



**Orestimba High School
SELF-STUDY REPORT 2023**

**707 Hardin Road
Newman, CA 95360**

**Newman Crows Landing Unified School District
March 6-8, 2023**

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Preface

Since our last, full WASC self-study visit in 2016-2017, Orestimba High School has undergone many changes in administration, teaching staff, and instructional focus. Orestimba has had a complete change in the counseling department. All three counselors are new to us since 2017. For the Administrative staff, we have had one of the Assistant Principals new to the position.

The Schoolwide Action Plan had five specific goals from the previous self study:

1. Improve student learning in math and English as measured by CAASPP for EL, Hispanic/Latino, and Socioeconomically Disadvantaged students
2. Require all departments to use benchmarks to monitor progress of all students
3. Increase the number of students completing the UC/CSU a-g requirements
4. Increase achievement in all academic areas for EL students
5. Increase involvement of the parents and community

Our staff has worked on all these areas, and it will show throughout the current self-study. The staff of Orestimba High School has also undergone a shift as teachers have retired or moved on to other assignments. The result has been that 15 of the 43 teachers on staff are new teachers hired in the last six school years. The impact has been both positive and challenging as new staff members adjust to the profession and 21st century skills. Fortunately, veteran staff have been very supportive and have helped acclimate new teachers to the campus.

The current WASC accreditation initial visit was in 2017 with a follow-up visit in 2020 just before the Pandemic and Zoom instruction. Luckily, OHS had already implemented a one-to-one with chrome books. Also, all staff and students were well trained in the use of a Learning Management System, Canvas. Within days we were up and running with Zoom and Canvas. It is not to say our staff and students did not struggle during this time. We had just returned from Washington DC, Model Schools Conference where we were presenters due to our Model School 2019 awards. We were getting recognized for the results we were getting and the culture we created on our campus. We were at one of the best moments for our school and community and the pandemic hit. Many of our practices were not able to continue. We felt like we were starting over. During the year of 2021-2022, we reopened our campus. We also knew we had to do it cautiously. Our teachers were used to talking to black screens and the students were used to reduced accountability. All last year there were very few consequences for behaviors.

This year, we know what we want to get culture and academics back to where they were. We have implemented a new hall pass system, with the focus being maximizing our instructional time in class. We are building habits that the most valuable time on campus is in class. It has made a big impact with the number of students out during class time.

We have renewed our commitment to the schoolwide learner outcomes:

- T: Thoughtful
- R: Resilient
- I: Innovative
- B: Bold
- E: Empathetic

Orestimba High School ACS WASC/CDE Self-Study Report

For our Self Study, we started by having each department make a document that showed areas of concern or of pride. Then as follow-up they discussed how they had been involved in each of those areas to continue to make improvements. From there we divided up our staff with each of our leadership team taking the lead. The areas were based on the 5 self-study areas. Once each group wrote the focus area draft, they then took it back to their department to dissect and ask questions. They also had a parent and student as part of their group to make sure we had input from all areas.

From the focus areas the leadership team then focused on the areas of improvement and developed the action plan to be presented to staff for input. Orestimba's staff, students and parents were part of the current LCAP. The site SPSA is aligned to the LCAP.

Chapter I: Progress Report

WASC 2017

In response to the 2017 WASC critical areas for follow-up, OHS developed five action plans monitored by site administration and the OHS Leadership Team. The goals of the WASC Action Plan are reviewed regularly with the OHS staff and the leadership team to ensure collaboration and implementation. The School Plan for Student Achievement (SPSA) is updated yearly by the School Site Council, Staff, and the Leadership Team and is approved by the NCLUSD School Board. The SPSA goals and actions are a reflection of the WASC Action Plan and serves as an additional monitoring piece for the WASC schoolwide Action Plan.

Action Plan 1

To improve student learning in mathematics and English/Language Arts for English Learners, Hispanic/Latino, and Socioeconomically Disadvantaged Subgroups as measured by the CAASPP.

Prior to Covid these areas were being addressed. We are getting back on track with improved SBAC scores in all subgroups. Our English scores are one of the highest in the county and we have shown the most improvement in the county, despite remote learning. Charts and reports available in Appendix.

Action Plan 2

In order to be successful to monitor progress of all students, benchmarking will be required to be completed by all departments.

Action Plan 3:

In order to provide more post secondary opportunities for OHS students, there is a need to increase the number of students successfully completing UC/CSU A-G requirements.

1. The Counselors (formerly Learning Directors), meet with students to assist them in tracking their progress toward this goal.
2. Information is shared with parents/guardians at orientation nights, parent meetings, and during a Parent Empowerment Partnership Institute to help them understand the CSU/UC A-G entrance requirements.
3. Although the AVID program was in place for three years, due to the loss of the grant, the formal AVID classes have been discontinued for the last 9 years. We have restarted the AVID program this year.
4. Teachers are informed yearly of OHS A-G requirements and they, in turn, remind students on a regular basis.
5. Most classes at OHS meet A-G requirements, and teachers are again being encouraged to develop new core, CTE and elective classes to meet A-G requirements.

Action Plan #4:

Increase Achievement in all academic areas for English Learners

All students entering California schools must take a home language survey completed by their parent or guardian. All students reported to have a home language other than English are tested by the site or district using the English Language Proficiency Assessments for California (ELPAC). Using their scores from (ELPAC) along with any other data available including CAASPP, Lexile scores, teacher input on present levels, and past grades, students are placed in English Language Development (ELD) classes, Literature Support, and/or general education English courses. The goal is to provide students with needed support while giving them access as soon as possible to the grade level curriculum. Orestimba has a designated ELD teacher and is currently using English 3D Curriculum to provide designated ELD instruction to students. NCLUSD now has a student/teacher support coordinator who also monitors and oversees appropriate viable curriculum for English Learners. Each ELD class has two bilingual paraprofessionals assigned to the class as an additional layer of support. An additional bilingual paraprofessional was hired this current year. Students benefit from integrated ELD instruction while enrolled in general education courses.

Students are exited from ELD classes once they meet the district's reclassification criteria:

1. Assessment of English Language Proficiency (ELPAC): student must perform at the overall ELPAC proficiency (level of 4)
2. Smarter Balanced Assessment (ELA): student must attain a proficiency level that is equal to the proficiency level of peers at grade level (level of 2 or 3)
3. Teacher Evaluation: multiple measures, including, but not limited to, a review of the student's academic proficiency and current writing sample
4. Parent/guardian consultation
5. Other multiple measures determined at the district and/or site level.

Action Plan 5

Continue efforts to increase involvement of parents and community

Orestimba has continued reaching out to parents and has a strong voice in the community and from the community. Our 2nd Cup Of Coffee has been a great program to get our parents in an informal setting to voice concerns and listen to what is going on in the school.

Orestimba has regular School Site Council meetings with all members attending. Our counselors hold numerous informational meetings in the evening for students and parents. Counselors' list of events in Appendix. Involving parents can always improve, but it has gone from an area of improvement to an area to showcase. When there are events on campus our families support.

There were three school wide areas for follow up for the WASC visiting team during the last mid-cycle visit from 2020. OHS has strived to meet these recommendations and has addressed these through the action plans that were developed.

Follow-Up 1: Continue to move towards implementing the Read 180 as prescribed by the publisher to ensure maximum results.

- a. Read 180 has been adopted by the middle school as an intervention at the middle school level. Orestimba is using Read180 on a more limited basis but is phasing out the Read 180 program. Orestimba is moving towards Achieve 3000.
- b. During the school year of 2019-2020 we are using Achieve 3000 in all English 9 classes. Achieve 3000 allows us to match each student to content differentiated text aligned to the student's Lexile level. This allows us to increase students' ability to read, comprehend, apply and communicate information derived from complex text.

Follow-Up 2: Identify focus areas the school is considering when attending conferences such as the Model Schools Conference for staff attendees.

- a. Orestimba High School was selected as a National Model School for its dedication to Rigor, Relevance, and Relationships (RRR). The common focus across campus has led to common vocabulary and common expectations. Recently, Orestimba High School teachers have been trained on the use of the Collaborative Instructional Rubric. Teachers go into each classroom in teams to observe learning and give coaching to each other.
- b. All conference requests are determined by its alignment to RRR or to its specific alignment to the curriculum.
- c. All attendees of the Model Schools Conference led a Professional Development for the entire district in the areas they attended during the conferences.

Follow-Up 3: Continue to focus efforts to increase achievement of EL students which is supported by tracking assessments for evaluation.

- a. EL Progress Assessments- The initial ELPAC is administered as an initial identification for English Learner students. The annual summative ELPAC assessment is used to measure an English Learner's progress in learning English and to identify the student's English Proficiency Level.
- b. Monitoring of EL Progress- EL students are identified and monitored through the access of relevant test scores, data, and other information using district monitoring platforms. Teachers use assessment data to analyze student progress for planning differentiated instruction and to provide classroom interventions or enrichment as appropriate. Student progress is monitored using District Monitoring Forms completed by classroom teachers biannually and student writing samples are collected a minimum of one time per year and uploaded to the monitoring platform.

The Visiting Committee for the Mid-Cycle Review left the following Commendations and Recommendations at the conclusion of the January 2020 Mid-Cycle Report:

Commendations:

The school has made good progress on the areas of follow up.

1. Continue to move toward implementing Read 180 as prescribed by the publisher to ensure maximum results.
 - a. Orestimba has phased out READ 180. During the school year of 2019-2020 the school is using Achieve 3000 in all English classes. Achieve 3000 allows the school to match each student to content differentiated text aligned to the students Lexile level. This allows the school to increase students' ability to read, comprehend, and apply and communicate information derived from complex data. Currently (2022-2023), our school uses Achieve 3000 for our support classes and EID classes.
 - b. Identify focus areas the school is considering when attending conferences such as the Model Schools Conference for staff attendees. The school was selected as a National Model School for its dedication to Rigor, Relevance and Relationships (RRR). The common focus across the campus has led to a common vocabulary and common expectations. The school's instructional staff have been trained in the Collaborative Instructional Rubric (CIR). Teachers go into each others' classrooms in teams to observe learning and give coaching to each other. We no longer attend the Model Schools Conference, but our staff continues to focus on coaching each other using the CIR tools (Appendix). They believed it was the most powerful professional development they could participate in and were not willing to let it go.

Overall, OHS has reviewed the OHS Action Plan on a regular basis and established practices and strategies for meeting the goals set forth in the OHS Action Plan. The leadership team has met regularly to review steps in meeting the action plans and developed strategies for meeting these goals. OHS will continue to monitor and assess goals in further meeting the needs of students.

District, Site, and Department plans are aligned. Professional Development is coordinated with the LCAP, SPSA, and WASC Action Plan in mind.

Orestimba welcomes all students and encourages them to pursue their passions. We are a small school, but we offer a variety of electives and pathways that enable students to follow their interests.

One of the barriers for student success in the classes has been homework and attendance. Now that we have returned to campus from remote learning, students are struggling with being in class and arriving on time. We have 317 students with 15 or more tardies from this first semester. We have implemented a new Hall Pass monitoring system, SmartPass. It makes tracking students and keeping them in class easier to manage, but we still have an issue with Tardies and Cuts.

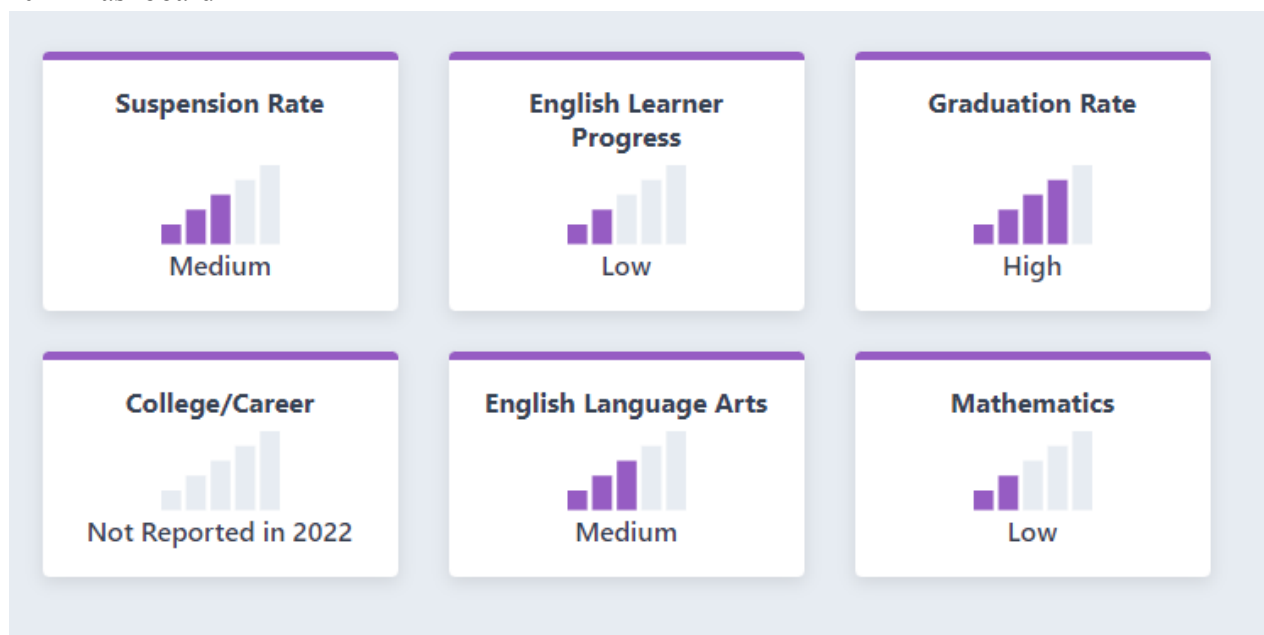
Chapter II: Student/Community Profile and Supporting Data and Findings

Orestimba High School, a School-Wide Title I School, is located in Newman, California, a small agricultural community of approximately 10,899 residents. The 2021-2022 high school enrolled 1050 students with an average class size of 28.5. The ethnic demographics include 73% Hispanic and 20% Caucasian, 2% Black, and 2% Asian.

With regards to student socioeconomic status, 64% are identified as low-income, based upon the guidelines of the free and reduced lunch program. 25% of students identify their home language as other than English. Parent presentations and information are therefore offered in Spanish whenever possible.

Academically, the school offers all classes necessary for matriculation to state or private colleges and universities, as well as community colleges and technical/trade schools. OHS offers a variety of electives in music, art, foreign language, drama, business and computer education, agriculture, P.E., and CTE courses. Hosted by the Stanislaus County Office of Education, OHS students participate in several academic and occupational competitions each year. OHS students perform especially well in the annual Stanislaus County Occupational Olympics. Through the FFA organization, students participate in numerous agricultural competitions. The OHS school farm allows students the chance to learn more about plant and biological science with an emphasis in hands-on learning.

2022 Dashboard



The data from the dashboard shows we are comparable to any other high school. Our suspensions have increased since returning after Covid. Our EL progress is slow but steady. The ELA scores are higher than average and our Math is comparable to most other high schools on the low side. We consider this our baseline as we strive to be a model school for others to follow.

Orestimba High School ACS WASC/CDE Self-Study Report

An ongoing challenge is to meet the needs of English Learners. The entire teaching staff is CLAD certified and/or SB 1969 trained and focused on providing academic language instruction to all EL students. Literacy and math support classes are available to Beginning and Early Intermediate students. Intervention classes have been implemented using literacy classes and additional aide support in mainstream classes. There is also an ELD support class to help students with their study skills and provide academic support.

OHS continues to strengthen its Special Education programs, as well as 504 plans. The Special Education staff continually collaborates with General Education staff regarding student performance, providing beneficial accommodations and/or modifications designed to encourage academic achievement in the least restrictive learning environment. The district has also created a new Director of Student Services position to oversee and support all students.

OHS made AYP in the final year. We were in Year Five of Program Improvement having failed to meet its AYP goals in the areas of English/Language Arts and math for the school-wide population, Hispanic/Latino, White-Non-Hispanic, Socioeconomically Disadvantaged and Students with Disabilities. OHS met all AYP requirements from the 2013-2014 CAHSEE results and made it out of Program Improvement. One of very few schools to get out of Program Improvement, once in.

SBAC Scores:

CAASPP English	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Exceeded (4)	11%	22%	27.30%	18.60%	19%	NA	29%	24%
Met (3)	39%	39%	28.70%	35.70%	32%	NA	35%	36%
Nearly Met (2)	31%	23%	20.10%	23.30%	27%	NA	22%	24%
Not Met (1)	18%	16%	13.90%	22.40%	22%	NA	14%	16%
Met and Exceeded	50%	61%	56%	54.30%	51%	NA	64%	60%

CAASPP MATH	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Exceeded (4)	3%	4%	4.60%	6.20%	4%	NA	2%	4%
Met (3)	10%	11%	15.90%	12.30%	18%	NA	9%	12%

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Nearly Met (2)	34%	30%	23.10%	25.10%	30%	NA	27%	27%
Not Met (1)	53%	54%	56.40%	56.40%	48%	NA	62%	57%
Met and Exceeded	13%	15%	20.50%	18.50%	22%	NA	11%	16%

The district community established a local scholarship fund in 1993. Residents, employees, and business partners of the District support the scholarship fund. Since its inception, and under the direction of its board made up of community members, including the NCLUSD superintendent, over \$2,701,240 has been awarded in scholarships and academic annuities to more than 2,222 local students.

Scholarship awarded over the past years:

1994 – 18 recipients – 18 OHS Seniors \$13,950
1995 – 46 recipients – 27 OHS Seniors, 19 College students \$26,745
1996 – 78 recipients – 40 OHS Seniors, 36 College students \$47,115
1997 – 61 recipients – 34 OHS Seniors, 27 College students \$57,895
1998 – 61 recipients – 35 OHS Seniors, 24 College students \$54,650
1999 – 70 recipients – 38 OHS Seniors, 32 College students \$65,620
2000 – 48 recipients – 19 OHS Seniors, 29 College students \$55,185
2001 – 56 recipients – 25 OHS Seniors, 31 College students \$76,000
2002 – 84 recipients – 31 OHS Seniors, 53 College students \$75,100
2003 – 61 recipients – 21 OHS Seniors, 40 College students \$66,650
2004 – 50 recipients – 20 OHS Seniors, 30 College students \$58,100
2005 – 53 recipients – 18 OHS Seniors, 35 College students \$64,150
2006 – 54 recipients – 27 OHS Seniors, 27 College students \$68,700
2007 – 56 recipients – 23 OHS Seniors, 33 College students \$77,600
2008 – 80 recipients – 40 OHS Seniors, 40 College students \$100,000
2009 – 82 recipients – 32 OHS Seniors, 50 College students \$64,975
2010 – 74 recipients – 34 OHS Seniors, 39 College students \$70,400
2011 – 89 recipients – 49 OHS Seniors, 40 College students \$83,905
2012 – 86 recipients – 44 OHS Seniors, 42 College students \$105,150
2013 – 87 recipients – 38 OHS Seniors, 49 College students \$99,350
2014 – 104 recipients – 33 OHS Seniors, 71 College students \$117,675
2015 – 99 recipients – 39 OHS Seniors, 99 College students \$144,850
2016 – 95 recipients – 26 OHS Seniors, 69 College students \$144,850
2017 – 111 recipients – 48 OHS Seniors, 63 College students \$142,050
2018 – 104 recipients – 41 OHS Seniors, 63 College students \$145,000
2019 – 128 recipients – 54 OHS Seniors, 74 College students \$171,300
2020 – 147 recipients – 57 OHS Seniors, 90 College students \$195,900
2021 – 125 recipients – 46 OHS Seniors, 79 College students \$201,200
2022 – 112 recipients – 47 OHS Seniors, 65 College students \$179,700

Staff description: Orestimba High School has 76 employees. There are 39 teachers, 6 of which have a Masters' Degree. There are 31 classified employees. There is one principal, one Assistant Principal, 2 Learning Directors, one College and Career Counselor, and one intern counselor.

		Male	Female	White	Hispanic
Teachers	53	31	22	41	12
Classified		10	21	16	15
Admin and Counselors	6	1	5	2	4

The mission of OHS is to shepherd dependent children into self-sufficient, thoughtful, college and career ready members of society capable of facing adversity and opportunity with twenty-first century skills.

School Vision

The vision of OHS is to mentor young adults so that they become thoughtful problem solvers by instilling values that allow them to succeed in a global society with optimism, resilience, and empathy.

Schoolwide Learner Outcomes

OHS CORE VALUES:

One school; One TRIBE; Have PRIDE

Orestimba students are:

Prepared

Responsible

Invested

Display good character virtues:

- Thoughtful listener and speaker
- Respectful of persons and property
- Integrity in words and actions
- Balanced academically, athletically, and emotionally
- Empathetic towards others

Engaged

LCAP Identified Needs and Description of Goals that apply to the school:

- a. Each year all stakeholders are invited to attend LCAP meetings to discuss and identify needs. Each school site has a team of parents, teachers, and administrators to give input, as well. There were at least three meetings per year. Once needs are identified they are prioritized.
- b. OHS has developed an Action plan to align with the District Action Plan (Appendix O).
- c. The metrics are also listed on the action plans.
- d. There are three focus areas in the Action Plans: Increase SBAC, College and Career Ready, and Community engagement.

School Program Data: The following is an overview of the various programs offered at Orestimba High School. For more information, please refer to Appendix.

Special Education: Students who enter OHS either as freshman or transfer from out of the district with an IEP begin receiving services immediately per their IEP. They are placed in courses based on their IEP goals and reading, writing and math levels using data from their tri-annual testing, ELPAC scores, Lexile scores (if applicable), state standardized testing and past grades. Parents or teachers of students without IEPs may request a Student Study Team (SST) meeting to look at present levels, cum review, teacher and parent input in order to determine a best course of action. This process may stop with the SST or may progress to either a 504 plan or formal special education testing. All students with IEPs have mainstreamed courses as part of their schedule, however, those courses are specifically determined by their IEP. An example would be all students are mainstreamed for social studies and science as there are no special education science or social studies courses offered on campus. Case managers are responsible for providing general education teachers with each student's accommodations and modifications. There are five special education paraprofessionals assigned to OHS who provide push-in support to general education classes. Two case managers provide push-in service to a math and science class. Students are assigned a resource class as an elective to obtain support for their general education classes.

Students are exited from Special Education based on IEP team decision typically upon tri-annual review.

Student Study Team (SST): An SST is the first step in addressing student academic concern. A teacher, parent, counselor, Learning Director, site administrator, or student can request an SST at any time during the school year. This begins the process of addressing academic concerns while keeping in mind the least restrictive environment. Results of the SST can lead to a health plan, a 504 plan, or SPED testing if the SST and follow up SST do not meet the student's needs. Learning Directors and the Assistant Principal work together to ensure these meetings are taking place.

504 Plans: Students who meet the following 504 Plan eligibility criteria (see below) are placed on 504 Plans with parent input and present levels of performance based on cum review and teacher input. The OHS Assistant Principal is responsible for annual reviews, student, and parent and teacher notification.

Criteria

- Has a physical or mental impairment that “substantially” limits one or more major life activities (such as reading or concentrating).
- Has a record of the impairment.
- Is regarded as having an impairment, or a significant difficulty that is not temporary. For example, a broken leg is not an impairment, but a chronic condition, like a food allergy, might be.

Students are exited from 504 Plans based on present levels of performance and whether the disability continues to substantially limit a major life activity.

English Language Learners (EL Students):

Orestimba High School ensures that students are appropriately assessed, identified, and placed in the most appropriate instructional setting. Parents are notified of initial identification, program options, and are consulted for program placement.

At the time of enrollment, California public schools are required to determine the language(s) spoken in the home by each student. In order to gather this information, all parents/legal guardians are required to complete, sign, and date a Home Language Survey (HLS) (English & Spanish) for each of their school-aged children. The HLS is part of the online NCLUSD registration on InfoSnap. The HLS information will assist schools in providing appropriate instruction for all students.

All students whose HLS indicates a language other than English on questions 1, 2, or 3 must be assessed to determine their English language proficiency. The 4th question provides information for schools to consider if a child shows evidence of limited English proficiency once enrolled but does not mandate assessment. Parents are notified of the results and are given an explanation of the placement options open to the student.

If the answers to items 1, 2, 3 on the HLS are only “English”, the child is classified initially as English Only (EO). Parents are notified of the results and are given an explanation of the placement options.

Our number one priority is to ensure:

- English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

English learners at Orestimba who require designated ELD support are placed in ELD classes that focus on using core ELA content to teach ELD standards. Our ELD classes, provide students with direct instruction from certificated teachers with training in ELD content standards and instructional strategies. We focus on building academic language through listening, speaking, reading and writing. The progress of English learners in the ELD classes, core English and content classes is closely monitored and reviewed to determine readiness for reclassification and/or continue with language support.

Unfortunately, OHS has struggled with employing a consistent ELD teacher. This is an area of high priority to the OHS administrative team, our community and the NCLUSD district office staff. Finding ELD credentialed teachers has been a challenge. This year Orestimba High school assigned a new ELD teacher to designated ELD courses after the school year had already started. Professional Development and training has been provided to support the new ELD teacher and will be an ongoing priority. NCLUSD now has a Coordinator of Secondary Education who also monitors and oversees appropriate viable curriculum and support for English Learners. Each ELD class has a bilingual paraprofessional assigned to the class as an additional layer of support. Students benefit from integrated ELD instruction while enrolled in general education courses.

Once students meet the district's reclassification criteria they no longer are placed in an ELD class but are monitored for four years to ensure success.

District's Reclassification Criteria:

1. Assessment of English Language Proficiency (ELPAC): student must perform at the overall ELPAC proficiency (level of 4).
2. Smarter Balanced Assessment (ELA): student must attain a proficiency level that is equal to the proficiency level of peers at grade level (level of 2 or 3).
3. Teacher Evaluation: multiple measures, including, but not limited to, a review of the student's academic proficiency and current writing sample.
4. Parent/guardian consultation.
5. Other multiple measures determined at the district and/or site level.

Online Instruction

OHS utilizes online instruction as a credit recovery program for students who need one or two classes to be back on track for graduation. Currently, there are 87 students enrolled in the classes and they are using the Fuel Ed Peak program through FuelEd, to access their course material. This learning management system provides asynchronous courses that students can also access from home using a web browser such as Internet Explorer, Chrome, or Firefox. Counselors frequently review students' transcripts to identify students who might benefit from this program.

Honors, Advanced Placement

Orestimba High School offers honors classes that are preparatory for Advanced Placement courses. OHS offers honors courses in English, science, and math. All courses are taught by instructors with the appropriate teaching credential. Both formative and summative assessments are utilized. Parents and students are informed about the expectations of honors classes both by the counseling staff and the teachers.

Table 8: Honors courses enrollment 2022-2023

Honors Courses	Enrollment	Total Enrollment Per Grade
Adv Interdisciplinary Sci for Sust. Ag	34	All 12 th grade
English 9 Honors	41	All 9 th grade
English 10 Honors	31	All 10 th grade
Math 3 Honors	38	1 (10 th) - 35 (11 th)

OHS offers AP classes in English, math, science, social studies, and Spanish. All courses are taught by instructors with the appropriate teaching credential. Both formative and summative assessments are utilized. Parents and students are informed about the expectations of all AP classes both by the counseling staff and the teachers. All OHS AP classes have open enrollment and all students are required to take the AP test in their subject area (per Board policy).

Table 9: AP courses enrollment 2022-2023

AP Courses 2022-2023	Enrollment	Total Enrollment Per Grade
Biology	11	1 (11 th) - 10 (12 th)
Calculus AB	27	All 12 th grade
English Language and Comp	21	All 11 th grade
English Literature and Comp	24	All 12 th grade
Spanish Language	59	17 (10 th) - 29 (11 th) - 13 (12 th)
Spanish Literature and Culture	14	5 (11 th) - 9 (12 th)
United States History	27	All 11 th grade
World History	20	All 10 th grade

Agriculture and Vocational Pathways

As a part of the college and career readiness initiative, Orestimba High School streamlined its agriculture and vocational courses into a pathway. Orestimba High school students can select from eleven pathways during their high school tenure.

Table 10: CTE Pathways Enrollment 2022-23

CTE Courses 2022-2023	Enrollment	Total Enrollment Per Grade
Adv Interdisciplinary Sci for Sust. Ag	34	All 12 th grade
Adv Graphic Design	20	1 (10 th) 7 (11 th) 12 (12 th)
Ag Biology	122	117 (10 th) 4 (11 th) 1 (12 th)
Ag Chemistry	63	54 (11 th) 9 (12 th)
Ag Fabrication	27	3 (11 th) 24 (12 th)
Ag Mechanics 1	188	103 (9 th) 50 (10 th) 23 (11 th) 12 (12 th)
Ag Mechanics 2	65	30 (10 th) 18 (11 th) 17 (12 th)
Ag Science	117	134 (9 th) 1 (10 th) 1 (11 th)
Ag Welding	30	8 (11 th) 22 (12 th)
Animal Science	53	12 (10 th) 28 (11 th) 13 (12 th)
Art and History of Floral Design	17	1(10 th) 4 (11 th) 12 (12 th)
Computer Programming I	59	20(9 th) 20 (10 th) 13(11 th) 6 (12 th)
Computer Programming II	48	4 (10 th) 1 (11 th) 6 (12 th)

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E-Sports	65	2 (10th) 28 (11th) 35 (12th)
Intro to Computer Science	59	23 (9th) 13 (10th) 12 (11th) 11 (12th)
Intro to Floral Design	48	2 (9 th) 6 (10 th) 32 (11 th) 8 (12 th)
Intro to Graphic Design	58	8 (9th) 18 (10th) 14 (11th) 18 (12th)
Intro to Media Arts	90	17 (9th) 24 (10th) 29 (11th) 20 (12th)
Robotics I	97	32 (9 th) 32 (10 th) 15 (11 th) 18 (12 th)
Robotics II	22	6(10 th) 3 (11 th) 13 (12 th)
Veterinary Science	11	2 (11 th) 9 (12 th)
Yearbook	12	4 (9 th) 1 (10 th) 1 (11 th)

A-G Courses

Orestimba High School offers 68 a-g approved courses. OHS counselors review student transcripts regularly to monitor student a-g status. They communicate with students and parents regularly and intervene when necessary to keep the students on the path to graduation. OHS currently has 3 full time school counselors and will be hiring an additional counselor this school year.

School Year	A-G Completed-Seniors	Total Number of Seniors
2021-2022	86 (45.98%)	187
2020-2021	116 (50.8%)	228
2019-2020	106 (52.2%)	203
2018-2019	100 (47.3%)	211
2017-2018	80 (41.8%)	191
2016-2017	82 (43%)	189
2015-2016	62 (33%)	187
2014-2015	61 (37%)	165
2013-2014	43 (29%)	150
2012-2013	46 (28%)	162
2011-2012	53 (30%)	174
2010-2011	49 (27%)	182

UC/CSU Approved A-G Courses for 2022-2023 via UC Doorways Site

<https://hs-articulation.ucop.edu>

“A” History/Social Science	“B” English	“C” Math
American Gov’t/Econ (class and online)	AP Language and Comp	AP Calculus AB
AP United States History	AP Literature and Comp	Integrated Math I, II, III (class and online)
U.S. History (class and online)	English 9, 10, 11, 12	Integrated Math III Honors
World Civilization	English Honors 9, 10	Pre-Calculus
World History AP	English 9, 10, 11, 12 online	Survey of Math
World History (online)		

“D” Laboratory Science	“E” Language other than English	“F” Visual and Performing Arts
Advanced Interdisciplinary Science for Sustainable Ag.	AP Spanish Language and Culture	Advanced Ceramics
Ag Biology	AP Spanish Literature and Culture	Advanced Graphic Design
Ag Chemistry	Spanish I, II, III for non-native speakers	Art and Ideas, Art II, Art III
Anatomy & Physiology	Spanish II, III for native speakers	Band (1-4 years allowed)
AP Biology		Ceramics and Sculpture
AP Biology		Drama I and Drama II
Biology (class and online)		Guitar
Chemistry		Intermediate Ceramics
Earth Science (online)		Intro to Media Arts
Environmental Science		Intro to Graphic Design
Physical Science (online)		Multimedia and Video Production
Physics		Music Tech
Veterinary Science		The History and Art of Floral Design

“G” College Prep Elective	“G” College Prep Elective continued
Ag Mechanics	Introduction to Psychology
Ag Mechanics II	Programming I
Ag Science	Introduction to Programming II
Animal Science	Robotics I
AVID 9	Robotics II
Film Studies	Success 101
Human Geography	Web Design and Media Production
Intro to Computer Science	

English Language Development

Orestimba High School offers the following instructional program to English Learners. Each of these options is designed to ensure that students acquire English language proficiency comparable to native speakers at their grade level using the same rigorous standards. All options contain the following required components: Well-articulated, ELD standards-based differentiated instruction in the core curriculum, featuring primary language support, frontloading of content and/or Specially Designed Academic Instruction in English (SDAIE).

The Structured English Immersion Model (SEI):

This model provides instruction for all subjects in English for students with less than reasonable fluency in English. The goal of the Structured English Immersion program is for English Learners to develop a reasonable level of proficiency in English. Curriculum and presentation are specifically designed for students who are learning the language. Students will be taught subjects primarily in English. Access to core content is accomplished through instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) techniques, to enable English Learners to gain access to grade level subject matter in mathematics, language arts, social studies, science, and other required academic subjects. Instruction may include primary language support to motivate, clarify, direct, support, and explain.

Newcomer Program:

This program is designed to make the transition easier for English Language Learners who have been in U.S. schools for one year or less and who have very limited to no English language skills.

To assist our Newcomers we have the following supports:

- Creating a safe and nurturing environment Immersing students in varied and rich English language experiences that provide demonstrations of the interdependence of listening, speaking, reading and writing
- Developing students language abilities through the use of many different modes and technologies

- Providing multiple opportunities for students to use English to successfully interact with others as they study meaningful and challenging content across the curriculum
 - Establishing ongoing communication with parents
 - Collaborating with staff to promote students' academic, social, and emotional development
- Familiarizing students with their newly adopted American culture

Long Term English Learners (LTEL) Program:

English Learners who have been enrolled in U.S. schools for more than six years and have not been reclassified as English proficient English Learners who score far below basic or below basic on the state's English Language Arts (ELA) assessment; and English Learners who have scored at the same level on the state's English language proficiency assessment for two or more consecutive years. Students identified as Long Term English Learners will be provided with targeted support to address their language development and academic needs. Ongoing monitoring of student progress by teachers and administrators on study skills, instructional practices, language rich environment, metacognition, and learning strategies such as the use of graphic organizers.

Student Enrollment (2022-2023):

Grade Level	Total	Male	Female	American Indian	Asian	Pacific Islander	Filipino	Hispanic /Latino	African American not Hispanic	White not Hispanic	Multiple or no response
9	278	136	141	2	3	1	4	214	7	39	8
10	274	142	132	0	1	0	4	210	7	47	5
11	243	120	123	0	2	0	4	188	10	36	3
12	249	129	120	0	2	0	2	198	2	39	6
Total	1044	527	516	2	8	1	14	810	26	161	22

Condition of Learning

- Currently Orestimba has 53 teachers. three teachers are interns, working on completing their credential. 3 positions are unfilled, currently covered with substitute teachers. The 47 other teachers are credentialed in the areas in which they are teaching. 47 of the 53 teachers have met the highly-qualified teachers' requirements of the Elementary and Secondary Act (ESEA).
- Additional qualifications for staff include:
- 0% of teachers teaching outside of their credentialed area.
- Three teachers instructing with Provisional Intern Permits; Shop, English, and Welding.
- Six teachers have a Masters' Degree
- OHS teachers have an average of 9.8 years' experience.
- Teachers are enrolled in Induction Support in their first years of teaching. Currently there are two teachers enrolled.
- We have 13 Instructional Aides and all 13 meet the requirements of ESEA.
- All students have access to standards-aligned instructional materials.
- School Facilities are maintained and in good repair, see F.I.T report in Appendix.
- Pupil Access: Tables above on CTE courses and A-G.
- Currently 80% of OHS students are involved in co-curricular or extra-curricular activities. About 200 students are not actively involved with campus activities.
- School Budget with all categories are attached in Appendix.

Pupil Achievement Outcomes: OHS utilizes a number of different academic assessments to determine student mastery of subject matter, as well as overall academic growth. At the local level, quizzes, chapter tests, unit tests, benchmark exams and diagnostic assessments are used. All state assessments are administered by the school including the California Assessment of Student Performance and Progress (CAASPP) tests in English and mathematics, the English Language Proficiency Assessment for California (ELPAC), the California Standards Test (CST) in science, and the Physical Fitness Test.

The first administration of the Smarter Balanced Assessment Consortium (SBAC) tests for English Language Arts/Literacy and mathematics was given in the 2014-15 school year. The tests were vastly different than in previous years, not just in terms of question type, but also in the platform that was used to administer the test. Students had to have a basic understanding of keyboarding and basic computer skills in order to navigate through the tests. The tests are administered to all students in grades 3 through 8 and 11. The test results shown below are for those students in grade 11. The results show that 60% of students scored at or above standard in ELA. In mathematics, by contrast, over 90% of students were below standard. As a result of coming back to school after Covid, we believe this year's scores will be our baseline. Although our English scores were one of the highest in the county our Math scores were in the middle.

Engagement Indicators:

- OHS promotes programs such as the Parent Empowerment Program, Curriculum Reviews, and Parent Education Nights with calls home and mail sent to residence.
- Dropout rate for OHS over the last three years:
 - 2019 – 2%
 - 2020 – 1.2%
 - 2021 – 1%
- Average Daily Attendance for OHS over last three years:
 - 2019–95.74%
 - 2020–97.61%
 - 2021–90.57%
- Tardiness rate:
 - The last three years have been inconsistent with being able to collect Tardy data due to remote learning.
 - For the 2023 school year there are 317 students with more than 15 tardies for the first semester.
 - Typically our numbers are about 100 students with 15 or more tardies for the entire year.
- Habitual Absenteeism before Covid ran at about 4%, meaning 4% of our students were absent at least 10% of the time. For the 22-23 school year we are at 46%.
- Graduation rates have been extremely high over the last few years. For the last two years, OHS has had a 99% graduation rate.
- Orestimba has a low rate of referrals for discipline, typically about one student per day is sent to office with a referral. Post Covid this has increased to about 10 per day.
- Suspension and Expulsion Rates

2021-22

Level	Census Enrollment	Enrollment	Students Suspensions	Suspension Rate	Students Expelled	Expulsion Rate
Orestimba High	1,033	822	42	4.1	2	0.2
Newman-Crows Landing Unified	3,342	3,118	107	3.2	3	0.1
Stanislaus County	112,217	112,462	4,970	4.4	108	0.1
State	6,064,658	6,418,044	192,365	3.2	4,161	0.1

Schoolwide Learner Outcomes: Orestimba's goal is for students to become thoughtful problem solvers by instilling values that allow students to succeed in a global society with optimism, resilience, and empathy. OHS students have rigor and relevance in all core subjects.

Students have a variety of resources and time available to them on the Orestimba campus. They are given an additional period, approximately 3.5 hours per week, for them to manage their time to complete the work needed to be successful. They are able to pursue their interests and passions with the high interest electives offered at Orestimba.

Perception Data: Complete surveys are in the Appendix. Overall, parents believe in the direction of the school and support the teachers. Parents strongly agree that it is important for students to participate in cross-curricular projects. The highest level of agreement for students is they want to do better academically.

Overall, Orestimba High School is doing well. We are facing the same issues most other high schools are facing. How do we get students engaged in their learning? The by-products of the students not engaged are not doing homework and showing up to class late. We need to increase instructional time by increasing attendance and reducing tardiness and cuts.

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>ORESTIMBA HIGH SCHOOL MISSION AND VISION STATEMENTS: OHS's mission is to provide a safe environment where everyone is valued and accepted. All staff members, along with parents and the surrounding community are fully committed to student college and career readiness. Students are empowered to face current and future challenges to develop social awareness, civic responsibility, and personal growth. OHS's vision is to prepare students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and respect for core values. Students will learn to be successful today and prepared for tomorrow.</p> <p>OHS CORE VALUES: <i>One school; One TRIBE; Have PRIDE</i> Orestimba students are: Prepared Responsible Invested Display good character virtues:</p> <ul style="list-style-type: none"> • Thoughtful listener and speaker • Respectful of persons and property • Integrity in words and actions • Balanced academically, athletically, and emotionally • Empathetic towards others • Engaged <p>OHS serves a population of diverse ethnicities, languages, and cultures. Based on this understanding, our mission and vision statements are a multifaceted and comprehensive summary of our expectations for students.</p> <p>The above Vision Statement recognizes the need for a well-rounded approach to student development including academic, social, and personal needs. The Mission Statement recognizes the importance of strong family and community relationships to prepare young people to be responsible and productive citizens. OHS also works to reflect the many positive strengths of its community and maintain relationships between students, teachers, and parents. The mission and vision statements were developed with input from the entire staff through staff meetings, department collaborations, WASC Groups, and leadership meetings.</p> <p>Knowing that OHS students will be competing in a global economy, the vision statement promotes multilingual and multicultural education. We strive to prepare our students for the demands and the challenges of a global environment through emphasis on learning a second language, promoting cultural awareness, college and career readiness, and integrating instruction with technology.</p>	<p>OHS Mission</p> <p>OHS Vision</p> <p>OHS Core Values and Virtues</p> <p>Vision Statement</p> <p>Mission Statement</p> <p>[ICLE] Educational Research Social Media</p>

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<p>International Center for Leadership in Education (ICLE) research emphasizes the importance of building relationships with students to improve instruction. OHS teachers and administration have created an educational program which strives to address the academic, social, and personal needs of each student. OHS staff encourage students to grow and develop their personal potential as academic minded, responsible adults. Through the positive school environment offered at OHS, students are encouraged to become self-directed learners and well-rounded individuals. This positive environment is created and maintained through communication between students, parents, and staff.</p> <p>Each year, all stakeholders are surveyed through the WE Survey (a survey commissioned by the District administration) to make sure we are meeting the needs of the community and getting input from all. Since 2020, we have been using the California Healthy Kids Survey every other year.. Additionally, we make sure all stakeholders have input in the Local Control and Accountability Plan (LCAP) process at the site and district level. The LCAP has resulted in a focus on instructional technology, literacy across the school-wide curriculum, and college and career readiness. The District has provided for a Teacher on Special Assignment (TOSA) in charge of instructional technology. College and Career counseling services are available through the school's three guidance counselors.</p> <p>Staff engages in communication with parents and students. Bilingual support staff are available in the front office, with additional bilingual staff available if needed. A multitude of programs, training, and parent group meetings occur throughout the school year, during the day and in the evenings, to afford family and community members the opportunity to remain up-to-date and involved in student and campus activities. Programs such as ParentSquare, School Site Council, Second Cup of Coffee, ELAC, Canvas, PowerSchool, parent empowerment programs including training in Microsoft Office and other career platforms, various departmental media platforms, and parent-teacher conferences help to facilitate communications.</p> <p>A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.</p> <p>The OHS mission and vision statements were under review and revision when COVID-19 hit. In '22, by a joint effort of all stake-holders, an initial draft was written as a collaborative effort after analyzing OHS student and community needs. The finalized version was reviewed by all staff members to ensure approval and later approved after review by the School Site Council and the NCLUSD School Board. Afterwards it was posted on the school's website for dissemination to a wider audience.</p> <p>The mission and vision statement development was started at a staff meeting by asking the teaching staff to answer the question, "Why do we teach?" Once this question was answered as individuals, teachers met within their departments and created departmental statements. These were then condensed to develop a cohesive vision and mission statements.</p> <p>Our School-wide Learning Outcomes (SLOs) are based on OHS's traditional mascot and unifying slogan: One school; One TRIBE; Have PRIDE. The proposed SLOs were reviewed and discussed by staff at department and staff collaborations. The finalized version was reviewed by the School Site Council and posted on the school website for stakeholder comment. Going forward, this will be printed in the new student planners, the courses catalogs, and posted in every office and classroom.</p>	<p>ParentSquare Parent nights 2nd Cup of Coffee Counseling Dept. Parent Survey Results</p> <p>LCAP meeting minutes Counseling Dept. Agenda and Calendar 2nd Cup meetings DELAC/ELAC</p> <p>Email, ParentSquare, Canvas Inbox</p> <p>Staff Meeting Minutes/agenda</p> <p>School Site Council agendas located in Office.</p> <p>Staff Meeting Minutes/agenda</p> <p>SLO</p>
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<p><i>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:</i> <i>Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.</i></p> <p>The school's vision, mission, and SLO statements are a part of our communication with all stakeholders. They are annually reviewed by the School Site Council and the Leadership Team. They are included in Course Catalogs. They are posted in every office and classroom. They are also included on the school's website. They set the norm during decision making processes. The students are taught that the SLOs define what it means to be part of a community. Teachers and administration refer to them and explain them during parent meetings.</p> <p>OHS has established and maintained lines of meaningful communication with our parents and students through traditional face-to-face interactions (Second Cup of Coffee, Parent-Teacher Conferences, etc.) and with more innovative online options (ParentSquare, PowerTeacher, Canvas, etc.).</p> <p>This has allowed for regular, meaningful interactions with parents, students, and community members for their comments and input on statements of purpose (our Vision and Mission Statements, as well as Schoolwide Learner Outcomes). When review of these items is undertaken at the start of each academic year, having this avenue of available community input is very helpful in making sure the staff is on course with the desires of the community. Sometimes, it is input from parents and community members attending these events that has sparked conversations among staff at the local and District level that has led to meaningful change on campus.</p>	<p>School website Mission and Vision Statement Course catalogs</p> <p>Second Cup of Coffee minutes OHS Calendar PTC dates ParentSquare PowerTeacher Canvas Inbox messaging SSC Agendas ELAC Agendas</p>
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A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>The Newman Crows Landing Unified School District operates under the authority of its Board of Education, and the superintendent implements the decisions from the Board of Education throughout the district. The OHS vision, mission, and schoolwide learner outcomes are aligned with the district's vision, mission, and schoolwide learner outcomes. OHS reviews data and outcomes to develop a Single Plan for Student Achievement (SPSA), which is then approved by the School Site Council, the site leadership team, and NCLUSD School Board.</p> <p>ParentSquare has been implemented to inform parents and the community of upcoming events at Orestimba. In terms of complaint procedures parents in the community can communicate through ParentSquare, Canvas, or email to express any complaints or concerns. Furthermore, parents and community stakeholders are requested to write a form of complaint listing their concerns as part of the district's Uniform Complaint Procedure. The NCLUSD School Board reviews the effectiveness of its strategies based on the number of goals met.</p> <p>A2.1. Understanding the Role of the Governing Board and District Administration: <i>The school community understands the governing authority's role, including how stakeholders can be involved.</i></p> <p>The Newman-Crows Landing Unified School District Governance Handbook has the protocols for the board and superintendent, the board and its relationship with the community and teachers, and the board's role in collective bargaining. In addition, NCLUSD School Board meetings are open to the public and recorded.</p> <p>The district administration works closely with the school board and disseminates the necessary information to school site administrators. There is also a student representative to the NCLUSD School Board who reports back to the Student Council on board meetings and is at each board meeting to answer any questions board members might have regarding student input or information.</p> <p>A2.2. Relationship between Governing Board and School: <i>The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.</i></p> <p>The school board has monthly meetings with the agenda discussion for parents, community members, staff, and the students. The monthly school board meetings are recorded and posted on the School Board's YouTube channel. OHS encourages open communication with parents and students. A list of programs, trainings, and parent group meetings occur throughout the school year during the day and evenings to afford family and community members the opportunity to remain up to date and involved in student and campus activities such as ParentSquare—with translation for Spanish speaking parents, School Site Council, Second Cup of Coffee, English Language Advisory Committee (ELAC), Canvas, PowerSchool, parent empowerment program, various departmental media platforms, and</p>	<p>Board Policy</p> <p>SPSA</p> <p>PowerSchool ParentSquare comment section</p> <p>Board Bylaws Grievance Procedures</p> <p>Bargaining Unit Contract</p> <p>Board Minutes/Agenda</p> <p>ParentSquare</p> <p>ELAC meetings School Site Council minutes</p>

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<p>parent/teacher conferences. Bilingual support staff are available in the front office, with additional bilingual staff available if needed.</p> <p>In terms of the OHS School Site Council, ELAC meetings and informal coffee mornings, all parents receive an email through Parent Square informing them about the time, the date, and the location of the meetings. They are also informed that child care is provided.</p> <p><i>A2.3. Uniform Complaint Procedures:</i> <i>The school leadership understands and utilizes the Uniform Complaint Procedures from the district.</i></p> <p>There is a written procedure for complaints concerning district employees. A clear pathway has been established for parental complaints including Administrative Regulation (AR) 1312.1 (a). Information regarding this form is available on the District Website and at the OHS Office.</p> <p>Staff at all levels are aware of their responsibilities towards the students of the community, and understand their important role in educating the students of the Newman-Crows Landing Unified School District. Orestimba acts as the capstone to an education spanning over twelve years for most of our students, and values each student's previous educational experiences.</p> <p>OHS staff are keenly aware they operate under the direction and guidance of the District's Governing Board, and within the framework of the District's policies and support. The OHS Single Plan for Student Achievement has been developed to take this interdependency into account and demonstrates how OHS works within the framework structured by the Governing Board and District Office staff.</p>	<p>Grievance policy Uniform Complaint procedures</p> <p>NCLUSD Board Policies and Administrative Regulations NCLUSD Strategic Action Plan OHS Single Plan for Student Achievement</p>
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A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.

Indicators	Supporting Evidence
<p>A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.</p> <p>OHS has always emphasized the importance of organizing a collaborative, broad-based effort for making decisions and initiating activities for student learning.</p> <p>Our organizational structure is designed to collect broad-based support and input for decision making related to student learning and the Single Plan for Student Achievement. Professional Learning Communities of teachers, ELAC, Safety and Discipline Committees, DELAC, DCT, and School Site Council look at data and analyze student needs with participation from all stake-holders. The input is discussed and reviewed during Leadership Team meetings and approved by the SSC. It is then brought to the NCLUSD School Board for final review and approval.</p>	<p>Staff Collaborative Meetings</p> <p>Departmental Meetings</p> <p>Leadership Team Meetings</p> <p>District Curriculum Team (DCT) Meetings</p> <p>Single Plan For Student Achievement</p>
<p>A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.</p> <p>The methodology that OHS followed in creating SPSA ensured that it is correlated with the needs of our students. This was a collaborative effort that included the participation of our Leadership Team, ELAC, and School Site Council. Feedback from all stakeholders were collected through these meetings and our SPSA is continually posted on our website for review. The first step was identifying and analyzing our current educational practices. OHS reviewed curriculum, resources, mission, vision, services, assessments, staffing, and budget through the lens of student data and testing. As a result, annual goals were identified. For each goal, we determined the necessary resources, the timeline, and the accountability system. This plan was then shared with ELAC and approved by SSC. Currently our SPSA is in line with our WASC action plan and our District Strategic Plan.</p>	<p>Single Plan for Student Achievement (SPSA)</p> <p>School Site Council Meetings</p> <p>ELAC Meetings</p> <p>Local Control and Accountability Plan</p>
<p>A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.</p> <p>OHS has a Single Plan for Student Achievement which was prepared through a data-driven collaborative effort to meet the student needs for both college and career readiness. This plan is also reviewed annually by all stakeholders through Leadership and School Site Council meetings, monitoring the goal accomplishment and resource allocation. It is reviewed for the LCAP. All this information is reviewed and discussed during Staff and Department Collaborations. The SPSA is used to set goals and determine focus and direction. The OHS administrative team is responsive to staff, student, and community concerns by providing time and resources for reviewing and aligning the plan within all departments and implementing changes where needed.</p>	<p>Single Plan for Student Achievement</p> <p>School Site Council Meetings</p> <p>Staff and Department Collaboration minutes</p> <p>Leadership Team Meetings</p>

<p>The OHS Single Plan for Student Achievement addresses the critical learning needs identified by our staff. Critical learner needs are based on actions we need to take for our students to reach OHS school wide learning outcomes. Therefore, our SPSA focuses on preparing our students for college and career readiness by emphasizing technology, communication, and critical thinking skills. The SPSA is aligned with the district's strategic action plan.</p> <p><i>A3.4. Internal Communication and Planning:</i> <i>The school has effective existing structures for internal communication, planning, and resolving differences.</i></p> <p>OHS Teachers teach six of eight class periods in a two day block cycle. One of the remaining two periods redesignated as their standard teacher prep-period, the second remaining period is a department collaboration. Department Collaborations are meant to foster discussions concerning student learning, meeting department goals, site goals and district goals. The OHS Leadership Team is composed of members from each department and thus local issues or ideas can be presented and any discussions and/or decisions can be communicated back to the departments.</p> <p>Current OHS administration have proven to be very open to discussing any issues or problems that arise in the course of the school year. Both the principal and assistant principals have an open-door policy for all staff members. OHS administrators are a presence on campus, visiting classrooms and collaboration meetings regularly keeping lines of communication open. Most staff feel that the OHS administration is open to their needs and requests.</p> <p>Shared decision making and continuous improvement are integral in the structure of OHS's approach to education and educational support within the District. Within the teachers' departmental collaboration periods, course content, department continuity, curricular structure and pacing are regularly discussed using student assessment data and state level assessment data to guide that discussion.</p> <p>From the departmental level, any concerns resulting from these discussions are shared with the Leadership Team and site administration through the department representative. Site administration addresses appropriate items with District partners at their District Administrative meetings.</p> <p>Dissemination of information from administration at all levels usually follows the reverse course, ending up at the departmental collaboration level, where discussions and/or decisions are directed to the individual teachers. This process is very effective in tying all the staff stakeholders into a cohesive team.</p> <p>This same model of shared decision making is used each year once student course requests for the upcoming year are gathered. Each department collaboration is presented with enrollment data for each course within the department to be offered in the upcoming academic year. Members of each department work together to draft a recommendation to the site administration regarding the possible number and teacher for each course to be offered. Site administration considers department-input in developing the master schedule for the following year.</p>	<p>Single Plan for Student Achievement School Wide Learner Outcomes Department Collaboration minutes Leadership Team Meetings Admin walk-throughs</p> <p>Department Collaboration Journals/Minutes</p> <p>Leadership Team Minutes</p> <p>OHS Master Schedule</p>
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A4. Staff: Qualified and Professional Development Criterion

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

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff: <i>The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.</i></p> <p>All open positions in NCLUSD are initially posted with credentialing requirements listed, and staff selected for those specific positions either are current holders of the appropriate credentials or are in an internship program to obtain them.</p> <p>Credential reviews of existing employees are completed through the office of the Director of Human Resources at the District level annually. Once hired, staff members are placed into their assignment by the site administrative staff, cognizant of their credentials and experience. When existing staff are placed into positions that may be outside of their expertise or credential, they are encouraged to gain the required expertise through professional development or peer-mentoring.</p> <p>Teachers enrolled in a college internship program, in addition to meeting with their program coordinators and support staff, are paired with an in-district Mentor Teacher for more accessible and consistent “support.” All Internships are reviewed annually by the Director of Human Resources to determine progress towards gaining the appropriate credential.</p> <p>As assignments and school needs change from year to year, staff are placed accordingly, with consideration for the credential requirements necessary for the new position, and support is offered as necessary.</p>	<p>Board Policy</p> <p>District Website</p> <p>District Policy</p>
<p>A4.2. Professional Development and Learning: <i>The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.</i></p> <p>Professional Development opportunities in the past have been both school-wide and department-oriented, and focused on improving instruction for increased student learning, especially in identified areas of need.</p> <p>In addition, onsite department-based training, e.g. Jane Schaffer Academic Writing program (JSAW), are provided through the department collaborations. Within the department collaborative time there has been an emphasis on prioritizing needs within departments for specific training if desired. ‘Small scale’ professional development is completed using the department collaboration periods, in addition to the previous twice-monthly whole staff collaboration periods. Beginning with the 2022-2023 school year, whole staff collaborations have been reduced to two per quarter.</p> <p>The collaboration periods have also made it possible to aid new teachers with any challenges they may be experiencing, including classroom management skills or lesson planning.</p>	<p>Professional Development calendars Staff Meetings</p> <p>JSAW</p> <p>Department Collaboration</p> <p>District calendar Professional development agendas</p>

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<p>Training has also been provided to aid teachers in learning new instructional technologies available throughout the district. At OHS, Canvas training has been ongoing for several years. All teachers are required to use Canvas, and there are monthly district meetings available for this and other technological training. There are district technology support staff who are available to help teachers one-on-one with specific problems. Every school year, monthly optional technology trainings, "TechTuesdays," have been available for all district personnel, and individualized training is available upon request.</p>	<p>Professional Development Training schedules</p>
<p>Other professional development opportunities were provided through District Administration. The entire district has looked closely at the research of Bill Daggett and his work with Model Schools. Various teachers have attended the Model Schools Conference in the past years and brought information back to share with the staff.</p>	<p>Model Schools conference materials</p>
<p><i>A4.3. Measurable Effect of Professional Development on Student Learning:</i> <i>There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.</i></p>	
<p>Over the last several years, the changes in curriculum and introduction of new technology have resulted in better standardized test scores, particularly in Language Arts. Math has remained a concern, but as the integrated math program has been in place, those scores have remained the same.</p>	<p>State Testing</p>
<p><i>A4.4. Supervision and Evaluation:</i> <i>The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</i></p>	
<p>As part of the NCLUSD, OHS has a clearly-articulated evaluation process, described in detail in the contractual agreements between the employees and their employer, the District. These evaluations encourage staff members to adjust their own practice, and seek avenues of improvement for any identified deficiencies.</p>	<p>Bargaining Unit contract</p>
<p>Certificated staff are evaluated every year during their probationary status, and every-other year until their tenth year in the District. After that time, the evaluation process becomes less common (up to one evaluation cycle every five years), if both the certificated staff member and site administration agree.</p>	<p>Evaluation procedures listed in contract</p>
<p>Also available are other 'non-traditional' options for evaluation, including peer observations and individual portfolios or special projects. These are coordinated through the site-administration as well.</p>	
<p>All forms of staff evaluations are used to identify areas of improvement and promote continued professional growth with a focus on student instruction and outcomes. In an effort to remain aware of and be involved with school culture and staff, informal observations take place periodically throughout the school year. Teachers observe the classroom practices of their peers in order to provide feedback and support to, and gain insight from, each other in a cross-curricular collaborative framework. Administrators use "drop in" classroom visits to recognize trends and needs which in turn drive professional development. Teachers and staff are encouraged to bring their needs and air their concerns to administration.</p>	<p>Collaborative Instructional Review program visits and observations.</p> <p>Admin walk-through data</p>

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<p><i>A4.5. Communication and Understanding of School Policies and Procedures:</i> <i>The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</i></p> <p>At the beginning of the year, OHS administration distributes an organizational chart which outlines which administrator is responsible for what activities and/or concerns, as well as the general policies (site-based and district-directed) all staff must follow. These are discussed during the ‘Welcome Back’ staff meeting. All new staff members were introduced to these documents earlier during their teacher training days. Staff are directed to a dedicated server folder where required forms, necessary training documents, and general staff information are stored. Throughout the year, whenever necessary, any updates and changes are distributed to all staff through email, and updates to the required forms/policies are made on a common network drive on the school network (Staff Handbook drive). These documents are reviewed by administration and office staff at the end of each year and updated accordingly.</p> <p>Hiring and retaining qualified staff has been difficult in the past few years as turnover has occurred often and qualified replacements are difficult to find in many content areas due to the national teacher shortage. Newly hired staff are vetted through a District process which meets the District’s responsibilities and offers additional support for interns and teachers new to the profession.</p> <p>Professional Development opportunities are often scheduled for the two staff days prior to the beginning of each school year, and continue throughout the year on a regular basis. Sometimes professional development is to be completed at a departmental level during collaboration or time is set aside during the academic day and substitutes are used to cover classes.</p> <p>As a new curriculum is adopted, staff are usually pulled from class to participate in Professional Development related to their new curriculum (usually provided by the publisher of the curriculum). Substitutes and/or class coverage are used to fill in for the participating teacher(s).</p> <p>Meaningful Professional Development activities are encouraged during the Evaluation process of staff as PD is either provided or recommended to address areas of practice that can be improved. Additionally, staff can attend approved college courses and gain additional qualifications and degrees. Both are encouraged and addressed through salary incentives.</p> <p>Finally, all staff are provided with access to required forms and policies while on site through a dedicated server drive. These items are reviewed periodically. District Governing Board Policies and employment contracts are posted online on the District website and are available at all times.</p>	<p>Staff Meetings</p> <p>Organizational charts</p> <p>Staff Handbook</p> <p>Staff Handbook Q Drive</p> <p>District Policies</p> <p>Professional Development Training Notices</p> <p>“Tech Tuesdays” invitations</p> <p>Department Collaboration Minutes</p> <p>District PD Calendar NCLUSD-NCLTA Salary Schedule and Stipend List</p> <p>OHS Staff Drive Board Policies NCLUSD-NCLTA Agreement</p>
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A5. Resources Criterion

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

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>A5.1. Resource Allocation Decisions: <i>The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.</i></p> <p>OHS is committed to involving all staff in the decisions related to resource allocation. Administration and the leadership team review budget allocations yearly and receive updates from the principal periodically. All spending decisions are made based on student learning and site mission impact. Working within the Local Control and Accountability Plan (LCAP) involves all stakeholders in a needs analysis process. Feedback is collected from the School Site Council and English Learners Advisory Committee. The Leadership Team collaborates with its departments for staff input. As a result, the SPSA is updated to reflect new goals and the updated action plan.</p> <p>The commitment to allocating resources based on the needs of students has sparked proposals both from the staff and the administration. In order to help students transition to 21st century learning, Chromebooks are provided. Each student is fully one-to-one with these devices, using them to interface with Canvas, the Learning Management System (LMS). Wi-Fi coverage is available across campus and there is free access to students who bring their own devices.</p> <p>Each student and staff member has a Google account to encourage digital collaboration. All classrooms have a laptop and interactive whiteboard or interactive panel, unless the teacher prefers an LCD screen. Classroom and library furniture has been upgraded to meet student needs. In career-tech classes new equipment has been purchased; all upgrades and additions meet industry standards. An additional computer lab was created with full Apple hardware, and the monitors and operating systems of the Windows based lab were also upgraded. Through these upgrades the computer-science department offers Adobe and Microsoft certification, opening a new career pathway for students.</p> <p>The Math Curriculum has been updated to meet Common Core standards using Math Vision Project, with Revolution K12 as a supplement for practice and benchmarks. The literacy needs of struggling readers are being addressed by implementing the Achieve 3000 curriculum, as well as the Wilson Reading Program "Just Words" for our lowest readers. In addition, classroom teachers are cognizant of specific student needs through the dissemination of last year's CAASPP scores and departments addressing specific areas of needs as shown by the scores.</p>	<p>Site Budget LCAP Site Council minutes ELAC minutes Single Plan for Student Achievement</p> <p>District Budget</p> <p>Canvas LMS</p> <p>District technology committee agendas District and site budgets</p> <p>Math Vision Project Revolution K12</p>

<p>A5.2. Practices: <i>There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.</i></p> <p>OHS develops its annual budget with the district Chief Business Officer, meeting with all parties involved to determine their needs and allocate money for the following year. District purchase orders go through the site secretary, which are then signed off by the principal and later by the district. Teachers can make acquisition requests to site administration who allocates funds on a case by case basis.</p> <p>All school clubs, organizations and classes are required to have a yearly budget which must be submitted to the school business manager. All school club and class fundraising must be approved through the OHS Student Council (and approved by site and district administration) two weeks before the fundraiser begins. Money must be turned in to the Account Clerk. To use student body funds, a chapter officer, advisor and principal must approve the use of the money. Reconciliation statements are provided quarterly to all account holders. An annual audit is conducted by an outside firm of all student body accounts.</p> <p>A5.3. Facilities Conducive to Learning: <i>The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).</i></p> <p>OHS takes pride in its facilities to support student learning. Since 2016, students have a study hall period and consequently, the library has been recently updated to accommodate more students, providing additional areas for study.</p> <p>Many teachers provide study space to students by opening their classrooms for use before and after school. The school quad and outdoor areas have been landscaped and provided with comfortable benches for socializing and study in an attempt to create a more collegiate atmosphere.</p> <p>OHS has multiple facilities to train students in Career Technical Education. Three technology oriented classrooms are provided for teaching basic computer skills, video editing, robotics, digital media, and programming. The art department has two classrooms for beginning, intermediate, and advanced studio art along with beginning, intermediate, and advanced ceramics courses. The agriculture department expanded their school farm and built a new sheep barn to provide hands-on learning opportunities for students. The Orestimba school orchard provides students with lessons and production agriculture. A newly updated Greenhouse will be available this year for students to gain hands-on experiences with growing and caring for plants. The science department has updated lab tables to facilitate labs and learning opportunities for students.</p> <p>The Safety Committee meets periodically to review and address safety concerns and develop a safety plan which is later approved by the school board and disseminated to the staff.</p> <p>With the hiring of additional campus supervisors, new utility-carts have also been purchased ensuring better campus coverage and supervision. OHS has increased the number of security cameras across campus and upgraded their resolution. Increasing the lead campus security specialist's hours has resulted in extended security footage review and monitoring.</p>	<p>Site Budget, District Budget Board Minutes Purchase orders</p> <p>Student Council Activities requests</p> <p>Site Budget District Budget School Site Council Site Budgets and grants</p> <p>CTE pathways</p> <p>Safety Committee agendas</p> <p>Site Budget District Technology budget Curricular materials budgets</p>
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<p><i>A5.4. Instructional Materials and Equipment:</i> <i>The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</i></p> <p>OHS ensures that teachers have adequate instructional materials and the equipment needed to teach classes. Each student checks out a Chromebook for the year to use in the classroom and at home. All teachers create lessons and activities for the Canvas LMS, allowing students to take quizzes, participate in discussions, access material, and submit assignments electronically.</p> <p>Textbooks for most classes are available for students to check out for the year. Most teachers also have a class set of textbooks, so students do not have to carry them daily. Mimeo smart projectors and SMART boards are presently being phased out and a new Brite Box interactive panel by Mimeo installed with which to create interactive lessons. Currently, the only online classes are conducted through K12-Fuel Education. This is primarily an opportunity for students to make up credits or retake classes they have previously failed. The teachers and staff associated with these classes have been trained in their use.</p> <p>The CTE pathways at OHS uses district funds including Perkins, Ag Incentive Grant, CTE incentive grant and other funds to keep equipment and facilities up-to-date. The Ag and Science departments have recently updated the welders in both shops, their greenhouse, shade house and various other outbuildings, and new tables affording hands-on experiences and career skill development. Science lab classes are well equipped and provide hands-on opportunities for their students.</p> <p>The library and media center has been updated to accommodate a more collaborative learning environment, providing a printing-hub, presentation area, and study-space. The book stacks are being updated with new fiction and non-fiction reading material throughout the year. The students can request specific books that meet their interests.</p> <p><i>A5.5. Resources for Personnel:</i> <i>Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.</i></p> <p>OHS, in conjunction with NCLUSD Human Resources Department, seeks to employ highly qualified teachers. All openings are posted internally and externally and candidates are reviewed for their qualifications and experience. Qualified candidates are interviewed and once hired, all employees complete a two-day induction hosted by the district to familiarize them with policies and procedures. Furthermore, each new teacher receives an orientation on site to become familiar with attendance, grading, emergency, and workplace policies.</p> <p>In addition, Induction Support (formerly known as Beginning Teacher Support and Assessment program) for teacher candidates is offered through the Stanislaus County Office of Education.</p> <p>Ongoing professional development takes place using internal and external resources. The driving force behind these training has been the transition to Common Core Standards, Next Generation Assessments, Reading Apprenticeship and Educational Leadership. The school district provides mandatory and optional training throughout the year, as well as incorporating early release days and collaboration periods for each department.</p>	<p>K12-Fuel Education</p> <p>CTE funding pathways</p> <p>Library media tech</p> <p>District Employment procedures</p> <p>New Teacher orientation</p> <p>Induction Support program</p> <p>Professional development schedules and agendas Conference Request Forms</p>
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<p>Employees are encouraged to seek additional professional development in their specific areas by attending conferences and workshops and funds are made available as needed.</p> <p>All teachers receive a budget for classroom supplies each year at the beginning of the year. NCLUSD is very supportive with the approval of purchase requests. Additional financial resources are available through requests to the site administration and the School Site Council (SSC) for those needing additional resources. Grants and scholarship funds are used in addition to site resources to fund additional projects and some CTE programs. Local financial controls for all school budgets are monitored onsite by the Clerk/Account Technician and offsite by the District Chief Business Officer (CBO), with periodic verifications of expenditures and income in all accounts and an annual audit of accounts.</p> <p>School staff is involved in the development of the site and District LCAP budgets through “round tables” held each year by the District CBO and staff. Input from all stakeholders, including parents and community members is used to determine the allocation of LCAP funds throughout the District and its programs. At the site level, staff have input on the distribution of funds through membership in the School Site Council.</p> <p>School facilities are well maintained and conducive to learning. As the school has grown, additional custodial staff has been added in order to maintain the facility in a safe and orderly manner.</p> <p>Recent growth has pressed classroom space to a premium as four teachers currently “roam” room to room using available space caused by department collaboration meetings. Although not ideal, this is currently limited to the Study Hall teachers, minimizing the amount of curricular material they need to transport and the instructional impact on students.</p> <p>Curriculum materials are readily available for all classes being offered at OHS. Textbook availability is regularly evaluated and additional resources purchased as necessary. Laboratory materials for science, agriculture, and CTE courses are purchased on an “as needed” basis to reduce storage of surplus materials. Staff are aware of the process for purchasing items through the purchase order process as well as being reimbursed for consumable laboratory items purchased locally</p>	<p>School Site Budget</p> <p>TOSCA-PIE District Budget</p> <p>Account Reconciliation Reports</p> <p>LCAP Roundtables</p> <p>SSC Minutes</p> <p>Master Schedule</p> <p>Textbook Catalog</p> <p>Purchase Orders</p>
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**ACS WASC Category A. Organization: Vision and Purpose, Governance,
Leadership, Staff, and Resources:
Synthesize Strengths and Growth Areas**

Areas of Strength

1. All purchase order requests from site to District Office are approved. It is rare that an idea from the site is not approved. Ex., Jane Schaefer, Weight Room, Gym audio, benchmark assessments (in progress)...
2. Productive professional relationships are actively maintained as a matter of routine which ensures our internal communication between staff members and our local administrative office remains a vital area of strength.
3. OHS has done a great job with implementing and monitoring several active lines of communication with our students, parents, and other stakeholders. Using traditional methods of communication and online contact allows stakeholders to communicate in the most effective and convenient way.
4. LCAP and CTE funds are used responsibly with necessary oversight and internal controls to acquire necessary equipment that is cost effective and lasts.

Areas of Growth

1. OHS could benefit from a renewed emphasis on the importance of department collaborations. They are built into the schedule for a reason and our first couple years with them saw tremendous benefits but with reduced accountability and purposeful training of new staff there have been diminishing returns on the valuable opportunities of addressing issues collectively.
2. Similarly, implementing our WASC recommendations with a renewed sense of ownership for our campus would go a long way towards bringing back some of the tight-knit culture that was lost over the distance learning years and our subsequent rebuilding phase both among staff members and the student population as well.
3. The problem of student disengagement, absenteeism and truancy despite a clearly articulated vision and teacher initiated relationship emphasis, is a growing concern. This distance is echoed in a marked decrease in parental involvement and school-event attendance despite multiple avenues of communication.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>Prior to the COVID outbreak in '19-'20, OHS dedicated itself to self-improvement culminating in an International Center for Leadership in Education (ICLE) "Model School" designation in 2019. The work required was as hard as it was transformative: researching site possibilities through extra-district school site visits by Leadership, instituting a Block Schedule, implementing the Canvas LMS, achieving One-to-One Chromebook-to-student parity, establishing Collaboration periods for all departments, developing a site specific Curricular Instructional Review (CIR) which could be with some as part of annual staff as well as classroom/teacher/discipline specific observations, presenting as a Model School at ICLE's "Model School" convention 2019, and navigating the shift in learning techniques were all part of the challenge.</p> <p>OHS offers a rigorous curriculum aligned with state and common core's newest and most up-to-date standards which supports student achievement at all levels. OHS emphasizes a "career and college ready" focus, working to build a college-going culture as well as establishing several technical pathways to meet student needs.</p> <p>OHS teachers are proactive in familiarizing themselves with current research in their respective areas. Staff development, district-led professional development, department collaboration and individual teacher work is reflected in department-wide benchmarks and assessments, analyzing collected data to drive instruction. Many teachers are members of subject-area specific professional organizations and utilize their publications to remain current in their field. Many departments use collaboration time to look at articles from these publications, as well as online resources (professional and subject area specific websites, etc.) to keep up-to-date on new ideas and ongoing information.</p> <p>Departmental collaboration periods are key to this, taking place two to three times a week wherein technology implementation, lesson development, standard and project based learning, and department mission statements, as well as shortcomings and student needs, are discussed and strategies developed for implementation in support of academic standards and student achievement.</p> <p>The counseling department works hand-in-hand with academic departments to encourage student participation in a challenging course load with an on-going goal to meet UC/CSU a-g requirements.</p> <p>Despite the COVID disruption and the fallout of Shelter-in-Place, Distance & Hybrid Learning, and the past two "recovery" years, OHS has held on to best past practices—CIR observations and departmental collaborations periods—as well as embrace new possibilities and refresh ideas, such as Advancement Via Individual Determination (AVID), maintaining student accessibility.</p>	<p>CA Content Standards</p> <p>Dept. Identified Essential Standards</p> <p>OHS Master Schedule A-G approved courses & Elective Options</p> <p>Counseling Dept. Goals</p> <p>Dept. Collaborative meeting minutes</p> <p>Chromebook check-out data</p> <p>i-Ready Assessment</p> <p>Success 101 Curriculum</p> <p>OHS Master Schedule A-G approved courses & Elective Options</p> <p>Dept. Collaborative minutes</p> <p>A-G approved courses & Elective Options</p> <p>OHS Master Schedule</p> <p>Counseling Dept. Schedule and Calendar</p> <p>Next Generation Science Standards</p> <p>Unit binders</p>

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<p><i>B1.2. Academic and College-and-Career-Readiness Standards:</i> <i>The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.</i></p> <p>Every class at OHS designated as UC “a-g” has, through the approval process, been validated academically challenging. Classes that meet this criteria must involve substantial reading, writing, problem solving, and laboratory work (as appropriate), and give serious attention to analytical thinking, factual content, and developing students’ oral and listening skills.</p> <p>Each department/discipline has access to current California State Content Standards and Framework. Various departments have additionally identified essential/priority standards for focus. Students receive rigorous instruction in all curriculums. Several departments produce informal pacing guides to ensure timely coverage of the subject matter. Benchmark assessments (using these essential standards) are given annually in the Math and English departments using various programs including: CAASP/SmarterBalance Interim Assessment, iReady assessments, and the annual OHS all-school Fall and Spring Writing Assessment. The resulting data helps drive subsequent instruction.</p> <p>Freshman students are required to take Success 101, a curriculum based on College-and-Career-Readiness Anchor Standards, wherein students take a variety of surveys that help them learn about themselves and assist in determining which careers might be best. Students research careers to determine what type of high school, college, or technical school experience is needed and where these post-secondary schools are located.</p> <p>College workshops, arranged in conjunction with the OHS counseling department, are offered in collaboration with Modesto Junior College, Merced Community College, and California State University, Stanislaus to provide assistance for students when transitioning out of high school. Both AVID and Success 101 offer field trips to local colleges and vocational schools to allow students to explore possible career pathways.</p> <p><i>B1.3. Congruence with Student Learner Outcomes and Standards:</i> <i>There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college-and career-readiness indicators or standards.</i></p> <p>School-wide learning outcomes are based on curriculum derived from and aligned state mandated academic and content standards. NCLUSD’s Strategic Action Plan, OHS Site Action Plans, and Department Goals, supporting all learners. OHS departments ensure goals meet and mesh with site goals, which are then submitted to site administration for approval and revision. This congruence is documented in CIR observations and annual teaching staff evaluations, as well as during periodic informal observations conducted by district and site administration.</p> <p>Subject matter curriculums are formulated based on Content Area State Standards, Common Core Standards, English Language Development Standards, and 5C’s National Standards for Teaching a Foreign Language. Site-wide, all classrooms post learning and literacy objectives that are clearly communicated to students and are aligned with the state standards for each discipline.</p> <p>All OHS students have Chromebooks for academic use, school board approved textbooks, and the Canvas Learning Management System for keeping track of lesson goals, objectives, assignments, and assessments access as well as facilitating student-teacher communication. By assuring and maintaining congruence between standards, concepts, and skills taught at OHS, students are presented with a meaningful and challenging learning experience that prepares them for college and career.</p>	<p>Department Course Description eFolders.</p> <p>Ellevation Website</p> <p>A-G approved courses & Elective Options</p> <p>i-Ready Assessment CAASSP Assessment OHS Writing Assessment</p> <p>Success 101 Curriculum</p> <p>OHS Counseling Dept. Calendar AVID and S101 Curriculums and schedules</p> <p>NCLUSD Strategic Action Plan</p> <p>OHS Site Action Plan</p> <p>Department Goals</p> <p>Various State Standard websites and documents</p> <p>Curriculum Binders</p> <p>Canvas LMS Lesson plans and goals</p> <p>College Board website data</p>
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<p>OHS have enjoyed recognition for some academic outcomes. For example, from 2020-22 of students who attempted it, 96% (79) achieved the California State Seal of Biliteracy. The Foreign Language Department strives to promote linguistic advancements to develop post-secondary career and college ready critical thinkers, language competent and effective communicators. AP examinations in the area of Spanish Language and Culture excelled with 79 students out of 93 passing from 2020-22 demonstrating solid congruence between the concepts-skills and the curriculum experience.</p>	
<p><i>B1.4. Integration Among Disciplines:</i> <i>There is integration and alignment among academic and career technical disciplines at the school.</i></p>	
<p>OHS continues to focus on collaboration, alignment and curriculum integration among academic and career technical disciplines. Reading Apprenticeship techniques continue to be used across all disciplines, and since '21-'22 a re-emphasis on the Jane Schaffer Writing Program and its cross-curricular integration has been a focus. In early '22-'23 professional development in the program was provided targeting ELA, SpEd, and in particular English Learner disciplines for use in their classrooms.</p>	<p>NCLUSD/OHS Professional Development Calendar</p> <p>English Department</p> <p>CA State standards</p>
<p>Further PD is planned for Language learner needs. Students use the JSWP model extensively in their ELA, Foreign Language, Social Studies, and Science classes, but other disciplines have adopted the techniques for writing in their classrooms as well. Presently composition alignment between ELA and the Science department is an emphasis. All departments follow the California Content Standards for Reading and Writing in their content areas.</p>	<p>Next Generation Science Standards</p> <p>Curriculum Binders</p>
<p>The Agricultural Department is guided by both Ag and CTE standards to prepare students for college and career as well as post-secondary experiences, integrating them with Math and ELA skills, including Jane Schaffer Writing methodology. Partnered with special education to co-teach a Horticulture class, this GE class supports special education students, focusing on ag-based career skills in greenhouse, farming, and orchard husbandry. Further integration of career technical skills in Social Studies with its Life Skills project; Success 101's Careers studies; and Foreign Languages' Seal of Biliteracy goals focus on its benefits for students' post-secondary prospects in both career and college.</p>	<p>Ag and CTE Standards</p> <p>OHS Master Schedule</p>
<p><i>B1.5. Community Resources and Articulation and Follow-up Studies:</i> <i>The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</i></p>	
<p>Each school year, OHS counselors and various departments visit Yolo Middle School (OHS's main feeder school), conducting classroom presentations regarding course content, selection, extra-curricular programs and activities, and high school graduation requirements. In early '22 adjustments were made to begin this process early during the first semester. This visit is followed up later in the year with a freshman orientation <i>Warrior Showcase night (the third week in March of each year)</i>. This showcase offers parents similar information and allows families the opportunity to visit various on-campus programs, classrooms and the chance to talk to high school students and meet with OHS teachers. Before each school year begins, the district provides a <i>Back-to-School Bash</i> for all students. For the high school, this allows students to pick up schedules, meet staff, and see the clubs and activities available to them.</p>	<p>NCLUSD event calendar</p> <p>OHS school year calendar</p> <p>OHS Counseling Dept. Calendar</p> <p>Warrior Showcase agenda</p> <p>Back-to-School Bash agenda/flyer</p>
<p>OHS counselors also arrange a <i>Senior Parent Night</i> presentation later during the first semester wherein local TOSCA and college financial opportunities and scholarships, as well as high school and college application deadlines, are calendared. This forum affords parents a change to field various questions, concerns, and observations.</p>	<p>Senior Parent Night agenda</p>

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<p>Further the monthly/bi-monthly <i>Second Cup of Coffee</i> meetings afford parents a further venue through which to inquire after student needs and opportunities. Administration uses this time to field relevant changes in schedule and procedure that might affect their students, inviting observation and advice from parents.</p>	Vertical teaming binders
<p>OHS currently has eleven Career Technical Educational pathways which offer a variety of choices to better ensure student success. [The Carl D. Perkins grant monitors OHS's completion rate within the career/technical pathway, as well as, post-graduation enrollment or job placement.]. A new addition just this year is the reintroduction of the Advancement Via Individual Determination (AVID) program at OHS, affording their students visits to local college campuses. MJC dual enrollment and articulation opportunities are offered and encouraged by various departments VAPA Tech, AG, and Social Studies.</p>	<p>OHS Master Schedule A-G approved course</p> <p>CTE Pathways</p>
<p>The Ag Department participates in a graduate follow up program with the Cal Ag Ed website to track student progress after they leave OHS and pursue their careers and education.</p>	<p>Cal Ag Ed website followup studies</p>
<p>The School Site Council and DLAC committee meets regularly throughout the year where members of the community have the opportunity to discuss the state of curriculum, school business, and other critical issues impacting our school.</p>	<p>School Site Council and DLAC committee meeting minutes</p>

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>B2.1. Variety of Programs — <i>Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.</i></p> <p>OHS works to provide its racially and socioeconomically diverse student population with many opportunities in a number of fields and disciplines, offering a wide array of career exploration and career technical training courses, some of which have been articulated with Modesto Junior College, including: History of Criminal Justice, Veterinary Science, Animal Science, Agriscience, Plant Science, Floral Design, Ag Foods, Ag Mechanics I & II, Ag Welding, Ag Wood Shop, Ag Fabrication, and Sports Officiating.</p> <p>Many OHS disciplines offer open-enrollment for honors and advanced courses in most disciplines (art, biology, chemistry, computer science, English, social studies, and Spanish), culminating in AP tests for college credit. As per NCLUSD Board policy the school district has paid for 95% of all AP test fees. In addition many disciplines offer multi-tiered paths with basic, intermediate, and advanced courses such as art and computer science.</p> <p>The OHS Counseling department works very hard engaging all students with a variety of academic, technical and career-direct options, meeting annually with all students to aid in building schedules that access all appropriate site programs, including SpEd and ELL needs students. In addition to one-on-one guidance sessions, students are notified and offered a full calendar of helpful financial and application workshops and seminars which include direction for filling out FAFSA and local scholarship organization forms and college and technical school applications. It is hoped that in the near future OHS will add another counselor so as to more equitably address department responsibilities, and to meet students Social Emotional Needs (SEL).</p> <p>OHS has increased its Career and Technical Educational Pathways to 11. Through CTE courses, students utilize computer based programs such as AET and AgCareers.com, providing students with information from a range of career path databases. These courses teach real world skills to prepare students for the workforce upon graduation. Modesto Junior College and UTI presentations are hosted for OHS students. Computer science department provides students with MSOffice certification opportunities.</p> <p>Freshman students are required to take Success 101, wherein students establish general career goals, the best course of high school, college, or technical school training needed to fulfill those goals, and what postsecondary institutional options are available for their desired career.</p> <p>Credit Recovery is offered after school with accredited teachers through FuelEd, as well as support classes, such as LitSupport, to assist student learning and credit make up. Additional assistance with homework and curricular needs is provided via tutoring afterschool with accredited teachers. Students with specific needs are provided with 504 Plans, SST, and IEPs, providing them with appropriate learning accommodations.</p> <p>The OHS study hall period within the school schedule provides all students with an</p>	<p>OHS Master Schedule</p> <p>A-G approved courses & Elective Options</p> <p>AP and honors course lists in various disciplines</p> <p>NCLUSD Board policy</p> <p>OHS Counseling Dept. Calendar</p> <p>CTE pathways and self-study appendix</p> <p>Success 101 Curriculum</p> <p>FuelEd Program</p> <p>OHS Master Schedule 504 plans, SST, IEPs</p> <p>OHS Master Schedule & SH monitors.</p>

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<p>opportunity to access technology, work on assignments, and complete projects, as well as approach available teachers for help.</p> <p>All seniors must successfully complete the Senior Presentation and Interview Project graduation requirement. Seniors apply for a career position in an imaginary company, presenting a developed resume; cover letter and collected letters of recommendation; financial aid, college, and mock-job applications; along with post-secondary academic and career plans; to a committee of local business leaders, administrators, and teachers who interview them in keeping with current career and academic situational demands. Feedback has proven this as very effective in helping students demonstrate Career and College Readiness.</p>	<p>Senior Presentation and Interview Project Reqs OHS Counseling Dept. Calendar</p> <p>OHS School Calendar</p>
<p><i>B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.</i></p> <p>OHS strives to ensure that all students have access to courses that meet the UC “a-g” requirements by auditing each student’s transcript and making adjustments to current schedules as needed. Students are encouraged to take and pass “a-g” courses, which facilitate college readiness and familiarity with “real world applications” e.g. creating a budget, renting an apartment, job application, reading technical writing and nonfiction, business communication including resumes, cover letters, and application essays.</p> <p>Advanced Placement and Honors Courses: NCLUSD embraces an open enrollment policy and with parental consent students can choose to enroll in any AP or Honors courses. Both the department in question and counselors review such requests for previous failing scores and unfulfilled prerequisites.</p> <p>All students are encouraged to maintain grades of C or better and to enroll in a-g approved courses. OHS also offers online courses and summer school through FuelEd which are A-G approved if they do earn a D or F and wish to repeat the course to be on track for A-G. The district annually tracks the OHS A-G completion rate at year’s end, striving for an increased student completion rate. The master schedule is not created until students have entered their requests in the computer so as to properly support student want and need.</p> <p>A-G approved courses: All students are encouraged to take as many a-g courses as they wish to be exposed to rigorous course work in preparation for post-academic demands. OHS has received approval for 68 courses meeting the University of California Doorways A-G Course List requirements. Some disciplines offer elective opportunities accessible to beginners and some with multi-tiered paths beyond basic.</p> <p>All first-year students are enrolled in an Environmental Science course and proceed to a Biology course during their second year. Third-year students may specialize based on interest or career pathway. All courses, including Environmental Science meet the CSU/UC A-G Lab Science requirement.</p> <p>The Social Studies department uses World Civilization and Pearson’s US History curriculum that highlight a cause and effect paradigm, shedding light on present day problems and how they might be solved and interpreted.</p> <p>OHS obtains feedback from all stakeholders through a variety of Counseling Department linked surveys sent via the ParentSquare notification system. The data collected from these surveys are used to assess trends and school needs.</p>	<p>OHS Master Schedule</p> <p>A-G approved courses & Elective Options</p> <p>AP / Honors Courses</p> <p>UC Doorways website list</p> <p>Self-Study Appendix</p> <p>CSU/UC A-G Lab Science requirement</p> <p>World Civilization and Pearson’s US History curriculum</p> <p>OHS Counseling Dept. Calendar</p>

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<p>The school board, district and site administration have set goals to ensure all students have access to rigorous curriculum in preparation for college and career readiness. Presently OHS resources facilitating EL students, as well as those struggling with reading, access to the curriculum, especially in terms of personnel, are stretched due to a teacher shortage. Every teacher uses the ELLEVATION program system to monitor all EL student progress. During department collaboration periods teachers review CELDT data and adjust their teaching to address EL and RFEP student needs.</p> <p>The OHS FFA program/Agricultural Department is rich in content and real world experiences with field trips, hands-on lab-work, presentations, and guest speakers. Agro-related skills and opportunities for hands-on experiences in Ag Mechanics, Ag Chemistry, and Horticulture. The program affords students the opportunity to learn public speaking skills and attend meeting-process competitions and presentations. Other career-centric classes are also offered: Veterinary Science, Animal Science, Floral Design, Ag Foods, Ag Welding, Ag Wood Shop, Computer applications, Media Art and Ag Fabrication.</p> <p>Yearly, students may participate in events such as Occupational Olympics, Senior Parent Night, and Stanislaus County Office of Education Multilingual Seal of Proficiency. Under normal circumstances a career day is offered to introduce multiple career prospects to all students.</p> <p>The computer science department offers students opportunities to learn coding, robotics, digital web design, Photoshop, and Flash. Students learn to collaborate, designing and implementing engineering principles and coding to develop task-oriented robots. Students may also earn certifications in MSOffice and Adobe programs. Science, Technology, Engineering and Math (STEM) club welcomes all students prompting discussion and providing exploratory experiences in these areas.</p> <p>Seniors must successfully participate in the Senior Presentation and Interview Project graduation requirement. This project includes a resume, letter of introduction, letters of recommendation, a job, scholarship, and college application, a record of community service hours and other documentation for future job search use. Students participate in a mock interview, giving them an idea of what an actual job interview entails. The end goal is that students will graduate from OHS with the ability to apply for jobs and handle an interview.</p> <p>The freshman Success 101 requirement, enables students to explore themselves through a variety of surveys and activities. One project requires students to put together a budget as a single person or married with or without children. Once finished with the budget, students follow a math formula to identify the annual salary they will need to support their lifestyle, and later do online research to find careers that support their lifestyle. Students also take a career-interest survey, researching careers to find out how much education they need, what tasks they would perform, salary, high school classes that would help prepare them and where such jobs in that field are available. Finally, students put together their 10-year plan, including their high school years and seven years beyond, including graduation dates from high school, trade school or college, when they plan to get married and limited retirement planning. Further Success 101 includes Driver's Ed. The course includes videos featuring actual teen-drivers talking about their mistakes and tragedies, e.g. drinking and driving, texting, speeding, etc., highlighting what happens physically and emotionally to drivers, passengers and victims. CHP presentations are also arranged for student Q&A.</p>	<p>Self-Study Appendix</p> <p>Ellevation records</p> <p>NGSS and Ag standards</p> <p>CTE Pathways</p> <p>Self-Study Appendix</p> <p>OHS Master Schedule</p> <p>A-G approved courses & Elective Options</p> <p>OHS Calendar Counseling Dept. Calendar SCOE Calendar</p> <p>OHS Master Schedule</p> <p>Senior P&I Project Reqs Counseling Dept. Calendar</p> <p>Success 101 Curriculum</p>
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<p>B2.3. Student-Parent-Staff Collaboration: <i>Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.</i></p> <p>OHS strives to maintain student, parent, and staff ties and strengthen relationships in multiple ways to further communication and collaboration and, as a result, develop and monitor student-learning, so they may achieve their college and career goals. The PowerSchool SIS program is used to track student grades, attendance, and behavior and is a primary interface between teachers, students, and parents. Its PowerTeacher Pro (PTPro) sub-system affords students and parents direct access to a student's assignment progress and current grades.</p> <p>The Canvas is OHS's Learning Management System (LMS). In addition to being a teacher's main "website" it is a classroom's main lesson interface from which students receive lessons and assignments, manage their class calendar and due dates, communicate with the teacher via an internal message system, and through which students submit work, it also acts as the teacher's "working" gradebook before manual synchronization with PTPro. Parents are encouraged to login as "observers" and engage with the LMS so as to watch their students' progress first hand. Observers can directly query the teacher concerning their student through the LMS as well as observe how often their student engages with both the teacher and class work.</p> <p>Parent Square (PS) an additional communication program that allows teachers and administration to send announcements to parents by grade, class, or individually. Parents can "appreciate" posts, and eventually be allowed to comment on posts to ask for clarification or other questions. PS is also used to offer parents important surveys, share news, announce policy changes, and solicit direct participation with class or club activities.</p> <p>Parents, teachers, and students may of course access and utilize traditional email through two District email addresses to communicate, using Gmail. and/or Outlook which, incidentally, Canvas can be connected to as well. Parents are encouraged by teachers and administrators to request phone calls. Teachers outline times for such, as well one-on-one conference time, in their course syllabi—also available on Canvas.</p> <p>Staff are encouraged to use collaborative periods three days a week to plan and build curriculum to further support students in their respective classes and departments, but also to contact parents via email or phone, or discuss parental concerns and needs. The Counseling Department's role in maintaining lines of communication between parents and OHS cannot be understated, the building and revising of student schedules could not be done successfully with parental input.</p> <p>In Ag Department, FFA-related classes, students are required to log their FFA hours and keep other important records on the AET website. Parents are encouraged to request a free login so as to monitor student progress as well as students, can monitor student progress there request login information to check in on the status of their student. Students who have been through the Success 101 curriculum are required to fill out their 10-year plan, under teacher direction, using <i>my10yearplan.com</i>. This site monitors student progress in reaching their goals as they update it each year. Parents are encouraged to request a free login to this website and their student's account.</p>	<p>PowerSchool SIS PowerTeacherPro</p> <p>Canvas LMS</p> <p>ParentSquare</p> <p>Outlook & Gmail</p> <p>Collaboration minutes OHS Counseling Dept. Calendar</p> <p>AET website FFA Logs Success 101 curriculum My10yearplan.com Student Study Teams OHS Master Schedule</p>
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<p>Other collaborations between parents, students requiring accommodations, and teachers include IEP documentation and corresponding annual meetings, and progress monitoring; 504 plans with accompanying paperwork and meetings, and Student Study Team meetings where each stakeholder takes part to collaborate for student success.</p> <p>Parent-Teacher Conferences are calendared once a semester. These meetings further build parent-teacher-student connections and increase early intervention. Annual events: Back-to-School-Bash in August, Warrior Showcase evening in March, Senior Parent Night in October, and “bi-monthly” Second Cup of Coffee meetings afford opportunities for parents, teachers, and administrators to confirm and collaborate concerning student needs.</p> <p><i>B2.4. Post High School Transitions:</i> <i>The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.</i></p> <p>From freshman year forwards, students are advised how to pick classes based on their post-high school goals and in alignment with “a-g” requirements, meeting periodically with the counseling department to monitor their progress toward these goals.</p> <p>Success 101 curriculum, its student surveys, personality tests, job research, and 10-year plans have proven effective. The curriculum’s budgeting exercises, goal setting, and real-life job scenarios have helped raise student awareness of the decision making process required after graduation. Students spend time each year adding to or revising their plans to render them realistic, personalized, and relevant.</p> <p>Seniors are offered a schedule of guest speakers and presentations on a variety of subjects and college and career opportunities, including branches of the military, scholarship information, FAFSA information with appropriate deadlines, information and opportunities to take the PSAT, SAT, ASVAB, and ACT tests. Students are encouraged to attend a variety of college preview days and many times these visits are facilitated by our own staff members. The OHS counseling center strives to connect students with every opportunity for post-high school success, arranging MJC, CSU, and UC application workshops wherein student questions can be answered and help offered with college applications.</p> <p>Open enrollment in honors and Advanced Placement classes enable students to experience a college level class and, with success on the corresponding AP tests, they can transfer credit to their college and universities of choice.</p> <p>The Senior Presentation and Interview Project graduation requirement is effective in preparing students to transition from high school to college and career. The project’s business documents, including resume, letters of recommendation, and cover letter; its presentation and mock interview and presentation, are helpful for post-secondary success. Returning graduates confirm the project’s value as they pursue scholastic endeavors or future careers.</p> <p>Prior to ‘20-21 the counseling department organized Career Day every other year alternating with an on-Campus College Fair, offering students information about schools and programs. It is hoped OHS will soon be able to resume such activities as they proved very effective in facilitating post-secondary transition.</p> <p>Extremely helpful is the local Orestimba Scholarship Community Association (TOSCA) program, which awards thousands of dollars each year to students who meet the criteria and plan to attend 2-year, 4-year, or technical schools, and to post OHS graduates for up to ten-years after graduation.</p>	<p>OHS and NCLUSD Calendars</p> <p>OHS Master Schedule</p> <p>A-G approved courses & Elective Options</p> <p>Success 101 curriculum My10yearplan.com</p> <p>PSAT results SAT results ASVAB results ACT results Counseling Department schedule and calendar</p> <p>NCLUSD open enrollment AP lists</p> <p>Senior Presentation and Interview Project</p> <p>Counseling Department schedule and calendar</p> <p>TOSCA website and statistics</p>
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<p>The Ag Department's schedule of presenters, competitions, leadership and public speaking opportunities, CTE pathways, as well as FFA scholarships, offered to students who indicate they are pursuing an ag major or an ag career. The follow up Cal Ag Ed website program tracking graduate progress post OHS has been helpful in documenting the validity of the department's programs.</p> <p>The school-wide use of the Canvas LMS has also proven beneficial as many post secondary institutions use the same system to manage student access and workloads.</p> <p>Campus job opportunities—cafeteria servers, teacher's aids, administrative office assistants—have proven an effective strategy to expose interested students to job requirements.</p> <p>The programs and strategies offered above have been helpful with post-high school transitions and OHS will continue to support all students in their goals. The challenge, however, in light of the present educational sub-culture is great. More needs to be done to better track student progress as they enter the career or collegiate arenas.</p>	<p>Cal Ag Ed website Planning for additional alumni tracking</p> <p>Canvas LMS</p>
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ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Areas of Strength

1. Strong overall accessibility of all students to curriculum, including real world experiences (see #3).
2. 68 A-G approved course choices in the OHS course catalog.
3. Solid college and career readiness opportunities: CTE Pathways, Success 101, Dual MJC Enrollment, Senior Presentation and Interview Project, Class-specific projects aimed at developing post-secondary career acumen and skills.
4. Success rate among those achieving the California Seal Biliteracy continues to expand each year
5. Common cross-curricular and grade level reading and composition strategies
6. Highest State Test scores in English in Stanislaus County.

Areas of Growth

1. Revisit textbook/curricular update schedule as some departments, such as the Foreign Language Department are overdue for an update. Currently in progress.
2. Vertical teaming between YJH and OHS with a view toward reinforcing and creating a smoother transition from the middle to high school skill base. A refinement of compositional and reading skills purview is in order.
3. Continue to strengthen the Jane Schaffer co-curricular compositional model and program used between departments and in particular develop language learner access options for both composition and basic usage and grammar.
4. In light of the teacher shortage, an expansion of PD opportunities in how specific departments /courses can further develop and expand equitable access. Currently the district is working on a residency program to address the shortage of teachers.
5. Parent engagement overall is low; Seek a way to rebuild the connection between students, parents, and school that may have resulted from Pandemic fall out and the rise in technology.
6. Student absenteeism and truancy.
7. The lack of student engagement and willingness to participate according to structure
8. Quality teachers in each classroom—and barring that creating specific structures that address that deficit in such a way as to minimize the impact on subsequent educational experiences. Long term substitutes in no way address the need.
9. Particularly in the areas of ELL more support structure is needed.
10. Despite the access points outlined above OHS teachers have noticed a perceptible decrease in parent engagement.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college-and-career readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>C1.1. Results of Student Observations and Examining Work: <i>All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.</i></p> <p>All OHS teachers use appropriate stated and/or posted daily, challenging, and relevant objectives based on approved learner outcomes, academic standards, college-and-career readiness standards, Next Generation Science Standards, CTE and Agriculture standards so that students are aware of their learning goals for each lesson and class. Core content areas are taught consistently with curriculum maps/pacing guides and department timelines allowing for students to effectively learn similar subject matter at appropriate times. Further, via the Canvas LMS and PowerSchool/Teacher, students are able to engage with previous as well as current work and prepare for future lessons.</p> <p>OHS teachers use a variety of analogical and discipline specific ways to monitor and gather evidence concerning student work and performance including but not limited to: rubric-prep and instruction; checking for understanding (CFU); classroom observations; class and homework; reading logs and notebook/binders; workbooks and sheets; section and concept quizzes; project, lab, and/or exam based assessments; outcome specific rubrics and exit tickets; one-on-one and afterschool conferences; self-reflection questions/journals and collaborative projects; and traditional and technological student presentations and performances—academic, musical, and dramatic.</p> <p>OHS departments also use a variety of discipline appropriate technological based and approved program means to measure and observe student work: online quizzes, discussion forums, Desmos Graphing activities, Jane Schaffer Academic Writing Program (JSAWP) graphic and compositional organizers, Cornell Notetaking system pages, Nearpod, AET, and CAD programming, and Kahoots gamified learning challenges. The Science Department employs interactive lectures so teachers and students respond in real-time. VAPA's Microsoft Office Certifications and project based learning, Success 101's online interactive 10-Year Plan project. All allow for OHS teachers to monitor and adjust for students progress and give timely student feedback.</p> <p>Each year EL student status is individually reviewed, and using a combination of observable classroom performance evidence (referred to above), CELDT level and Lexile scores, OHS EL student placement is adjusted in ELD and core classes (with support) and used to inform scaffolding and lesson planning.</p> <p>The SpEd department monitors and evaluates individual student involvement daily and IEP goal progress quarterly, updating them to the Special Education Information System (SEIS) as appropriate. Students requiring more support are offered essential classes in English, history, science and Math 180 by the department. Thus, ensuring all students an opportunity to access the general education standards with scaffolding at their current learning level.</p> <p>Particular among observation/examination tools unique to OHS is the Collaborative Instructional Review (CIR) which utilizes nine student performance-centric rubrics which</p>	<p>Canvas LMS data PowerSchoolSIS PowerTeacherPro Lesson objectives NGSS CCSS CTE Pathways AET (Recordbook System)</p> <p>CFU Rubrics Classroom observations Lab Reports Class notebooks and journals Reading logs Class discussion Exit tickets Periodic assessment: cumulative, formative, lab, exam, project-based Desmos JSAWP Various Chrome and Google apps MSO certifications Success 101 Mytenyearplan.com</p> <p>CELDT ELlevation</p> <p>SEIS IEP goal records</p> <p>CIR tools and observations</p>

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<p>focus the visiting team's attention on the students' interaction with the learning environment, lesson content, their peers, and their teacher. The gathered observations, which are rendered in report format and given to the host-teacher, are of great value in ascertaining student work habits and involvement, though the CIR tool is not limited to that application only.</p>	<p>Hard/eCopy course syllabi w/Standards, topic outline</p>
<p><i>CI.2. Student Understanding of Learning Expectations:</i> <i>All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</i></p> <p>As stated above all standards and expected performance levels for each area of study are from approved and accredited sources. In an effort to afford students multiple opportunities to interact with the objectives and expectations of those standards and levels, OHS teachers employ a wide variety of strategies and measurable responses to both affirm and reinforce understanding and demonstrate learning and college and career readiness.</p>	
<p>All departments require their teachers to create, post, and disseminate course syllabi complete with an outline of intended topics. These are distributed in class, posted on the teacher's Canvas LMS interface, and discussed in class at the beginning of the school year. Many syllabi also refer to the intended core or essential standards to be addressed during the year. Those teachers who deal with a preponderance of standards and must do so in a general way within their syllabus, refer to them more specifically during initial unit-module or lesson expectations.</p>	<p>Canvas LMS access PowerSchoolSIS access Daily/weekly objectives w/discussion Posted objectives & expectations</p>
<p>Standards or performance levels are previewed daily or weekly in conjunction with assignment, activity, or project objectives wherein expectation-discussions and CFU offer clarification. Students are directed to online Canvas and PowerTeacher access portals, as well as email and messaging outlets, in an effort to remind them of the various modes of access should more clarification be needed. Teachers link, post, and make lesson resources available for students in need of later clarification or who are absent. As part of their regular lesson routine, classroom teachers demonstrate how to find and open these links, lesson materials and replacement assignments.</p>	<p>CFU Topic-centered warm-up support activities Study sheets geared toward NGSS/CCSS and expectations</p>
<p>In addition to both posted and verbal objectives and expected performance levels, OHS teachers often model and coach specific expected behaviors and standards by using student-friendly language vs educationese and, for example, creating in-class examples, applying outcome rubrics, and using traditional "I-do/You-do/We-do" approaches. Previewing skills and techniques to be used and why they are important, before they are taught, is integral to all OHS classroom procedures, but in particular to Ag, Lab science, and physical education. Topic/standard-centered warm-up support activities such as <i>sketchbook pages</i> in VAPA, <i>Ready, Set, Go</i> activities in the math department, <i>daily journals</i> in ELA further focus students on expected performance and demonstrate student learning. Standards based study-guides and helps, such as those designed by the science department based on NGSS, are given to students to reinforce expectations and standards taught. Students are encouraged to keep an agenda of specific due-dates in addition to teacher maintained Canvas and Classroom calendars usually in white board, Google, poster format both as a means to organize and as an important life skill.</p>	<p>Model (I-do, we-do, you-do) Rubrics Ready, Set, Go (prep) assignments Prep and PREview skills/rules Study guides w/e.g. and rubrics</p>
<p>OHS teachers post "office hours" wherein they are available for one-to-one or group tutoring, in-class or via Zoom, usually before or after school. Some are available via email or text during additional hours. Many may indeed require students who have shown various warning indicators, such as CFU, to take mandatory tutoring. Further, Dept Collaborations are often used to collectively review student understanding of standards/expected performance levels and brainstorm solutions and creative approaches to address the lack.</p>	<p>Canvas & classroom calendars Teacher office hours Zoom, 1:1 tutoring reinforcing class specific objectives Dept. collaboration</p>

C2. Student-Centered Instruction through a Variety of Strategies and Resources**Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>C2.1. Teachers as Facilitators of Learning: <i>Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.</i></p> <p>Prior to COVID and associated concerns, OHS teachers periodically attended state and national-level professional organization conferences and PD events offered by CTA, NCTE, etc. Such, however, was becoming more difficult due to local financial concerns. NCLUSD and Stanislaus County of Education (SCOE) -level training and professional development opportunities were hosted in a general attempt to meet PD needs. These have recently become more applicable to OHS site needs. In the meantime many individual teachers have and are seeking out online professional development and individual training opportunities on their own, many at their own expense in terms of money and time outside the school day.</p> <p>Nearly all teachers who can afford to do so are members of discipline specific professional associations, CA AG Teachers Association, National Council of Teachers of English, National Science Teachers Association, California Ag Teachers Association, etc. Many offer PD events and conferences. The Ag Department for example attends CATA professional development three times a year specifically targeting NGSS curriculum and methodologies. Proven and quality curriculums and intervention programs based on current research, instructional methodologies are employed including but not limited to the Mathematics Vision Project, Stanford History Education Group, Eye Witness History, and SpEd's Wilson Essential English program use, etc.</p> <p>Just prior to the COVID outbreak, the OHS English department participated in CSU ERWC training and its i3 Grant specifically aimed at individually preparing students for college with rhetorical strategies. Recently NCLUSD in coordination with the department has re-trained in the Jane Schaffer Academic Writing Program strategically including SpEd teachers in the training so as to accommodate OHS special needs students. The department also facilitates and has trained school-wide use of Turnitin, an Internet-based plagiarism detection program that encourages academic integrity and feedback.</p> <p>Many OHS teachers are involved in continuing education, pursuing MAs in education, discipline specific degrees, or taking courses (online or in class) that target specific methodologies based on current research. Many OHS teachers have availed themselves of the online PD opportunities and educational research afforded by COVID-inspired need. Good examples include the SpEd Departments use of the Goalbook Accommodation program to track student progress and life-skills development; Modern Classroom's Brave New Teaching methodologies explored by the English Department; the Math departments use of the Get Focused, Stay Focused National Resource Center (GFSF) as a way to empower every high school student to graduate with an updated ten-year career and life plan that will take them through post-secondary education and into the workforce.</p> <p>Other local district opportunities aimed at building technological acumen based on soundly researched methodologies include Tech-it up Tuesdays newsletter and PD highlighting available district and online opportunities in program and app training; Zoom meeting</p>	<p>NCTE Conf '18-'19</p> <p>NCLUSD PD SCOE PD</p> <p>Various professional association memberships</p> <p>CA Ag teachers Association PD 3x/yr Mathematics vision project</p> <p>Wilson essential English PD</p> <p>ERWC & i3 grant trainings, '18-'21</p> <p>JSAWP (re)training</p> <p>Turnitin.com training</p> <p>Teacher Continuing Ed</p> <p>OL teacher directed PD</p> <p>MC "Brave New Teaching" PD</p> <p>Zoom tutorial sessions (lunch & evenings)</p> <p>Tech-it Up Tuesday's PD EdPuzzle,</p>

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<p>program use; EdPuzzel interactive video lesson construction, Kahoot! gamification of module content; Nearpod based lesson creation and delivery; Mimio Boxlight interactive panel use, and how to effectively integrate all such with the CANVAS LMS.</p> <p>C2.2. Creative and Critical Thinking: <i>Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</i></p> <p>All OHS students learn in a wide variety of instructional settings, including but not limited to classroom, studio, shop, greenhouse, orchard, and farm, as well as virtual and online, utilizing a variety of materials—virtual and physical; resources—data and analog; and technology—chromebooks, computers, programs, and internet interfaces.</p> <p>Project based learning is the norm at OHS and as such requires a variety of materials, resources, and technology in addition to approved textbook material. Though it indeed might be argued that textbooks are ubiquitous, at OHS they are used more as springboards for wider practice and applications rather than as primary sources. OHS classrooms therefore feature both in-class and virtual assignments, discussions; research projects involving historical source material, literary and language analysis and criticism; composition projects requiring primary and secondary sources, document exchange, peer review, and group editing; speech, drama, and reading projects emphasizing social interaction skills; whiteboard (hand-held and classroom) and Britebox panel interactions, all requiring students demonstrate creative and critical thinking skills.</p> <p>The Senior Presentation and Interview Project is a case in point, requiring senior students to develop and demonstrate presentation and interview skills in class and later using Google and/or PowerPoint presentation software to highlight their academic achievements and career goals in a live interview environment. Student interaction using a variety of soft skills in a variety of instructional circumstances is an OHS emphasis in peer-to-peer interaction regarding composition and speech revision; outside reading book group discussion; problem solving in creating biomes and model cities; and preparation for debate, oral-presentation, dramatic and expository reading.</p> <p>The Ag Department features many alternate instructional settings in addition to the classroom including various shop and agro-industrial centric environments that requires creative and critical problem-solving, project-based learning: greenhouse, orchards, farm, and fields wherein a variety of agro-resources are grown and/or tended. Hands-on career practicums in welding, animal husbandry, industrial fabrication, floral arrangement are taught.</p> <p>The Social Studies department features various projects that rely on these and important life skills in a variety of instructionally demanding circumstances. Econ's The Living Project involves gathering cost-of-living information from both online and outside sources. The Government Awareness Project requires students to visit or serve in local governmental institutions. In the Market Simulation Project students use various online and media sources to track stock and financial trends. Forensic investigation and evidence evaluation in the CTE Criminal Justice pathway. Success 101's How to Budget requires students to consult a variety of extra-textual sources to construct a forecasted living budget that emphasizes career exploration.</p> <p>VAPATech department course projects and activities require critical thinking and troubleshooting skills in computer programming, animation, music tech/recording arts, Microsoft Office Certifications, video game design, collaborative art projects, along with other community based public art projects, events, and installations. The ceramics and art studios are fertile ground for community and individual creative projects and challenges that</p>	<p>Kahoot!, Nearpod lesson PD Mimio Boxlight (interactive panels) PD</p> <p>Project based learning</p> <p>Classroom, shop, greenhouse, orchard, farm, pseudo-stage, studio, track & field, and gym environments</p> <p>Hands-on & Task based learning Discussions Research projects Life skill projects (resume, Senior Project docs/interview, etc.) Lit/Lang analysis Virtual and analog product Google apps PowerPoint MSOffice360 prgms Speeches Presentations Student directed book groups</p> <p>Hands-on career practicums</p> <p>Living project Government Awareness project Market simulation project Success 101's Budgeting process Criminal Justice's Forensic Investigation project</p> <p>Computer troubleshooting & programming Online video game design Collaborative Art project</p>
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<p>require evaluation of materials, problem solving in how best to render them, and manipulative skills to realize them.</p>	<p>Community art projects, events, and installations</p>
<p>C2.3. Application of Learning: <i>Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</i></p>	
<p>As the OHS year progresses and learning experiences and academic content escalate, all OHS teachers prep and calendar carefully defined and yet open-ended opportunities wherein students are expected to lean heavily upon and apply previously acquired knowledge and academic skills.</p>	<p>All School Writing Assessment EL-Ellevation writing sample Sample essays</p>
<p>Earlier exploration and basic skills and research projects lay the skill's foundation for more in depth and advanced research and analysis. In the English, social studies, foreign language, and science departments this might take the form of advanced research into literary eras, historic events, and scientific breakthroughs, ethical issues, as well as economic and government simulations using a variety previously vetted academic methodologies: persuasive, analytical, expository, argumentative, creative compositions, speeches, Socratic seminar, debate, and presentations. Mathematics affords its students tasks specifically designed for the application of prior knowledge.</p>	<p>Classroom & CIR Obsv</p> <p>Socratic questioning discussion/debate Essay prompt choice w/multiple approaches: persuasive, analytical, expository, argumentative. Creative writing projects</p>
<p>VAPAtch students produce original musical scores and recordings, ceramic and fine art work portfolios, game simulations and robotics. In addition to a choice of multiple approaches, students are presented with a variety of prompts, options, and choices through which to apply said knowledge. Further advanced students in AP courses, Survey of Math, Art II and III, Intermediate and Advanced Ceramics, Drama II are afforded even greater opportunities for self-directed learning, advanced skills applications, and focused research at higher levels and requiring a successful application of a greater depth and breadth of knowledge.</p>	<p>Independent research Structured research assignments Media literacy Senior Math classes Challenging assignment and quiz applications.</p>
<p>The OHS school farm and Ag department plan and provide multiple opportunities for students to both apply acquired knowledge and skill as well as display higher levels of personal responsibility as they troubleshooting and maintain plant and animal health, safely maintain and operate equipment, and participate in hands-on agro-centric lab work, academic composition, and effective presentations.</p>	<p>Agro-centric tasks Task oriented</p>
<p>The Senior Presentation and Interview Project mentioned so often in this report is an excellent example of students applying prior knowledge and skill development to an extended learning opportunity with its compositional, revisional, and evaluational expectations. Each presentation is unique and reflects a particular student's ability to organize and creatively apply their knowledge and skills base. Success 101's Career Exploration Project is another excellent example of students beginning their research early and over the ensuing years adding to that research as knowledge and their ability to articulate it grows.</p>	<p>Senior Presentation & Interview Project</p> <p>Success 101 career exploration & budgeting Mytenyearplan.com</p>
<p>C2.4. Career Preparedness and Real World Experiences: <i>All students have access to and are engaged in career preparation activities.</i></p>	
<p>OHS A-G courses feature career prep and awareness activities available to all students. Many of these opportunities have been highlighted earlier in the chapter. CTE pathways include: Animal Science, Ag Mechanics, Agri Science, Ornamental Horticulture, Arts in Media, Visual Arts, Media Arts, Software & Systems Development: Yearbook, Software & Systems Development: Robotics, Computer Technician, Games and Simulation All 11 CTE Pathways offer an in depth exploration of activities unique to associated careers enabling all students to develop marketable occupational skills, knowledge, abilities, attitudes, and work habits in order to upgrade skills, obtain a job, and/or prepare for advanced education training. Many</p>	<p>OHS Master Schedule CTE Pathways</p> <p>Class syllabi and outlines</p> <p>Lesson objectives</p> <p>Professional</p>

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<p>classes host professionals from a variety of career fields: armed forces, agro business, artists, and education, wherein students listen and participate in Q&A sessions.</p> <p>The ELA department emphasizes communication skills in the form of read aloud, presentations, speeches, research essays, critical reading skills, and business and academic format that enable students to fulfill both academic career prep activities in other departments in post-secondary endeavors.</p> <p>The Science department exposes students to medical or engineering fields activities which include reading EKG diagrams, practice suturing, and taking blood pressure; or designing and building Rube Goldberg machines and CO₂ propellent cars. SpEd student IEPs include transitional “<i>Career and Educational Training</i>” goals around which SpEd teachers design classroom activities, as well as appropriately scaffolded monthly lessons in career and college awareness. The Foreign Language department engages students in Seal of Biliteracy activities, emphasizing the career importance of multiple languages in the workplace. VAPATech students are not locked into one career exploration path. The Multimedia Production Pathway for example, provides students with access to a number of career centric activities including video production, music technology, animation, and broadcasting. Students participate in producing several livestream events for sporting events, assemblies, and performing arts productions . The Ag department participates in the Modesto Junior College Apprenticeship Expo and the World Ag Expo events, affording students access to networking and post-graduation career opportunities. Agro-centric career presentations are calendared featuring career professionals and experts in the field. Professional relationships built between the department and local agro-businesses offer students opportunities to gain hands-on experience in agricultural careers. The Social Studies department’s Freshman Success 101 course and ongoing project with its dual enrollment option, give students access to important career research activities, developing search-engine, internet-resource evaluation, education cost-planning, career benefit/salary comparison skills, in addition to presentation, documentation, and analysis skills.</p> <p>Unique to OHS is the “Joe Terra” Farm which, in addition to livestock, features a 3.5 acre working almond orchard which affords students with experiences in animal husbandry, feeding and care, planning, planting, irrigation, cultivation, and harvest, providing a well-spring of career preparedness activities.</p> <p>The Senior Presentation and Interview Project mentioned earlier in this section is an OHS graduation requirement. Its activities lean heavily on skills developed throughout a student’s academic career, drawing on civic-service and Success 101 experiences. Preparing the presentation and successfully participating in the interview process pay great dividends post-graduation.</p> <p>The ASVAB Career Exploration Exam is administered every December to any interested senior through the Counseling department who go over the results with each participant.</p>	<p>presentations/visits</p> <p>Department/Discipline career activities, e.g. <i>engineering: Rube Goldberg, and CO₂ propellent car designs</i></p> <p>Communication projects</p> <p>SpEd C&E Training Goals</p> <p>Seal of Biliteracy</p> <p>Multimedia Pathways</p> <p>Media production</p> <p>MJC Apprenticeship Expo</p> <p>World Ag Expo</p> <p>Field trips</p> <p>Industry rep presentations</p> <p>Success 101 projects</p> <p>Joe Terra Farm agro career activities</p> <p>Assorted senior portfolio/project associated assignments.</p> <p>ASVAB tests and result consult</p>
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**ACS WASC Category C. Learning and Teaching:
Synthesize Strengths and Growth Needs**

Areas of Strength

1. OHS continues to develop opportunities for all students to expand their academic skill base, technological acumen, and future expectations.
2. All students are given access to learning opportunities offered by CCSS standards to go beyond the text and create new knowledge.
3. All OHS students are 1:1 and have access to important technological programs and apps and are developing a heightened awareness of the possibilities this offers.
4. Staff is committed to students and CCSS, identifying essential standards, meeting the modern classroom's technology challenges, and working together as departments to leverage this new knowledge and opportunity.
5. OHS staff are open to experimentation and pushing the boundaries of the CCSS and present technology levels to see what works. Administration is very supportive of these efforts.
6. Before and After School Tutoring was implemented last year and has been successful in helping struggling students.
7. With additional opportunities and resources 1:1 makes available, interested students are exploring how they learn, new ways of presenting that knowledge, and establishing mastery.
8. 1:1 allows for more student collaboration and options to complete assignments and projects.
9. CTE Pathways, MJC Articulation, and school-wide projects, such as Senior Presentation and Success 101 Career exploration prepare interested students for the rigor of collegiate and career world expectations.

Areas of Growth

1. While educational and career skill opportunities and access are carefully provided for all students, not all students are committed to school or their future, and since '19-'20 the lack of respect in a rising portion of the student population for teacher authority and peers is reflected in absenteeism, truancy, student defiance, and a rise in substance abuse. This trend undermines both an individual's Learning and Teaching experience as well as the right to such by their more committed and mature peers.
2. State/national teacher shortage and an overall lack of adequate training or preparation among those who are "available" at the state and county level.
3. More consistent and effective support for EL student needs, including specific and targeted training and review on how best to leverage professional resources and site technology to create relevant learning experiences that emphasize higher order thinking skills, develop real communication abilities, and success at higher academic levels.
4. The Spanish curriculum needs to be updated. We are currently evaluating new curriculum.
5. Additional elective classes, for example in Math and PE would expand learning access to different interests and careers.
6. Science and Ag Lab classes need additional lab sinks (Facilities issue).
7. Simplified and clarified lines of communication between SpEd and other departments so as to more effectively articulate and support student challenges, needs, and accommodations.
8. Teachers continue to develop quality relationships with their students, but the fact of the

matter remains that a single teacher can only be stretched so far between 150+ students, their primary professional obligations, secondary duties-as-assigned, and the rising expectation to act as de facto parent and front-line guardians before their mental health begins to suffer and by extension, a student's Learning and Teaching experience. How to effectively, realistically, and fairly address this imbalance and untenable expectation needs to be explored. (self-reflection)

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

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

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>D1.1. OHS uses an effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders that follows a familiar classroom collection activity to gradebook reporting route, but which includes performance data from a variety of assessments, assignments, and projects, as well as numerous extemporaneous and scheduled planning, analysis, and discussion sessions such as staff meetings, department collaboration, District and site scheduled PD, Parent-Teacher conferences, Canvas/Email messaging and classroom phone.</p> <p>OHS collects data from a variety of national, state, and local assessments including AP exams, iReady, ELPAC, SBAC, Achieve 3000, and Read Actively as well as more specialized testing such as Woodcock-Johnson, Next Generation Science Standards, Fitness Tests, Site benchmark testing, writing assessments, labs, earned grades in core and elective courses, Present Levels of Performance evaluations, teacher conferences with parents and guardians.</p> <p>This data is analyzed and disaggregated and presented to staff by leadership at the start of the school year and then used to set school and department goals. In staff and leadership-team meetings, and department collaborations the results of the SBAC tests, ELPAC, and iReady tests are analyzed and discussed. Additionally, with Individualized Education Program (IEP) meetings, Student Study Team (SST) meetings, and 504 meetings, teachers, administrators, parents, students, and county representatives come together to analyze a variety of the aforementioned assessments to create specialized plans for the individual students.</p> <p>State-mandated assessments and iReady diagnostic results are reviewed at the beginning of the year both as a full staff, and more pointedly within each department to evaluate academic practice. Staff collaboration time is critical as both site and district administration meet with departments to review plans, offer insight, provide encouragement, and mandate program inclusion for moving forward based on the results of not only NCLUSD but also the trending scores of comparable districts. Further, scores of individual students are assessed during course placement by the OHS Counseling department and teachers. Placement in honors, AP, support, and standards-based courses are determined, in part, by both student choice, and achievement on state-mandated assessments as well as earned grades in core and elective courses.</p> <p>The ELlevation program collects, combines, and displays data for English Language Learners from the results of ELPAC testing. ELlevation data tracks student progress in language acquisition over the course of their enrollment in the district, allowing staff to assess the effectiveness of existing EL programs and the standing of individual students in a variety of focus areas (listening, speaking, reading, writing, etc.). This program can be accessed by administrators and teachers.</p> <p>OHS departments use a variety of programs to collect and analyze data, as well as</p>	<p>ELPAC SBAC AP Assessments iReady Achieve 3000 Read Actively Woodcock-Johnson Parent-Teacher/Student-Teacher Conferences Fitness tests Laboratory activities AET SST</p> <p>Unique to You Annual IEPs Department common assessments Rosetta Stone Incoming freshmen Spanish assessment</p> <p>Ellevation One Point Rubrics Canvas IABs Progress reports SAE experiences PowerSchool Diagnostic, formative, and</p>

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<p>benchmark testing, labs, and rubrics are commonly used within each department and then used to analyze and report out through Canvas and PowerSchool. For example, the English Department uses several different types of both published standards-based and department designed assessments including: essays, group presentations, reading quizzes, vocabulary development, and research assignments.</p> <p>Stakeholders are kept informed of collected assessment data via Canvas gradebook, PowerSchool, ParentSquare (online notification systems), quarterly progress reports and report cards, parent-teacher conferences, “Second Cup of Coffee” meetings (regular on campus town hall-style meetings between administration and parents), and regular counseling appointments. The community at large is kept informed with test results posted in our local newspaper, and through our district and school websites. The NCLUSD school board is kept informed through all of the above avenues, as well as special reports from students, teachers, and administrative personnel at monthly meetings.</p> <p><i>D1.2. Basis for Determination of Performance Levels:</i> All OHS departments align with state standards and evaluate according with state and common core’s newest and most up-to-date standards, as well as curriculum specific standards all of which support student achievement at all levels. OHS emphasizes a “career and college ready” focus based on College-and-Career-Readiness Anchor Standards.</p> <p>OHS teachers yearly publish course syllabi which describe approved discipline specific state standards based grades, growth, or performance levels in terms of NCLUSD approved grade percentages of which there are two schemes, one for core classes and one for honors and Advanced Placement classes.</p> <p>Teachers are required to describe grades and growth in terms of activity categories–test, project, quiz, classwork, assignments, etc., which reflect PowerSchool SIS gradebook categories and percentages. Grades are published eight times per year, once each quarter as progress reports, final quarter grades, and semester grades. Semester grades are calculated according to quarter scores and a semester final which according to NCLUSD School Board policy if offered is worth 10% of a student’s semester score.</p> <p>As professionals, teachers are afforded a great amount of autonomy in choosing categories and how to weigh them, though a ubiquitous few–test, project, quiz, are prescribed by NCLUSD. To ensure consistency across the content area, specifics are discussed and agreed to in Department Collaborations. These are shared with both site and district administration, as well as parents and students at the beginning of the year in syllabi mentioned above.</p> <p>Specific activities, assignments, projects, quizzes and tests are often evaluated according to department rubrics, which are agreed on via discussion and/or norming sessions. These department discussions are critical to ensuring consistency between teachers, especially those who teach the same subject.</p> <p>Posted and/or explicitly discussed lesson or activity goals and objectives are essential in ensuring consistency across content areas. In the SpEd department, which leans heavily on strategies and accommodations as described in IEP Goals and Objectives as well as Program Accommodations, consistency is very important.</p>	<p>summative course assessments FFA Intracurricular curriculum Canvas PowerSchool SIS PowerTeacherPro P/T Conferences 2nd Cup of Coffee Westside Index NCLUSD WebSite ParentSquare</p> <p>NCLUSD Grade Scales Grade Categories CCSS CA ELD Standards Essential Standards NGSS SSS CA Ag Ed Standards Grade Levels and Content Areas Grade Scale usage Syllabi agreement PowerSchool SIS grade scales CA Ag Ed Standards</p> <p>FFA Intracurricular Curriculum</p> <p>AET Log Books</p> <p>Green Hand and Chapter Degrees</p> <p>Rubrics Annual IEP</p>
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<p><i>D1.3. Monitoring of Student Growth:</i> <i>The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college-and-career readiness indicators or standards.</i></p> <p>While many of the programs are utilized school-wide, individual departments and instructors have the freedom to select the assessments, assignments, and projects that work best for their specific needs within that system.</p> <p>Data collected, including classroom, state, and national assessments, data, are used to determine student placement and judge their readiness to move along the continuum to subsequent units, courses, and/or grade levels. Students must pass current classes with a "D" grade or better to advance. Students who do not are given the option of summer school and online credit recovery (FuelEd).</p> <p>Students identified as needing support classes are placed in Literacy Support , ELD (English Language Development) courses (ELD 1 or ELD 2), and/or Math support classes. Students who need additional support in various topics have access to digital support programs as well as Essential classes (Read Actively, Achieve3000, UniquetoMe). Essential classes are taught at the level of the student. Additionally, students who would benefit from enrolling in more challenging classes are placed in honors and/or AP classes. These students are normally identified by assessments and teacher recommendation, however, NCLUSD has an "open-door" policy which allows grade-worthy students to enroll in advanced classes by choice.</p> <p>The SpEd department monitors individual student growth daily and IEP goal progress quarterly, updating them to the Special Education Information System (SEIS) as appropriate.</p> <p>Each student has a designated study hall period in which to study and complete course work. Student grades are monitored by the Study Hall teacher who in turn can lend additional support when necessary.</p> <p>OHS uses the Canvas Learning Management System (LMS). All instructors have undergone extensive PD in using the system. At its best, Canvas offers a way of monitoring student access and interaction with its interface and consequently classroom materials. The ability for teachers to monitor and review student activity has helped reduce academic dishonesty by means of: question banks, quizzes tests, and assignment; keystroke monitoring and authorship on electronic documents; and sending submitted student work through the support of plagiarism-checking programs such as turnitin.com. On the other hand, cheating is still an issue. It is usually up to the individual teacher to enforce the consequences. As technology use continues to grow, however, so too does the problem as questions concerning AI, ChatGPT, and the universal and immediate access to and psychological reliance on the ubiquitous smartphone can attest. This concern will continue to grow and dynamic strategies evolved to address it.</p> <p>OHS stakeholders via the Canvas LMS, PowerSchool/Teacher, <i>The Westside Index</i> articles, Board Meeting agenda/minutes, NCLUSD website data reports, are well-informed and can easily monitor student progress with grades, their course interaction, and outcomes on local, state, and national assessments. The Counseling department performs the Herculean job of further monitoring students and reaching out to parents if their student shows signs of concern.</p>	<p>Ellevation iReady diagnostic CAASPP ELPAC ASVAB Experiential Learning Practicums State fitness test scores OHS Master Schedule Literacy Support</p> <p>ELD 1 & 2 Read Actively Achieve 3000 Unique to You IABs</p> <p>SpEd Department SEIS: SpEd Informational System Weekly student completed performance review</p> <p>Study Hall class</p> <p>Canvas LMS Turnitin.com PowerSchool Students assigned to learning directors</p> <p><i>The Westside Index</i> NCLUSD Board Meeting agenda/minutes NCLUSD website data</p> <p>Counseling Department calendar</p>
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D1.4. Assessment of Program Areas: *In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

The NCLUSD school district is involved in assessing and monitoring student program progress. DO Staff perform informal classroom “walk-throughs” at least once or twice a month, observing teacher objective and technology use, and directive employment. Observation analysis, concerns, and suggestions are discussions with site-administration, who later discuss them with the OHS Leadership Team and/or teachers specifically during department collaborations. The NCLUSD school board is also involved through monthly reports given by the superintendent. Such observations and follow-up discussion with teachers inform PD and teacher training. For example this year’s PD review and realignment of the Jane Schaffer Academic Writing Program strategies school wide but focusing on ELA, SpEd departments with plans to address EL needs in future, and the re-introduction of AVID class.

Teachers and administrative staff are involved in the assessing and monitoring of program progress and expectations. The results, gathered via grade reports, iReady assessment results; Student Study Team (SST), IEP, 504 meetings; ELPAC, SBAC, and CELDT test results in ELlevation; and department collaborations allow for program and curriculum evaluation, adjustment, and addition. A strong ethos of faculty communication and information sharing exists with regard to student and program evaluation performance during department and staff collaboration meetings. SBAC scores, Common Core Standards, literacy standards and technological changes have altered school course offerings, as well as introduced new intervention programs with more focused academic support. Current curriculum expectations are also assessed to confirm it fits into the new Common Core State Standards, with an emphasis on literacy standards and career-and-college readiness in all curricular areas.

OHS monitoring systems supporting program assessment include PowerSchool, PowerTeacher, Canvas LMS, printed periodic progress reports, student data driven PD meetings, and dynamic lesson plans centered on student achievement. OHS counselors assist administration in this assessment and evaluation of programs and expectations by collecting, analyzing, and interpreting student achievement, attendance, and behavioral data to identify areas of need requiring support in order for students to achieve school success in graduation requirements, credits, and course completion. Department collaboration periods—periodically attended by site and district administration—foster immediate program assessment as teachers discuss what works and what doesn’t, make immediate program adjustments, recommending needed or elimination of programs and classes. Teachers are encouraged to suggest and justify new course offerings as well as graduation requirement reforms and present them to the OHS Leadership team for discussion and district recommendation.

D1.5. Schoolwide Modifications Based on Assessment Results: *The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.*

The program assessment above and its results has not only shaped the professional development agenda, but is used by all departments to determine appropriate interventions, modify instructional practices and shape school curriculum needs. School leadership and teachers have spent time in staff and departmental meetings and collaboration discussing how they grade, changes that need to be considered and how to standardize grades and

Admin Walk-Throughs
School Board Minutes
OHS Master Schedule
OHS/District PD and teacher training: JSAWP, ERWC, Achieve 3000, Actively.
iReady, SBAC, CELDT, ELPAC assessment results
IEPmeetings
Student Study Teams
ELlevation
SBAC
CCSS
Department curriculums
Curriculum binders
PowerSchool
PowerTeacher
Master Schedule
Counselor schedule

Department Collaboration minutes
Leadership Team meetings

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<p>expectations especially when different teachers concurrently teach the same course. The profit of working toward International Center for Leadership in Education model school status in '19, led to the involvement and development of the Collaborative Instructional Review tool, now used by departments to perform useful classroom observations based on the tool's nine Areas of Focus rubrics. The tool has been approved for use in annual observations for tenured teachers.</p> <p>The growth in UC/CSU admissions to 46% has resulted in discussions for additional A-G course offerings, and the practice of adding only A-G eligible courses to the OHS Master Schedule. The assessment results suggested that it was time to re-introducing the AVID class's promising growth model to the curriculum in an effort to build on the admissions foundation, as well as involve freshman students in developing college readiness skills. The resulting struggles displayed by students in social-emotional skills and career planning, particularly since '20, have led to:</p> <ul style="list-style-type: none"> • a refinement of the present SP&IP to include a more reality-based career readiness job-application and interview simulation aspect. • laying an earlier and more comprehensive foundational approach to college-and-career readiness with institution of Success 101's ten-year-plan with freshman which students would add to and revise over a four-year period as their awareness of career and postsecondary goals expanded. • reinstitution and use of the Warrior-Gold-Card program wherein once a month one student from each participating OHS teacher classes is honored for their efforts, hard work, or good citizenship with a Warrior Gold Card. • establishment of both a Link Crew chapter on campus, and NAMI (National Alliance on Mental Illness) club chapter as a needed resource for student well-being. <p>Post-assessments and interpretation of the data indicate that the resulting loss of academic and social-emotional skills due to the '20- '21 experience particularly in the area of compositional and verbal communication. This concern drove the need for:</p> <ul style="list-style-type: none"> • a review and re-application of the Jane Schaffer Academic Writing Program, resulting in PD review for the ELA department and an introduction of the SpEd department to the program at the beginning of the year. • conjunctive was the apparent need for developing English Language Learner compositional acumen resulting in plans in the works for JSAWP PD specifically targeting English Learners. • Based on data from the "Fall" School-wide Writing Assessment and subsequent discussions that included the above JSAWP program realignment: • plans were laid for an additional "Spring" School-wide Writing Assessment to be administered later this year. • an ELA department dedicated Planning Day was used developing digital curriculum aids conducive to classroom use and review in preparation for the re-assessment. <p>Enrollment in honors and some Advanced Placement classes has slipped since '19- '20, and while on the surface this may seem an answer to the problems inherent with an open-door class application/entrance system wherein the District pays for the AP exams, the fact remains that since Distance-Learning, the number of students willing to take on the rigor of honors/AP classes has diminished. Discussions are ongoing as to how best to approach this.</p> <p>An examination and discussion of AP exam data has led to adjustments in the curriculum of OHS AP disciplines, for example ELA realigned its approach to more closely shadow College Board models and access AP Classroom resources; the Foreign Language</p>	<p>ICLE model school status CIR tool Rubric</p> <p>UC/CSU admission rise A-G course OHS Master Schedule AVID class addition</p> <p>Senior Presentation and Interview Project</p> <p>Success 101 and ten-year-plan</p> <p>Warrior Gold Card program</p> <p>Link Crew and NAMI OHS chapters</p> <p>JSAWP PD</p> <p>JSAWP EL PD possibility</p> <p>OHS "Fall" School-Wide Writing Assessment data</p> <p>ELA Planning day</p> <p>Counselor's contacts Class Rosters</p> <p>Department curriculum guides</p> <p>ELA Dept. AP curriculum Foreign Language Dept AP curriculum</p>
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<p>Department adjusted curriculum to support literary period content and cultural context, listening comprehension, text comparison, and critical commentaries.</p> <p>Building on OHS 1:1 parity, a subsequent wave of programs—Achieve 3000, Actively Learn, Saavas, iReady diagnostic—brought on by Distance Learning further shaped PD and curriculum.</p> <p>The apparent need for a user-friendly classroom technological interface that could connect in a more dynamic and reliable way to student Chromebooks resulted in the gradual roll-out of Mimio BoxLight classroom interfaces over the last two years. An analysis of preliminary use has resulted in PD to leverage its capabilities, though it must be said a vocal minority felt its introduction an unnecessary extravagance.</p> <p>How to use the data collected about student performance levels on state course exams (SBAC), EAP, ELPAC, and the iReady diagnostic has been a staff focus and used to make PD and instructional recommendations. In the meantime it has been used to determine class placement (usually with regard to the incoming freshmen class each year). This data was also instrumental in determining a need for Essential classes and additional EL classes and programs to help ELLs such as ELD 1 and 2.</p>	<p>PD schedule</p> <p>Chromebooks Mimio BriteBox</p> <p>iReady diagnostic SBAC, EAP, ELPAC results Essential classes ELD 1/2</p>
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

D2 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>D2.1. Demonstration of Student Achievement: <i>Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</i></p> <p>OHS teachers use a variety of formative and summative strategies in the classroom to measure student progress. Further the analysis of the derived data guides classroom instruction and approaches. Analysis, both formal—collaboration discussion of school wide writing assessment and iReady diagnostic results; and informal—classroom checks-for-understanding and exit-ticket results—both inform and drive curricular choices and classroom instruction. Summative assessments, both digital and analog, including unit/module and semester finals meaningfully measure student ability, understanding, and mastery. Strategy based formative assessments: journal-writes, quick-sketches, CFU, exit-tickets, Kahoot reviews, written reflective response, think-pair-share, reading section presentations, peer-teaching/response, Socratic questioning/seminars, journal read-alouds, etc are quick measures used by OHS teachers to guide and adjust their teaching. Teachers administer both formative and summative assessments according to subject and need, including unit/module vocabulary, reading, composition, and comprehension so as to ascertain student strengths and progress. Results are then applied in the form of broad lesson or specific assignment strategy modifications, targeted student-teacher conferences, and re-teaching. Nearly every module offers a summative final: In-Class essays, short answers, and skills applications—e.g. MLA documentation, grammar applications, etc.</p> <p>Canvas affords both summative analysis and convenient teacher review of assignments, discussions, quizzes, take-home and practice tests, who took them, who needed more time, or who require additional attempts are a goldmine of analytical information. Its “Speed Grader” feature allows for quick review and evaluation of assignment work and assessments results</p>	<p>Written feedback Rubrics Peer reviews</p> <p>Turnitin.com plagiarism reports Semester finals Class and Department Rubrics Exit Tickets CFU Curriculum binder/folders Module/Unit exams Peer, small group, and whole class critiques Daily lesson plans</p> <p>Canvas speed LMS grader</p> <p>1:1 conference w/ students,</p>

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<p>OHS Collaboration periods are forums that afford departments recurrent and regularly scheduled time to perform department-wide analysis and review of assessment data that informs teaching and approach.</p> <p>Experiential and project based learning, SAE Projects results in the Ag Department guide curriculum management. The PE Department uses Physical test scores, Sports-skills assessments, and Health, sports and fitness curriculum assessments to design and modify the curriculum. The Social Studies Department employs data from Living Project, Government Awareness project, and Political Party Project formative and summative assessments and in-class debates to guide their instructions. The Math Department uses Mid-module and End-of-Module tests, IAB and the iReady diagnostic to extend learning and benchmark student knowledge and to adjust and inform future instructional practices. SpEd Department uses the Woodcock Johnson test to accurately evaluate student learning problems and guide their support in receiving services from IEP's. Annual IEP reviews provided important assessment data used to adjust instructional approaches and accommodations. VAPATech Department employs self-monitoring assessments wherein students track their own progress as well as Year-End Surveys to guide future instruction. The ELA Department collectively assigns a writing assessment to all students wherein the teachers participate in normed grading practice and common rubric. Scores are organized and shared in order to identify trends, strengths, and weaknesses and used to inform individual instruction within each English classroom as well as department emphases as a whole.</p> <p><i>D2.2. Teacher and Student Feedback:</i> <i>Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</i></p> <p>OHS teachers and counselors work hard to provide timely specific and descriptive feedback in an effort to support their learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes.</p> <p>Teachers endeavor to process assignments and assessments in a timely manner, but they also work prior to turn-in and final grades, actively coaching and advising students as they build skills and work on tasks. That said, the expanded role of teachers and counselors has made doing so more difficult and harder during normal school hours. Many voluntarily extended their hours into the mornings before and evenings after school so as to provide students with tutorial, review, and additional feedback opportunities. It is not unusual for some to work 10 to 12 hours a day in an effort to provide students with meaningful feedback. Wherever possible one-on-one teacher/student conferencing and tutorial concerning performance, reaching academic standards and achieving learning goals is scheduled into lesson plans where appropriate. OHS teachers move about class as students work, commenting, offering advice, and giving immediate feedback.</p> <p>Canvas too allows for teachers to review academic and application work with the student present either online or in class and offer feedback, coaching, and/or reteaching in written or verbal, analog or digitally recorded (video or audio) formats via Canvas and Google options. Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.</p> <p>Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.</p>	<p>peers In-class surveys Collaboration period vertical alignment Writing Assessments</p> <p>Experiential learning Project based learning SAE Project Scaffolding Review</p> <p>Annual IEP IEP at-a-glance Woodcock Johnson results iReady diagnostic results Year-end surveys Self-monitoring and reflective assessments</p> <p>Timely return on assignments and exams</p> <p>Canvas LMS speed grader</p> <p>Written or vocal, digital or analog feedback</p> <p>1:1 tutorial and conferencing.</p> <p>Canvas comment recording option.</p> <p>Rubrics</p> <p>Student email addresses</p> <p>Teacher email addresses</p>
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<p>The Success 101 curriculum considers a students' talents and skills and sets them up with a 10-year plan based on their collective feedback, which sets them up for success in their career or college choices.</p> <p>Art students fill out written reflections concerning their projects and the experience of creating them, giving art teachers valuable feedback on how well expectations were met and if students liked the project. The teacher also meets with each student individually to review this reflection and to critique the project together.</p> <p>In the English and social studies departments, many teachers use peer-editing and peer review to bring students into the assessment loop. Most departments also make use of student vetted writing prompts and rubrics and student-written critiques to assess projects, presentations and writing assignments.</p> <p>Teachers employ student feedback from CFU strategies, helping them gauge where the students are in their understanding of the subject matter, and the feedback is also used to change the way the material is delivered if necessary. Formal and informal surveys, interactive lectures and discussions, as well as self-grading rubrics for various assignments are also extremely helpful.</p> <p>Many teachers and counselors maintain heavily used lines of email, and even text, communications by which students can access them. They have leveraged these connections to stay in touch with OHS graduates in college and/or in the workforce. Former graduates have visited academic classes, such as senior English, AP, and Success 101, to discuss and Q&A on college life. Such students represent a valuable source concerning which highschool learning experiences were relevant in preparing students for college, career, and life. This is an area, however, that warrants further exploration. A more formal and established means of arranging such communication networks and presentation opportunities with OHS graduates would yield campus wide benefits.</p>	<p>Weekly check-ins for missing assignments</p> <p>Peer, small group, and whole class critiques</p> <p>Review personal goals for students</p> <p>Reflection</p> <p>Peer-editing and review</p> <p>Frequent 1:1 meetings with students</p> <p>In-class surveys and critiques</p> <p>CFU strategies</p> <p>Email and text communications with OHS graduates</p> <p>Former graduate presentations.</p>
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**ACS WASC Category D. Assessment and Accountability:
Synthesize Strengths and Growth Needs**

Areas of Strength

1. The variety of assessments and evaluations used by instructors in their planning and programming is a major strength of our school. As students practice a variety of methods for demonstrating their understanding through several different media, their understanding becomes more complete.
2. The ELLevation program brings together all pertinent information about students in their language development. Having this information readily available in a user-friendly format makes for more specialized instruction based on student need.
3. Canvas allows students to stay current even when absent. It allows instructors to pace their courses by implementing modules that keep track of individual student progress rather than moving the entire class along based on an average.
4. PowerSchool effectively keeps students, teachers, administration and all stakeholders properly aware of student achievement levels.
5. ParentSquare allows teachers to communicate effectively with parents for general announcements and individualized communication.
6. Department collaboration allows instructors to meet regularly among their department and discuss best practices and strategies for improvement of student assessment and accountability.

Areas of Growth

1. Future benchmarks and interim assessments need to accurately match the content and structure of state mandated tests. We are currently using iready, but have district support to research a more relevant program designed for high school students.
2. Continued refinement of the collaboration period to include a more specific focus on effective classroom instruction, practice and strategies.
3. The need for teachers is great, and though out of our hands, this will continue to impact student achievement negatively—in particular OHS's English Learners population.
4. Student engagement continues to be a concern. Despite appropriate assessments, adjustments to instruction, relationship efforts, and curriculum development, if students will not engage, data will not improve.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

E1 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicator(s)	Supporting Evidence
<p>E1.1. Parent Engagement: <i>The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.</i></p> <p>OHS implements a striking number of strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students, particularly the families of its students. While such processes were challenged by the pandemic, OHS has done well in maintaining strategic communication with its' stakeholder support groups in the community.</p> <p>OHS staff and administration use an effective and multifaceted array of messaging strategies for directly engaging stakeholders—in particular parents—with important information which includes the powerful ParentSquare Platform, the PowerSchool SIS daily-events bulletin, and the Canvas LMS Notification & Messaging system as well as Outlook email and Gmail. Direct-to-classroom telephone connections w/voicemail affords a more direct stakeholder connection.</p> <p>OHS maintains various online sources for campus news, events, and information including the OHS and NCLUSD websites which offer calendar resources. School social media outlets periodically post news and event information. These include: the official OHSwarriors and WarriorsLibrary Instagram pages (some OHS classes and clubs have pages as well), and Facebook page are maintained on a regular basis or as campus activity warrants. OHS has an official Orestimba Warrior Network's Twitter and YouTube profile as well, but these are presently not regularly updated.</p> <p>The OHS hosts many calendared site and counseling department events, both traditional and unique to OHS and designed to directly involve stakeholders and extend opportunities for participation. NCLUSD Back-to-School Festival in late July, Back-to-School Night in August, Warrior Showcase in WHEN, College Application Days, FAFSA Financial Aid Night, Sports Physical Night, College Awareness Night ('21-'22), Senior Parent Night, and Parent-Teacher conferences. Monthly Second-Cup-of-Coffee events invite parents and guardians to join the administration team and discuss topics of concern.</p> <p>Various important OHS and district committee and team memberships and participation opportunities are extended to parents, including: School Site Council (SSC)--meeting to develop, review, and evaluate school improvement programs and budgets; OHS English Language Advisory Committee (ELAC) and District English Language Advisory Committees (DELAC) invite parents of EL students to join and advise the school regarding EL programs and courses.</p> <p>The SpEd department's calendar of meetings and exchange with parents via some of the conduits outlined above represent a vital means of involving parents with the educational experience and process of their students. Individual Education Plan (IEP), 504 and Student Support Team (SST) meetings are designed to bring the parents and teachers of struggling</p>	<p>Parent Square PowerSchool SIS Canvas LMS notification Outlook / Gmail email Direct-to-classroom phone access w/VM</p> <p>OHS & NCLUSD websites OHS social media outlets</p> <ul style="list-style-type: none"> • Instagram • Facebook • Twitter • YouTube <p>Counseling department calendar of events Back-to-School Festival Back-to-School Night Warrior Showcase College Application Days FAFSA Financial Aid Night College Awareness Night Senior Parent Night Parent-Teacher Conf. Second-Cup-of-Coffee SSC minutes ELAC minutes DELAC minutes</p> <p>SpEd department parental contact calendar of meetings IEP 504</p>

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<p>students together in an effort to find and implement meaningful interventions, accommodations and support.</p> <p>OHS programs, such as the Senior Presentation and Interview, Newman Future Farmers of America, the Joe Terra Farm and Orchard, represent a vital conduit of community involvement as they invite local businesses, business leaders, alumni, and philanthropic organizations, like the Newman Chamber of Commerce, Lions Club, and Rotary International, Steward and Jasper Orchards, <i>The Westside Index</i> newspaper, Central Valley Custom Harvesting, local Pest Control Advisory—to participate with OHS staff in student career and college readiness activities.</p> <p>Reflecting the rural nature of Newman and the pride with which the community regards its highschool, the OHS Ag department has been instrumental in developing relationships with ag-centric stakeholder support groups. The department arranges a variety of guest speakers from local agro-business and career fields to speak to students; Ag Field Days to local farms and dairies, affording students exposure to local ag-industries; and Ag Day at the Farm hosted by the Newman FFA, inviting students from local elementary schools to tour the school farm and learn about local ag businesses and programs. The support so derived is evident in the Agriculture Advisory Committee composed of leaders from all different sectors of agriculture and which meets three to four times a year with Ag teachers who provide Ag program progress updates.</p> <p>CTE pathway teachers, in conjunction with counseling department efforts, extend invitations to and host guest speakers from both local businesses and colleges (Modesto Junior College, Universal Technical Institute, UC Merced, Stan State) securing their support in informing students and parents about post-secondary college-and-career options.</p> <p>VAPA department maintains connections with local artists and community art organizations such as the Youth Art Month Show, Young Masters Art Show, and the Turlock Regional Art Show, providing OHS student artists a chance to network with professionals and showcase their art and abilities beyond the school site.</p>	<p>SST</p> <p>Senior Presentation & Interview program committees Newman FFA Joe Terra Farm and Orchard Newman Chamber of Commerce The Westside Index Lions Club Rotary International</p> <p>OHS Ag department event calendar Ag Field Days Ag Day at the Farm Agriculture Advisory Committee</p> <p>CTE Pathways & Counseling Dept calendar of events College days</p> <p>VAPA department calendar of events</p>
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E2. School Culture and Environment Criterion

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

E2 Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.

Indicators	Supporting Evidence
<p>E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.</p> <p>OHS implements policies and utilizing resources that ensure a safe, clean, and orderly place that nurtures learning that includes internet safety and provides Uniform Complaint Procedures (posted in every OHS classroom). The protocols, activities, and committees below are meant to provide a continuum of care and an environment free of cyber threats, bullying, substance abuses, discrimination, and external threats to student safety. The OHS site safety committee overseen by administration provides protocols for evacuation, lock-down, fire, and earthquake drills. Each classroom has evacuation maps, lockdown kits ("Emergency Buckets"), fire extinguishers, and first aid kits. Substitute teachers are given information binders with class rosters, evac and emergency procedures and other critical protocols. Students are drilled in emergency procedures via the school PA system.</p> <p>Four well-trained and experienced security supervisors and a School Resource Officer (a City of Newman Police Dept officer) oversee the campus supplemented by administrative help and a camera security system complete with a computer recorded surveillance program. A golf cart fleet makes for swift movement around the campus which is completely surrounded by a safety/security fence. Campus visitors are required to report to the office and demonstrate legal authorization before contact with any student. OHS employs the SmartPass system to record when a student leaves class for any reason. Its app tracks all the passes and provides campus security with an instant record of students authorized to be out of class.</p> <p>Many OHS students are active in the Protecting Health and Slamming Tobacco (PHAST) chapter founded in 2005 by the Stanislaus County Office of Education Prevention Programs Department and Health Service Agency. PHAST unifies participants from 31 high schools in a powerful mission: to keep communities healthy, happy and tobacco-free. PHAST oversees national Red Ribbon Week at OHS sponsored by the Nation Family Partnership which encourages participation in drug prevention activities.</p> <p>Internet safety is proactively addressed with student-user contracts and site admin/district team blocks on inappropriate social networking and live streaming websites. The Securly monitoring program allows OHS staff to monitor laptop use and flag attempted access of dangerous content.</p> <p>While bullying on campus is either infrequent or infrequently reported, the school formally addresses the topic at Parent Awareness Night, during Anti-Bullying Week, and student surveys. The OHS Pride Warrior Club provides a safe environment for LGBTQ+ students and their allies to meet and support each other.</p> <p>OHS annually administers the California's Healthy Kids Survey to students. As the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the</p>	<p>Uniform Complaint Procedures</p> <p>OHS Site Safety Committee Safety Plan and Protocols</p> <p>Campus supervisors Golf carts Camera System and monitoring software Safety Plan SmartPass App</p> <p>PHAST Meeting minutes Student Handbook Red Ribbon Week</p> <p>Securly program Student Handbook</p> <p>Parent Awareness night Anti-bullying week Pride Warrior minutes Healthy Kids Survey</p>

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<p>nation, its results are critical for improving OHS efforts to develop more effective health, prevention, and youth programs.</p> <p>OHS custodial maintenance technicians are present on campus daily, keeping the grounds clean and campus buildings functional. Two-way radio communications expedite response times and resolution. Complex maintenance issues are taken care of by district personnel through “school dude” email requests, “cc-ed” to site administration. A well-organized recycling program, overseen by the OHS Interact club helps keep the campus clean with strategically placed classroom and campus recycling receptacles.</p> <p>Every teacher is encouraged to post classroom norms and the school mission statement. Canvas and Britebox lessons and classroom interfaces often offer links to both, as well as procedures and norms.</p> <p>Classrooms are regularly visited by OHS Administration, District officials, and CIR teacher-observers encouraging uniform and safe environmental norms.</p> <p>OHS attendance and tardy policies are clearly defined. Expectations are reviewed with parents and students and reiterated through ParentSquate messaging and classroom reminders. Three unverified absences without valid excuse results in a truancy letter sent home. With four tardies during a quarter, the parent/guardian is alerted and the student is given Saturday School. Since ‘21-’22 OHS has wrestled with rising truancy and absenteeism. OHS employs a highly professional office staff tasked with duties from personnel oversight to financial management to coordination of student movement. Most significant, however, is their daily interaction, including bilingual fluency, with the students, parents, and community members.</p> <p>OHS dress code policy is clearly defined and communicated. Students out of compliance are counseled and provided with clothing to cover the inappropriate (or lacking) clothing. Since ‘21-’22 OHS has wrestled with rising disregard for dress code policy.</p> <p><i>E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.</i></p> <p>Though no longer a small school, the OHS staff has tried hard to hold onto its small school values, building relationships with individual students, and tailoring programs and resources to meet their needs in a caring and concerned atmosphere where high expectations are the norm.</p> <p>Teachers monthly submit at least one student from their classes for a Warrior Gold Card in recognition of outstanding citizenship, improvement, and/or participation in class. A letter is mailed home to parent(s) and a printed certificate given to the student. Student and staff birthdays are acknowledged on the morning announcements encouraging a sense of recognition and inclusion.</p> <p>OHS student clubs offer a variety of social choices, appealing to a range of interests and providing a positive environment wherein to explore these interests with like-minded students and nurturing faculty. These include: OHS Gaming Club, NAMI, PHAST, Interact, HYLIC, Pride Warriors, WOWE, OHS ASB, CSF, etc. Provision has been made through the OHS ASB for establishing new clubs according to student interest.</p> <p>Dia de los Muertos, Day of the dead, is an annual cross-curricular event embraced by OHS students and faculty, and in particular the Art and Foreign Language departments and the Hispanic Youth Leadership Council, who create a tableau display to which students can contribute photos of departed loved ones.</p>	<p>Maintenance Technicians</p> <p>Interact recycling</p> <p>Classroom norms Mission Statement Site, Admin, and CIR teacher observations</p> <p>Attendance Policy – Student Handbook</p> <p>Dress Code– Student Handbook</p> <p>Student Handbook</p> <p>Warrior Gold Card</p> <p>Daily Bulletin Announcements</p> <p>Student clubs</p> <p>Dia de los Muertos Program</p>
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<p>Three credentialed counselors are available to students. In addition to working above and beyond concerning present student academic and post-academic needs, our counselors routinely meet with students who struggle with social and personal anxiety. Those with behavioral concerns and issues are offered various resources and programs such as a Behavior Intervention Case Manager (BICM), Social Skills Group (SSG) meetings. Students with personal or emotional issues have access to counseling or are referred to local outside agencies in a sensitive and confidential manner. OHS is also fortuitous enough to have a full-time campus Mental Health Clinician available to students upon staff referral to students. Students in need of additional counseling resources are referred to any of three organizations located within Stanislaus County: The Center for Human Resources, Aspiranet, and the Family Resource Center of Stanislaus County Human Resources. Each organization employs professional, licensed counselors with expertise in childhood trauma, marriage/family issues, alcohol and other drug abuse, LGBTQ+ needs, and other life-impacting topics.</p>	<p>Credentialed counselors, duties and job descriptions</p> <p>Full-time Mental Health Clinician</p>
<p>All OHS students have access to the campus Pride Warrior club facilitated by students and two volunteer OHS staff-members. "Safe Zone" stickers are offered to teachers to voluntarily place in their offices and classrooms. Most places on campus display these small signs ensuring our LGBTQ+ students can feel safe from bullying in those areas.</p>	<p>Pride Warrior club</p> <p>Safe Zones</p>
<p>With funding from the Stanislaus County Office of Education, an OHS NAMI (National Alliance on Mental Illness) chapter was established and was immediately well attended. Student members spread awareness of mental health issues and the services and resources offered by the club.</p>	<p>National Alliance on Mental Illness chapter</p>
<p>OHS offers a wide variety of honors and AP classes in English, math, history, chemistry and Spanish. NCLUSD has mandated an open-entrance policy to any student who expresses advanced academic skills and an interest in testing them. The district also pays AP exam fees.</p>	<p>AP and honors curriculum</p>
<p><i>E2.3. Atmosphere of Trust, Respect, and Professionalism:</i> <i>The entire school community has an atmosphere of trust, respect, equity, and professionalism.</i></p>	
<p>OHS students are often reminded that they are a TRIBE and Thoughtful, Resilient, Innovative, Bold and Empathetic. Many rise to the occasion to make the best of opportunities offered by OHS and its district. They are respectful, grateful, and eager to please making this the best school on the Westside. That said it would be disingenuous not to admit that since '20, this expectation has been marred by increased student anxiety, disrespect, and apathy. Overall, however, for every negative. There are dozens and dozens of students engaged in the pursuit of their post-secondary goals and aspirations with animation and energy.</p>	<p>OHS Mission and Vision</p> <p>Student attitude</p>
<p>OHS juniors and seniors enjoy an open campus lunch policy and are trusted to engage appropriately in the community during lunch and otherwise. Students who fail to behave accordingly on or off campus lose this benefit as a result. Save for rare instances, students have also proven trustworthy in terms of not bringing prohibited items to campus, and as a result, OHS does not employ metal detectors.</p>	<p>Open campus</p> <p>Lack of many safeguards needed on other HS campuses.</p>
<p>Several student clubs help create and support an environment of respect and trust, through activities and modeling, including: Hispanic Youth Leadership Council (HYLC), Interact, National Alliance of Mental Health (NAMI), and Warrior Organization for Women's Empowerment (WOWE).</p>	<p>Student club support of school atmosphere</p>
<p>OHS is kept clean by dedicated custodial staff and most students. Those who do not pick up after themselves may have to help pick up all trash after lunch. Students are encouraged to respect their campus environment via staff and peer admonition and example.</p>	<p>Clean campus</p> <p>Staff professionalism</p>

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<p>OHS staff professionalism is demonstrated through a variety of means and expressions throughout the school-year wherein professional expectations are high. All staff are expected to conduct themselves with professionalism concerning the accomplishment of the OHS mission and vision.</p> <ul style="list-style-type: none"> ● Strong teacher/student relations ● Evaluation process for teachers ● CIR (Curriculum Instructional Review) peer-teacher evaluations ● Dedicated, regular collaboration periods for departments ● Opportunities to attend DO approved outside professional development ● Monthly Site Council meetings ● OHS Administrative and District Office observation with feedback to each teacher ● Highly qualified teaching staff ● Ongoing training and conferences for all staff ● Highly qualified and credentialed counseling staff 	<p>OHS Mission and Vision</p>
<p>OHS relies on all its stakeholders–Newman community parents, boosters, business leaders, fellow professionals, and broader school community to assist with planning and decision-making. Various groups within the OHS and greater district ecosystem are vital for their input, which would be worthless were it not for an atmosphere of mutual trust and respect, including: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, NCLUSD School Board. Data from school and community surveys directed by administration and the above groups are seriously and carefully considered in an attempt to treat all stakeholders with respect and equality. Once again it would be disingenuous not to cite the drop in consultory event participation by parental and local community stakeholders. OHS staff need to explore ways to encourage greater engagement.</p>	<p>Stakeholder participation</p>

E3. Personal, Social-Emotional, and Academic Student Support Criterion

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

E3 Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Indicators	Supporting Evidence
<p>E3.1 Academic Support Strategies for Students: <i>School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.</i></p> <p>Three counselors with valid Pupil Personal Service Credentials, the Principal and two AP's, serve lead roles in addressing student academic needs. Counseling services are available Mon.- Fri. during and after school hours, and further hours available upon request. Financial Aid and College Awareness & Applications workshops scheduled by the counseling dept. address financial, post-secondary, application, career, and interview student needs. OHS boasts both an on-campus LVN and CNA, supplemented by regular District RN visits, should health concerns interfere with academic needs.</p> <p>All OHS students are scheduled a study-hall period with reliable internet and educational resource access, as well as structured supervision and expectations for students with a "D" or an "F" in any subject. Other students work independently and seek support as needed. The state and national teacher shortage has had a direct and negative impact on the study-hall paradigm. While many students use study hall as intended, others abuse it and accomplish very little.</p> <p>The AVID program was reinstated in '22-'23 school year, helping traditionally socio-economically under-represented students achieve their academic needs and goals. '22-'23 also marks the beginning of OHS's first Link Crew program efforts to "link" upperclassmen volunteers with incoming Freshman providing both academic and peer support. Literacy Support class, available for underachieving students, focuses on developing fundamental ELA skills in support of a student's grade-level course needs. Implemented in the '20-'21 Achieve 3000 assesses student reading level-need and meets that need with appropriate reading material designed to build acumen and skill. Though originally campus wide, it is presently used by SpEd teachers, literacy support classes and the EL program.</p> <p>Many OHS students require Individualized Learning Plans to accommodate their academic needs. These include EL, IEP, 504, and Resource students. OHS teachers work in tandem with SpEd teachers to ensure students equal access through an effective use of academic strategies. The ELLevation program allows teachers to monitor EL student progress with regard to current CELDT scores and use the information to create strategic lesson plans targeting student needs.</p> <p>A teacher, parent, counselor, site administrator, or student can request a Student Study Team (SST) through the newly vetted Beyond SST program as a first step in addressing their individual academic needs at any time during the school year. Results can lead to a health and/or 504 plans, or SpEd testing if the SST approaches do not meet student needs. Staff received training Beyond SST this school year. The above programs have been fairly effective as strategies and personalized, multi-tiered support approaches in meeting academic student needs.</p>	<p>OHS Master Schedule Counseling Dept. Staff Lists</p> <p>School Nurse & Nurses Assistant Study Hall Policy</p> <p>AVID program schedule Link Crew schedule</p> <p>Literacy Support Achieve 3000</p> <p>IEP, 504 plans ELLevation</p> <p>Student Study Team Beyond SST program</p>

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<p>Present the campus wide use of the Canvas on-line learning management system (LMS) integrating subject curriculum in an easily navigated platform facilitates equal access and affords students a means to direct questions and requests to teachers. Posted lessons, objectives, files, videos, quizzes, handouts, forms, graphic organizers afford students instant access to class resources and “Speed-Grader” feedback on assignments. Canvas Grades provides teachers with a platform on which to work before syncing grades with the PowerSchool student management system.</p>	<p>Canvas LMS</p>
<p>The FuelEd program provides students with a lack of graduation credits or who academically need to repeat a course with a, voluntarily or involuntarily, means to meet A-G requirements and recover credits. FuelEd courses meet UC/CSU A-G requirements.</p> <p>Instructional aides are assigned from 8am to 2pm to students, according to IEP and 504 accommodations. Effective use of these important individuals is presently problematic due to time constraints. If IEP/504 students could be more strategically placed in core classes (ELA, Math, Science, Social Studies) at the beginning of the day, it might be more effective in addressing their academic needs.</p>	<p>Credit Recovery program, FuelEd</p>
<p>English Language Learners are tested on a regular basis to evaluate whether they should be moved out of these support courses and enrolled in A-G courses as rapidly as possible. Online credit recovery options approved by the college board allowing students to gain A-G status are available for students who do not move quickly enough. Departments assure EL academic needs with instructional aids, collaborative groups, learning pairs, visual aids, videos, multimedia presentations, translation software, differentiated instruction, preferential seating, resubmissions/retakes of assignments/tests, and modified assignments.</p>	<p>ELL resources</p>
<p>The open-entrance policy mandated by NCLUSD, offers students with advanced skills Advanced Placement and honors options in English, math, history, chemistry and Spanish to develop them further.</p>	<p>Advanced Placement and honors program</p>
<p>After school tutoring, Tues.-Fri., from 3 - 4pm, is offered by the Civic Action Fellows program through California State University Stanislaus in partnership with California Volunteers and AmeriCorps. Further, nearly all core teachers schedule classroom or virtual (Zoom) tutoring hours before or after school available to all students.</p>	<p>After school tutoring</p>
<p><i>E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.</i></p>	
<p>OHS leadership, which includes administrators, counselors, and teachers, are aware of their role as managers of student support and responsible for helping to maintain the OHS mission and vision for them. As constant as this has been, since ‘20 student social emotional needs and how they impact learning, has grown more challenging.</p>	<p>Leadership team meetings</p>
<p>All classroom teachers work to develop deep enough relationships with their students so as to best understand their learning and social emotional challenges. Greeting students at the door, confirming lesson activities, e.g. journals and read-alouds, Q&A sessions, student surveys, after school “tutorials” that end up being as much concerned with social support as adjusting instructional options or providing academic support, are but a few illustrative examples wherein an environment of learning and concern for social emotional needs is promoted. One purpose of Dept. Collaboration periods are to discuss concerns for students who display greater need and cooperatively strategize how to resolve them or develop alternative instructional options. If needed, additional Student Study Team support is available, at teacher, parent, counselor, site administrator, or student request, through the Beyond SST program. If the alternate strategies and personalized multi-tiered approaches of health and/or 504 plans prove unsatisfactory, SpEd testing and possible IEP interventions, is a next step in</p>	<p>Classroom activities and lessons</p>
	<p>Collaboration period minutes.</p> <p>Student Study Teams</p> <p>Health/504 plans</p> <p>SpEd testing</p>

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<p>providing for individual learning and social emotional needs.</p> <p>An active and involved counseling department further supports this scaffolding. Three credentialed counselors are available to students and teachers, offering counseling for learning and social emotional needs, student and family surveys, and coaching students in resolution strategies. As mentioned earlier the availability of a full-time campus Mental Health Clinician represents a deep resource and support tier. Students in need of additional counseling resources are referred to the licensed professionals of any three Stanislaus County organizations: The Center for Human Resources, Aspiranet, and the Family Resource Center of Stanislaus County Human Resources. Each organization employs professional, licensed counselors with expertise in a wide variety of social issues and concerns.</p> <p>Though not necessarily a professional support, the role played by students and student organizations in the alternative and social emotional paradigm cannot be understated. Sports programs, career centered organizations, clubs catering to student interests, represent an opportunity to meet with peers of like-minded purpose and a strong tier of personalized support. The National Alliance of Mental Health (NAMI) club centered on mental health issue awareness and promoting active and positive messages regarding mental health; OHS Pride Warriors club promoting tolerance and acceptance, and the importance of building a safe social environment for LGBTQ+ students of all orientations and their supporters at OHS; The newly instituted OHS Link Crew and its mission to provide OHS centered learning and social supports for incoming freshman, are excellent examples of this.</p> <p>Leadership's emphasis on A-G course additions and various CTE pathways also affords a multi-tiered approach to student learning needs that is both alternative in the sense that they offer choice, and individual in that they address student interest as well as ability level as many pathways offer beginning and advanced options.</p> <p>EL reclassification procedures, through testing, writing samples, and ELLevation monitoring data, further address the individual needs and sense of learning success among English Language Learner students.</p> <p><i>E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:</i> <i>The school leadership and staff assess the effectiveness of the multi-tiered support system and impact on student success and achievement.</i></p> <p>The OHS mission and vision remains a constant and overall guiding principle to all staff concerning our partnership with our students in helping them achieve their personal, social-emotional and academic goals. Leadership and staff therefore use a variety of ways to assess the overall effectiveness of the school's support system and its impact on student success and achievement in a number of ways.</p> <p>As mentioned before, the yearly nominated and departmentally representative OHS Leadership team members meet monthly to guide the school with accomplishing site-wide projects, processing areas of concern, and addressing needs. Representatives act as a conduit, bringing requests and concerns from their departments, as well as delivering direction and guidance from administration. Such are discussed, realized, or tended to by teachers in the bi-daily Department Collaboration periods. Monthly Staff Collaborations complete the circle of communications, acting as a stage by which to report survey, projects, and assessment results. OHS has found this to be much more productive than monthly staff meetings alone. This cycle represents the means by which assessments of the multi-tiered support system and its impact on the success and achievement of OHS students is discussed and further accessed.</p> <p>Traditional academic assessment of the system begins in the classroom through student</p>	<p>IEP</p> <p>Credentialed Counselors</p> <p>OHS Mental Health Clinician</p> <p>Stanislaus County resources</p> <p>OHS Clubs and Student Council</p> <p>A-G classes within the CTE Pathways</p> <p>EL Reclassification</p> <p>Leadership Team > Staff Collaboration > Department Collaboration cycle Classroom participation > Canvas (turn in) > Canvas Grades ></p>
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<p>participation; interaction with peers, tutors, and teachers; the results of formative and cumulative assessments. CFU, exit-tickets, and an assortment of diagnostic tools help measure the effectiveness of lessons and activities. Helpful Canvas learning management system (LMS) assignment and grading tools help with this process measuring student participation, assignment category results, and render work percentage results. Canvas results are synced with PowerSchool student management system producing a “final” grade on a weekly or bi-weekly basis. Grade period results are reviewed in department collabs and any important site-wide trends, e.g. the results of the School Wide Writing Assessment, Avid Program or AP exam results, are assessed and reported to the administration/Leadership team. Various extra assessments, both annually and tri-annually, such as iReady, SBAC, 11th grade diagnostic, help assess student levels and by extension identify academic support needs.</p> <p>Classroom assessment, scores, grades and direct observations, accessing the effectiveness of the system on student success may result in a recommended or requested Student Study Team (SST) assessment if a student academic success remains a concern. Results can lead to a health and/or 504 plan based on cumulative folder review and teacher input via Present-Levels-of-Performance reports, or SpEd testing if the SST and follow up SST are accessed as not meeting student needs. An OHS Assistant Principal responsible for annual reviews, student, and parent and teacher notification oversees this process.</p> <p>Special Education student course progress is based on their IEP goals and reading, writing and math assessment levels using data from their tri-annual testing, CELDT scores, Lexile scores (if applicable), state standardized testing and past grades. Case managers are responsible for monitoring students and providing general education teachers with each student’s accommodation and modifications. All IEP students have mainstreamed courses on their schedules where course content teachers access the affectivity of their IEP accommodations via teacher observations and grades via Canvas and PowerSchool. All students entering California schools are surveyed for home language. All students speaking a home language other than English are further accessed by the site or district using the California English Language Development Test (CELDT). Using their scores from CELDT along with any other data available to us such as, CAASPP, i-Ready, Lexile scores, teacher input on present levels, and past grades students are designated as English Learners EL and placed in English Language Development (ELD) classes, resource classes with Achieve 3000 and/or general education English courses.</p> <p>The state and national teacher shortage has left OHS deficient in this area and its EL students in need of a consistent ELD teacher and a set curriculum. This is an area of high priority to the OHS administrative team and the NCLUSD district office staff. ELD classes and some general education courses in which EL students are mainstreamed have a bilingual paraprofessional assigned to the class for an additional layer of support. Students are exited from ELD classes based on supporting data such as increased CELDT scores, grades and present levels. Often it is a process of either mainstreaming into an English class while continuing support in an ELD class. The ELlevation program aids in this process by surveying a student’s home language survey, monitoring overall language development levels, IEP status, and recommendations for Reclassified Fluent English Proficient (RFEP). Accessing the efficiency of social-emotional support is a bit more problematic, though needs and concerns, as well as strategies to address them are discussed as part of the agenda in the meeting cycle described above.</p> <p>Lesson objectives that involve opportunities and exercises to develop social-emotional skills and which can be evaluated in terms of participation—some of which can be “scored” in a traditional sense when they also appeal to CCSS—are employed, for example face-to-face communication—discussions, think-pair-share, student close read; reflective journals</p>	<p>PowerSchool Grades cycle PowerSchool and Canvas data</p> <p>Present Levels of Performance reports</p> <p>School Wide Writing Assessment</p> <p>IEP monitoring goals and progress assessment Tri-Annual testing SpEd testing and meeting calendar Summative Assessments CAASP iReady diagnostic</p> <p>CELDT</p> <p>Student data as communicated by Canvas, Power School and teacher observation</p> <p>EL curriculum EL reclassification procedures Ellevation</p> <p>Lesson plan objectives Collaboration discussions</p>
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<p>read-alouds; team building through multi-mode projects, and small group activities the involve verbal and kinesthetic objectives and later accessed by the teacher or a department collaboration in terms of “success.”</p> <p>The counseling department’s calendared workshops in which students are expected to interact with each other, the presenter, and counselors, the effectiveness of which are accessed in attendance number records and concrete outcomes, e.g. number of applications, financial aid submissions, etc. The department’s Mental Health and Wellness surveys sent out to students, families, and staff and measured in participation numbers and results offers an effectivity assessment.</p> <p>Sports team, ASB club, organization, and program rosters indicate a certain level of effectiveness in terms of participation and the number of students taking advantage of social situations through which social-emotional skills are developed. These also affirm that on the whole OHS students are quite eager to participate and be involved with their school culture. ASB SC and Athletic Director records indicate that the growth of new student organizations and teams that have applied and been granted official OHS status is healthy and indeed an easy process. That said, numbers may also indicate that not all students are engaged with on-campus opportunities and activities possibly due to lack of subject interest or need. Advisor and coaches respectively consider and discuss such in an effort to assess program effectiveness in terms of system support and impact.</p> <p><i>E3.4. Co-Curricular Activities:</i> <i>The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college-and-career readiness standards.</i></p> <p>OHS provides students with a variety of curricular and co-curricular activities linked to its mission and vision, as well as academic, and college-and-career readiness standards, including clubs, classes, and programs.</p> <p>Courses taught by the OHS Ag Department under the moniker FFA (Future Farmers of America) are also Career Technical Education (CTE) classes. All students enrolled are encouraged to attend monthly evening meetings run by student officers, focusing on the role Ag plays in the community, careers, and team building activities. Interested and academically eligible (2.0 GPA) students may explore Vet Science and Animal Husbandry by raising livestock at the Joe Terra farm, as well as showing them at local competitions. Students maintain a record book, tracking their Ag project progress.</p> <p>While OHS students in drama classes are not required to participate after school hours, students write plays and perform in the spring time for other classes and staff on campus and in the Yolo Junior High auditorium. A strong local community theater affords students additional opportunities to utilize class and drama career skills.</p> <p>Advanced Computer programming II courses are available to all students, focusing on robotics design, creation, and programing. Students can test their career-and-college ready skills in county level competitions each spring.</p> <p>The Yearbook elective course offers students options to further develop computer and technical digital photography, composition, layout, and production skills as well as social skills in interviewing, salesmanship, and communication.</p> <p>The Fine and Performing Arts Department Several local events involve OHS students: Youth Art Month Show, Young Masters Art Show, and the Turlock Regional Art Show. encouraging students to showcase their skills at these shows often for scholarships and prizes. Further one</p>	<p>Counseling Department calendar</p> <p>Mental emotional health and wellness survey</p> <p>Sports team, ASB club, Student organization and program rosters.</p> <p>ASB SC records Athletic Director records</p> <p>Lists of co-curricular activities FFA program CTE pathways Livestock raising</p> <p>Master Schedule Drama</p> <p>Computer programming II Master Schedule Course Catalog</p> <p>Yearbooks, Yearbook class Master Schedule</p> <p>Band Elective</p>
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<p>to two district musicals are written and performed each year showcasing student musical skills supported and taught in the OHS Band elective course. Practicing during and outside the school schedule, developing the rudimentary and advanced music skills, OHS Band members perform at all home football games, concerts throughout the school year, and district graduations.</p>	
<p>Skills taught in School Leadership class directly impact career-and-college readiness in terms of social-emotional development and engagement as, in conjunction with the OHS Student Council, students actively pursue positive influencer roles through participation, planning, and facilitating student events. To be clear, students do not have to be SC members to join the class; they must only have room in their schedule and maintain a 2.0 or higher GPA. Student Council, made up of officers elected by their peers, meets weekly before school and is responsible for hosting rallies, the junior/senior prom, and approving or denying school activity requests. Officers must maintain academic eligibility (2.0+ GPA of 2.0 and no quarter or semester F's). OHS student clubs offer a variety of co-curricular choices, appealing to a wide range of personal student interests as well as providing a forum wherein to develop communication skills. From their freshman year onward, students are encouraged during the OHS Club Rush event to engaged with campus and community clubs such as: OHS Gaming Club, NAMI, PHAST, Interact, HYLIC, Pride Warriors (GSA), WOVE, OHS ASB, CSF, etc. All clubs are required to take attendance, keep meeting minutes, financial records, and extracurricular event sign-in sheets.</p>	<p>Leadership Class Rosters, Curriculum</p> <p>Student Council Minutes</p> <p>Student Council Club Lists</p>
<p>The Senior Presentation and Interview Project graduation requirement is effective in preparing students to transition from high school to college and career. The project's business documents, including resume, letters of recommendation, and cover letter; its presentation and mock interview and presentation, are helpful for post-secondary success. Its emphasis on mandatory community service hours further develops empathetic social skills and aligns with OHS mission and vision in producing thoughtful and empathetic learners.</p>	<p>Senior Presentation and Interview Project</p>
<p>The Stanislaus County Occupational Olympics and Career Exposition promotes academic and occupational understanding in various career areas by highlighting curriculum skills learned in OHS CTE pathway and recognizes student skill mastery. The event is sponsored by Save Mart CARES, the Stanislaus County Office of Education (SCOE), Stanislaus Partners in Education (SPIE), Stanislaus County Fair, Modesto Junior College, local business and industry, and school districts county-wide. OHS students have historically participated in Portfolio, Robotics, Job Seeking, automotive technology, Floriculture, Welding, Small Engine Technology, Criminal Justice, and Agriculture Equipment Technology events which change each year based on student interest.</p>	<p>Occupational Olympics and Career Expo rosters and results</p>
<p><i>E3.5. Student Voice:</i> <i>Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</i></p>	
<p>2020's Shelter-in-Place and the Distance & Hybrid Learning of '21-'22 affected OHS students and staff deeply on both a personal and social level. Recovery Year-1 underscored just how deeply, as OHS students expressed those effects in both anticipated and unanticipated ways and as leadership and staff struggled to design strategies to address them and respond to the increased responsibility to do so. Recovery Year-2 continues to highlight the complex nature of our students' personal and social challenges. OHS's dedicated leadership and staff are still exploring means by which to address these challenges meaningfully while at the same time fulfilling our role as educators and realizing our Mission and Vision.</p>	

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As mentioned in other sections, classroom teachers in their expanded role have focused on creating meaningful relationships with students emphasizing communication skills, as well as safe, welcoming, and controlled environments wherein students are encouraged to express themselves and teachers act as listeners and advisors. OHS teachers design lessons and classroom procedures with opportunities and assignments that encourage students to express thoughts and ideas in controlled and responsible explorations of emotion, interest, and concern through art, written composition, guided discussions, student driven research, and focused Q&A.	Classroom practice, procedures, and lessons
Special Education Department Students are invited to their annual IEPs. Students participate in daily gratitude and check-ins each morning, and are invited by their SpEd teachers to contribute input to their transition goal progress, giving them a sense of self-advocacy.	EP procedures and goals
Ag Department teachers and FFA advisors design SAE (Supervised Agricultural Experience) projects that allow students to communicate and display their journey of creating Ag projects and sharing that experience with peers, teachers, and local Ag business leaders.	FFA program SAE
Daily Journals shared with peer-audience, student group Book Talks centered on student-choice-literature, guided group discussions, Socratic teaching in the ELA department affords students a chance to share opinions and thoughts on a topic as well as explore their interests and act as contributors whose opinions matter. Advanced honors and AP courses expand on these opportunities and assume more responsibility refining their opinions, goals, and thinking.	Journals, Book talks, Guided discussions
Daily guided discussions of current events in Social Studies classes allow students to make relevant connections between history and current student concerns. Debates and Socratic seminars help students sharpen their ability to advocate for their opinion and needs. Success 101 Follow Up Modules allow students to monitor, reevaluate, and revise academic goals and personal support needs.	Social Studies guided discussions Success 101 modules Student Performances
VAPA Department students are encouraged to express themselves and their talents through the arts while at the same time building skills, confidence in their expression and a sense of self-worth as they create plays, musicals, band performances, drawings, paintings, sculptures, ceramics. Advanced art courses allow students to create an artist statement as part of developing and establishing their student-artist voice and presence.	Student Artwork
Student-led OHS co-curricular clubs represent an extremely important conduit by which students make meaningful connections with both the campus and local community as they arrange meeting agendas, guest-speakers, club events, and plan recruitment. Further, OHS clubs, guided by dedicated advisors, encourage student voice and self-advocacy, representing OHS's diversity, and creating safe forums where students can explore current interests with like-minded peers. In particular the OHS NAMI (National Alliance on Mental Illness) and Link Crew organizations have done amazing work encouraging student self-worth, personal advocacy, and the core belief that students can make a difference.	Club Rosters/Minutes
Student Council, and Leadership class allow for student representation in all aspects of high school life and encourage students to make connections with the larger community as they suggest and plan student-driven ideas through these forums; realize them with group, committee and team effort; and in turn encourage a sense of self-determination. This year's successful student driven petition to modify 2nd Semester's daily class schedule and next year's calendar is a case-in-point for a growing student sense of voice, an understanding of self-advocacy, and making connections with a wider community.	Student Council minutes Leadership class
Students have a large variety of opportunities to grow their student voice by joining an OHS sports team. These outside of school athletic opportunities allow students to strengthen their	

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<p>teamwork and communication skills. Many students feel more comfortable expressing themselves on the field or court than in the classroom.</p>	<p>Sport Rosters <i>Westside Index</i></p>
<p>The annual yearbook is a whole document dedicated to student voice, wherein students highlight through theme, digital photography, interview, composition, and layout a concrete expression of themselves. Student photographers, interviewers, and management must advocate for their vision by reaching into the campus and local community, making connections and establishing meaningful relationships.</p>	<p>Yearbook class</p>
<p>Stanislaus County Occupational Olympics and Career Exposition event connects Orestimba students with members of the community, business leaders, and students from other schools, creating a web of career connections that can be leveraged in the future.</p>	<p>SC Occupational Olympics & Career Expo</p>
<p>The annual Senior Presentation and Interview Project wherein students showcase their post-secondary plans, highlight their accomplishments and interests, present formal documents, manage technology (Powerpoint,) and assess their interview skills is meant to act as a bridge to the world of career as they interact with teachers, administrators and local business leaders.</p>	<p>Senior Presentation and Interview Project</p>
<p>Speech Contests put on by the Lions' Club, Rotary International, or the Stanislaus County Office of Education represent another avenue by which some OHS students have expressed their opinions on a variety of subject, made meaningful connections with local club representatives and speech tutors, and realized the power personal and self advocacy.</p>	<p>Various speech competitions</p>
<p>Many scholarship applications require personal essays on topics of concern or controversy. While it could be argued that such are fueled by financial need, the OHS Counseling Department understands that taking a risk and making the attempt can be healthy to a student's growing sense of self-realization and worth. The Department's calendar offers numerous such event workshops that encourage just such thinking.</p>	<p>Scholarship compositions</p>

**ACS WASC Category E. School Culture and Support for Student Personal,
Social-Emotional, and Academic Growth:
Synthesize Strengths and Growth Needs**

Areas of Strength

1. OHS has a strong team of special education teachers who work with general education teachers on best practices for special education students.
2. All students have a study hall period wherein to finish homework, class projects, and assignments.
3. OHS teaching staff have a collaboration period wherein to address school and student needs, problem solve, strategize module and lesson approaches, plan assessments, and calendar standards.
4. The OHS counseling department works hard to provide students with career and college opportunities and collaborate regularly with site administrators to bring new opportunities to campus. They also collaborate with the Stanislaus County Office of Education by attending committee meetings and participating in outreach programs such as College Awareness Night.
5. The OHS Leadership class, Ag department, Student Council and campus clubs work hard to engage students and encourage them to participate in extracurricular activities to promote student connection to school.
6. OHS is an overall positive place to attend school where staff cares about students and families and teachers work hard to get to know their students on a personal level.

Areas of Growth

1. OHS needs to continue to explore ideas to increase parent involvement in all areas of the school program. Low parent turn-out to many historically well attended events has been a growing trend as online avenues and present social circumstances seem to minimize the need for Parent/School interaction. There needs to be an on-going staff discussion on how to buck this trend and improve and strengthen parent-school relationships.
2. The OHS admin team is strategizing with teachers as to how to make initial and ongoing parent contacts more effective. ParentSquare, Canvas messaging, email, and an in-class phone system has helped with ease of notification, but there are always challenges in a high school setting. For example one of this concern's roots is parental disengagement due to an over-saturation of messaging/email approaches—overall parents are choosing not to sign up for Canvas or PowerSchool notifications or disengaging them altogether.
3. The OHS administrative and counseling team will continue to use viable data to properly place English Learners and low performing students in appropriate level classes, but a more robust and consistent system of support to answer EL personal, academic and social-emotional needs must be explored.
4. The dedicated OHS leadership and staff are still exploring means by which to address the challenge of balancing student personal, social-emotional, and academic support needs, carrying the growing weight and expanding responsibility as de facto “caregivers,” and fulfilling our role as educators to realize our Mission and Vision in spite of the growing devaluation of education, rise in blatant disrespect, and sense of entitlement on the part of our charges. If nothing else, at least the conversation must continue in hopes that it will

eventually expand to include all school stakeholders serious about the future of OHS.
(Teacher Self-Reflection).

Prioritized Areas of Growth Needs from Categories A through E

- 1. Update and align mission and vision statement**
- 2. Increase Student Engagement as measured by tardies, cuts, suspensions, and ADA.**
- 3. Benchmarking students that is aligned with College and Career Ready**
- 4. Evaluate Math Curriculum (highly qualified teachers, same curriculum for 9 years, little to no growth)**
- 5. Interventions for low performing groups (EL specifically)**
- 6. Additional SEL support needed**
- 7. Increase Parent Involvement**

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Our mission and vision statement will need to be revised as the 23-24 school year begins. We will use a similar process to what we used a few years ago. Start with each individual's mission and vision statement then go to small groups until we have one statement that is inclusive to all.

After Covid, some of our students are having difficulty “doing school”. We have a big Tardy problem and students are roaming campus. With the use of SmartPass, it has made a difference in the amount of students leaving class during class time. As a staff we will need to work on Tardies, as they continue to be a major detraction from instructional time.

We are currently using I-Ready to benchmark our students. The entire district is using i-ready, so as the years progress we will have data on our students that show growth over their entire educational span, or lack of growth. Currently we are finding that our students are not finding relevance in the benchmarking. We will need to find a way to make it relevant or look into another way of benchmarking students.

For years we have stayed flat in our state testing scores in Mathematics. We have highly qualified instructors, they have had numerous and ongoing training from the county office of education. There are two constants, our scores are flat and we have used the same curriculum since common core has started. Our Math Department will need to engage in adopting a new curriculum.

Pre-Covid we were getting great results of students being reclassified as fluent english proficient (FEP). Since then we have had to make changes in the instructor due to credentials and our number of students that are level 1's and 2's have increased. We were able to find a properly credentialed teacher and will need to continue with professional development and support.

Currently we have three counselors to meet the needs of 1033 students. An additional counselor is needed.

Orestimba will continue to have a presence in social media, communicate with parents through ParentSquare, Parent Information Nights/Workshops, and 2nd Cup of coffee. In addition to all the required meetings like ELAC/DELAC and SSC.

Chapter V: Schoolwide Action Plan

1. Update and align mission and vision statement

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Individual statements on why they chose education	Beginning in the Fall 2023	All Staff	Site	Staff Meeting Agendas	Staff Meetings Dept. Notes
2	Department statements on why they are teaching/working in the field they are working. (based off individual statements)	Following step 2 in Fall of 2023	All Staff	Site	Staff Meeting Agendas	Staff Meetings Dept. Notes
3	Leadership team to develop a mission and vision based on the department statements.	Following step 3 in Late Fall of 2023	All Staff	Site	Leadership Agenda	Dept. Collaborations Staff Meetings Postings

2. Increase Student Engagement as measured by tardies, cuts, suspensions, and ADA.

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Make the problem known. Attendance has not been a point of emphasis since Covid. We will make the data available to all stakeholders through classroom comments, social media and parent communications	2023/24 school year and beyond.	All Staff	Site	Staff Meeting Agendas	Staff Meetings Dept. Notes
2	Clear consequences to tardies, cuts and unexcused absence.	Continuous	Leadership Team	Site	Student Handbook	Leadership ParentSquare

3. Benchmarking students that is aligned with College and Career Ready

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Continue with iready until valid replacement is in place	current	All Staff	Site	Staff Meeting Agendas	Staff Meetings Dept. Notes
2	Evaluation of college ready assessments	Spring 23	Director of Secondary Instruction Departments	Site District	Department Collaborations	Staff Meetings Leadership
3	Implement new benchmarking assessments	Fall 24	Administration Team Teachers	Site	Benchmark data	Staff Meetings Parent meetings

4. Evaluate Math Curriculum (highly qualified teachers, same curriculum for 9 years, little to no growth)

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Adopt new curriculum	23-24 school year	Math Department Dir. Secondary Instruction	Site District	Staff Meeting Agendas	Staff Meetings Dept. Notes
2	Professional Development	Summer of 24	Dir. Secondary Instruction Math Department	Site District	Fully implemented Curriculum	Staff Meeting Board Meetings

5. Interventions for low performing groups (EL specifically)

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Professional Development for all staff members	23-24 School Year	Assistant Principal Coordinator of Secondary Education	Site District	Agendas Feedback Data Revision	Collaboration / PLC/ Staff Meetings Department Notes
2	Adopt new ELD curriculum	23-24 School Year	Assistant Principal Coordinator of Secondary Education	Site District	Site District	ELAC and / DELAC Meetings
3	EL Site Walkthroughs	23-24 School Year	Assistant Principal Coordinator of Secondary Education	Site District	EL site visit Google Form	Share data and strategies with staff during collaboration/ PLC/staff meetings


6. Additional SEL support needed

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Increase Personnel to support SEL for students.	Spring 23	All Staff	Site	Staff Meeting Agendas	Staff Meetings Dept. Notes
2	Track student Data	Spring 23 and beyond	Counselors	Site	Counselor meetings	Staff Meetings Annual Board report

7. Parent Involvement

	Specific Steps	Timeline	Responsible Parties	Resources	Assessment	Method of Reporting
1	Make calls, text messages and emails for all meetings for parents, i.e., SSC, ELAC, Parent Education Nights, Parent-Teacher Conferences...	Ongoing	Admin Team Leadership Team Teachers	Site	ParentSquare data	Staff, leadership and department Meetings
2	Each Teacher will use a communication system (Parent Square) to communicate at least once per month.	Ongoing	Teachers Leadership Team	Site	ParentSquare data	Leadership Team Minutes
3	Invite parents to a monthly “2 nd Cup of Coffee” Meeting. During this time we will have an informal sit down with any parent that wants to come and discuss any issue.	Ongoing	Admin Team	Site	ParentSquare data	Leadership Team Minutes
4	Develop the Mission and Vision with input from all stakeholders.	Beginning in the Fall of 2023	Administrators Leadership Team Teachers SSC ELAC	Site	Leadership Team Minutes SSC ELAC	Meeting Notes
5	Revise and get approval from Leadership, SSC, and ELAC	Fall 2023	Administrators Leadership Team SSC ELAC	Site	Staff Meetings Training Agendas Department Meetings	Leadership Team Minutes Training Agendas Department Meeting Agendas
6	Get the message out: Classroom posters, Letterhead, beginning of meetings.	Ongoing	Administrators Teachers	Site	Department meetings Agendas	Department meeting

Appendices:

- A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
LCAP:  2022_LCAP_Newman-Crows_Landing_Unified_School_District_20220...
On Website: <https://www.nclusd.org/page/local-control-accountability-plan>
- B. Results of student questionnaire/interviews
[Fall 2021 Social Emotional Students](#)
[Spring 22 Social Emotional Students](#)
- C. Results of parent/community questionnaire/interviews
[Parent Survey 2022](#)
- D. The most recent California Healthy Kids Survey
[Student CHKS](#)
- E. Master schedule
https://docs.google.com/document/d/14dNo4AIHuisWYvXR59NJVvQuZYvcSg3AY4K6OaoNIP0/edit?usp=share_link
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
https://drive.google.com/file/d/15DXL34odeSdOJo1g6xWSo7ZZe7FD9y71/view?usp=share_link
[A-G PDF](#)
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID.
https://docs.google.com/document/d/14dNo4AIHuisWYvXR59NJVvQuZYvcSg3AY4K6OaoNIP0/edit?usp=share_link
- I. California School Dashboard performance indicators
[Orestimba Dashboard link](#)
- J. School accountability report card (SARC)
[22/23 SARC REPORT](#)
- K. CBEDS school information form
https://drive.google.com/file/d/1cjknimZnQeYIsA_6XqxfzJMpdIiv3Ash/view?usp=share_link
- L. Graduation requirements
https://docs.google.com/document/d/14dNo4AIHuisWYvXR59NJVvQuZYvcSg3AY4K6OaoNIP0/edit?usp=share_link
- M. Any pertinent additional data (or have on exhibit during the visit)
[I Ready 21-22 and 22-23 Data](#)
- N. Budgetary information, including school budget
- O. Glossary of terms unique to the school
[Glossary of terms unique to Orestimba High School](#)