The Single Plan for Student Achievement

Orange High School
School

30-66621-3035409
CDS Code

Date of this revision: 10/27/2014

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*. The goals and actions set forth in this Single Plan for Student Achievement are aligned to the Strategic Plan of the Orange Unified School District.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School District

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The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

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.

EXPECTED SCHOOL-WIDE LEARNING RESULTS
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

III. School Profile

Orange High School is one of four comprehensive high schools in the Orange Unified School District. The original high school was built in 1905 on the site where Chapman University is currently. The current Orange High campus was built in 1953 and is located just north of the Historic District of Old Towne Orange. There are approximately 1800 students enrolled in grades 9-10. Approximately 85% of students are Hispanic, 7% White, 3% Vietnamese, and 2% Black or African American.

Orange High School has a comprehensive program providing a world class education to all students. Orange High encourages all students who have the commitment and prerequisites to enroll in rigorous Honors and Advanced Placement courses. With an exemplary National Demonstration School AVID program, students who traditionally would not be considered "qualified," are able to receive the support to succeed in Advanced Placement and Honors courses. Orange High's English Language Development program serves nearly one-third of the students. 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.

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 to web cast and use advanced technologies to communicate with high schools and experts around the country. Our girls' and boys' athletic teams regularly finish their leagues/seasons having earned berths in CIF competition. Annually, the ASB leadership team, rallies the school and its community to raise money for the Leukemia/ Lymphoma Foundation. The students' efforts have resulted in Orange High School consistently being one of the top-ranked donating schools in the nation.

Students and parents have opportunities to become involved with their peers via clubs, organizations, and activities. Orange High boasts an active PTSA, School Site Council, ELAC, and extra-curricular booster organizations. Among programs unique to most high schools are the Agriculture/FFA program and the Marine Corps Junior ROTC. Orange is also fortunate to have Camp Fire USA, which provides after school tutoring and extra-curricular club activities.

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, READ 180, Essentials of Language Arts, English for Academic Success, Algebra Support, and a variety of tutorial programs. Strong relationships between ROP and Orange High's staff enable the two programs to work collaboratively using both fiscal and human resources.

Staffing
Our certificated staff consists of 82 teachers, 4 counselors, 1 Title I resource teacher, 1 EL resource teacher, 1 math/science/electives instructional coach, 1 language arts/social studies instructional coach, 1 academic vocabulary instructional coach, 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 2013-14 school year was 95%. Students who are habitually absent are recommended to SART and then SARB if their absence rate continues. The Blackboard Connect automated phone system notifies parents of daily absences by generating phone calls to homes of students. OHS graduation rates have remained static over the past three years. This rate must be taken in light of declining enrollment and parents exercising their NCLB right to attend other schools. The fact that OHS' graduation rate has remained static can actually be seen as an improvement over the past two 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 2014-15 school year, OHS continues the PRIDE program which focuses on recognition for students, staff and faculty based on academic/character achievements.

IV. Comprehensive Needs Assessment Summary

A. Data Analysis (See Appendix A for STAR Data)
- **Local School Measures Analysis**

Transition to Common Core

Over the past three years, OHS has been actively transitioning to Common Core standards. Teachers have attended trainings both at District and site level. Use of communication objectives, response frames and purposeful grouping can be seen in many classrooms as our instructional leadership transitional team selected Collaborative Inquiry as our instructional focus for the Common Core. Instructional coaches work with their respective department PLCs to develop Common Core lessons and project based learning activities. Our PLCs in Algebra, English 9, and English 10 have all participated in specialized professional development targeted on what this transition looks like in their respective courses. Further, OHS has been progressive in our implementation of technology. We have purchased approximately 540 iPads and have updated 2 of our 4 labs to include touch screen computers. OHS is actually ahead of other schools in OUSD as far as implementing Common Core.

Declining Enrollment

OHS is declining in enrollment largely as a result of its Program Improvement status. Families have chosen to exercise their option to transfer to another school under the No Child Left Behind School Improvement Choice option. Once a student attends OHS, they seldom exercise that right. Previously OHS has also lost students to the alternative school (Richland) in order to recover missing credits. The number of students transferred to Richland has steadily declined and 20% less were transferred in 2013-14. In addition, there has been an increase in requests for intra-district transfers for students who want to attend OHS. Although OHS saw its biggest decline in the 2012-13 school year, OHS believes that due to increasing test scores and better perception of OHS in the community, this decline will not continue.

Academic Improvement Progress

OHS staff and administration have worked to foster an attitude that students will go to college. Every Thursday is designated as college day and staff and students are encouraged to wear college shirts. There has been the addition of a college readiness advisor as well as student access to the Shmoop program which helps students plan and achieve their college aspirations. Despite decreasing enrollment, many more students took AP tests this past year and there have been more rigorous AP classes added to the schedule. OHS has made a concerted effort to encourage students to do well on standardized tests. OHS successfully negotiated with the district who will pay for all 10th graders to take the PSAT while the school pays for all 11th graders to take the test. School-wide goals have been discussed and posted in every area of the school. Teachers have held data chats with all students to go over their past scores and identify areas of challenge. CAHSEE review classes are offered leading up to the test.

OHS has maintained and expanded the partnership with Chapman University. OHS students participate in Chapman's creative writing program. OHS teachers have been trained by Chapman on the use of Vernier data collecting sensors. There is also an on-going research project with OHS students and Chapman involving the use of technology in the classroom.

Intervention Classes

9th and 10th grade OHS students who read two grade levels or below are enrolled in a two-period block of Read 180. Upper grade Students who failed the CAHSEE are enrolled in a support class and LTELs are enrolled in English 3D.

English Language Learners

The EL Advisor has used the focused PLC time to create a more unified strategy for our EL students. Students who have been enrolled in the district for less than 5 years and whose CELDT and /or initial placement tests demonstrate them as having a language proficiency of beginning, early intermediate, intermediate, or early advanced are placed in one of our four two-block ELD classes. These classes utilize Hampton Brown's EDGE language program and incorporate the EDGE Online component once a week. Our LTELs who are designated as advanced are placed in one of two classes depending on their academic abilities: 1) General English along with an Academic English support class later in the day, or 2) a two-block Read180 class. Creating this strategic plan has focused our instruction and given teachers an opportunity to target specific needs of our EL learners.

In addition to great success in the classroom, there has been a strong and exciting shift in student and parent

involvement this year.   In order to foster more parent communication and involvement, ELAC meetings are held entirely in the language(s) of our parents. The ELAC council leads the meetings in Spanish, while our community aide facilitates a group of parents in Vietnamese. Parents are much more vocal and involved in topics such as the language census, the CELDT, reclassification goals, tutoring, parent workshops, and many other important topics. OHS has also focused on creating an atmosphere where students believe they have the power to make changes. OHS' powerful after-school mentor program continues to improve. In this program, upper-classmen act as mentors to EL students. In 2013-14, 87 mentors were paired up with incoming EL students. Students worked together to solve problems, form study groups, and guide each other toward making plans for the future.

With OHS' talented staff, powerful instructional materials, empathetic mentors, and many motivational opportunities available, our students are finding great success this year.

Mathematics

Math has been an ongoing challenge at OHS. In 2008, the district changed its policy regarding math offerings to students. Algebra 1A and Algebra 1B were eliminated from course offerings. Foundations of Math replaced the two-year algebra course for 9th graders who were not achieving at grade level. The 9th grade students enrolled in Foundations were not permitted to take the CST Algebra and thus earned the school an automatic far below basic score of 200 for every one of those students. To compound this challenge, District policy had not allowed Algebra to be retaken during the regular school day. Instead, students who failed Algebra had to retake it in summer school or through credit recovery classes. Due to budget restrictions, summer school had not been offered to 9th grade students for the past two years, so most of them were enrolled in Essentials of Geometry for their 10th grade year. This resulted not only in lower CST scores, but passage of the CAHSEE Math portion continued to be problematic. Students in Essentials of Geometry have very low skills and time is spent remediating these skills. Algebra concepts and number sense concepts which are a significant part of the CAHSEE do not get covered sufficiently to ensure students will pass that test. Test preparation is covered in the Essentials of Geometry class and is left to the discretion of the teacher.

Beginning with the 2011-12 school year, an Essentials of Math (math support class for the CAHSEE) was offered along with the capability of repeating Algebra if necessary. An Algebra 1B class was also offered for those incoming 9th graders whose skills were low. In order to further reinforce those students coming in with low skills, Algebra 1A was offered for the 2013-14 school year. In addition, an Algebra IA co-teaching class was instituted. Working with the 8th grade Instructional Coach, incoming 9th graders were placed into an appropriate math class. Honors math is opened to students at any time with the approval of their math teacher.

Instructional Coaches

Our three instructional coaches (Math/Science, English/History/Electives, and Academic Language) continue to work with their respective departments. All three coaches provide professional development whether in a PLC setting or a whole school setting. They provide data and data analysis, conduct class demonstrations, provide help with lessons, help develop common assessments, identify best practices, and co-teach. In addition, they have attended many trainings on Common Core and are working with OHS to implement Common Core into the curriculum.

School-Wide Writing

Up until the 2011-12 school year, School-wide Writing had been conducted in both the Fall and Spring in essentially the same fashion. OHS and the School-wide Writing Committee wished to give the students a more authentic writing experience so the Spring School-wide Writing was changed to On-demand Writing in order to replicate the type of writing that students were more likely to encounter in testing situations, in college and in the workplace. On-demand rubrics were put together by departments. Each core subject (Math, Science, History, and English) has a window of a week to give their students the On-demand Writing assignment in the four weeks leading up the CAHSEE testing.

Professional Development

Professional development was identified as a goal for staff. In addition to outside sources, professional development was also instituted as part of CST testing days. Teachers choose from several sessions of professional development offered. Ideas for professional development are taken from teacher surveys, learning walks, suggestions or as a follow-up to District training. Those who teach the professional development are taken from staff and reinforced with personnel from the District. Professional development has included technology, common core standards, GLAD strategies, Thinking Maps, and lesson planning.

Testing

For the year 2013-14, CST testing comprised only of 11th Grade English, 10th grade Science, Biology and Algebra II or above. 9th graders took a practice CAHSEE exam and the results were compiled and given to English teachers. This past year was also a practice year for SBAC testing. A new computer lab was developed specifically for that testing and plans are to add another lab for the 2014-15 school year.

Learning Walks

Learning Walks were instituted in the 2011-12 school year and are held in the Fall and the Spring. The first Learning Walks were organized and teachers were given specific teachers to observe. Based on teacher input, these walks have evolved to incorporate teacher choice as to which teacher they will observe and for what reason. The Spring Learning Walk takes place shortly after professional development and has the added benefit of teachers being able to reinforce concepts they learned in their professional development. Many teachers have asked to observe other teachers outside of Learning Walks.

Co-Teaching

2011-12 saw the institution of co-teaching classes that combine General Education students with Students with Disabilities in both World History and English 10. In 2012-13 a second co-teaching class was added for English 11. As a result, Students with Disabilities who scored proficient and advanced in World History doubled from the 2010-11 to 2011-12 school year (7% to 14%). The same gain was also seen in English Language Arts (3% to 7%). In the 2013-14 school year, a co-teaching class was established in Algebra IA.

Positive Behavior Programs

OHS instituted the PRIDE/PBIS program with its Make it Matter campaign in the 2011-12 school year. Once a month Make it Matter themes were advertised around campus and rewards given for those achieving those goals. For example, the Make it Matter attendance theme rewarded those students who maintained everyday attendance for that month. OHS employs a multi-faceted Positive Behavior intervention system that is based on the RTI2 tiered intervention strategies. Teachers were trained on PBIS and that program was formally launched in the 2013-14 school year. We have a close partnership with Rock Harbor Church and Phoenix House both of whom provide classes and large-scale interventions for students with regard to topics such as drugs and bullying to name a few. There is a PBIS Committee that meets regularly that is comprised of administrators, teachers and classified staff. This committee helps set PBIS goals and behavior expectations for the school including the redesign of the discipline referral process. OHS also works with the local police department through their JADE program which helps with drug and alcohol-related issues.

Parent Workshops

In the Fall of 2011, Parent Workshops were instituted covering a wide variety of subjects. Workshops were well attended and parents suggested ideas for future workshops. The past two years have seen Parent Workshops conducted on effective parent involvement, bullying, technology/media awareness, FAFSA registration and assistance, gangs, drugs, the legalities in turning 18 and summer enrichment. In 2013-14, a Parent Involvement Committee was established in 2013-14 and meets monthly.

Facilities

The grounds and facilities are constantly maintained; however, OHS is over 50 years old and the facilities are aging. Sixteen permanent buildings provide over 50 classrooms. Counseling offices, administration offices, and student support services are housed in the permanent buildings as well. Physical education and athletics are also housed in permanent buildings. Orange has reached its capacity for buildings with the addition of its twenty-nine portable classrooms. Sixteen of the portable classrooms are more than 25 years old and are showing wear. All classrooms are in use at this time, and all teachers are assigned to a permanent classroom.

As a result of the previous WASC report, a master plan was drawn up by an outside architectural firm and presented to all stakeholders. There were over 10 meetings with institution representatives and outside community members. The goal of these meetings was to reimagine a design of OHS with the needs of 21st Century learners in mind. Any new construction would be done in various phases according availability of funding. Progress on this issue awaits passage of a bond in November.

B. Input from Staff, Parents and Students

The Local Control Funding Formula (LCFF) is a formula that decides how much money each school district receives. A LCFF survey was conducted at Orange HS seeking input from students, parents, and staff in our eight LCFF priorities (1) Basic Services, 2) Implementation of State standards, 3) Parental Involvement, 4) Pupil Achievement, 5) Pupil Engagement, 6) School Climate, 7) Access and Enrollment, and 8) Pupil Outcomes). Their input will help guide how we allocate money to support these areas. Below is a summary of the LCFF results, survey question, and survey question responses.

There were 554 responses to the LCFF survey: 498 from students; 40 from teachers; and 16 from classified.

2. Among these priorities, which are the most important to you? You may choose up to three.
Student Achievement 59%
College/Career Awareness 56%
School Safety 45%

3. How familiar are you with our New State Standards?
Very Familiar 5%
Familiar 19%
Somewhat Familiar 44%
Not Familiar 32%
Other 0%

4. Orange HS is implementing the New State Standards for all students.
Strongly Agree 7%
Agree 41%
Disagree 6%
Strongly Disagree 5%
Not Sure 41%
Other 1%

5. Orange HS has effective instructional programs/strategies to address the needs of students who are high achievers.
Strongly Agree 14%
Agree 59%
Disagree 10%
Strongly Disagree 3%
Not Sure 16%
Other 1%

6. Orange HS has effective instructional programs/strategies to address the needs of students with disabilities.
Strongly Agree 33%
Agree 47%
Disagree 6%
Strongly Disagree 2%
Not Sure 14%
Other 1%

7. Orange HS has effective instructional programs/strategies to address the needs of students who are not meeting grade level standards.
Strongly Agree 14%
Agree 53%
Disagree 10%
Strongly Disagree 4%
Not Sure 17%
Other 1%

8. Orange HS has effective instructional programs/strategies to address the needs of English Learners (ELs).
Strongly Agree 16%
Agree 57%
Disagree 5%
Strongly Disagree 1%
Not Sure 18%
Other 1%

9. The school provides adequate instructional materials to support student learning.
Strongly Agree 13%
Agree 53%
Disagree 14%
Strongly Disagree 4%
Not Sure 15%
Other 1%

10. Orange HS works with parents as partners in the students' education.
Strongly Agree 8%
Agree 46%
Disagree 14%
Strongly Disagree 4%
Not Sure 26%
Other 0%

11. Students look forward to coming to Orange HS.
Strongly Agree 9%
Agree 39%
Disagree 15%
Strongly Disagree 8%
Not Sure 29%
Other 2%

12. Students feel safe at Orange HS.
Strongly Agree 9%
Agree 48%
Disagree 14%
Strongly Disagree 5%
Not Sure 22%
Other 4%

13. The teachers and school staff care about their students.
Strongly Agree 14%
Agree 46%
Disagree 14%
Strongly Disagree 4%
Not Sure 17%
Other 6%

14. Orange HS effectively addresses attendance and absenteeism issues.
Strongly Agree 17%
Agree 55%
Disagree 9%
Strongly Disagree 3%
Not Sure 13%
Other 2%

15. What can Orange HS do to improve the overall educational experience for students?
improve facilities
more technology

more ways to help students who fall behind academically

16. What do you like about Orange HS?
school staff
school climate
school activities

17. What are some areas that you would like Orange HS to improve in?
school facilities
cleaner restrooms

C. Classroom Observations

LEARNING WALK ANALYSIS – SPRING 2014

The Spring Learning Walk at OHS was held over two days (Wednesday, 5/28 and Thursday 5/29). The purpose of this Learning Walk was to gather evidence that showed our transition to Common Core. Teachers gathered evidence in four 21st Century Learning focus areas: Communication, Collaboration, Critical Thinking and Creativity.

61 teachers (87%) and 3 ROP teachers observed 36 classrooms. Teachers were assigned to a partner and given a classroom outside of their content area to observe. Each teacher turned in their own Learning Walk form. It was felt that having two teachers observe the same classroom, they would each see different things. This was evidenced in the forms in that there were no two that were exactly alike even though they were observing the same classroom.

One of the challenges of this Learning Walk was that it occurred late in the school year. Because of that many of the strategies that are usually observed in classrooms were not in evidence.

21st Century Learning Focus Area
Communication:
61% Communication Objective
31% Response frame
28% Oral language practice
53% Writing
14% Non-verbal
61% Checking for understanding
58% Technology Collaboration
44% Purposeful Grouping
50% Student driven
53% Partners
22% Socratic seminar
22% Pair/share
3%   Philosophical chairs
6%   Expert groups
Critical Thinking
14% Thinking maps
33% Vocabulary strategies
19% Critical reading strategies
22% GLAD strategies
39% Questioning strategies Creativity
61% Engagement
31% Project-based learning
28% Presentations
11% Skits/role playing

Notes:
Communication: More than half of the classrooms exhibited the use of communication objectives, checking for understanding, writing and technology.
Critical Thinking: Less than half of the classrooms exhibited the use of Thinking Maps or GLAD strategies. Vocabulary strategies and questioning strategies were observed.
Collaboration: Student driven learning was observed in half of the classrooms. Purposeful grouping and partner work

was also observed.
Creativity: More than half of the classrooms observed exhibited students actively engaged in learning.

D. Plans for Response to Instruction & Intervention (RTI2) including Collaborative, Academic, Support Team (CAST)

Response to Instruction and Intervention (RTI2) is a student-centered multi-tiered approach of structure and support. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. Orange High School's goal is getting students in the right programs provided with the right materials taught by the right teachers meeting the right goals. Progress-monitoring is conducted at all levels.

Tier 1 (In-class interventions): tutoring, PRIDE.
Tier 2 (Strategic interventions): SIT, SART, SARB, support classes, co-teaching.
Tier 3 (Intensive Interventions): SPED

Example of a Tier 2 intervention:
The Student Intervention Team (SIT) is a general education problem-solving committee made up of school personnel and parents. Its purpose is to recommend appropriate interventions for students who are experiencing difficulty in school.

Some of these reasons may be …..
- Failing one or more class
- Absent frequently
- Possible depression or anxiety
- Disciplinary concerns
- Difficulty concentrating, organizing, and/or remembering tasks related to school
- Dramatic changes in attitude and/or performance

Process:
- The referring teacher needs to complete the Student Intervention Team Referral and submit it to Ines Morales in the Counseling Office.   The other teachers, who also have this particular student, will need to complete the SIT Work and Attitude form.
- Ines will email you a SIT meeting invite.
- The SIT team will begin gathering information from all appropriate sources.
- The SIT team will develop an action plan for the individual student.
- A designated SIT team member(s) will evaluate student progress and conduct follow-up meetings as needed.
- A SIT follow-up will be conducted.

E. Analysis of Current Instructional Program (See Appendix B)

F. Description of Strategies to Overcome Barriers to Increased Student Achievement

G. Annual Program Evaluation of Previous Year (See Previous Year Annual Program Evaluation)

V. Strategies to Establish and Monitor the School-Wide Instructional Focus Areas and Theory of Action

Include strategies to target instruction for underperforming student subgroups: English Learners, Hispanic or Latino, Students with Disabilities and Socioeconomically Disadvantaged.

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

If teachers work collaboratively, 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,

This Theory of Action will guide our instructional focus. As teachers work together through the cycle of effective instruction, underperforming subgroup data will be an important factor in developing SMARTe goals and monitoring progress through assessments.

VI. Overview of Goals

SCHOOL GOAL #1 - English Language Arts
(Based on conclusions from Analysis of Program Components and Student Data pages) By June 2015, students will pass and score proficient on the English CAHSEE with an increase of 1% from the previous year and students will also show a 1% reduction in performance gaps among significant subgroups in English Language Arts from the previous year as measured by CAHSEE and embedded course assessments.

Student groups and grade levels to participate in this goal: Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	**Anticipated annual performance growth for each group:** The percentage of 10th grade students who will pass and score proficient on the English CAHSEE will increase 1%. 9th, 11th, and 12th grade students will show improvement in proficiency through embedded course assessments between first and second semester. This will be evaluated using data collected by PLCs when examining and analyzing course-alike SMARTe goals.
Means of evaluating progress toward this goal: We will use data analysis to inform instruction so that all students below proficient will improve and continue to advance to the State and Federal accountability targets.	**Group data to be collected to measure academic gains:** CAHSEE results and embedded course assessments.

SCHOOL GOAL #2 - Mathematics
(Based on conclusions from Analysis of Program Components and Student Data pages) By June 2015, students will pass and score proficient on the Math CAHSEE with an increase of 1% from the previous year and students will also show a 1 % reduction in performance gaps among significant subgroups in Mathematics from the previous year as measured by CAHSEE and embedded course assessments.

Student groups and grade levels to participate in this goal: Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	**Anticipated annual performance growth for each group:** The percentage of 10th grade students who will pass and score proficient on the Math CAHSEE will increase 1%. 9th, 11th, and 12th grade students will show improvement in proficiency through embedded course assessments between first and second semester. This will be evaluated using data collected by PLCs when examining and analyzing course-alike SMARTe goals.
Means of evaluating progress toward this goal: We will use data analysis to inform instruction so that all students below proficient will improve and continue to advance to the State and Federal accountability targets.	**Group data to be collected to measure academic gains:** CAHSEE results and embedded course assessments.

SCHOOL GOAL #3 - English Language Development (English Learners, LTELs, RFEPs)
(Based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, English Learners will meet their English proficiency and Reclassification targets with an increase of 1% from the previous year as measured by the state AMAO #1, AMAO #2, AMAO #3 and Reclassification targets.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	AMAO #1 - Orange High School will meet the state AMAO #1 target with at least 60.5% of English Learners showing annual progress in attaining English proficiency as measured by the CELDT (EL students who were previously not at the proficient level will move up at least one level. Those at the proficient level will stay.) AMAO #2 (Newcomers) - Orange High School will meet the state AMAO #2 target with at least 24.2% of English Learners who have been in U.S. public schools for less than five years attaining the English proficient level on the CELDT, and AMAO #2 (LTELs)- Orange High School will meet the state AMAO #2 target with at least 50.9% of English Learners who have been in U.S. public schools for five years or more (LTELs) attaining the English proficient level on the CELDT. (The English proficient level on the CELDT is an overall score of Early Advanced or higher with no domain lower than the Intermediate level.) Reclassification - At least 15% of English Learners in grades 9-12 will reclassify to fluent English proficient status (RFEP). RFEPs Goals: Reclassified students will be monitored to ensure that they continue to show grade level proficiency as measured by SRI and district benchmark assessments.
Means of evaluating progress toward this goal: We will use data analysis to inform instruction so that all English Learners and RFEP students receive the support and remediation needed for annual progress and English Proficiency.	**Group data to be collected to measure academic gains:** CELDT, SRI, district benchmark assessments, teacher input.

SCHOOL GOAL #4 – Gifted and Talented Program
(Based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, Orange High School will increase the number of students participating in challenging AP courses by 1% from the previous year by participating in partnership with the Educational Opportunity Scholars (EOS) Program as measured by program provided data.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Grades 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	Students enrolled in one or more AP courses will increase by 1%.
Means of evaluating progress toward this goal: Course tallys and class rosters of AP courses	**Group data to be collected to measure academic gains:** AP course enrollment numbers.

SCHOOL GOAL #5 – Attendance
(Based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, Orange High School's overall student attendance rate will meet or exceed 95.08% as measured by a query from Aeries.net.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	Attendance rate will meet or exceed 95.08%
Means of evaluating progress toward this goal: A query from Aeries.net	**Group data to be collected to measure academic gains:** A query will be run quarterly to track progress.

SCHOOL GOAL #6 – Discipline
(Based on conclusions from Analysis of Program Components and Student Data pages)
By June 2015, Orange High School's overall suspension rate will decrease by 1% from the previous year through the implementation of RTI2 behavioral intervention system as measured from a query from Aeries.net.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	Overall suspensions will decrease due to the implementation of PBIS PRIDE. Repeat suspensions will decrease due to implementation of RTI2 behavior interventions.
Means of evaluating progress toward this goal: A query from Aeries.net	**Group data to be collected to measure academic gains:** A query will be run quarterly to track progress.

SCHOOL GOAL #7 – CAHSEE/Graduation Rate/ CTE Course Participation and Completion Rate
(Based on conclusions from Analysis of Program Components and Student Data pages)
CAHSEE pass rate for 2013-2014 was 78% for ELA and 79% for math. Graduation Rate for 2013-2014 was 94.46%. By June 2015, students will show an increase in CAHSEE pass rates in English Language Arts by 1% as measured by CAHSEE exam data. By June 2015, students will show an increase in CAHSEE pass rates in Mathematics by 1% as measured by CAHSEE exam data. By July 2015, students will show an increase in graduation rates by 1% as measure by Annual Progress Reporting. By June 2015, the participation and completion rates of students in CTE pathways will increase by 1% as measured by district created criteria.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Grades 9, 10, 11, 12 .English Learners .Foster Youth .Socio-economically Disadvantaged .Mckinney Vento identified students .Hispanic .Special Education .Gifted and Talented	We will increase our CAHSEE pass rate by .25%. We will increase our graduation rate by .25%. We will increase CTE course participation and completion rate by 1% as measured by district created criteria.
Means of evaluating progress toward this goal: CAHSEE Data, Graduation Date, CTE Course Data	**Group data to be collected to measure academic gains:** CAHSEE pass/proficient data, graduation percentage, CTE course enrollment and pass data.

VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

STATE PRIORITY #1 – Basic Services

The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Create and operate a master schedule that is student driven and is staffed with properly credentialed teachers. (WASC 1.3, 1.18-20, 2.16-17, 3.2)	ELA Math ELD GATE CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	Creation of master schedule in spring Operation August - June	Gonzalez Abercrombie	Costs: Salaries of Staff	General Fund	
2. Identify and implement a plan for improving the condition of the physical plant as identified through the facilities master planning process and the district's insurance carrier. Collaborate and coordinate district and community resources in implementing projects to improve the campus. Maintain a master document with maintainance and repair needs (Parsons/Keenen and Assoc./Work orders) (WASC 2.2)	ELA Math ELD Attendance GATE Discipline CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August- July	Gonzalez Morgan	Costs: Equipment, supplies, and labor	General Fund	
3. Textbook inventory will be conducted to ensure appropriate curriculum is provided for all courses	ELA Math ELD	August - June	Gonzalez Abercrombie Wilson	Cost: Replacement of texts and materials	General Fund	

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Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate					

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #2 – Implementation of State Standards

Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Provide instructional supplies to enhance the implementation of new state standards. Supplies will enhance learning for all students, but especially those needing additional support and scaffolding.	ELA Math ELD	August-June	Abercrombie / Angel	Instructional supplies cost	Title I	3,830.00
				GLAD materials	LCFF Supplemental Funds	3,291.00
				Instructional Supplies	Lottery	3,380.00
2. Teachers will integrate technology into lessons to enhance 21st century skills, increase engagement, and provide scaffolding for students in need of support to increase learning (computers, Smartboards, LCD projectors, document cameras, responders, ipads for teacher's use, access to the ELD computer lab with the Edge Online software, etc). Evaluate and replace aging technology equipment used by students and staff, and computer labs. (Computers, mobile devices,projectors, wireless microphone for computer lab, Document cameras, SMART technology, peripherals, etc.)	ELA Math ELD	August - June		See State Priority 4		
3. On-going staff development through the Cycle of Effective Instruction will be provided. Expertise will continue to be developed in instructional practices	ELA Math ELD GATE	July - June	Angel / Abercrombie	New Teacher Trainings		
				Substitutes	Title I	2,024.00
				Teacher Extra Earnings..	Title I	15,590.00

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Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
that promote higher level of thinking and participation in alignment to CCSS (AVID Strategies, Project Guided Language Acquisition Design (GLAD), Thinking Maps, Co-teaching, Data analysis, Professional Learning Communities, Response to Intervention and Instruction, Effective Instructional Strategies, Building expertise in supporting all students in rigorous curriculum through Increase professional development in Advanced Placement curriculum, Academic Vocabulary Development and expository reading and writing strategies, Integration of Common Core, Purposeful Grouping, Thinking Maps, EDGE and EDGE online, English 3D) (WASC 1.7) Annually review data to assess the effectiveness of professional development and to indicate new areas for growth. (WASC 1.11)	Discipline CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate			Instructional Supplies / materials for professional development	Title I	1,582.00
				Conferences / Trainings (various/1040/2140)	Title I	16,797.00
				Substitutes	LCFF Supplemental Funds	1,000.00
				Teacher extra earnings- planning and presenting	LCFF Supplemental Funds	3,000.00
				Conferences / Trainings	LCFF Supplemental Funds	2,000.00
				Professional development materials needed for training (Thinking Maps, GLAD, etc.)	Title I Carryover	787.00
4. Teachers will collaborate through a Professional Learning Community model. In teams, teachers will build expertise in supporting all students in rigorous curriculum through increased professional development where they will develop skills-based lesson plans, content objectives, communication objectives, common grading practices, develop and assess pre/post tests, set SMARTe Goals,and refine essential content	ELA Math ELD GATE	July - June	Abercrombie	Extra earnings for Curriculum / Grade Level Planning	LCFF Supplemental Funds	2,000.00
				Substitutes for curriculum / grade level planning	LCFF Supplemental Funds	3,000.00
				Extra earnings for Curriculum / Grade Level Planning	Title I	9,320.00

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
standards to be mastered with the integration of Common Core. They will follow the cycle of effective instruction model: analyze data, set goals, develop expertise, align curriculum, design instruction, implement and reflect (WASC 1.8)						
5. Students will participate in school wide writing program in the Fall to increase their procificiency in the writing process and in the Spring to increase their skills in on-demand writing.	ELA ELD	Fall- October Spring- April	Rowntree Abercrombie	Teacher extra earnings to implement schoolwide writing events	Title I	2,097.00

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #3 – Parent Involvement

Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Parents will participate in SSC, ELAC, Back to School Night, Open House, Parent education opportunities, PTSA, and booster groups in a manner that promotes students success in school. The Parent Involvement Committee will organize and implement parent involvement events. (WASC 2.14)	ELA Math ELD Attendance GATE Discipline CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June	Uriostegui	Teacher extra earnings	Title I	5,000.00
				Exrtra Earnings- Interpretation	Title I	3,500.00
				Disciplina Positiva	Title I Carryover	3,000.00
				Interprogram Printing / Postage	Title I	2,500.00
				Extra Earnings- ELAC Interpretation	LCFF Supplemental Funds	1,050.00
				Extra Earnings- organizing, supervising, and/or participating in parent involvement activities	LCFF Supplemental Funds	2,499.00
				Printing / Postage- ELAC	LCFF Supplemental Funds	1,800.00
2. Bilingual community aides will provide support for parents, teachers, and students while aiding communication between all stakeholders, providing interpretation, and assisting with parent involvement. (WASC 2.13)	ELA Math ELD Attendance GATE Discipline CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate		Angel / Park	Community Aide Salary	LCFF Supplemental Funds	42,439
				Community Aide Salary	Title I	28,479
3. Parents will participate in recognition ceremonies to celebrate their child's success such as the Bridge Ceremony, Awards of Excellence, rallies, assemblies, etc.	ELD		Angel / Park	Supply costs: awards, certificates, trophies, medals, etc.	LCFF Supplemental Funds	1,000.00

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #4 – Pupil Achievement

Pupil achievement, as measured by all of the following, as applicable:

(A)   Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B)   The Academic Performance Index, as described in Section 52052.

(C)   The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(D)   The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.

(E)   The English learner reclassification rate.

(F)   The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

(G)   The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. Intervention and support classes will be provided for students in need of support with reduced class size. Math classes and ELD programs such as EDGE, Read 180 with the Language Support Book, English for Academic Success, and 12th Grade Rhetoric and Writing will be implemented, and monitored for fidelity. These classes will be supported by supplemental materials, software, and technology.	ELA Math ELD CAHSEE/ Graduatio n Rate/ CTE Course Participati on and Completio n Rate	August - June	Angel	Teacher salary: Kenyon, Vicario, Vali	LCFF Supplemental Funds	120,807.00
2. A resource teacher will provide support to English Learners through a variety of interventions to assist them in achieving English proficiency and redesignation (WASC 1.3)	ELA ELD	August - June	Angel Park	Salary- Park	LCFF Supplemental Funds	36,517.00
3. Tutoring opportunities during non-instructional	ELD ELA	September- June	Angel Uriostegui	Park- Summer Support	LCFF Supplemental Funds	2,648.00

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Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
time for students in need of support will be provided and monitored. (WASC 1.2)	Math			Extra earnings- ELD Tutoring	LCFF Supplemental Funds	1,950.00
				Extra earnings- Tutoring	Title I	18,610.00
				Extra earnings- Math	LCFF Supplemental Funds	2,952.00
				ELD support- Mentor Program	LCFF Supplemental Funds	2,400.00
4. Teachers will integrate technology into lessons to enhance skills in technology, increase engagement, and provide scaffolding for students in need of support to increase learning. (WASC 1.2)	ELA Math ELD CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June iTeach program pilot iPad pilot continues Professional Development	Gonzalez Abercrombie Angel	Technology Equipment	Title I	118,693.00
				Software and accessories	Title I	2,000.00
				Technology Equipment	LCFF Supplemental Funds	69,891.00
				Software and accessories	LCFF Supplemental Funds	3,000.00
				Technology Equipment	Lottery	15,570.00
5. A resource teacher will provide support to low achieving students requiring support.	ELA Math Attendance Discipline CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June	Angel Uriostegui	Teacher Extra Earnings / extra period- Uriostegui	Title I	17,120.00
6. Instructional Aide trained in GLAD strategies will assist low achieving students in the classroom.	ELA Math ELD	August - June	Angel Park	Hourly Instructional Aide Salary	Title I	20,083.00
				ELD / SDAIE Instructional Aide	LCFF Supplemental Funds	7,427.00
7. AVID tutors will provide support to students through tutorials and other AVID system curriculum.	ELA Math CAHSEE/ Graduation Rate/ CTE Course Participati	September - June	Abercrombie Angel	AVID Tutors	Title I	23,381.00

The Single Plan for Student Achievement

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
	on and Completio n Rate					
8. Organizational planners will be provided to all students so they can plan, prepare and organize themselves for academic success.	ELA Math ELD Attendanc e GATE Discipline CAHSEE/ Graduatio n Rate/ CTE Course Participati on and Completio n Rate	August - June	Abercrombie Angel	Student planners (8,000.00) and other instructional supply cost (music books)	Title I Carryover	10,687.00
9. Substitutes will be provided so teachers can provide optimal testing environments for students in need of support.	ELA Math ELD CAHSEE/ Graduatio n Rate/ CTE Course Participati on and Completio n Rate	October - May	Uriostegui Angel	Substitute costs	Title I	1,981.00

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #5 – Student Engagement

Pupil engagement, as measured by all of the following, as applicable:

(A) School attendance rates.
(B) Chronic absenteeism rates.
(C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1.
(D) High school dropout rates.
(E) High school graduation rates.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. PRIDE (Positive Behavioral Interventions and Supports program) will be the delivery method for providing Response to Intervention 2 supports for behavior. Through PRIDE, a teacher committee will create incentives for students by rewarding them for positive attendance, good grades, improved test scores, etc. Strategic and intensive interventions will be provided for those students who need behavioral supports. (WASC 2.1 - 2.5)		August - June • Attendance Interventions • Monitor participation in co-curricular activities, sports, and clubs • Incentivize	Morgan	Costs: See Priority 6, Goal 1		
2. Freshman transition supports will be provided through 8th grade transition activities, orientation activities for students and parents, freshman seminar course, counselor classroom visitations, college and career counseling including pathways orientation.	CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June	Abercrombie Morgan Angel	Costs: Transportation for 8th grade transition acitivities.		

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #6 – School Climate

School climate, as measured by all of the following, as applicable:

(A)   Pupil suspension rates.
(B)   Pupil expulsion rates.
(C)   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	**Funding Source**	**Amount**
1. PRIDE (Positive Behavioral Interventions and Supports program) will be the delivery method for providing Response to Intervention 2 supports for behavior. Through PRIDE, a teacher committee will create incentives for students by rewarding them for positive attendance, good grades, improved test scores, etc. Strategic and intensive interventions will be provided for those students who need behavioral supports. (WASC 2.1 - 2.5)	Discipline Attendance CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June • Monthly committee meetings •	Morgan Morita	Costs: Teacher Extra Earnings for RTI2 / PBIS Team	Title I	4,013.00
				Costs: Supplies for implementation of program	Title I	6,000.00
				Costs: Equipment for implementation of program	Title I	2,000.00
				Costs: Equipment for implementation of program (PLASCO equipment and software)	Title I Carryover	14,000.00

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #7 – Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount
1. A Response to Intervention 2 model will be utilized to provide the appropriate level of challenge and support for all students. (WASC 1.1)	ELA Math GATE CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June	Abercrombie Angel	See Goal 1, 2, and 4.		
2. Students will have opportunities to explore their potential for college and career readiness through exploratory courses, 4 year plans, access to rigorous coursework, and college entrance criteria activities.	ELA Math GATE CAHSEE/ Graduation Rate/ CTE Course Participation and Completion Rate	August - June	Abercrombie Angel	Costs: Preparation courses and test fees for PSAT, AP, SAT testing.	Title I	8,000.00

VI. Planned Improvements in Student Performance (continued)

STATE PRIORITY #8 – Other Pupil Outcome

Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

(e)   For purposes of the descriptions required by subdivision (c), a governing board of a school district may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to subparagraph (J) of paragraph (4) of subdivision (a) of Section 52052 or any other reviews.

(f)   To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.

(g)   A governing board of a school district shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.

(h)   A school district may identify local priorities, goals in regard to the local priorities, and the method for measuring the school district's progress toward achieving those goals.

Actions to be Taken to Reach This Goal	Goals	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
				Description	Funding Source	Amount

VII. Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Supplemental Funds	310,671.00
Lottery	18,950.00
Title I	312,600.00
Title I Carryover	28,474.00
Total	651,745

VII. Summary of Expenditures in this Plan (continued)

Total Expenditures by State Priority

State Priority	Total Expenditures
STATE PRIORITY #1 – Basic Services	
STATE PRIORITY #2 – Implementation of State Standards	69,698.00
STATE PRIORITY #3 – Parent Involvement	91,267.00
STATE PRIORITY #4 – Student Achievement	475,717.00
STATE PRIORITY #5 – Student Engagement	
STATE PRIORITY #6 – School Climate	26,013.00
STATE PRIORITY #7 – Access to a Broad Curriculum	8,000.00
STATE PRIORITY #8 – Other School Outcomes	

Appendix A - School and Student Performance Data Forms

Table 1: Academic Performance by Grade Level for All Students
(Based on CST Data)

English-Language Arts

Proficiency Level		CST Academic Performance Data By Grade Level For All Students											
		Grade 2			Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%												
Percent At Basic	%												
Percent Below Basic	%												
Percent Far Below Basic	%												
TOTAL NUMBER AND PERCENT	#												

Proficiency Level		CST Academic Performance Data By Grade Level For All Students											
		Grade 6			Grade 7			Grade 8			Grade 9		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%										50	57	
Percent At Basic	%										30	30	
Percent Below Basic	%										14	11	
Percent Far Below Basic	%										5	3	
TOTAL NUMBER AND PERCENT	#										479	469	
	%										91.9	91.2	

Proficiency Level		CST Academic Performance Data By Grade Level For All Students					
		Grade 10			Grade 11		
		2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%	38	39		42	37	
Percent At Basic	%	39	42		36	37	
Percent Below Basic	%	15	14		13	19	
Percent Far Below Basic	%	8	5		9	7	
TOTAL NUMBER AND PERCENT	#	462	452		447	415	
	%	92.6	91.9		92.4	95.6	

Conclusions based on data:
CST English not administered in 2014

Appendix A - School and Student Performance Data Forms (continued)

Table 2: Academic Performance by Grade Level for All Students
(Based on CST Data)

General Mathematics - Grades 2-7

Proficiency Level		CST Academic Performance Data By Grade Level For All Students											
		Grade 2			Grade 3			Grade 4			Grade 5		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%												
Percent At Basic	%												
Percent Below Basic	%												
Percent Far Below Basic	%												
TOTAL NUMBER AND PERCENT	#												

Proficiency Level		CST Academic Performance Data By Grade Level For All Students					
		Grade 6			Grade 7		
		2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%						
Percent At Basic	%						
Percent Below Basic	%						
Percent Far Below Basic	%						
TOTAL NUMBER AND PERCENT	#						

Mathematics - Grades 8-11

Proficiency Level		CST Academic Performance Data By Grade Level For All Students												
		Grade 8						Grade 9						
		General Math			Algebra I			General Math			Algebra I			
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%							4	0		13	18	
Percent At Basic	%							8	8		25	28	
Percent Below Basic	%							50	41		43	41	
Percent Far Below Basic	%							38	51		19	13	
TOTAL NUMBER AND PERCENT	#							26	39		401	385	
	%							5.0	7.6		77.0	74.9	

Proficiency Level		CST Academic Performance Data By Grade Level For All Students												
		Grade 10						Grade 11						
		Algebra I			Geometry			Algebra I			Geometry			
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Percent At or Above Proficient	%	4	11		10	4		14	6		10	0	
Percent At Basic	%	15	25		25	16		0	6		27	9	
Percent Below Basic	%	50	47		46	62		52	63		48	54	
Percent Far Below Basic	%	31	17		19	17		33	25		16	37	
TOTAL NUMBER AND PERCENT	#	137	202		248	180		21	16		90	152	
	%	27.5	41.1		49.7	36.6		4.3	3.7		18.6	35.0	

Conclusions based on data:
CST in Math not administered in 2014

Appendix A - School and Student Performance Data Forms (continued)

Table 3: Academic Performance Index (API) by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,393	1,366		147	106		16	22		68	55	
Growth API	736	734		793	792		707	685		804	820	
Base API	704	737		787	791		644	707		828	804	
Target	5	5		5	5							
Growth	32	-3		6	1							
Met Target	Yes	No		Yes	No							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,130	1,153		697	684		1,144	1,180		136	153	
Growth API	723	722		664	659		722	724		539	558	
Base API	681	724		632	665		688	722		504	546	
Target	6	5		8	7		6	5		15	13	
Growth	42	-2		32	-6		34	2		35	12	
Met Target	Yes	No		Yes	No		Yes	No		Yes	No	

Conclusions based on data:
Performance data for API not provided for 2014

Appendix A - School and Student Performance Data Forms (continued)

Table 4 - Title III Accountability Data (AMAO 1 and 2)

School Data

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	618	553	504
Percent with Prior Year Data	99.4%	99.6%	100.0%
Number in Cohort	614	551	504
Number Met	445	339	358
Percent Met	72.5%	61.5%	71.0%
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	87	547	65	497	50	467
Number Met	22	338	17	288	20	290
Percent Met	25.3%	61.8%	26.2%	57.9%	40.0%	62.1%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

District Data

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	6,486	6,199	5,874
Percent with Prior Year Data	99.8	99.9	99.9
Number in Cohort	6,472	6,194	5,868
Number Met	4,477	4,031	3,852
Percent Met	69.2	65.1	65.6
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	4,671	2,762	4,605	2,637	4,460	2,396
Number Met	1,420	1,700	1,516	1,569	1,493	1,404
Percent Met	30.4	61.5	32.9	59.5	33.5	58.6
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Conclusions based on data:
According to the data, the number of enrolled English Learner's at OHS has declined by 110 students since the 2011-12 school year.

AMAO #1 - Orange High School has met the target goal for AMAO 1 over the last three years. The state target was for 59% of English Learners to demonstrate annual progress in attaining English proficiency as measured by the CELDT, and we exceeded this target with 71% showing annual progress. This is a 9.5% increase over the percent demonstrating annual progress in 2012-13.

AMAO #2 (Newcomers) -

The Single Plan for Student Achievement

Orange High School met and exceeded the state AMAO #2 target by 17.2%. The target was for 22.8% of English learners who have been in U.S. public schools for less than five years attaining the English proficient level on the CELDT by, and students at OHS demonstrated 40% proficiency.

AMAO #2 (LTELs)-
Orange High School also met the state AMAO #2 target of at least 49% of English learners who have been in U.S. public schools for five years or more (LTELs) attaining the English proficient level on the CELDT with 62.1% demonstrating proficiency.

AMAO #3-
There is no data for our site; however, the data shows that the district met targets for the Participation rate in English-Language Arts and the participation rate in mathematics. The district did not meet the target for the percent proficient in English-Language Arts or the percent proficient in mathematics, so the district did not meet the AMAO 3 target.

Appendix A - School and Student Performance Data Forms (continued)

Table 5: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	99	98	94	100	88	100	100	96	100	100
Number At or Above Proficient	182	203	198	21	23	19	--		--	12	10	12
Percent At or Above Proficient	39.4	43.8	41.6	50.0	63.9	61.3	--	--	--	50.0	66.7	70.6
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99	99	98	99	99	98	99	99	100	93	94
Number At or Above Proficient	141	160	158	46	50	50	145	168	156	3	9	6
Percent At or Above Proficient	37.1	40.4	38.5	18.4	22.4	22.5	37.4	41.9	39.1	6.7	20.5	10.3
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No	No	No	No	No	No	Yes	No	--	--	--

Conclusions based on data:
The ELA AYP goal was set at 100% proficient which is an unrealistic goal. OHS students did not meet this goal. There was a significant increase between 2012 (39.4%) and 2013 (43.8%). The 2014 scores dipped slightly below the 2013 gains. Overall, OHS students scored at 41.6% proficient in 2014. Although there was a slight decline in proficiency, students were still able to maintain a large percentage of their previous growth. This slight decline may be due to the transition to CCSS as teachers implemented best practices geared toward 21st Century thinking and learning. All subgroups showed the same pattern of large improvement followed by slight decline.

Appendix A - School and Student Performance Data Forms (continued)

Table 6: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98	99	96	94	100	100	100	100	96	100	100
Number At or Above Proficient	195	239	225	23	20	20	--		--	15	12	13
Percent At or Above Proficient	42.5	51.5	47.2	56.1	57.1	64.5	--	--	--	62.5	80.0	76.5
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	99	99	98	99	100	98	99	99	98	92	96
Number At or Above Proficient	148	197	183	71	83	85	151	201	183	4	11	7
Percent At or Above Proficient	39.3	49.6	44.5	28.6	36.9	38.1	39.1	50.0	45.8	9.1	25.6	11.9
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	No	No	No	No	Yes	No	--	--	--

Conclusions based on data:
The Math AYP goal was set at 100% proficiency. All subgroups but White and EL decreased their score. There was a significant increase between 2012 (42.5%) and 2013 (51.5%) and the 2014 scores dipped slightly below the 2013 gains. Overall, OHS students scored at 44.5% proficient in 2014. Although there was a slight decline in proficiency, students were still able to maintain a large percentage of their previous growth. This slight decline may be due to the transition to CCSS and as teachers implemented best practices geared toward 21st Century thinking and learning.

White increased to 64% and EL increased to 38.1% while Hispanic decreased to 44.5%, Socioeconomically Disadvantaged decreased to 45.8%, and students with disabilities decreased to 11.9%. and Asian decreased to 76.5%. English Learners and Students with Disabilities show the largest gap between target and score. Based on the data, there is need for focus for all subgroups, but especially for English Learners and Students with Disabilities.

Appendix A - School and Student Performance Data Forms (continued)

Table 7: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	9	7	59	46	41	32	16	13	3	2	128
10	20	15	63	47	41	30	8	6	3	2	135
11	30	23	59	45	34	26	5	4	3	2	131
12	37	34	50	45	17	15	4	4	2	2	110
Total	96	19	231	46	133	26	33	7	11	2	504

Conclusions based on data:

In total, 504 students at Orange High School are English Learners. The data shows that each grade level has a similar number of English Learners with the exception of the 12th grade with only 110 English Learners.

Most of Orange High School's English Learners are at the Early Advanced level with 46% scoring at that level on the CELDT, and the smallest percentage of English Learners scoring at the Beginning level with only 2%. Only 19% of our English Learners score at the Advanced level, and 26% score at the Intermediate level.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program related to Federal Program Monitoring.

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

    CAHSEE, CELDT, End of Course Assessments, EAP,

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

    Teachers utilize the cycle of effective instruction to set SMARTe goals, plan, and use curricular embedded assessments to inform instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

    Highly qualified staff have met all requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials and High Quality Principal Training

    Principal has met all requirements.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials)

    N/A

6. Alignment of staff development to content standards, assessed student performance, and professional needs

    Staff participates in ongoing professional development throughout the school year.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

    Teachers are supported by onsite instructional coaches and district instructional specialists.

8. Teacher collaboration by grade level

    Teachers collaborate by department and course alike groupings.

Opportunity and Equal Educational Access

9. Services provided by the regular program that enable underperforming students to meet standards

    Students receive strategic and intensive interventions through RTI2.

10. Research-based educational practices to raise student achievement at this school

    Several research-based practices are used at Orange High School including Read 180, Edge, English 3D, Math Support, AVID, and Essentials of Math, Essentials of English, and Academic Support classes.

11. Opportunities for increased learning time

Orange High School offers several core classes during zero period. In addition, several elective classes and credit recovery opportunities are offered before and after school.

12. 17. Transition from preschool to kindergarten; 5th/6th to Middle School; Middle School to High School

Orange High School offers a middle school transition program. This includes visits by counselors to the middle schools, AVID recruitment visits, Visual and Performing exchange programs, and Athletic orientation visits. Orange High School also holds an annual 8th grade parent night visit, and student visit during the day. This day incorporates clubs and programs.

Involvement

13. Resources available from family, school, district, and community to assist under-achieving students

Title I programs, LCFF programs, and SES tutoring is available to under-achieving students.

14. Strategies to increase parental involvement

A parent involvement committee is in place to assist parent participation.

15. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs

Parents and community members participate and provide input through School Site Council and ELAC meetings.

Funding

16. Services provided by categorical funds that enable underperforming students to meet standards

Title I programs, LCFF programs, and SES tutoring is available to under-achieving students.

17. Fiscal support

Orange High School in addition to the general fund is also supported by Title I, LCFF supplemental, and lottery funds.

Appendix C – 2014-15 Categorical District Services Budget

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Appendix D - Recommendations and Assurances (Orange High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    [X]   English Learner Advisory Committee

                                                      Signature

    [X]   PTA/Parent Organization

                                                      Signature

    [X]   Department committee/Student Council/ASB

                                                      Signature

    [X]   Departmental Advisory Committee (secondary)

                                                     Signature

    [ ]   Other committees established by the school or district (list):

                                                      Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: October 27,2014

Attested:

Ernest Gonzalez
      Typed Name of School Principal   Signature of School Principal   Date

Arturo Uriostegui
      Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix E - School Site Council Membership (Orange High School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Role	Signature
Ernest Gonzalez	Principal	
Arturo Uriostegui	Classroom/Teacher	
Robert Drake	Classroom/Teacher	
Glenna Buttrey	Classroom/Teacher	
Alice Prothero	Classroom/Teacher	
Melissa Irving	Classroom/Teacher	
Nancy Bloom	Other School Staff	
Kimberly Schmitz	Other School Staff	
Annette Kim	Parent or Community Member	
Carolina Robles	Parent or Community Member	
Norma De Leon	Parent or Community Member	
Maria Ramirez	Parent or Community Member	
Bianca Torres	Secondary Student	
Jackie Robles	Secondary Student	
Nick Glamuzina	Secondary Student	
Summer Kenyon	Secondary Student	

(43) At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.