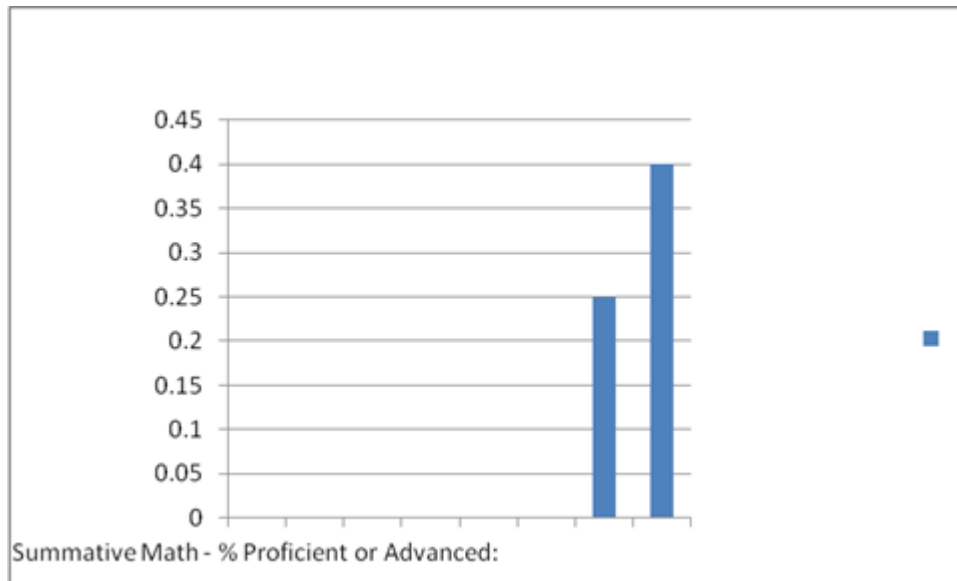
Geometry - % Proficient or Advanced:

10%	13%	5%	10%	5%	7%	7%	15%
2006	2007	2008	2009	2010	2011	2012	2013



Algebra 2 - % Proficient or Advanced:

10%	4%	27%	10%	10%	9%	31%	32%
2006	2007	2008	2009	2010	2011	2012	2013



Summative Math - % Proficient or Advanced:

						25%	40%
2006	2007	2008	2009	2010	2011	2012	2013

Critical Academic Need #2

Increase the number of OHS students scoring proficient or above in English on the CAHSEE and CST.

1. Continue CAHSEE English tutor for students identified as “at risk” for not passing the CAHSEE based on CST and teacher recommendation.

We do have a CAHSEE tutor who works with any sophomore (after the March results are in), junior, or senior who has not passed the CAHSEE in ELA.

2. Provide a CAHSEE English Lab class in lieu of an elective for non passers.

There are currently two sections of CAHSEE English that target approximately 60 students. This class not only serves students who have not passed the ELA portion of the CAHSEE, but it serves as targeted intervention to 10th graders who were identified by their 9th grade English teacher as needing more support in ELA. Any recently reclassified 9th and 10th grade ELD students are

enrolled in CAHSEE English for one year unless they are not proficient on the 10th grade CAHSEE given in March.

3. Continue refinement and implementation of an intensive reading class for poor readers as measured by STAR, CAHSEE, DPA, Accelerated Reader and teacher recommendation. *Intensive classes that target literacy are the CAHSEE English Support class and Sheltered English (SDAIE) for struggling readers.*

4. Implement accelerated Reader Program in Freshman and sophomore English Classes to improve reading skills, track student reading levels and identify students in need of help. *We discontinued use of the Accelerated Reader Program within our core English classes due to budget constraints. However, the program is still being used in our intensive reading classes for struggling readers.*

5. Implement course specific benchmark assessment (DPA) to track growth by standard prior to STAR testing and implement interventions as needed. *OUSD has discontinued the use of DPA's for the 2013-2014 school year as we evaluate other options that are related to the common core. It was a joint decision that was made involving the DSLT to discontinue the use of DPA's because OUSD has fully implemented the common core state standards as well as new teaching practices. Teachers have been using their own assessments and evaluating the effectiveness of their instruction based on the results.*

6. Purchase new standards based core literature and additional supplementary readers in order to facilitate pacing and common formative assessments between course alike teachers. *The following is an excerpt from the English Department's curriculum proposal presented to the Superintendent and Assistant Superintendent in March 2013: "After multiple trainings and several in-depth readings of the Common Core Standards, the English department has concluded that the Common Core standards urge depth of curriculum rather than breadth of curriculum. There is an emphasis on text complexity by focusing 'on the sophistication of what students read and the skill with which they read' (CCSESA 2011). These standards promote argumentation and persuasion as well as creative implementation of concepts. They want students to effectively research and synthesize information. And, through the careful reading of a variety of texts, there are three writing types the Common Core Standards want students to focus on: argumentation, exposition, and narration. In our classrooms, we already have the literary texts we need to achieve these goals. In a comparison with the released recommended reading lists, as well as the released text exemplars, the shift to Common Core Standards is clearly in instruction and expectation, not in the literary curriculum itself.*

"The English department does agree we need to incorporate more non-fiction, which is why we want to purchase 50 Essays: A Portable Anthology edited by Samuel Cohen. It is a collection of expository essays and political and historical texts. We will use the same text in grades 9-12, and by the end of their high school career, OHS students will have evaluated, analyzed, and annotated multiple quality texts and applied and synthesized that information with the literature and texts already in place in the curriculum."

The anthologies were purchased and ready to use at the beginning of the 2013-2014 school year. So far one Chromebook cart has been purchased this year and should be ready for implementation in March 2014.

Additional purchases have been made for the Sheltered English classes. We now have 10 sets of sheltered novels for whole class instruction.

7. Complete common standards based pacing guides for all tested English subjects. *These were created during the 2012-2013 school year by all five members of the English Department. (See Attachments)*

8. Develop common standards based formative and summative assessments for all tested English subjects and integrate into a common pacing guide. *The English Department has created formative assessments based on the material in the new curriculum guides. The data from these assessments is shared between the teachers teaching like subjects. We are in the process of selecting a company to assist us in the creation of formative assessments. There is still much conversation and debate about whether or not we will find tests that are already constructed or create our own. Research shows that homegrown assessments are often more effective than packaged assessments; however, time is a factor for the creation of new assessments.*

9. Identify all students who are “on the bubble” or otherwise known as “line jumpers” for STAR proficiency improvement and provide targeted intervention as needed. *The only forms of targeted intervention we currently have are CAHSEE English and Sheltered English. We enroll students in this class during their 10th grade year in preparation of the CAHSEE based on their weaknesses in ELA. We also enroll students who have not passed the ELA portion of the CAHSEE as juniors and seniors. We are in constant conversation about the need to have literacy intervention that is consistent amongst all schools. This is currently one of the goals for the DSLT identified in our Common Core Needs Assessment—Fluid Interventions K-12.*

Single Plan for Student Achievement (Approved June 2013)

Goal #1: Improved Performance on the English I,II,III California Standards Tests

Goal Statement:

Using CST's as an indicator, each student's personal scaled score will show a 3% improvement. Orland High School staff will implement the research based strategies and action steps listed in this document to improve student achievement.

Student groups and grade levels to participate in this goal:

Grades 9-11

Anticipated annual performance growth for each group:

OHS will make a 3% positive movement across performance levels or Each student will show a 3% improvement from the previous year.

* The percentage of students scoring below the "proficient" level on the English CST's will decrease by at least 10% compared to last year.

55% of English I students tested below proficient in 2012. The number will be reduced to 45% in 2013.

59% of English II students tested below proficient in 2012. The number will be reduced to 49% in 2013.

60% of English III students tested below proficient in 2012. The number will be reduced to 50% in 2013.

(This is the performance growth goal that was actually approved in the SPSA last June. We believed that this is an unrealistic goal and as a site we agreed on a 3% gain from year to year as our goal for celebrating student success.)

Means of evaluating progress toward this goal:

Student achievement results on common formative assessments (curriculum based assessments) will help monitor progress, but state CST will be the final indicator.

Group data to be collected to measure academic gains:

Student achievement on core subject formative assessments. Number and percent of students scoring proficient or advanced on the California Standards Test (CST) in English Language Arts (ELA).

Description of Specific Actions to Meet This Goal

	Action	Start and Completion Date	Proposed Expenditure(s)
1.	Provide additional support for teachers and staff to learn and implement the new common core state standards. Funding to be provided by district accounts.	Ongoing	Seminar expenses, extra duty & substitute pay. Funding to be provided by district accounts.
2.	Teachers will utilize technology for instructional strategies (implementing the 4 C's--Collaboration, Critical Thinking, Creativity, and Communication) necessary in common core based writing, research, and assessment.	Ongoing	Funding for technology to be provided by the district as well as site level funds.
3.	Teachers will utilize common core pacing and curriculum guides for planning and implementing standards-based lessons.	Ongoing	
4.	Teachers will meet to collaborate to monitor pacing and examine assessment data to effectively guide instruction. Pacing guides will be reviewed and revised as needed.	Ongoing	
5.	Intervention structures will be developed to help struggling students. Students receiving intervention will be monitored and reevaluated at regular intervals through the PLC process.	Ongoing	
6.	Teachers in non-core subjects will integrate lessons into their instruction that support the ELA common core standards as appropriate using informational texts.	Ongoing	
7.	Administration will visit classrooms regularly to observe the use of common core standards and effective instructional strategies.	Ongoing	

Critical Academic Need #3

Improve reading, writing, and speaking skills for all students with a focus on English Language Learners.

1. Explicitly identify and inventory all English standards that are currently bring reinforced in non-core classes.

With the transition to the common core all subjects have a tool that will allow literacy skills to be taught and reinforced. The new standards require explicit instruction in reading strategies across content areas. The goal of these standards is to develop independent, strategic readers. This question pertains to non-core classes with the transition to common core; for example, our social science teachers are taking on literacy and ELA standards by incorporating novels into their

curriculum once taught by the English department—Farewell to Manzanar, The Great Gatsby, Malcom X, and Animal Farm.

Non-core classes, in preparation for the Common Core exams, 21st century skills and college and career readiness, are placing emphasis on the fact that students must learn how to adapt their literacy skills to fit diverse reading, writing and speaking tasks. This strategic flexibility requires both a deep knowledge of literacy skills and an ability to think independently about how best to apply skill knowledge. Non-core teachers are incorporating informational texts into their daily instruction.

2. Provide substitute time and/or duty pay for English teachers to work with non-core teachers to develop supplementary English exercises that integrate into non-core classes such as woodshop, welding, auto, music and art.

See above response. English teachers have not had the opportunity to work with the non-core teachers; however, our philosophy has been to not have non-core teachers focus on the common core ELA standards but focus in depth on the literacy standards.

3. Provide Professional Learning Communities training for non-core teachers.

A more in depth PLC discussion happened at the beginning of the 2012-2013 school year. Total School Solutions worked with our staff district wide to get the year off to a good start in regards to PLC's and teacher collaboration.

4. Restructure ELD classes into homogeneous CELDT level groups and add two additional sections of ELD to accommodate this change.

In the Spring of 2011 we gained ½ of a FTE to teach ELD (the other ½ FTE was used for foreign language). Before the addition of the new teacher we only had three ELD classes that were broken down by ELD I, ELD II/III, and ELD IV/V. Currently we have restructured ELD into four sections and one Sheltered English. We have an ELD I/II, ELD II/III, ELD III/IV, and ELD IV/V. Due to the creation of Sheltered English and the desire to maintain our CAHSEE English with current staffing, we were only able to add one additional ELD section. However, the current ELD courses have been organized using data to facilitate a more level appropriate course structure. For example, students enrolled in ELD I/II are made up of beginning EL's and those who barely scored a II on their CELDT level and have the similarities of a student who is at the beginning level in reading and writing. These parameters hold true for the other sections of ELD that we have created. Also, we have arranged all of our ELD sections to coincide with each other so that once current year CELDT scores arrive, a student can easily be moved into another section without impacting their schedules.

5. Purchase and implement new targeted curriculum for each CELDT level student.

In the last three years additional text resources have been purchased so that each ELD course has its own set of curriculum which target student needs as they progress between each CELDT level. The current curriculum being used is Hampton Brown's EDGE program. (Fundamentals; EDGE A-C) This program also uses a series of novels to support EL's development of reading fluency and literacy. Several additional novels were purchased to make complete class sets for instruction. The Rosetta Stone on-line program was also purchased for the 2011-12 and 2012-13 school years.

However, due to budget constraints the funding was not available for the 2013-14 school year. Our plan moving forward is to bring the Rosetta Stone on-line program back in the 2014-15 school year.

Technology was purchased during the 2013-2014. There were eight new computers purchased for the ELD lab with headphones and microphones and 10 Google Chromebooks to use for accessing on-line text and curriculum. In addition, we purchased document cameras and projectors for the ELD classrooms.

6. Provide all OHS teachers a binder that contains CELDT data for all ELD students in their classes, resources for ELD integration into all subjects, and general ELD information.

At the beginning of the year the ELD Coordinator gives all teachers a spreadsheet that contains current CST, CAHSEE scores, and current CELDT data from the previous school year. Once new CELDT scores are posted for the current school year and updated spreadsheet containing CELDT scores is emailed. Within the spreadsheet the ELD Coordinator highlights if students have an IEP and targets the areas of difficulty. All teachers have a binder with ELD strategies.

7. Provide Explicit Direct Instruction training to all teachers in order to facilitate full inclusion of all students in classroom lessons and encourage additional in-class speaking, especially from ELD students.

With the transition to the common core there have been instructional shifts that teachers are working to become experts in these changes. EDI is one of many tools teachers are encouraged to use as an instructional practice. Pair share, picking non volunteers, giving effective feedback, etc... are all incorporated in our teachers' toolboxes. In addition the entire staff has been trained in the 4 C's—Collaboration, Creativity, Communication, and Critical Thinking; Speaking and Listening Strategies; and the 8 Mathematical Practices.

8. Create a new Sheltered Core English class for targeted ELD students in order to maximize educational experience.

In the fall of 2011, a Sheltered English class was created for students who are at the Beginning to Early Intermediate CELDT stage. This class provides direct instruction to students who score at the beginning and low early intermediate levels (1-2) on the CELDT test. The curriculum used parallels that of the 9th and 10 grade core English classes by using sheltered versions of novels normally presented in these grades. As a result, the students are able to learn the English standards at a language level that is meaningful. This process has facilitated a greater sense of collaboration between the English and ELD teachers. This collaboration allows the ELD teachers to provide targeted support of ELA standards in addition to their own ELD standards and curriculum.

Single Plan for Student Achievement (Approved June 2013)

Goal #3: Improve the performance of English Learners on the English Language Arts CST

Goal Statement:

OHS will increase the percentage of ELD students scoring basic or above on the ELA CST by 20%, from 40% to 60%. Presently, 20/50 ELD students in grades 9-11 scored at basic or above. The new target is 30/50 students. OR During the 2013-2014 school year, English Language Learners will

improve their acquisition of the English language as evidenced by an increase in all EL students by one level on the CELDT exam.

Student groups and grade levels to participate in this goal:

English Language Learners (ELL), grades 9-11

Anticipated annual performance growth for each group:

OHS will increase the percentage of ELD students scoring basic or above on the ELA CST by 20%, from 40% to 60%. OR All English Learners will increase their CELDT score by one level.

Means of evaluating progress toward this goal:

State STAR testing data and CELDT data.

Group data to be collected to measure academic gains:

ELL Subgroup Data on the English California Standards Test as reported by CDE and CELDT scores.

Total Expenditures in this Goal: \$94,416.82

Description of Specific Actions to Meet This Goal

Action	Start and Completion Date	Proposed Expenditure(s)	Title I	Title I ARRA	EIA-LEP	Title III
1. Purchase appropriate instructional materials and equipment to support language proficiency advancement for EL students in all classrooms.	2013-2014	Supplementary curriculum, Instructional Materials, technology & equipment			12990	7794.82
2. Provide ongoing researched based professional development to teachers of EL's (content & EL specific teachers) to improve overall EL instruction, assessment, monitoring and intervention.	Ongoing	Seminar & Travel Expenses. Extra duty and sub pay.			2000	
3. Provide classroom instruction, assistance and overall coordination with monitoring/testing for English Learning (Teacher and Aide)	Ongoing	ELD Teacher/Coordinator & Aide (salary/benefits)			50975	20657
4. Work with ELD site coordinator and ELD staff to plan and facilitate a parent meeting to explain STAR testing process, targets, student achievement goals and student support strategies (ELAC and Parent Meetings).	Fall 2013-Spring 2014 ELAC/DLAC: 4 times per year, dates TBD					
5. Provide training and support to all teachers in the areas of: academic vocabulary development, ELD approaches, ELD writing strategies and literacy development. Coordinate and provide for all staff regular training on ELD/SDAIE strategies that support their specific content areas.	Ongoing	Teacher Release Time				

V: Schoolwide Action Plan

- Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.
- Comment on the integration of plans into one single schoolwide action plan.
- Include a copy of the school's latest updated schoolwide action plan.

Action Plan; Years 2 – 6

1. Ensure sustained collaboration time for teachers to utilize the PLC process to examine and continuously improve the program.

In 2012-2013 OHS was still in need of more time to collaborate. There were only 15 days built into the calendar that were dedicated as PLC time from 2:30-3:30. The staff is very aware there is a need for time to collaborate within their respective departments, and in the spring of 2013, as an entire staff, we reached consensus to use extra duty time (each teacher is given 20 hours of extra duty per the Collective Bargaining Agreement) as time built into the instructional calendar weekly, specifically for PLC's. This agreement gave the staff 34 weeks of collaboration time unless we took one of the days and used it as a staff meeting (when needed).

Due to the unsettled labor negotiations, Orland Teachers Association notified OUSD on November 12, 2013 that OTA would no longer participate in PLC's. The participation of OTA in the PLC process was negotiated, and a side letter, created at the end of the 2012-2013 school year, expired.

PLC's are no longer occurring at OHS. The district has an interest in the resurrection of the PLC model and all sides know of the importance it has on student achievement, but until there is a plan in place regarding instructional days and the budget deficit we are in a stalemate and cannot move forward.

2. Continue to align all curriculum to state standards. Review new common core standards and plan for transition.

Each department is completing the work to create new curriculum aligned to the Common Core State Standards. Departments are continuing to use their old curriculum until the new curriculum is available; however, they are implementing best practices, increasing informational text, and writing across the curriculum. (Social Science 2015-2016; Science 2016-2017)

English

The Orland High School English Department has worked collaboratively to implement meaningful changes in our curriculum that establish and promote an environment where all students can successfully learn. For each of the grade levels, we have developed comprehensive curriculum guides that clearly delineate the literature and essays to be read and the essential standards and writing types to be taught. These curriculum guides are aligned to the Common Core State Standards (CCSS), and they are living documents we are continuously working to fine-tune. We dedicated several weekends in the spring and days over the summer of 2013 in department collaboration of the rewriting process. As a group, we identified the need to continue our efforts to increase literacy at every grade level, particularly in the area of expository texts. With administrative support, we

adopted a new text, *50 Essays: A Portable Anthology Third Edition*, edited by Samuel Cohen, for use in all four grade levels. We also wrote a proposal for five Chromebook carts so we can increase the technological literacy of all students and further help prepare them for the 21st Century work world. We are hopeful that funding will be available for this adoption so we can fully implement the CCSS. In the alignment of our curriculum to the CCSS, we removed a portion of the fiction we had previously taught to include more direct instruction of the expository texts. With a fictional novel or play as the primary basis of the curricular units, we added thematically related expository essays from our new adoption. With the alignment to the new standards we increased the expectations for synthesis and analysis of information, student collaboration and speaking opportunities, depth of writing, and use of technology to present information and ideas. Our department has embraced the CCSS and we are nearly through one year of working with our new curriculum. Through this process we regularly collaborate, share curriculum, and discuss student work. We are identifying changes and modifications to make to improve our curriculum guides for next year.

In addition to increasing the literacy expectations for all students, we have maintained the two reading intervention classes that were established three years ago. These classes allow us to provide individual intervention for our struggling readers and give them the opportunity to hone and master this specific and necessary skill. We have also added two Advanced College Preparatory (CP) classes to the schedule. They are designed to be feeder classes into the Advanced Placement courses we have available at the higher grades. There is one section for freshmen and one for sophomores. While we want to actively support our struggling students and help them get up to grade-level, we don't want to ignore our brightest and most capable students either. The implementation of the two classes has been well received and is a positive addition to the offerings in the English department.

The OHS English department is also acutely aware of the impact of standardized test scores on the overall well-being of our school. We have worked strenuously over the past few years to maintain the testing progress we have made and to continuously improve. Our CST scores reflect upward movement, and in the regular English classes, approximately 90 percent of our sophomores consistently pass the CAHSEE. This is a statistic we are proud of yet are always trying to improve upon. Each fall with the release of the CST and CAHSEE information, we are able to look at our class lists and identify students who are "line-jumpers" and students who will need further intervention. We are able to use this information as a diagnostic tool and not just as a summative assessment. With the shift to the new CCSS test, we have looked at released test exemplars and have worked to create curriculum that reflects the expectations on the new test. Our school will be piloting the new test this spring, and we are looking forward to receiving preliminary data regarding performance with the new standards.

In an effort to provide the necessary testing intervention, OHS has continued to fund a tutor who works with students who score "Far Below Basic," "Below Basic," and "Basic" on the CST and/or have not passed the CAHSEE exam. The tutor works directly with these students on test-taking strategies and basic test-taking skills. The tutoring provides these students with the necessary intervention and specific focus to help them be successful on both the CST and CAHSEE. This is a pull-out program that happens throughout the regularly scheduled school day. There is also a sheltered English class through the ELD program that provides direct instruction to students who score a 1-2 on the CELDT test. As a result, the students are able to learn the English standards at a language level that is meaningful. This process has facilitated a greater sense of collaboration

between the English and ELD teachers. This collaboration allows the ELD teachers to provide targeted support of ELA standards in addition to their own ELD standards and curriculum.

Math

Over the course of the last several years, the OHS math department has focused its efforts on providing the best math curriculum and instruction possible. Caryn Jones attended AP Statistics training and taught the first AP Statistics class in 2012/2013. Nine students out of 17 took the AP test and 4 students earned passing scores. Matt Schumman is teaching AP Calculus this year and anticipates 17 students will take the AP exam in May.

Departmental work is currently oriented toward making the transition from a traditional math sequence of Algebra 1, Geometry, Algebra 2, to Integrated Math 1, 2, and 3. The Integrated Math Sequence will use Common Core curriculum. In 2014/15 the department will implement Integrated 1 with incoming freshmen and students who have not yet mastered Algebra 1. Each year for three years the department will introduce another step in the Integrated Sequence until the process is complete in 2016/17.

Teachers in the math department have agreed to common grading policies for each course and frequently discuss pacing and grading guidelines for particular units/tests.

Teachers are collaborating with other Glenn County math teachers and the County Math Coordinator to improve mathematics instruction and to assist in the transition to the Common Core. Teachers are attempting to implement the Standards for Mathematical Practice as often as is possible in all classes, with the awareness that it will take time for the students to adjust to the additional rigor and thinking that is required. Pacing and standards that were developed for the older standards will continue to exist in the course that have not yet been transitioned to the Common Core, but in a manner that moves toward implementation of Common Core rigor and standards.

Department members are participating in textbook and curriculum evaluation along with other teachers in Glenn County in order to pick an excellent Integrated 1 curriculum. Additionally, the entire department has participated in CCSS Strengthening Mathematics Instruction Series in order to develop skills in transitioning to Common Core and additional rigor in their classes.

Lunchtime Math Intervention (LMI) was eliminated for several reasons. The department found that while successful with a small group of students, it had no impact on the students we had the most desire to impact. It also had an unintended consequence of making some students want to stay in LMI, because they got out of class a couple of minutes early to get their lunch; therefore, they were at the front of the lunch line! Finally, funding for math teachers who gave up their lunch was lost. The department continues to seek new and creative ways to provide intervention for students who need it at all levels. The entire department has extra time during the school day when they are available to assist students, whether before school, during lunch, after school, or some combination thereof.

The math department has been consolidated from three full time and two part time teachers to four full time mathematics teachers who are all located in the same wing. This provides for more

spontaneous collaborative time in addition to the time teachers are able to volunteer outside of the school day.

The department continues to focus on ensuring that students are properly enrolled in the correct classes and to encourage all students to take three or four years of mathematics. The department was successful in implementing a three year mathematics requirement beginning with the graduating class of 2017. This change will help all students to have more complete preparation for their transition to college or career after high school.

Science

The Orland High School science department is continuing to explore ways to increase the number of students participating in science courses beyond the mandated two years. Prior to the last WASC visit, the science department developed a Zoology & Botany course to increase the number of students taking additional years of science and to provide a broader range of science choices for OHS students. This year we have engaged in multiple discussions about implementing an Advanced Placement Environmental Science course that would alternate with our current Physics course.

Last year the Next Generation Science Standards (NGSS) were finalized and are expected to be fully implemented by the 2016-2017 school year. The OHS science teachers are currently reviewing and evaluating their current curriculum in order to incorporate these new standards. Once the textbook publishers develop modified textbooks, we will be purchasing new textbooks that reflect the new science standards.

In November of 2013, several teachers in the science department attended the 1st Annual S.T.E.M. Conference in Sacramento and are now considering how to encourage more students to participate in S.T.E.M. courses at our school. To accomplish this goal, we are looking at reviving our M.E.S.A. program to further expand the S.T.E.M. activities at Orland High School.

Lastly, Orland High School completed the construction of a new Science and Technology building since the last WASC site visit. This new building includes three new state-of-the-art science laboratories. These new science labs allow our teachers to fully employ science activities with their students without the limitation of gas, water, or electrical sources.

Social Studies

The Social Studies department continues efforts to give students high quality exposure not only to state history standards, but also to events currently unfolding in the world. Our World and U.S. History teachers have been implementing a standards based curriculum and have utilized a common summative assessment system even before the OHS PLC process made these techniques a high priority.

Enjoying five straight years of CST growth in World History and three straight years of growth in U.S. history, both subjects have more than doubled the percentage of students scoring proficient or advanced since 2006. Over the past three to four years, our Social Studies teachers have converted most of their lectures into PowerPoint presentations in order to better visually demonstrate important concepts. Overhead LCD projectors are utilized in all US and World History classrooms. We have also added “Prezi” which is an advanced form of interactive PowerPoint. Overhead LCD projectors

are utilized in all U.S. and World History classrooms. Most instructors pass out notes pages to accompany their presentations and some hand out highlighter pens to spotlight important concepts.

We continue to use technology in many different ways to enrich student learning. The entire Social Science Department works collaboratively to develop meaningful ways to educate students. Every semester, the economics students have to create their own dessert company known as the “Cookie Project.” They have to create their own company name, product, partnership agreement, business plan, budgets, and advertising. They present their project in a business fair type of forum with faculty and staff critiquing their companies. This entrepreneurial activity allows the students to experience in an interactive way how a business functions along with the pros and cons of being a business owner.

In both U.S. and World History we use simulations and war games to bring about a better understanding of the standards. In U.S. History we are currently reading two historical novels. We are reading *The Great Gatsby* to coincide with the 1920s unit and give our students a greater understanding of the period and we are reading *The Autobiography of Malcolm X* during the Civil rights unit. In World History we are reading *Animal Farm* during the Russian Revolution unit and *Farewell to Manzanar* while we are studying WWII. We feel these novels help make the historical subjects more real to the students and give them a more in depth understanding of the curriculum.

As a department we have also instituted Document Based Discussions (DBD’s) which allow students to analyze Primary Source Documents in a cooperative group and report out on their analysis. We have also developed Document Based Questions (DBQ’s) as both forms of assessment and enrichment assignments to get our students to skillfully analyze documents and write intelligently about that particular historical subject. Our department is committed to working diligently toward the Common Core goals and standards.

CTE (Career and Technical Education)

The Career and Technical Education (CTE) teachers are in a great place instructionally. There are standards already written that are aligned to the Common Core. The standards specify learning goals in 58 career pathways organized around 15 industry sectors. Building on the previous CTE Standards, the revised draft standards were created with input from more than 300 representatives from business, industry, labor, postsecondary, and secondary education and reviewed by others in the education community. The draft standards are written to demand high quality coursework for students to complete on their way to a future career and are aligned with the Common Core State Standards in English-Language Arts and mathematics. They are also a component of Superintendent of Public Instruction Tom Torlakson’s Career Readiness Initiative. The standards are rigorous, evidence-based, relevant and reasonable in scope. They offer clear guidelines for course content development and expectations for student achievement.

Career Pathways currently at OHS

Welding

Building and Construction

Transportation

Agri-Science

Interior Design

Child Development

Health Science and Medical Technology—we are currently collaborating with Butte and Glenn Counties Office of Education on a grant entitled California Career Pathways

Special Education*Special Education Student Data for the CAHSEE and CST's: Push Out Model*

A significant development was a systematic change that altered how our SPED students are served on campus. Currently almost all SPED students are pushed-out into General Ed classroom settings for instruction and then pulled into the SPED classrooms for support in those classes. Now our classes have a smaller class size and students are tracked specifically for the support they need. For instance, if there are a large number of students who need Geometry Support, we try to place them in a support class together. The same goes for English and Algebra. We are in the fourth year of this model, and we believe there is enough data to support the idea that the “push-out” model is positively affecting student learning.

CAHSEE Test Scores: In looking at the CAHSEE test score data, there are two main questions. The first question is which students are improving, and the second question is, which students are passing? A score of 350 is needed in order to pass the CAHSEE test.

<u>Grade 12</u>	<u>CAHSEE 2011</u>	<u>CAHSEE 2012</u>	<u>CAHSEE 2013</u>	<u>Improvement</u>
Student 1	Eng 317 Math 311	Eng 311 Math 322	Eng 317 Math 330	Yes
Student 2	Eng <u>354</u> Math 328	Math 333	Math 339	Yes
Student 3	Eng 321 Math 336	Eng 321 Math <u>356</u>	English 333	Yes
Student 4	Eng <u>358</u> Math 337	Math <u>355</u>	Passed Both	Yes
Student 5	Eng 349 Math <u>356</u>	Eng <u>355</u>	Passed Both	
Student 6	Eng <u>352</u> Math 336	Math <u>351</u>	Passed Both	Yes
Student 7	Eng <u>370</u> Math <u>365</u>	Passed Both	Passed Both	N/A
Student 8	Eng <u>410</u> Math <u>386</u>	Passed Both	Passed Both	Yes
Student 9	Eng 347 Math <u>350</u>	Eng <u>357</u>	Passed Both	Yes
Student 10	Eng <u>373</u> Math <u>369</u>		Passed Both	Yes

<u>Grade 11</u>	<u>CAHSEE 2011</u>	<u>CAHSEE 2012</u>	<u>CAHSEE 2013</u>	<u>Improvement</u>
Student 11	Eng 342 Math 329	Eng <u>357</u> Math <u>359</u>	Passed Both	Yes
Student 12	Eng 307 Math 326	Eng 327 Math 347		Yes
Student 13	Eng 313 Math 348	Eng 310 Math <u>369</u>		Yes Math/Eng No

The answer to the first question above is unanimously “yes!” Everyone is improving except for one student. The second question gives us more insight into how the push-out model is affecting student learning. Here are some conclusions from the data:

- Student 1 is the only student not enrolled in a General Ed Math or English class. He is also the only senior who has not passed either portion of the CAHSEE test. Pass Rate for this sub group = 0%. The other seniors not included in this data have moved to the alternative high school, North Valley, for behavior and attendance issues or they have dropped out of school.
- Students 2-5 have all been pushed-out into General Ed English and Math classes at some point during their four years at OHS. Three of four have passed the Math portion and three of four have passed the English portion. Both Student 2 and Student 3 were the last to be pushed-out, (they have been in Gen. Ed. for two years or less) and they are the only two who have not passed a portion of the test. Pass Rate for this sub group = 75%.
- Students 6-10 have been pushed-out all four years at OHS. Three of five passed both tests on the first administration. Two of them needed to re-take one section and passed on their second administration. Pass Rate for this sub group = 100%
- Student 11 is the only junior in the data to have been pushed-out in both classes. He has passed both sections of the test.
- Students 12-13 have been pushed out for two years in Math and one of them has passed the Math portion. Neither has been pushed-out for English and neither has passed the English portion.

This was a random sample of students in SPED. The reason we included so many seniors and so few juniors is because we have had access to three years of test scores with the seniors. We are still waiting for the next administration of the CAHSEE. With the data we do have, we feel very confident in saying that giving students access to the General Ed curriculum (pushing them out) is beneficial to SPED students. Every student who was pushed out showed improvement in their CAHSEE scores. The only student who showed no improvement in a section has not been pushed out in that subject. The only senior student who has not been pushed out is the only senior who has not passed either section of the test. Students who have been pushed-out longer have a much higher rate of success, pass the test sooner, and have much higher overall scores.

Physical Education

The PE department is focusing on implementing literacy into their curriculum. Increasing the frequency of exposing students to informational text regarding the subject area and writing are expected components within each subject. As our trial Common Core implementation year one would see the following in a PE class at various times:

- Nutrition logs
- Activity sheets
- How to read food labels
- “Re-Think” your drink (hidden sugars)
- Written assessments, always including short answer or brief essay question(s)
- Essays targeting “sportsmanship,” “teamwork,” and “Pursuing Victory with Honor.”
- Extra Credit assignments include essays, reporting on current events, reading articles in fitness/health magazines and summarizing, collages, etc.
- Word search
- “Pick a card” (motivational/inspirational quotes and write what it means to the student.)
- Exit slips (PE 1 mostly)

This year all the weight training classes are using the BFS (Bigger, Faster, Stronger) Set and Rep program to establish a mathematical base for all core lifts. This program sets up all classes on a nine week percentage based lifting program for each session. The classes follow the SST format for daily class structure. Each class starts with Dynamic Stretching, a core lift of the day (LOD), work out of the day (WOD), and technical (Agility) or cardio work (Cardio). The Core lifts follow the Bench, Clean, and Squat schedule. The work out portion of the class is up to the individual teacher, but teachers are encouraged to share ideas and make sure that the work out chosen will coincide with the LOD and work complimentary muscles.

Daily and weekly objectives are posted in reference to the California State Standards for Physical Education (from the SST curriculum handbook). We are in the process of setting up students supplemental written work from the SST student handbook. The student grading policy will continue to follow guidelines set by the OHS Physical Education Department.

3. Refine pacing guides based on prior year experience as needed.

Once all the common core standards have been implemented this will be a practice that is done annually as it has been in the past with the state standards. English will be ready to do this with their new curriculum at the end of the school year.

4. Refine common formative and summative assessments to ensure functionality and alignment to standards.

OUSD has discontinued the use of DPA's for the 2013-2014 school year as we evaluate other options that are related to the common core. It was a joint decision that was made involving the DSLT to discontinue the use of the DPA's because OUSD has fully implemented the common core state standards as well as new teaching practices. The old DPA's and formative assessments were

not aligned to the new standards nor was the questioning the same. Teachers have been using their own assessments and evaluating the effectiveness of their instruction based on the results.

5. Develop mandatory, fluid interventions that occur during the school day for all core tested subjects.

Intervention classes such as Sheltered English, Algebra Support, Geometry Support, CAHSEE English and CAHSEE tutoring are occurring daily. However, it is a goal of the DSLT to create a fluid intervention program that is K-12. Currently all schools are using different intervention strategies.