

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

ORANGEWOOD HIGH SCHOOL

515 Texas Street

Redlands, California 92374

Redlands Unified School district

April 8-10, 2013

March 8, 2016

Visiting Committee Members

Mr. Mitchell H. Brown, Chairperson
Lead Teacher, Susan H. Nelson School, Temecula Valley USD

Mrs. Rosalie Salazar
School Counselor, Fontana Unified School District

I. Introduction (1/2–1 page)

Include the following:

- **General comments about the school and its setting and the school's analysis of student achievement data.**
- **Significant changes or developments that have affected the school since the last visit.**

Orangewood High School is the continuation high school serving the students of the community and school district of Redlands, California. Redlands is a close knit community with the University of Redlands contributing to the high educational standards set by the school district and community. Redlands and the surrounding communities are primarily residential. In addition to the University of Redlands, prominent businesses and schools in the area include Loma Linda University Medical Center, Environmental Systems Research Institute (esri), University of California Riverside, and Redlands Community Hospital. The area served measures 147 square miles and includes several cities and a large unincorporated area. The school district operates a state preschool program, sixteen elementary schools, four middle schools, three traditional high schools, one charter high school, one independent study and home school program, one virtual (online) K-12 school, one continuation high school, and one adult school.

The OHS staff includes 17 fully certificated teachers, one full-time administrator, two counselors, three paraprofessionals, one security officer, one campus supervisor, one full-time and one part-time custodian, three clerical office staff members, and a staff of three classified staff members who operate the child development center. The current student-teacher ratio is 15:1. The student-counselor ratio is 125:1.

Typically, students enroll at Orangewood when they have fallen far enough behind in graduation credits that they will not graduate if they stay at their traditional high school. Orangewood students are required to meet the same curricular graduation requirements and pass the same state tests as the students of the traditional RUSD high schools. What Orangewood offers is a smaller, more personal environment with alternative instructional methods, flexible scheduling, opportunities for credit recovery, and other resources both inside and outside the school to help students make up their credit deficiencies in order to graduate.

In past years, the OHS ethnic distribution has closely mirrored the district at large. However, the OHS demographics have been changing at a faster pace than the District. Now the Hispanic population is approximately 25% higher at OHS than district-wide figures and the Caucasian population is approximately 15% lower at OHS. This is an increase of 5% and a decrease of 4% respectively from three years ago. Also, the Asian population is considerably smaller at OHS and the African American population is slightly higher.

OHS Ethnic Distribution:

1.5%	Asian
71.0%	Hispanic
7.0%	African American
17.0%	Caucasian
1.5%	Multi

All other ethnic groups were statistically insignificant. (<1.0%)

Community support continues to be an integral part of OHS. Orangewood High School has the support of many different community and business organizations in this area. As noted in the Mid-cycle Report, these many groups provide grants to staff, grants to the OHS site, donations to the school, human and material resources to improve the physical school site, instructional technology, academic/emotional/social services, and scholarships and recognition awards programs for students.

Analysis of Test Data:

A review of scores on a variety of measures such as the California Standards Tests, CAHSEE, SBAC, and CELDT indicates that Orangewood students continue to struggle in the core academic areas of English and Math.

CAASPP:

Student scores on the SBAC in 2014-15 demonstrated a severe discrepancy in achievement on the new assessment. In ELA, 88% of students did not meet standards. In Math, 99% of students did not meet standards.

California English Language Development Test (CELDT):

The percentage of students meeting state proficiency varies from year to year. Most recently, 70% of ELL students met state proficiency. The number of students designated ELL has varied in recent years, but according to Language Census data, since 2011-2012, the numbers ranged from 29 to 37, 42 to 47 and then back to 40 in 2014-2015. CELDT results for the 2014-2015 school year were as follows: Advanced 18%, Early Advanced 54%, Intermediate 21%, Early Intermediate 6%, and Beginning 0%.

California State Content Standards:

CST scores from 2011-2012 and 2012-2013 showed minor fluctuations in English and Math scores. In English, 17% and 14% of 11th grade students respectively scored Proficient or Advanced. In Math, 11th graders scored 2% and 4% at Proficient or Advanced. In the other academic areas, scores varied, with a slight improvement in scores in the Social Studies and Science classes over the two year span. Overall, student achievement on these tests is low. Students who enroll at OHS are often struggling academically and have been enrolled at OHS for only a short period of time before testing begins.

API and AYP Rankings:

In the last three years that an API was issued, the OHS schoolwide API varied from year to year. OHS saw great growth in 2011 as the base API increased from 495 to 555. In 2012, OHS saw minor growth as the base API went from 548 to 556. In 2013, the API declined from a base API of 557 to 533. The subgroup APIs (Caucasian, Hispanic, EL, and SES) varied over the three years as well. From 2011-2013, the Caucasian subgroup peaked at 564 in 2011, but, then dropped to 517 and 524. The Hispanic subgroup scored best with an API of 563 and in 2013 with a score of 539. The EL subgroup scored the same over the two years--547. The SES subgroup scored 556, 555, and 563. The fluctuation in scores is not unusual for a continuation high school with a population that is transient and has academic, social, and/or emotional challenges that require an alternative placement.

CAHSEE:

Although the CAHSEE is no longer required to graduate, OHS had only one student who had completed all other graduation requirements but did not pass CAHSEE from 2011-2014.

Parent Survey:

Parent survey responses were minimal, but those that responded were extremely positive in their responses. This data was supported by the interviews the VC conducted with parents and community members on the day of the Mid-cycle visit. Parents generally feel that OHS is a safe and clean campus with a qualified staff who meets the needs of their students. Parents are grateful for the second change their children have received at Orangewood.

Student Survey:

Students completed surveys in 2014 and 2015. 221 total student surveys were collected. By and large, the majority of students responded most often positively. Students responded that they feel supported by staff and that OHS has helped them become more responsible. Students feel like they belong at OHS and they feel successful in their classes. Students feel that they have opportunities to successfully make up credits and that Advisory helps keep them on track. Two areas of concern which the staff addressed has to do with student responses that some students do not feel that they are treated with respect by all staff members and they also feel that other students are not respectful of individual differences. The staff discussed these responses at length and hopes the implementation of the PBIS program may change some of those perceptions. The VC did meet with a wide variety of students during the Mid-cycle visit and not one negative comment about the school culture was made. The students were overwhelmingly positive about the opportunities afforded them at OHS---a second chance that students clearly appreciated.

Significant Changes at Orangewood High School in the last 3 years

1. Decrease in Enrollment

Orangewood High School has seen a significant decrease in enrollment in the last four years. The decline in enrollment is attributed to two factors, the first being the opening of a third traditional high school in RUSD and the second being the fact that the traditional high schools are now offering many more opportunities for credit recovery on their own campuses which has eliminated the need for many students to transfer to OHS.

2. Staffing / Program Changes

One change that was brought about partly because of the decrease in enrollment was the elimination of the SDC level SAI program at OHS. Student enrollment in SDC had decreased to only a few students for the last two years. This teacher/student ratio was too small to be maintained. OHS currently offers one separate class in English 12 for SAI students and all SAI students receive services through the collaboration model with the assistance of one SAI teacher and one paraprofessional.

3. AVID

The Redlands Unified LCAP has allowed for expansion of the AVID program district-wide. OHS has been included in this District goal. In 2014-2015, Orangewood piloted an AVID class and began training to determine if it was feasible to pursue at OHS. After one year as a pilot program, OHS initiated full implementation this year. Seven staff members are trained and the AVID coordinator is working with the AVID Site Team to complete all the necessary program components of AVID implementation. OHS currently offers one section of the AVID elective and hopes to be able to offer two sections next year, one for 11th graders and one for 12th graders. OHS hopes to be fully certified at the end of the 2016-2017 school year.

4. PBIS (Positive Behavior Intervention Support)

Orangewood is taking part in another pilot program this year. OHS was invited to participate in piloting the PBIS program at the high school level. OHS has a Site Team of five teachers, one counselor and the principal who have completed one semester of training. The site team feels strongly that this will be beneficial for campus climate and culture by increasing student and staff satisfaction at school and thereby improve student attendance and productivity and increase student achievement. OHS will begin second semester this year by establishing their Mission Statement and Schoolwide Expectations with all staff members.

5. Changes to the Master Schedule

Several new classes have been added to the master schedule in the last three years. The biggest instructional shift that is taking place is the change from the traditional math classes of Algebra, Geometry, and Trigonometry to Integrated Math at all grade levels. Juniors and Sophomores are now in the Integrated Math track. Students must complete Integrated Math I and Integrated Math II to graduate. Next year, Integrated Math III will be offered for those students who wish to pursue higher level math.

To help students meet the Science A-G requirement, OHS has added Physics to its Science department offerings.

OHS now offers English 9 since CAHSEE is no longer a graduation requirement. This also allows for greater access to A-G requirements, as English 9 was previously offered through independent study. All English classes are now aligned to the Common Core. Seniors take a certified ERWC (Expository Reading and Writing Course) course to meet the English 12 graduation and college admission requirements, with the exception of the SAI ELA class. The SAI class follows some of the ERWC units, but is not a certified course. The SAI teacher is currently going through training to become certified so that ERWC can become an option for SAI students to complete their English 12

requirement. ERWC units are inserted into the English 10 and English 11 curriculum. All ELA courses are following a newly developed Scope and Sequence that is Common Core aligned. OHS has also added an ELD course for English Language Learners. This course is supplemental to the regular English classes and adds an extra level of support for those students.

OHS has expanded its Woodshop classes to now include Advanced Woodshop and Construction Careers in an effort to provide a clear career pathway into the field of construction and building. In P.E., students can now take a class in Fitness.

Other electives now available to OHS students are AVID, Careers, Multi-media, and Computer Applications.

6. Telepresence

Beginning in 2013-2014, RUSD initiated an instructional program called Telepresence. Through this program, courses can be taught at one high school and then broadcast to the other high schools in the District. This program has enabled students to take classes that cannot be offered at their high school. The District purchased the Telepresence monitor, cameras and netbooks to deliver this distance learning model at OHS. The courses offered by Telepresence have included AP Human Geography, AP U.S. History, AP Statistics, AP Psychology, Latin 1, Latin 2, Latin 3, AP Government and Economics, Newspaper, and Athletic Training. OHS has had students enroll and earn credits in AP U.S History, Latin 2, Latin 3, AP Statistics, and AP Human Geography. Students “tune-in” to class each day through the Telepresence monitor where they can see and hear the teacher and the students at the other schools. The OHS students can also be seen and heard by the teacher and the other students. Students submit homework and communicate with the teacher using their own Google account on the provided Chrome netbooks. Most of the teachers also make occasional visits to OHS to meet with the students here on our campus.

7. Staff Development

OHS staff has participated in over twenty staff development opportunities since the last Self-Study. These opportunities range from state and county conferences to District trainings, trainings in which OHS staff are active participants. OHS staff has participated in District trainings covering topics such as Integrated Math, ERWC, ELA Curriculum Adoption, Integrated Math Curriculum Adoption, Integrated Math Academy, AVID for Social Studies, New Scope and Sequence, Next Generation Science Standards, Illuminate Assessments and Assessment Results, State Transition Program changes, AB167 and AB212, and CAASPP Assessments. Staff Development that has been delivered during Collaboration time includes: Changing Paradigms for Testing, Changing Mathematical Practices, Cultivating Rigor, The 4 C’s, The 5 Things, The 3 Shifts, DOK (Depth of Knowledge), and Analyzing SBAC Summative Assessment Structure. The OHS staff clearly is not stagnant. The staff is continually growing and adapting to the many educational shifts that have been taking place the past few years.

8. Title 1 Schoolwide

In 2013-2014, OHS completed the process for becoming a Schoolwide Title 1 school. Based on three years of data from 2010-2011 to 2012-2013, it was determined that OHS could benefit from going schoolwide due to the opportunity to offer interventions and support to more students. The stakeholders felt that Schoolwide Title 1 status would assist OHS in providing the most comprehensive and effective program for all students at Orangewood High School. Being a schoolwide Title 1 school has allowed OHS to provide support to all students in areas such as technology, academic intervention, and credit recovery without having to restrict the use of this money to only students identified as Title 1.

9. Laptop Carts

Since the last Self-Study, ten laptop carts have been purchased for student use at OHS. The District made it a priority to provide a laptop cart for every English and Math classroom, purchasing 7 laptop carts. OHS has also utilized some site funds to purchase three additional carts. Each cart has between 20 and 35 laptops, with a built-in Wireless Access Point making the old desktop computers that were for student use almost obsolete. Currently OHS has more student computers operating on campus than students enrolled, giving all students access to SBAC preparation through the use of technology. Students use the laptops frequently during instruction for activities such as conducting research, creating Powerpoint presentations and Prezis with embedded video, completing science labs through web quests, taking and retrieving notes, communicating through email with staff and each other, graphing geometry concepts, working collaboratively through Google Docs, creating documents for senior portfolios, writing activities, test taking, and SBAC practice.

10. Increase in Counseling Opportunities

Since 2014-2015, OHS has used the service of an MFCC Intern who comes to campus once every week and has counseled needy students both in counseling groups and individually. This is in addition to the regular counseling services offered by the District which can be difficult to access and often has a waiting list. In addition, for the last two semesters, OHS has added a Grief Counseling Group once a week facilitated by a counselor from South Coast Community Services, an Anger Management Group, and a Girls' Empowerment Group once a week, facilitated by another counselor from South Coast. These are all additions to the Parenting Counseling Group that meets weekly during the school year. The Life Skills group meets twice weekly after school. Each group offers support to 10-15 students.

II. Follow-up and Progress Report Development Process (1/2-1 page)

- **Comments on the school's follow-up process, including a description of the committee that has been responsible for overseeing the progress of the school's action plan and the visit preparation.**
- **A description of the process to prepare the progress report, including to what extent stakeholders were involved in the preparation of the report.**
- **A description of the process to present the progress report to the Governing Board.**

OHS's Leadership Committee was responsible for putting together the Mid-cycle Progress Report. The members of the Leadership Committee are: the Principal, two members of the teaching staff, a counselor, and a member of the classified staff. It is clearly evident by the VC's conversation with all the different stakeholder groups that all groups had input into the Mid-cycle Report. OHS has an ongoing Action Plan and adjusts the Plan as needed based on the academic, social, and emotional needs of the students. RUSD has been extremely supportive of the programs and changes that have occurred the past three years at OHS. This is evident based on the VC's conversations with the leadership of the RUSD. All of the 7-8 DO personnel who met with the VC were knowledgeable of everything going on at OHS and each member of the DO explained the role each one has in promoting policies and programs at OHS. Community support is evident based on VC conversations with community members during one day visit, the numerous community groups that provide recognition, scholarships, and their time in making OHS what is it. The teaching and classified staffs clearly and with great pride offered their views on what makes OHS a successful school and the roles they play in supporting student success. Parents and students are grateful for the opportunities that OHS provides to them that support student learning and student academic, social, and emotional growth and success. The Leadership Team shares information and data with the staff at collaboration meetings. The VC is clearly convinced that OHS collaborates with and has the support of all stakeholder groups. The staff, parents, students, and community members take pride in what OHS offers to its students. OHS also has the full support of the District Office and the Governing Board. The VC was clearly convinced that what we read, saw, and heard at and about Orangewood HS was genuine and sincere.

III. School's Progress on Critical Areas for Follow-up within the Action Plan (2–4 pages, but more may be needed)

A. Summary of Progress:

- **For each of the schoolwide critical areas for follow-up (with a particular emphasis on any areas(s) of special concern), provide a succinct summary of the school's progress since the last full visit and any observable impact on student improvement.**

School Goal #1:

Continue implementation of schoolwide focus on literacy and reading comprehension.
Critical areas addressed: #3, #4, and #5

1.1 *Continue to refine the schoolwide literacy program.*

Over the last three years, the schoolwide literacy program has undergone many changes in an ongoing effort to provide the best Academic Literacy instructional program for all students at OHS. The Site Literacy Team, in collaboration with the English TOA and the entire faculty, has made many revisions to the program. All teachers were provided two excellent resource books to assist with the development of vocabulary lesson plans. Pretests and posttests has been developed and administered to determine student competency and the effectiveness of instruction. Lessons have been revised in response to the outcomes of the assessments last year. A final revision was made this year, whereby all words of the week are to be taught in relation to the three most critical academic literacy words: argue, evaluate, and conclude.

Identify Common Core Standards in each subject area that addresses content literacy.

Each core content teacher has participated in District or site training involving Common Core standards and instruction for their content area. Teachers have also been provided the Reading Literacy Standards as they relate to each subject area. The Academic Literacy words are also presented to each of the different content areas so the words may be used across the entire OHS curriculum. Teachers also received training on content area specific Depth of Knowledge strategies.

1.2 *Develop formative and summative assessments that reflect Common Core Standards.*

Teachers that have served on the District “expert” committees have participated in the development of new Common Core aligned formative assessments to be used districtwide. The OHS staff has not yet determined the most feasible or beneficial way to utilize these assessments. The staff will be utilizing the SBAC Interim Assessments this spring to measure student growth performance on the Common Core Standards.

School Goal #2:

Continue implementation of the schoolwide focus on improving math skills.

Critical areas addressed: #3, #4, #5

2.1 *Continue to refine the schoolwide Math Skills improvement program.*

Schoolwide Academic Literacy lessons incorporate words that are often used in math functions as well as ELA. Some practice assessments include activities that involve using the academic vocabulary in instructional math tasks.

2.2 *Provide staff development for all staff in common core state standards in Math.*

All instructional staff was trained in analyzing the structure of the SBAC Math assessment, to give them a better understanding of what students will be expected to know and do. All staff has access to the SBAC Math Practice test in order to familiarize students and themselves with Common Core Math standards and expectations. Teachers also received training on Changing Mathematical Practices. This training gave the other content area teachers insight into the properties of Integrated Math. Math content teachers received comprehensive and on-going training on Integrated Math instructional practices, scope and sequence, and instructional materials.

School Goal #3:

Develop and implement schoolwide focus on writing strategies.

Critical areas addressed: #4, #5

3.1 *Develop and implement schoolwide focus on improving writing achievement for all students.*

All staff is making efforts to require more comprehensive writing assignments in every class. To support this effort, the staff has adopted the use of the Rhetorical Précis as an instructional tool. The English Department has in-serviced the other staff members on how to apply the Rhetorical Précis in any content area. The staff believes this has been of great benefit to the students, providing them a structure for summarizing their reading and beginning the writing process.

School Goal #4:

Assist students in the improvement of critical academic and life skills for post high school success.

Critical areas addressed: #1, #2, #4

4.1 *Implement a schoolwide focus on providing comprehensive interventions and support for post high school success.*

The OHS school community continuously strives to provide as many interventions and as much support for its under-resourced students as possible. Listed below are the interventions and supports that have been developed or expanded since the last Self-Study.

If academic assistance is needed, OHS now provides an ELD class for their English Learner students. Also, credit recovery classes are now offered after school and during the regular school day to give students many scheduling options.

OHS now has a Counseling Intern who meets with students individually and in small groups for grief counseling and other personal issues. OHS also has Contract Counselors on campus from a local non-profit who facilitate four different counseling groups every week as well as a life skills class which meets twice a week after school.

For students needing post-high school information and preparation, OHS now offers a new class in Career Education. OHS increased its budget for college visit field trips, adding Construction Career College at Cal Baptist University and Cal State San Bernardino last year. OHS plans to offer an English Learner parent night for College and Financial Aid Information as requested by one of the ELAC parents.

OHS has greatly expanded its vocational and academic elective offerings, as noted earlier in this report.

To encourage more parent involvement on campus, OHS has invested in broadening its digital outreach by way of a Twitter account, maintaining the school website, adopting a school website app for easy access, maintaining parent participation on School Site Council, and offering more opportunities for parents through meetings with the principal, open houses, and parent information nights.

4.2 Develop and implement an AVID program.

Through the AVID program on campus, OHS is starting to offer students better preparation for college. The PSAT was given to students for the first time this year, and AVID students are preparing for the SAT test. They are encouraged to take the most rigorous classes possible and will all be applying to colleges this year. AVID also helps the students learn how to navigate through college applications, scholarships and financial aid.

4.3 Develop and implement the PBIS program.

The PBIS program is just beginning at OHS, but the Site Team expects that PBIS will positively impact the climate and culture at OHS. OHS has had minimal success improving attendance and reducing tardiness. The staff believes that through PBIS, clear student expectations will help to influence student behavior and attitudes for positive student growth.

4.4 Provide Instructional and Technical support for students and staff.

With the transition to Common Core, online testing, new technological advances and challenges that the students will continue to face, RUSD and OHS have both invested in technical support, both through personnel--site technology coordinator, webmaster--and through equipment with the purchase of additional laptop carts for student use.

Orangewood HS continues to make progress and changes that support student learning and student success. As noted above, OHS continues to seek ways to best serve its most important stakeholders—the students. This is a staff that actively works to make OHS a better school for its students academically, socially, and emotionally.

B. Recommendations:

- **Identify and note any areas that need to be given priority for the school’s ongoing improvement. (This may also include critical areas for follow-up.)**
- **Identify new areas of concerns, if applicable.**

OHS has identified the areas that it will continue to focus on to support student learning and student success. The priority areas are:

1. to continue its work to increase parental involvement.
2. to increase the number of vocational elective available to students.
3. to continue developing Common Core State Standards classroom assessments.
4. to continue the development of a rigorous academic program by continuing to increase the number of courses available to students.
5. to continue strengthening student literacy skills.

Orangewood High School’s School Action Plan has 4 focus areas:

1. continue the implementation of the schoolwide focus on literacy and reading comprehension.
2. continue the implementation of the schoolwide focus on improving math skills.
3. develop and implement a schoolwide focus on writing strategies.
4. assist students in improving of critical academic and life skills for post high school success.

The Visiting Committee concurs with the goals the school has set for itself. This is an ongoing process for OHS and it is a challenge faced by many alternative schools. However, OHS has a committed forward looking leadership team, significant support from the District office, an active and committed staff that puts the needs of the students first, and tremendous community support. The VC fully and unequivocally supports the goals set forth by OHS and continues to wish them well in their mission of promoting student success.

C. Commendations Related to Progress:

- **Note and report on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

Orangewood High School continues to be a nurturing, caring, student-centered environment. The staff is committed to student success and putting the needs of the students first and foremost. All staff willingly embraces change as evidenced through the implementation of new programs such as AVID, PBIS, Common Core curriculum, Telepresence, and other components that support

academic rigor. The Math curriculum has changed to the Integrated Math sequence from the traditional sequencing of courses. ERWC replaced English 12, ERWC units have been added to the 10th and 11th grade English programs, and a 9th grade English class has been added to the master schedule. An ELD course has been added to serve the needs of ELD students and the strategies that are used in the ELD curriculum are also being used in other classrooms to support the learning for all students. New laptops have been purchased for OHS and the number of laptops now exceeds the number of students so that all students have access to technology at school. Many different counseling groups exist at OHS which are provided by outside service organizations that meet the social and emotional needs of the students which, in turn, supports student academic success.

LCAP funds support the following programs:

~the AVID program and teacher training to prepare students for the rigors of a four year university

~dual enrollment at Crafton Hills Community College enabling OHS students to pursue opportunities to earn college credit as well as prepare for future careers

~the training and implementation of PBIS to enhance school climate, to work to decrease tardiness and to increase school attendance

~Numerous opportunities exist for professional development and OHS staff is actively involved in district-wide committees involving Common Core implementation, textbook adoption, and the development of district-wide assessments.

When the VC asked students to describe OHS, students responded that OHS is: “understanding”, “caring”, “accepting”, “loving”, “genuine”, “inspiring”, “productive”, “personal”, “friendly”, “helpful”, “opportunity”, “humble”, “second chance”, “believe in you”, “will stop what they are doing to show they care”, “the staff takes time to build positive relationships with students”, “they don’t fly through lessons, they stop and help you”. The students’ comments were mirrored by parents and community members. The Visiting Committee concurs!