

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Orange High School		
CDS Code	30-66621-3035409		
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Superintendent	Dr. Gunn Marie Hansen		
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The District Governing Board approved this revision of the SPSA on	December 13, 2018		

The School’s Mission & Vision Statements

VISION STATEMENT

Orange High School will be recognized as a model institution of continuous improvement. Using researched based strategies, employing recognized best practices, and providing a collaborative culture, Orange High’s shareholders will hold the expectation that all students can master and/or exceed the California Content Area Standards.

MISSION STATEMENT

Orange High School is committed to the continual improvement of academic achievement by providing open access to rigorous curricula in a supportive learning environment. All students will have the opportunity to complete college entrance requirements and explore career pathways in preparation for a global economy.

Schoolwide Learner Outcomes:

By graduation from Orange High School, each student is expected to become:

Critical/Complex Thinkers who:

- Analyze, interpret, and evaluate significant concepts within various contexts
- Develop solutions to problems based on justifiable rationale
- Transfer learned skills to new situations
- Use effective leadership and group skills while establishing and accomplishing significant goals

Responsible Citizens who:

- Recognize and respect individual and cultural differences
- Make informed decisions and understand consequences
- Contribute time, energies and talents to improve the quality of life in our schools, communities, nation and the world
- Demonstrate respect for self, others and the environment

Effective Communicators who:

- Read, write, speak and listen reflectively and critically
- Use language appropriately to convey significant messages to others both verbally and in writing
- Demonstrate technological competence

Academic Achievers who:

- Meet or exceed Orange Unified School District's standards in all academic subjects
- Set appropriate and realistic educational goals
- Create intellectual, artistic, practical and physical products using a variety of resources

The School's Theory Of Action

The 21st Century Learning Transition Leadership Team developed the following Theory of Action:

If teachers work collaboratively, and are focused on 21st century learning skills, then teaching will be strengthened and students will demonstrate mastery of the new state standards by engaging in the four C's.

SCHOOL PROFILE

Originally established in 1905 on the current site of Chapman University, but rebuilt in 1953, Orange High School (OHS) currently sits on 37 acres of land just north of the historic district known as Old Towne Orange. OHS is the fourth oldest school in Orange County, and is one of four 9th-12th grade comprehensive high schools in the Orange Unified School District (OUSD). OHS primarily educates students from the cities of Orange, Santa Ana, Garden Grove, and sections of Anaheim. The City of Orange encompasses 25.8 square miles and has a population of approximately 136,000. The community is made of mostly a residential district zoned for single family residences. OHS serves a predominantly suburban population, with students coming from a wide variety of socio-economic and ethnic backgrounds with a broad range of educational needs. The predominant ethnic groups in the City of Orange are White (67%), Hispanic (38%), and Asian (11%). At Orange High School there are approximately 1730 students enrolled in grades 9-12 of which 85% are Hispanic, 7% are White, 4% are Vietnamese, 1% are Black/African American, and 1% American Indian.

Orange High is a school-wide Title I high school. The Title I funding is provided to support the academic achievement of the students most at risk. The number of students who qualify for the Free and Reduced Lunch Program determines funding for our School-wide Title I Program. Orange High School is dedicated to assisting all students in reaching their potential by offering an extensive support system through AVID, Language Arts support, ELD support, and a variety of tutorial programs. Strong relationships between CTE and Orange High's staff enable the two programs to work collaboratively using both fiscal and human resources.

Staffing

Our certificated staff consists of 77 teachers, 4 academic counselors, 1 At-Risk/Intervention/EL counselor/coordinator, 1 Title I coordinator, 1 P-21 specialist, and 1 library media specialist. OUSD provides: 1 registered nurse, 1 health clerk, 1.5 school psychologist, 1 speech and language specialist, and 1 adaptive PE teacher. Orange's classified staff of 52 includes: 21 instructional assistants, 12 clerks/secretaries, and 18 additional support staff. Master's degrees are held by 50% of our staff, and 2 members possess a doctoral degree. There are a total of 4 administrative staff members.

Attendance

The rate of attendance for the 2017-2018 school year was 94%. Students who are habitually absent are recommended to SART and then SARB if their absence rate continues. The School Messenger automated phone system notifies parents of daily absences by generating phone calls to homes of students. OHS graduation rates have improved over the last three years.

Positive Learning Environment

Maintaining the appearance, safety, and functionality of Orange High School is important. Throughout the school year, our custodial staff works diligently to maintain a clean and orderly school campus. Orange High School received a grant for Positive Behavior Intervention and Support (PBIS) which is designed to achieve school-wide behavior support for all members of the school community. The goal is to be more proactive in teaching school-wide behavioral expectations. The implementation of PBIS is managed by a committee. In the 2017-18 school year, OHS continues the PRIDE program which focuses on recognition for students, staff and faculty based on academic/character achievements.

The community of Orange proudly consists of politicians, business owners, professionals, homeowners, and service club members who are alumni of OHS. Strong support from the local community has made it a unique community-based school with long-standing traditions, pride, and high expectations. A great number of the students at OHS are second and third generation Panthers who will proudly proclaim, "Once a Panther, always a Panther!"

OHS has invested much time and resources into our Career Technical Education (CTE) department constantly

reinvigorating our CTE department with the newest technology, labs, and teaching tools which has resulted in the addition of many new CTE teachers to the faculty due to high enrollment numbers in our CTE classes. Due to our specialized programs like Agricultural Science, CTE classes, JROTC, partnerships with Chapman University and extensive extracurricular offerings, OHS has earned a positive community reputation as a place where students can learn and thrive in a nurturing and rigorous environment.

Orange High School has a comprehensive program providing a quality education to all students. OHS employs open access policy to for all students to have the ability to enroll in rigorous Honors and Advanced Placement courses. OHS is proud to be an AVID National Demonstration School and because of this program, students who traditionally would not be considered "qualified", are able to received the support to succeed in both AP and honors courses. Orange High's English Language Development program serves nearly one-third of the students enrolled and categorical programs support our students and staff with supplemental resources by providing academic intervention and support services, enabling staff development opportunities and parent support systems. Orange High strives to properly connect and serve all Panther students' needs. In 2018-2019 OHS entered into a partnership with Santiago Canyon College to offer dual enrollment courses to allow students to receive CSU and UC credit along with SCC and OHS credit for courses completed. The school continues to implement proper interventions and in the evolving technological landscape affords students the opportunity to reach lofty goals for academic or career-oriented growth. Orange

Extra-curricular activities create bonds between the students and Orange High. The choral music program performs locally, nationally, and internationally. The drama program has begun a web case and use various technologies to communicate with high schools and experts in the field around the country via programs like Skype. OHS also has an FFA program recognized by the state of California and operates a petting zoo year round. Additionally, the ASB leadership team rallies the school and the community every Spring to raise money for the Leukemia/Lymphoma Foundation, and we are consistently one of the top-ranked donating schools in the entire nation.

Orange High School welcomes and encourages parental involvement. Parents have the opportunity to support students and the school through a variety of programs and committees such as: PFSO, ELAC, Parent Boot Camp Workshops, School Safety Committee, WASC Focus Groups, and School Site Council. Students and parents have opportunities to become involved with their peers via clubs, organizations, and activities. Orange High boasts an active PFSO, School Site Council, ELAC, and extra-curricular booster organizations. Parent workshops are offered yearly as a continued effort to strengthen relationships between school, stakeholders, and the community. Among programs unique to most high schools are the Agriculture/FFA program and the Marine Corps Junior ROTC. Furthermore, in March of 2017, OHS introduced the Parent Empowerment through Technology six-week course which provides parent with access to technology both during school hours and after school hours to monitor their students. They are taught how to use our online grading system, our online class system (Haiku) as well as information regarding internet safety. Our Parent Boot Camp Workshops and ELAC meetings are similar in the fact that we host meetings, primarily in the evenings, to give information to parents about how students can be successful at Orange High School. English Learner support/interventions (ELAC), and ideas like additional OHS academic and behavioral interventions, emotional growth, and OHS student success and connections in our Parent Workshops via guest speakers, administrators, OHS teachers, and counselors are all available during these meetings for OHS Panther families. OHS continues to be proud of the relationships and close alliances with our neighboring colleges of Santiago Community College (SCC) and Chapman University. SCC provides our students with outreach counselors in addition to providing on-site Bridge courses during zero period on our campus, entrance/placement testing, and early registration. In addition to our SCC connections, Chapman University continues to be a huge support of Orange High School via the Illumancion Project in which selected 10th grade classes work with Chapman students and professors weekly to research and write personal narratives and present them on the Chapman campus at the end of the semester. Additionally, in our continued partnership with Chapman University and the Simon Foundation, four Orange High School students who are planning to major in a Science, Technology, Engineering or Math (STEM) field are selected each year to receive a full scholarship to Chapman University through the SOCSS scholarship program. Students selected as SOCSS Scholars are afforded the opportunity to conduct research with Chapman STEM professors throughout the school year.

2018-2019 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?
2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?
3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1) College and Career Readiness/Best Practices/College going culture

OHS uses a myriad of different pieces of data to make instructional decisions to increase both college and career readiness. We continue to be a national demonstration school for AVID which uses extensive data to increase college acceptance and retention rates. Surveys are routinely sent out to AVID students in order to collect data on which aspects of AVID help them the most in their other classes as they prepare to leave high school in pursuit for higher education. Additionally, the 2016-2017 school year saw the advent of two brand new events for college readiness as OHS hosted both SAT/PSAT Day and the National College Application and Success Campaign on its campus. Partnered with the College Board, on SAT School Day, students in grades nine through eleven took the PSAT and twelfth-grade students took the SAT. We offered this opportunity to students in response to Local Control and Accountability Plan (LCAP) engagement. Parent and student LCAP feedback indicated a desire for additional college readiness tools to prepare students for career and college. SAT School Day supports student access by providing testing during the school day, free from extra-curricular events, scheduling conflicts and family commitments. This important day was again implemented for the 2017-18, and 2018-2019 school years.

In addition to SAT/PSAT day, Orange High School seniors had the opportunity to complete their FAFSA and/or at least one college application during their English Language Arts period as part of the school's first National College Application and Success Campaign during the month of November. This campaign sponsored by the American College-Application Campaign in conjunction with AVID Center and the Orange County Department of Education is a national effort to increase the number of students pursuing postsecondary opportunities. In preparation for this event, Orange High administration, teachers, counselors and support staff provided a myriad of activities to continue the fostering of a 21st Century College & Career Campus, where all students imagine and believe that postsecondary education is an option. Activities included the facilitation of the PSAT/SAT for all students, hosting the Annual OHS Parent/Student FAFSA Day, and the weekly implementation of College Awareness Pep Rallies, College Scavenger Hunts, and participation in numerous College Trivia Games.

OHS also continues to employ a College Readiness Advisor as a support for students with college potential. The College Readiness Advisor was a huge piece of both SAT/PSAT and the National College Application and Success Campaign. Additionally, the College Readiness Advisor uses PSAT, SAT, A-G and AP test data to identify the needs of our students. An Edmodo page that lists scholarships and financial aid opportunities, workshops on filling out financial aid forms and understanding PSAT scores, coordinating AP teacher training opportunities and AP testing, and working with the EOP data to place students in AP classes who may not have considered taking them are all offered by the College Readiness Advisor.

Our P-21 Specialist which is Pathways instructional coach analyzes data from pathway completion and uses this data to create additional pathways, support teachers in their classrooms, purchase CTE supplies, and make sure students are aware of all the different pathways OHS has to offer. OHS currently offers nine different pathways in subjects like medical, media, STEAM, and business. By collecting data on student interest, our P-21 specialist is able to assist in the creation of additional pathways to meet student needs; for example, our

CTE business pathway has increased from four periods to six periods based upon student data collection and interest in the pathway.

At OHS we invest a lot of time and money into training our teachers on the best practices of the school. Currently, we focus on the best practices of GLAD (strategy-specific), Thinking Maps, Response Frames, Collaborative Inquiry, Formative assessment, WICOR, Focused Note taking, and Close Reading. These best practices can be seen in classrooms across the OHS campus and students are seen using these best practices that they learn in one class cross-curricularly in different subjects on a daily basis.

As more and more data becomes available, OHS continues to train teachers on how to access and use it to inform their instruction. During the 2015-2016 school year, OHS began using the Interim Assessment Blocks (IAB) for both English and math classes to prepare students for the SBAC exam. These short tests allow students to practice test-taking on computer and allow teachers very accessible data about core concepts in their subjects. School-Wide Writing data is collected by the English instructional coach and disseminated to the staff detailing the areas of growth and strengths in the writing process for all students (every teacher is given access to the rubric to see what students should be aiming for). OHS also utilizes Learning Walk data from the DSLT (District Leadership Team) where members of the district office come to the campus several times a year to walk classrooms and fill out a Google form about what they see. OHS uses this data to create professional development opportunities for areas of need on the campus, define and implement a common set of instructional best practices and language school-wide, to include but not limited to, scaffolding differentiated instructional practices to address the achievement gaps as identified in the sub populations and to ensure that programs address the identified needs of at risk students. OHS continues to believe that by using a common set of instructional best practices and language school-wide all students will have the best access possible to rigorous academic environments.

College Culture

OHS is committed to providing students with college potential the best academic experience possible. At OHS, we work together to foster the attitude that college can be attainable for all students. We primarily use our AVID program to foster college awareness. The AVID program continues to be offered and is promoted in the feeder schools. We offer three periods of AVID 9, three periods of AVID 10, two periods of AVID 11, and two periods of AVID 12. The 2016-2017 school year saw an increased implementation of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) based strategies and professional development across the campus. Many of our DSLT learning walks focused on the implementation of WICOR-based strategies across all content areas as we continue to hold our national demonstration school status of which we are very proud to be among only 2% in the nation. The 2016-2017 school year jump started a school-wide focus on the AVID strategy for Close Reading. As the Reading Inventory lexile scores go higher for reclassification levels and the SBAC Performance Task and reading tests use higher vocabulary and inferential concepts, OHS knew we had to adopt a new best practice to help our students reach their highest reading potential. The AVID Close Reading system was presented to all OHS staff during a professional development day before the school year started in August of 2016 by the College Readiness Advisor and the English instructional coach. Staff was taught the basic strategy, a lesson as modeled to them, and an annotation bookmark was presented for student use. Additionally, follow-up professional development on this best practice was offered after school several times throughout the year. Cornell Notes continue to be an OHS best practice stemming from our AVID program. In recent years we have begun combining the best practices of Thinking Maps and Cornell Notes which can be seen in many science and English classes across the campus. The AVID site team has increased greatly with the addition of 7 new members. All members of the site team have attended the AVID Summer Institute and participate in monthly meetings to foster the growth of our AVID program.

In addition to our stellar AVID program, every Thursday is designated as college shirt day and both staff and students are encouraged to wear shirts featuring their favorite local or national schools. The College Readiness Advisor, SAT/PSAT day, National College Application and Success Campaign, and our partnership with Chapman University (Illuminacion Writing Program, creative writing program, Holocaust writing competition and Simon STEM Scholarship program) all detail just how committed OHS is to maintaining a college environment on campus.

2) Orange High School has transitioned from the RTI2 model to the MTSS model in order to strengthen our interventions for students and subgroups in the middle. We continue to use universal screening to place students in appropriate intervention classes. Students who are in 9th or 10th grade and reading two or more grade levels below (as determined by the Reading Inventory test and middle school teacher recommendations) are enrolled in a two-period block of Read 180. Additionally, lower grade students who are EL students, but near passing the ELPAC exam, may be placed in one period of English Intensive to help support them in the regular English class they're also enrolled in. For the 2017/18 school year, there has been a shift in the classes we offer for our EL students with the new curriculum, that we adopted as a district. Read 180 and English 3D have been replaced (as of the 2017/18 school year) by the EL supports that the new Pearson curriculum gives for our students. Students with ELPAC scores and near-proficient Reading Inventory scores are now placed in regular core English classes in an effort to raise the bar and give them interaction with challenging texts so they are not held back. Students who have ELPAC scores in the nearly met range and lower Reading Inventory levels (Standard Not Met) will be placed in a core English class that has a co-teacher along with a strategic core class that is an additional support class (mostly technology-based) that fits within the Pearson system. Our Beginning ELD students and Early Intermediate ELD students will start using Pearson curriculum in two-period block classes. Upper grade students who are LTELS or still EL students have benefitted from our new co-taught English 11 and English 12 classes that we began in the 2016/17 school year. These classes feature an English teacher co-teaching with an EL teacher who is a specialist in all EL strategies. Our EL Advisor/Counselor and Assistant Principal work together in analyzing ELPAC data, Reading Inventory data, and classroom grades to make sure all EL students (including those who have been reclassified) are placed in the correct classes. Since the co-teaching model has worked so well, we worked on our master schedule for the 2018/19 school year to include additional co-taught classes within our ELA department including at least one co-taught class per grade level for EL students. Our EL Advisor/Counselor also advises our Mentor Club on campus wherein EL students are paired with a mentor student on campus who can tutor them, along with supporting them in social situations, and provide a positive role model experience. Administration, EL teachers along with the EL Advisor/Counselor pulled data on OHS 9th grade EL students to create a watchlist in order to facilitate reclassification for said 9th grade students. Each member of the team received approximately twenty-five students and held one-on-one conferences about reclassification, monitored student grades, and observed students in their classes in order to help them reach their full potential.

The EL Advisor/Counselor continues to meet with reclassified students along with upper grade EL students who have not yet reclassified to make goals and monitor their implementation.

3) Students with Disabilities and subgroups

We have taken this same co-teaching model to streamline some of our Special Education students into regular English classes with two co-taught English 10 classes and two co-taught English 11 classes featuring an English teacher and a Special Education teacher. Similarly, we feature co-taught Math I classes for Special Education students. School level PLCs give teachers opportunities to plan common assessments, review RI/MI data, and develop goals together. We also continue to use the Student Intervention Team (SIT) process as an additional tier of intervention to identify and support at-risk students using both data (SBAC scores, letter grades, attendance data, RI/MI data) and teacher input. As in the ELA department, the math department is also looking into adding additional section of co-taught math classes at various levels to assist students as best as possible.

2011-2012 saw the addition of co-teaching classes on the OHS campus that combine General Education students (and a teacher) with Students with Disabilities (and a Special Education Teacher) beginning in mathematics. This program has flourished, and currently we offer specialized co-taught classes in the following subjects: World History, English 10, English 11, and Math 1. Co-teachers are sent to district trainings focused on the key concepts and best practices of co-teaching. Additionally, our academic coaches assist co-teachers with planning and co-teaching strategies. Co-teaching enables teachers to differentiate instruction in order to reach a population with diverse learning styles. Co-teaching classes use the best practices of GLAD, Thinking Maps, and response frames on a daily basis to scaffold general education standards and concepts to special education students. Purposeful grouping is also utilized during station teaching and projects where special education students can blend in with general education students to get a firm grasp on all concepts.

English Language Learners

The 2016-2017 school year marked many changes when it comes to the education of our EL students. Firstly, upper grade students who are LTELs or still EL students have benefitted from our new co-taught English 11 and English 12 classes. These classes feature an English teacher co-teaching with our EL Mentor teacher who is a specialist in all EL strategies. The EL best practices seen on a daily basis in these classrooms (and all classrooms across the campus) include GLAD strategies and Thinking Maps. OHS is fortunate enough to have two certified Thinking Maps trainers on campus to train teachers in the program, co-teach with teachers, and provide demonstration lessons. Additionally, we have three GLAD facilitators on campus who are often recorded by the district office in order to make videos that can train other teachers. Both the Thinking Maps trainers and GLAD facilitators participate in district-initiated PLCs with other school sites to share lesson ideas, training opportunities, and data collection.

The 2016-2017 school year saw an additional new program with our EL Mentor Watchlist. All academic coaches, along with the EL Advisor, pulled data on OHS 9th grade EL students to create a watchlist in order to facilitate reclassification for said 9th grade students. Each coach received approximately twenty-five students and held one-on-one conferences about reclassification, monitored student grades, and observed students in their classes in order to help them reach their full potential. Teachers across campus are aware of this new program and support the opportunity to give their EL students additional help. All teachers are encouraged to meet with the academic coaches to reestablish EL best practices in their classrooms so all students have the opportunity to be successful.

Our EL Advisor continues to work with our counselors on correct placements for our EL students. We have many different options for EL students including: four two-block ELD classes that use the Hampton Brown EDGE language program that combines teacher instruction with an online component. Students placed in the EDGE program have been enrolled in the district less than five years and have CELDT scores (or other initial placement test scores) demonstrate them has having a language proficiency of emerging or expanding. Our LTELs or EL students who are designated as bridging may be placed in a general education English class with a support class (English 3D) or in a two period block of Read 180.

Our campus hosts an EL Advisor, an EL Mentor, and a Title I Program Coordinator who all work together when it comes to parental involvement of our EL population. Monthly ELAC meetings are held entirely in the language(s) of our parents by using translation devices for both Spanish and Vietnamese. Our ELAC meetings continue to gain momentum in attendance where parent workshops and information are given on topics like the CELDT, language census, reclassification goals, and tutoring. Additionally, our EL Advisor also advises our Mentor Club on campus wherein EL students are paired with an upperclassman mentor student on campus who can tutor them, along with supporting them in social situations, and provide a positive role model experience.

The subject of mathematics continues to be difficult for a large percentage of OHS students. Starting in the 2015-2016 school year, the math/science instructional coach changed from a science teacher to a math teacher in order to meet the high demands of additional support in mathematics on our campus. The math/science instructional coach has two periods a day to work with teachers on integrating best practices like GLAD, Thinking Maps, purposeful grouping, and Cornell Notes into all math classrooms. Additionally, the math/science coach helps with student placement in math classes, trains teachers on textbook use, Math Inventory tests, the CCSS, and SBAC preparation. Our EL Advisor and EL Mentor continue to work with math teachers on EL strategies and best practices as well during their coaching periods. They are also available to co-teach our pull small groups of EL students within the class if the teacher requests them to do so. OHS has worked with the district secondary math instructional specialist on training teachers on how to access and use Math Inventory quantile scores in their classes. Additionally, we have added additional math classes as choices for students who may not be interested in traditional math classes. We offer one period of co-taught Business Algebra I for students interested in more real-world business mathematical situations. This class is taught by our CTE business teacher and an Algebra I teacher. Additionally, we have opened several periods of Algebra II Finance to replace traditional Algebra II. This course is excellent in providing both math skills merged with real-world business skills. This class is also taught using HP Streams so it is infused with technology. Since this class is heavy on reading comprehension with business language, the Algebra II finance teacher has been personally trained in using Cornell Notes and Close Reading with the HP Streams. All math teachers have been trained on various forms of technology, especially with iPads for math applications. Additionally, our mathematics department frequently uses scaffolds like Kahn Academy, Shmoop, and Think

Through Math in addition to our OHS best practices of Thinking Maps, GLAD strategies, purposeful grouping and response frames to differentiate for students. In an effort to bridge the achievement gap, we used \$60,000 of Title I money to purchase hundreds of graphing calculators for our students as a majority of our population is socioeconomically disadvantaged and cannot afford them on their own.

Professional Development

In an effort to prepare teachers as best as possible to meet the diverse needs of our student population, the Panther PD Series was started during the 2016-2017 school year. At the end of the 2015-2016 school year, a survey was sent out to all teachers asking them what types of professional development subjects they would be most interested in receiving for the following school year. Over the summer preceding the 2016-2017 year, all AVID site team members, academic coaches, and administration met for several days to put together a series of free professional development presentations focused on OHS best practices and survey results. These professional development presentations are planned and operated by OHS staff experts including AVID site team teachers, academic coaches, and other classroom teachers who have expertise in certain fields. A PD presentation is conducted approximately twice a month on subjects like Close Reading, digital portfolios, performance tasks, and technology integration. These presentations are from 3-4pm in one of our classrooms. Unfortunately, some teachers were unable to participate in these PD's because of after school commitments, so teachers and administration are working together closely to develop a new bell schedule for the 2017/18 school year which will increase our daily minutes in order to bank additional time for PD that is built into the school day.

Additionally, at the beginning of the school year starting in 2016, professional development on AVID strategies including: Cornell/Focused Notes, Socratic Seminar, Philosophical Chairs, and Close Reading are offered to all staff on a paid PD day. The 2016-2017 school year saw the introduction of the OHS school-wide binder program where all students were given OHS binders complete with agendas for writing down assignments, dividers to keep their materials organized, and school information throughout the binders. Our AVID site team, along with other staff who were interested, formed a binder committee to oversee the design of the binders during the 2015-2016 school year. All staff members were given professional development on the use of the binders as well as student expectations with the binders. In department PLCs, groups came up with their own systems of how they would implement and monitor the use of the binders in their designated content areas. Students across the OHS campus use their binders on a daily basis to write down their assignments and stay organized with all their materials, thus showcasing the "O" in WICOR for organization.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need.

1. What are the areas of greatest need that have demonstrated through local assessments, needs to be addressed?

Based on state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) the school's review of local performance indicators have demonstrated a need in the areas of

ELA DATA: SBAC Assessment

2018 resulted in 11% more students in the (red) Below Standard category compared to 2017 where only 44% of the students were in the below standard category.

45% of 11th grade students met or exceeded standard

With a decline in ELA student achievement, we must address all claims in the SBAC assessment.

Math DATA: SBAC Assessment

2018 resulted in 84% of our students in the Below Standard Category. This is consistent with 2017 where 83% of our students were in the below standard category.

Math continues to be a struggle. 2018-2019 is our third year of utilizing the co-teach model, the first cohort of these students will be tested in 2019.

Re-designation -

2018: 53 students reclassified

Although 2018 brought a significant increase in the number of students reclassified, as a school with a high population of EL students, it is a great need to continue to reclassify students.

Suspension Rates:

2017-18: 4.41% suspension rate. English Language Learners and Special Ed Students continue to be suspended at a higher rate than others

2016-2017 - 6.5% suspension rate

2015-2016 - 7.1% suspension rate

Although our suspension rate has improved, OHS continues to suspend EL and Special Education students at a much higher rate. Increased interventions and modifications through the IEP process and mentor club is a great need.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Orange High School has areas of need based on state indicators and local performance indicators on which we will focus on for our greatest areas of improvement. Socioeconomically Disadvantaged, English Language Learners, and at-risk youth will continue to be a focus for school improvement. Providing a comprehensive, well-rounded, and rigorous experiences to students, we will provide professional development to teachers on how to differentiate for students' individual learning needs. We will continue to use data from local assessments to identify students needing intervention and acceleration with the State Standards. As a school, we will provide instructional coaching to teachers and time to collaborate during PLCs/Department meetings are to improve practices and maintain our focus on student learning. Additionally, we will begin implementation of new ELA, Math, and Social Studies curriculum that aligns with the State Standards with continued emphasis on increase proficiency for English Language Learners. As a school, we will look at each individual student and how they are meeting learning goals and progressing toward grade level standards. We are using the inclusion model, as appropriate, to support students with disabilities and ensure they are exposed to grade-level content. We are also focusing intensive interventions such as additional sections for core blocks of instruction, the use of at "At-risk" counselor, and academic intervention sections. We are providing additional student incentive programs such as but not limited to; the PRIDE program, LINK crew, introduction phoenix house for families, individual students, and education on campus to help with suspension rates. On-going professional development will be provided for general education and special education teachers in the area of English Language Arts and how to differentiate instruction, with specific emphasis on integrated and designated ELD as well as utilizing formative assessment to inform instruction.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance on California School Dashboard or are experiencing an opportunity gap as evidenced by local assessments.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance? If not any, please describe any specific sub groups

Orange High School's management team, instructional leaders, advisor, and specialists carefully looked over data in an effort to identify which performance areas are considered two or more performance levels below the "all student" performance. Aside from looking at the data several subgroups were also identified as experiencing an opportunity gap as evidenced by local assessments. Students with disabilities performed below all students in the area of English Language Arts mathematics. Orange High school saw this data and then created several inclusion courses in both academic areas in an effort to modify the delivery of curriculum and enhances exposure to grade level curriculum, aligning with CCSS and a student's individualized educational plan. Students who are classified as socioeconomically disadvantaged also performed below all students.

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

In order to address the needs of this subgroup, and all students who are performing two levels below grade level teams have met to develop Tier 2 interventions to address specific skill deficits for these students. Our instructional leaders and administrative team have been an integral part of this discussion, in an effort to provide access and exposure to students' academic success. Progress is monitored during grade level meetings and student intervention programs and are evaluated and adjusted as needed. Professional development is provided for general education and special education teachers in the area of English Language Arts and English Language Development and Mathematics on how to differentiate instruction. To further meet the needs of our English Learners, tutoring and the mentorship programs are continuing at OHS.

Orange High School has instituted many systems in an effort to address the areas of need with the greatest need for improvement. The mentor club has added an additional advisor to assist with the check in system that matches re-designation English learners with beginning learners. OHS has also introduced the inclusion model in multiple ELA and Math classrooms this year in an effort to provide grade level curriculum to the designated populations. This program will monitor the English Learners as check in check out system. Additional instructional coaching sections were added to also assist with instruction of our EL population in an effort to address the needs of our students with the greatest performance gaps. Furthermore, the OHS tutoring program has become student specific and teacher directed. Following the AVID model or tutorology Orange High School has included more teachers that provide tutoring services, before, at lunch, and after school. Programs such as College Bound and various counselor supported activities such as but not limited to college and career technical visits from programs in the area at lunch once a week.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Orange High School has instituted many systems in an effort to address the areas of need with the greatest need for improvement. The mentor club has added an additional advisor to assist with the check in system that matches re-designation English learners with beginning learners. OHS has also introduced the inclusion model in multiple ELA and Math classrooms this year in an effort to provide grade level curriculum to the designated populations. This program will monitor the English Learners as check in check out system. An additional at-risk/EL Advisor was added to also assist with instruction of our EL population in an effort to address the needs of our students with the greatest performance gaps. Furthermore, the OHS tutoring program has become student specific and teacher directed. Following the AVID model or tutorology Orange High School has included more teachers that provide tutoring services, before, at lunch, and after school. Programs such as College Bound and various counselor supported activities such as but not limited to college and career technical visits from programs in the area at lunch once a week.