

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

Ocean Grove Charter School
SELF-STUDY REPORT

16900 Highway 9
Boulder Creek, CA 95006
San Lorenzo Valley Unified
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Visiting Committee Members

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Chapter I: Student/Community Profile Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

Ocean Grove Charter School (OGCS) opened its doors as a California Charter School on August 29th of 2005. It was chartered to provide a vehicle for parents to have the ability to make choices related to the education of their children in collaboration with their credentialed teacher. OGCS is sponsored by the San Lorenzo Valley Unified School District, located in Ben Lomond, California. Innovative Education Management Inc. (IEM) manages the business services for the school. OGCS currently serves independent study students from the cities, suburbs, and rural areas of San Mateo, Santa Cruz, Santa Clara, San Benito, and Monterey Counties.

OGCS believes in educating students for the 21st century by providing individualized learning opportunities that incorporate parental participation, choice, and involvement in curricula offered in personalized learning environments and small learning communities.

Ocean Grove's high school population has seen a steady increase since the inception of the school. The 2010-11 high school enrollment total was 206 students; the current 2015-16 enrollment is 325.

STUDENT PERFORMANCE DATA

Academic Performance Index

OGCS API Chart

	2006	2007	2008	2009	2010	2011	2012	2013
API	746	742	785	786	786	786	801	806

OGCS has continued to make steady increases in their API and are currently above the minimum state target of 800.

Content of Staff Development and Numbers Participating:

Ocean Grove conducts regular staff development. This is done primarily through our once-a-semester All-ES Training days (8 hrs) and our monthly Area Facilitator meetings (2 hrs). Content changes monthly based on needs and upcoming deadlines but typically includes information dissemination, networking, and training activities. Starting with the 15-16 school year we hired an administrator who focuses on staff professional development and have added a 2-hr per month professional development requirement. ES's have freedom to select monthly topics which relate to their annual goals and needs. We also have a listserv which represents a passive form of development in disseminating information to ensure all staff are working with the most up to date expectations and requirements. 100% of our staff participate in our staff development and their attendance is tracked.

Adequate Yearly Progress (AYP)

	2009-2010		2010-2011		2011-2012		2012-2013	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Participation Rate	Yes 96%	Yes 96%	Yes 98%	Yes 99%	Yes 98%	Yes 99%	Yes 96%	Yes 97%
Percent Proficient	Yes 66%	No 49%	No 66%	No 48%	No 68%	No 48%	No 67%	No 50%
API	786		786		805		806	

High School Completion

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Graduation Rate	81%	81.08%	77.9	85.7%	Information not yet available

Explanation of High School Completion:

After staying the same (and showing a decrease) from 2010-2013, the high school completion rate has risen steadily. We contribute this to our increase in guidance support, course offerings, and staff training.

Attendance and Mobility

Mobility Chart

	Of 591 students enrolled in 2011-2012			
2011-2012	181 Transferred			
	9 Graduated			
	401 Remaining 32% Mobility	Of 729 students enrolled in 2012-2013		
2012-2013	104 Transferred	206 Transferred		
	7 Graduated	10 Graduated		
	290 Remaining 28% Mobility	513 Remaining 30% Mobility	Of 581 students enrolled in 2013-2014	
2013-2014	63 Transferred	132 Transferred	137 Transferred	
	11 Graduated	15 Graduated	4 Graduated	
	216 Remaining 26% Mobility	366 Remaining 29% Mobility	440 Remaining 24% Mobility	Of 652 students enrolled in 2014-2015
2014-2015	45 Transferred	103 Transferred	131 Transferred	237 Transferred
	2 Graduated	3 Graduated	2 Graduated	22 Graduated
	169 Remaining 22% Mobility	260 Remaining 29% Mobility	307 Remaining 30% Mobility	521 Remaining 40% Mobility

Explanation of Mobility Rate:

OGCS' mobility rate ranges between 26-40%. They have implemented programs to lower this rate, and have been working with their teachers to decrease these percentages. It was stated in the report, that many students come to the school wanting to try a different approach. While the change is positive for a majority of students, some find that they need to return to a more traditional school environment in order to be successful.

OGCS implemented a local assessment in 2014-15 called i-Ready®, which is based on the new Common Core State Standards (CCSS). This assessment tests students to a sub-skill level, providing a more in-depth look at the individual needs of our students. The results can then be

used to target instruction to bridge the academic gaps of our students. Furthermore, the results can be used immediately with the i-Ready Instructional component of this program if the parent chooses. This part creates a prescriptive path based on the needs of the student and provides online and printed lesson materials in the areas of need for students. This is provided at no cost to families to encourage its use.

Chapter II: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Significant Developments that took place after the 2013 3 year term WASC revisit.

During the 2013-2014 school year, Ocean Grove Charter School (OGCS) underwent a major structural reorganization with Innovative Education Management (IEM), the school's management company.

In June of 2013, IEM instituted an organizational restructure so that all schools would operate as one entity. This was the focus of the IEM Conference in October, 2011.

In October, 2014, IEM announced the formation of an IEM Advisory Council (AC) which includes Susan Clark, Wendy Gaschler, Cynthia Rachel, Brandon Anderson, Maya Myers, and Jason Jones. IEM has also established 12 department heads for IEM and all IEM Schools. All schools were fully integrated with the restructure of IEM on July 1, 2014. This means that all three schools work together as one team by using the same policies, procedures, and best practices for the three schools within our organization.

The OGCS school-wide action plan is a living document and is shared as a Google Doc, which is reviewed multiple times by school leadership throughout the school year to ensure all tasks are being completed. This review includes an extensive analysis of local and state assessment data. At the end of the school year, the WASC coordinator reviews the action plan in detail and identifies which tasks still need to be completed before the upcoming school year. In ongoing discussions, the Leadership Team determines who will do which tasks and assigns them to different individuals. The WASC coordinator follows up periodically to ensure the tasks are being completed and in a timely manner. As the tasks are completed, the action plan is updated. Additionally, if new tasks are created throughout the years between WASC full self studies, these items are added to the action plan. Many individuals assist in the compilation of data, information, and creation of charts.

With the implementation of the Local Control Accountability Plan (LCAP), it was necessary to adjust the action plan to align with the LCAP so as not to have plans that went in different directions. South Sutter looked at the expenditures and goals in the LCAP, adjusted the action plan accordingly, and shared with the different school departments for comments and input. The action plan will continue to be aligned to the LCAP each year.

After careful review of the school's goals, growth targets, and measurable data, progress reports are presented to the parent council annually, and reported to the chartering district school board. WASC updates are reported in the school's newsletters and at the school's ES training meetings. WASC self-study reports and visiting committee reports are linked on the school's website.

OGCS has used the following to ensure that student learning is occurring:

- During the 2013-2014 school year, Ocean Grove Charter School (SSCS) underwent a major structural reorganization with Innovative Education Management (IEM), the school's management company.
 - By undergoing this reconstruction process, OGCS and other IEM schools have become identical; having the same administration, curriculum, rules and regulations. The schools have been able to streamline all communications and are being given identical information regardless of the school site.
- During the 2014-2015 School Year, Ocean Grove implemented its first Local Control and Accountability Plan. The plan is aligned with our WASC action plan and has similar goals.
 - All 3 schools were given the same survey in order to gather information that would benefit all schools' stakeholders and increase student learning.
- During the 2013-2014 School Year, IEM and Ocean Grove worked together with the staff and parents to implement the new Common Core State Standards (CCSS).
 - OGCS' administrative team attended the APLUS+ conferences starting in 2013 to prepare for the CCSS implementation. Training modules were then developed for ES, parents and students to begin the training process for the new standards.
- During the 2013-2014 School Year, Ocean Grove's assessment team worked together with the administrators and IEM to make the switch from STAR testing to the new CAASPP testing.
 - Implementation of this new set of requirements placed Ocean Grove in a unique position, as the school is not a traditional brick and mortar school. The challenges would begin with the purchasing of all the equipment our student population would require, securing and renting test sites in several counties where students could physically complete their testing, and bringing the specific Internet requirements to each of the rented sites. To solve these challenges, the assessment team created mobile testing units to accommodate both the vast geographic area Ocean Grove services, as well as the large number of students that were in attendance.
- Project Lead the Way (PLTW) was added in 2015-2016 for K-12 students.
 - OGCS added PLTW which is a program dealing with STEM education. It is an activity, project, and problem solving based curriculum. This program is for K-12th grade students.
- Student Learning Surveys were completed during the 2014-2015 school year.
 - OGCS used Qualtrics ® software to create student learning surveys for the ES to complete for each of their students.
 - A statistician was hired to work with student learning analyst to conduct an analysis of the collected data.

- ESi opportunities added in 2015-2016.
 - Education Specialists offered tutoring and small group instruction to students. Each ES used their area of speciality to tutor student(s).
- Professional Development Opportunities
 - All ES attend a 1-2 day professional development at the beginning of the school year. They also attend a once a semester in person all day training, and are required to complete once a month 2-hour individualized professional development relating to one of their professional goals.
- Alumni and Senior Exit Surveys
 - Students are given the iReady ® assessment survey to gather information about individual student growth while enrolled at OGCS. This data is used to gather information about student growth and curriculum strengths and weaknesses.
 - The senior student exit surveys are used to follow up on students progress after graduation. This date informs the school of how well students were prepared for their future.

Chapter III: Self-Study Process

- **Growth Goal 1: Increase the percentage of students who demonstrate grade level proficiency in Mathematics** (Schoolwide Critical Areas for Follow-Up 1, 2, 3, 4)
- **Growth Goal 2: Increase English Language Arts proficiency** (Schoolwide Critical Areas for Follow-Up 1, 2, 3, 4)
- **Growth Goal 3: Increase the number of students who pass English Language Arts and Mathematics CAHSEE in 10th grade.** (Schoolwide Critical Areas for Follow-Up 1, 2, 3, 4)
- **Growth Goal 4: Increase the graduation rate** (Schoolwide Critical Areas for Follow-Up 1, 2, 3, 4)

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The Ocean Grove Leadership Team has an ongoing process for identifying, collecting, and analyzing data. The Leadership Team, as well as departmental teams, meet throughout the year to review and discuss academic performance and growth. We seek stakeholder involvement through the Parent Council and the LCAP Advisory Committee. Student achievement is analyzed through the following measures: the overall Academic Performance Index score (API: 2010-2013), California Standardized Test (CST: 2010-2013), California Assessment of Student Performance and Progress (CAASPP: 2015-present), California High School Exit Exam (CAHSEE: 2010-2015), and local

assessments (Scantron: 2010-Spring of 2014; iReady: Fall of 2014-present). Additionally, we evaluate graduation rates, participation in UC/CSU a-g courses, and English Language Learner (ELL) academic growth. In the spring of 2015, a comprehensive Student Learning Survey was administered, and results of the survey were analyzed by a professional statistician. The results are compiled and then shared with all departments, ESs, and stakeholders.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)

The schoolwide learner outcomes for Ocean Grove Charter School are listed below:

1. Student reads and writes effectively
 2. Student sufficiently understands and functions in the world around him/her
 3. Student appreciates the history of mankind in all its diversity
 4. Student comprehends the political process
 5. Student applies mathematical principles and operations to solve problems
 6. Student applies scientific concepts and skills to explain his world and finds solutions to its problems
 7. Student realizes his own unique educational interests, talents, and abilities
3. The gathering and analyzing of data about students and student achievement

The school has been working to develop a sophisticated system for analyzing its curriculum and program effectiveness. In 2014-2015, the school purchased a Qualtrics license and is using it to create the Student Learning Survey with the help of a hired statistician. The school is doing a research-level analysis of the effectiveness of the school's curriculum and academic programs using the Student Learning Survey data as compared to CAASPP test performance. Another analysis performed on the data, compared the results of the iReady pre- and post- diagnostic results to the student's performance on the CAASPP. This report shows a very high statistical correlation between student performance on the school's new, iReady local assessment and student performance on the CAASPP.

4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

In spring of 2013-14, the school began implementation of a robust math and English-language arts Response to Instruction program. In 2015, this intervention program was expanded further, and became tied to the new iReady local assessment, diagnostic and instruction license that includes optional progress monitoring. The intervention program begins each year with a thorough pre- and post- diagnostic assessment. The Education Specialists (ESs) are given training on the diagnostic and instruction iReady student license, and parents and ESs are given live and in-person training on the intervention curriculum, both print and online. The school contracts with outside vendors to deliver online and face-to-face tutoring using the school's Local Control and Accountability Plan (LCAP), for students who qualify. The students' iReady license for local assessment, combined with the school's robust intervention curriculum

and tutoring program, is showing significant effectiveness in raising our students' academic performance in math and English-language arts.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national and local needs, and community conditions.

- The school has developed a clear Mission statement that focuses on individual choices and identifies what students should know and perform and a belief that all students can learn. The statement also states that all students should be college and career ready. The school has established Guiding Principles for staff which are reviewed and revisited throughout the school year.
- Common Core standards have been implemented emphasizing career and college readiness and these have been shared with the teaching staff as well as parents and the community. ELA Common Core standards have been made user friendly and allows for greater accessible to teachers and parents through trainings throughout the year.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner **outcomes and academic, college, and career standards** based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Control and Accountability Plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Governing Board: The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Governing Board's Involvement in the Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Understanding the Role of Governing Board: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relation to the LCAP metrics, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

- There are 29 members of the Parent Council which meet at least 4 times a year with special meetings as needed. Board members serve two year terms. The role of the parent board members have been made clear to the parents and community. It is noted that teachers are encouraged to identify prospective parents to serve on the Council. Numerous Council sub-committees have been formed to address critical issues such as developing long and short term goals, monitor school progress, and provide suggestions for school improvement. Council meeting reminders are posted for all parents and staff.
- Five members from the Parent Council are selected and appointed by IEM and approved by the parent Council to serve on the Governing Board. The Governing Board review and approve all policies or other matters which by statute or regulation require Governing Board approval or other matters as directed by IEM.
- There is a five member IEM board that assumes the overall responsibility of OGCS. The IEM management team has been given the authority for the day to day management and operation of OGCS
- The policies of the LCAP support the school's vision, mission and schoolwide learner outcomes through the creation of Intervention and Response To Instruction programs. Additional intervention services include 1:1 tutoring, Group tutoring and ESL tutoring. Parents have choice of curriculum such as Common Core and i-Ready. Parents are

provided the training necessary to assist in selecting their student's programs. LCAP funding is also used to provide MiFi devices to support independent learning.

- The Uniform Complaint procedure is posted on the OGCS website. The teacher manual also contains process for complaints or issues and contact information.
- The OGCS's website contains information on how parents and the community are informed as to how they can help participate in the school's governance via a link to the LCAP. There is also a link to the LCAP Advisory webpage including a video for stakeholders, Advisory Committee information, school surveys, the LCAP plan and uses a listserv to send correspondence to remind parents and the community parent and community members. Roles and responsibilities of the Board are also posted on the site. Parent surveys are sent to receive feedback on programs, issues and concerns. Regular Parent emails are sent out.
- The OGCS Parent Council has an established set of roles and responsibilities and has also created a similar document for all departments and positions at OGCE. Departments provide updates at parent council meetings.
- OGCS provides a public link for the 8 state priorities highlighting areas of improvement, student goals, actions and services provided and using comprehensive assessments to assess student progress and program usage.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Correlation between All Resources, Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP: There is correlation between allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

- The school's mission focuses on individual choices and a commitment to providing innovative public education options while collaborating with parents, students and teachers. The school's Guiding Principles are revisited throughout the year with the school staff as are the high school requirements. Annual teachers meetings are held to help support families and students. Teachers discuss the LCAP and its goals for the school. Monthly teachers meetings are held with the AF to review and discuss useful strategies and curriculum.
- Monthly LR (Learning Record) meetings are held to monitor student progress and make decisions regarding adjusting the curriculum and making appropriate resources available. Parent listserve offers information on webinars and online resources. Students and parents sign a Graduation requirements document outlining plans post high school, selecting 2 year, 4 year colleges or technical school, military or other. That is followed by CAASPP and iReady assessments to ensure students are working on the appropriate post high school educational plan they have selected. Students are offered intervention programs and support help in order to close the achievement gap,. Life skills classes are provided as are ROP classes, and A-G classes. Concurrent enrollment at local community colleges are also encouraged. Struggling students can obtain AESS; where the teacher meets more regularly with the student.
- LCAP funding provides a variety of curriculum choices and parents and students are not limited to one resource and may use multiple curriculums as needed. Resources allocation are data driven based on iReady test scores and help evaluating if interventions are successful. A Guidance counselor has been hired to help students select the classes that will help them meet their goals. Parents have the option to use instructional funding for additional services such as tutoring help.
- Parents and staff have regular opportunities to obtain professional development through webinars in language arts and math. Teachers meet monthly to collaborate and share ideas and educational strategies. When a student has learning concerns, OGCS offers Personalized Learning Teams involving the parent, student and staff to implement intervention strategies and monitor progress.
- Staff are offered several opportunities for trainings on how to effectively use technology to support student instruction and document learning (Lynda.com, IEM Technology Club, Schoology).
- Advisors obtain constant feedback from teachers at monthly meetings regarding what strategies are effective. All teachers complete student surveys as to what resources are being used by families and their effectiveness.
- OGCS has a communication hierarchy from parent to Advisor to office staff to resolve any issues. Advisors are the first point of contact for teachers with issues or concerns. Advisors hold monthly meetings to inform and update teachers. OGCS has established a policy that all communication responses will happen within 24 hours.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

- OGCS offers extensive trainings for all staff members as well as access to teacher advisors and support staff. Vendors also provide online training to staff. Curriculum experts assist staff in identifying intervention curriculum and how to implement those efforts most effectively. Staff is encouraged to attend off site staff development programs through the COE and free courses through Stanford University. Additional training is provided through subject matter experts, department chairs and department heads.
- A credential analyst ensures that all teacher credentials are current. Requirements to of ESEA options and HQT are found in the parent handbook as well as the teacher manual. Prior to interviews, candidates go through a staff background check with the state.
- Various methods are used to adequately prepare staff to ensure all are prepared for their responsibilities including all staff development days, monthly small AF groups, schedules for completing assignments, and instructional technology training.
- Monthly Area Facilitator (AF) meetings are held to disseminate information. Teachers are notified of upcoming deadlines and required paperwork. The teacher manual has critical information on policies, pacing guides, operational practices, decision making process, and an organizational chart of leadership and staff. Information regarding attendance, learning records, and other relevant student information is shared via FRED. Also there is a listserv used to communicate to all OGCS personnel.
- OGCE provides funding for VPSS and CSET programs. Department chairs are available to staff to provide assistance as are curriculum and subject matter experts. Area Facilitators provide monthly meetings to enhance professional development.
- FRED tracks student records such as attendance, learning records, transcripts and report cards which are then sent out to teachers and advisors to be evaluated. Student work is evaluated twice a year and goals are written based on this information. An advisor is

assigned to each teacher for supervision, support and evaluation. All purchase orders are evaluated for educational value.

- Student-teacher interaction, based on AESS policies, stress one to one tutoring and ongoing evaluation of student work. Schoology is used to evaluate and supervise student work. Ongoing training in i-Ready, online curriculum and instructional technology is also provided. Web based tutoring is used for additional support and evaluation.
- To more effectively serve high school students, funding for VPSS certification is provided to staff. RTI trainings are also provided to all teachers. Annual survey is conducted to determine teacher response to professional growth training. LCAP survey is also used to provide feedback on trainings. Teacher credentials are monitored and staff provided updates. California Professional Standards are used to keep focus on student learning.

A5. Resources Criterion

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes, the educational program, and are safe, functional, and well maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

- OGCS provides adequate funding for parents to make critical purchases for instructional materials for their students. Parents are inserviced regarding guidelines for the instructional funds. Parents and students have a wide variety of instructional materials, both in print and online as well as tutoring options in person or via the Internet. Curriculum/subject matter specialists created lists, reviews, and training in curricula areas for parents. For students scoring two years below grade level, LCAP funds were provided for intervention efforts. The Boulder Creek Resource Center is open for parents

to view and check out various curriculum materials. Material at the center are free and do not require additional use of parent funding allocations. OGCS also provided CCSS aligned supplemental materials. OGCS offers several different high school curriculums for both A-G and non A-G students. OGCS implemented an OML purchasing program which allows the school to provide quality online instruction at a reduced rate. OGCS continues to add courses through the UC doorway such as AP U.S. History. Student falling two years below grade level are provided with extra funds to purchase intervention programs along with additional tutoring time. The Silicon Valley Career Technical Education Center and the ROP provide access to classes that meet the career readiness standards.

- OGCS's annual budget is developed initially by each department in collaboration with members of that department. That budget is submitted to the Financial Department of IEM for consolidation and approval. It is then reviewed and given approval by the administrative Committee. From there the budget goes to the sponsoring district for approval. The projected and final budget is presented to the Parent Council for review and clarification. The budget is audited annually. Teachers have oversight of purchases and ensure they are in line with state and school policies. There is staff to review all PO requests to ensure they have educational value and the purchase is within stated guidelines. A process is in place if there is an inappropriate item or activity reported.

A6. Resources Criterion [Charter Schools only]

Have the governing authority and the school leadership executed responsible resource planning for the future?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-range Financial (and other Resources) Plan: The school regularly reviews its long-range (and other resources) plan in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has defined regular accounting and external audit procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Stakeholder Involvement: All stakeholders are involved in future planning, including addressing long-range capital needs.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Adequacy of Reserve Funds: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Decisions — Schoolwide Learner Outcomes: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

- OGCS follows SB740 requirements in allocating funding as well as allocating \$2500.00/per H.S. student for specific instructional materials to meet the student's specific needs. Quarterly meetings are held to keep stakeholders informed about any change in the school as well as long term goals and plans. Strategies, structures, actions, and the allocation of resources come from the school's focus on learning and continuous assessment of results. IEM, with input from the parent council creates the school's long range plan. The plan is flexible and changes based on changing student population and current school data.
- The school has a yearly audit and review of the program's finances. IEM maintains a strong internal control structure to ensure there are no misuse of funds. Employee duties are segregated among different departments/employees to reduce the risk of error or inappropriate action.
- IEM with staff input develops the school budget based on the school's mission, vision and purpose. All expenses are tracked in a data base and approved according to policies and guidelines. The charter authorizer is updated monthly budget cash flow statements and all required financial reports.
- OGCS abides by the state set student to teacher ratio of 25 to 1. Students are also supported with Guidance Counselor, Curriculum Coordinator, Assessment Coordinator, Advisors and teachers. The school complies with SB 740 funding requirement and maintains a 5% reserve.

A7. Resources Criterion [Charter Schools only]

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Written and Adopted Policies/Procedures: The school has written adopted fiscal policies and procedures for internal controls.

Annual Financial Audit: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Compliance of Personnel: Personnel follow the fiscal policies and procedures.

Processes for Implementation of Financial Practices: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Contracts — Accounting: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

- IEM ensures the highest levels of internal control using control activities which includes approvals, authorizations, reconciliations, segregation of duties and controls over information system. Lines of authority are clear throughout the system. Monthly fiscal review reviews are performed by a budget team. Annual school audits are conducted according to state and Charter guidelines. Audit reports are provided to the sponsoring district directly from auditor.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- The school's vision and mission statements are clear and the school's goals and budget support them.
- The school has a clear and effective intervention plan for struggling students
- There is a staff member assigned to review and analyze credentials and an in depth interview and hiring process is in place.
- Strong effort to add additional a-g courses
- Parents have high praise for the efforts of the staff, specifically the OGCS teachers.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Recruiting parents for Parent Board remains an issue as does parent participation in utilizing many of the supplemental services offered by school.
- There is a need for increased parent participation in in-services in the areas of curriculum and standards

- Fully Implement Schoology to improve professional development
- Continue to improve support system for new teachers with a mentoring program
- Staff and community need to be provided with resources and information to better understand the school budget process and allocation of funds

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- OGCS Mission and Vision statement
- Budget process and standards
- Submission and acceptance of additional a-g offerings
- Organizational chart of positions and responsibilities
- School web page

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career Readiness Standards for Each Area: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

Integration among Disciplines: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

- OGCS follows a yearly routine of developing an individual plan for each student. This plan is developed by the ES, parent, and student. Currently, OGCS uses the iReady pre- and post test along with the student’s STAR or CAASPP results, each student’s post high-school educational and career goals, and the student’s general interest and motivational levels to determine the best instructional program for the student. OGCS provides the ES with a multitude of state standard materials (both print and online) and professional development (both in person or virtually). OGCS maintains a robust website with curriculum information for its staff and parents.

- OGCS has all a-g requirements listed on its UC Doorways. Subject Matter Experts and approved vendors are in place to assure HQT requirements are met. OGCS vendors provide “wet labs” to meet the a-g science requirement and are in the process of creating mobile science labs.
- In three years, OGCS has increased its a-g approved AP classes from 0 to 16. This increase is largely due to the submissions and approvals from its online vendors.
- Education Specialists integrate state and national standards for each subject area, college and career-readiness standards, and school-wide Student Outcomes into the curriculum they design for each student. The a-g requirements are CLRN-certified and all teachers are Highly Qualified to deliver academic instruction in their content area. Students are evaluated by their teachers and are assessed using portfolio samples, formative and summative assessments, and iReady diagnostics to ensure that students are understanding the academic concepts and are fully prepared for college and career.
- Students are evaluated and assessed using a variety of different methods and modalities to ensure that they are learning concepts and skills that relate to academic standards and their personal future career goals and interests. Students use individualized projects, portfolio samples, Learning Record meetings, and a variety of formative assessments to demonstrate their skills and knowledge.
- All students are ensured equal access to rigorous and relevant curriculum through their individualized curriculum and the learning plans that Education Specialists develop for them. Student skill levels and content knowledge are assessed using diagnostic tools (such as iReady), and students and parents are highly involved in the curriculum planning process so that each student’s learning style, motivation, interest, and goals are considered every step of the way. If students are struggling at any point, the Education Specialist uses a variety of intervention strategies (such as changing the pace of studies, altering or modifying curriculum, and online or in-person tutoring) to help each student maintain successful academic progress. In addition, students with special needs receive services from OGCS’s Special Education Department, PLT program, or a 504 Plan team. English Language Learners can benefit from additional one-on-one services from a language tutor as well as other online and print resources.
- OGCS offers clear Suggested Graduation Pathways to meet student’s various career and technical goals, and students have the ability to enroll in different vocational courses, career and life skills courses, entrepreneur classes, internship opportunities, and/or ROP courses to explore different careers and jobs in the community that relate to their future occupational goals. OGCS has developed specific protocols and policies to maintain the integrity, reliability, and security of student learning. School-created online log-ins are security protected to ensure that each student is completing his or her own work. Curriculum is outsourced to various vendors to maintain integrity and reliability of the content, and each of the vendors have specific internal departments to manage online security.

- Both Education Specialists and parents have stakeholder involvement and the ability to change things according to the needs of their students. Students and parents are encouraged to evaluate and select their own curriculum, and have the ability to make new vendor requests when needed. The OGCS-developed Student Learning Survey program was recently created to assess the effectiveness of the curriculum and programs offered. Staff also regularly analyzes and compares iReady diagnoses to student CAASPP performance and growth to ensure that the school curriculum and assessments are reliably and effectively gauging student progress.
- OGCS seeks input from Subject Matter Experts and Educational Specialist when choosing appropriate curriculum. A “Favorite Curriculum Survey” is used to help narrow down curriculum choices for families.
- OGCS students have the opportunity to enroll in concurrent courses through their local community college, such as Cabrillo College. OGCS offers a Regional Occupation Program (ROP) in which students take classes such as firefighting.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school’s entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students’ personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

- OGCS has a large offering of academic, elective, and vocational courses. Students have input in their own educational courses depending on their skill levels and their future goals. OGCS offers a variety of University of California-approved a-g courses for those planning to attend college, vocational courses for those who have interest in specific trained careers, elective courses that expose them to various visual and performing arts, and programs to support career exploration and work experience in the community.

- OGCS teachers and families sign agreements detailing the student's independent study plan. With the assistance of the teachers, families are able to create a plan that is suitable to both the students goals, interests, and learning style. Statewide assessments (such as the CAASPP, CST, and CAHSEE), ROP classes, and access to college and career planning programs like Bridges provides families with the necessary direction to achieve these needs. Effectiveness of the online instruction is closely monitored by the teacher through work samples and various check sheets. If a lack of effectiveness is found, teachers can meet more often with their student through Additional Educational Specialist Services (AESS)
- Assessments such as iReady and CELDT assure students are placed in appropriate courses. Those assessments along with the CAASSP and CST show student progress (or lack thereof). Based on this data, Educational Specialists have the right to alter the pacing of a course if need be.
- OGCS begins the post high-school transition period in 8th grade by discussing high school graduation requirements with parents and students. A graduation requirements agreement is signed by the Educational Specialist, parent, and teacher. OGCS provides students and parents with an a-g pathway for students planning on attending a UC/CSU school. Concurrent enrollment is offered to students looking to begin college courses early. Intervention programs are in place for any students testing two or more grade levels below in any of the iReady assessments. Students interested in developing early occupational skills can enroll in ROP courses.

B3. Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for success in college, career, and life?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

- OGCS provides its students different options to complete their high school course requirement. Students can choose an a-g path to ready themselves for a four-year institution or a non a-g path for those looking to enter a two-year institution, military, or vocational school. Students and parents alike are able to access this information from their teacher (ES) or directly from the school's website. OGCS provides students with the opportunity to participate in ROP programs allowing them to train for specific careers, i.e. firefighting.
- OGCS's use of iReady pre- and post assessments allows its teachers (ESs) to identify gaps in their student's learning/knowledge. Through use of LCAP funds, OGCS is able to provide both print and online CAHSEE tutoring to help address these gaps. OGCS also provides Intervention Curriculum Experts as support to help teachers (ESs) to choose the appropriate route and/or curriculum for their student. Furthermore, OGCS provides access to online CAHSEE prep courses such as ALEKs and is increasing student access

to live educational instruction from OGCS Subject Matter Experts through its primary learning platform, Schoology.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- OGCS offers a large variety of college and career-ready courses that fulfill a-g requirements and national content area standards.
- Student progress is closely monitored and consistently evaluated by Education Specialists to ensure that students are progressing effectively and making strides toward their educational and post-secondary goals.
- OGCS has developed a variety of processes to collect data in order to analyze the effectiveness of the specific programs offered. Appropriate changes and interventions are easily incorporated when student evaluations and data indicate that students are not progressing with their current learning plan.
- OGCS provides a high level of collaboration and input from students, parents, and Educational Specialists to plan and implement each student's individualized academic plan.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Although OGCS offers ROP courses and other vocational options, it would benefit students to have a larger variety of ROP , vocational, and work experience choices to further support student internships, training, and post-secondary skill development(particularly for those not on an a-g college path).
- OGCS students would benefit from an increased offering of live, interactive courses specifically in Math

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- OGCS offers a wide range of in-person and online instruction with over 1000 vendors on their approved list
- OGCS has 79 approved a-g courses with an emphasis on increased flexibility
- Development of flexible syllabi by subject matter experts
- Need for full implementation and development of ROP program
- Lack of live, teacher led Math courses to address schoolwide Math struggles

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

- All OGCS teachers utilize a variety of multimedia methods to present information to students in ways that encourage engagement and facilitate learning. Teachers use resource websites such as Schoology, i-Ready, WebWise, Jigsaw, instructional videos, and online tutoring to vary assignments and instruction. Students have the opportunity to take online courses with varying degrees of support for a multitude of different levels and intervention needs. Students also have access to ESI courses, which offer online direct instruction. In addition, all students have the scheduling flexibility to explore careers of interest in the nearby community via job shadowing, apprenticeship programs, and ROP classes.
- OGCS curriculum, both in-person and online, provides students with constant access to syllabi, course plans, rubrics, assignment descriptions, assignment due dates, grades, teacher comments, and other resources needed to chart progress and assess their own learning.
- OGCS offers students the opportunity to use their funds to purchase technology such as laptops, desktop computers, iPads, printers, and MiFi Internet access. Teachers utilize online learning applications and many students take online courses (such as Apex). Due to the individualized, one-on-one instruction and online learning methods available, teachers are able to tailor student course loads to the interests of students, which helps foster effective learning. OGCS staff members are able to evaluate student's learning by monitoring their progress online and maintaining constant communication with students and their families.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences: All students have access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

- Teachers use multimedia and online applications to make the curriculum interesting and accessible to all students. Students engage in online learning environments that encourage communication and self-advocacy, and ultimately helps them gain life skills that extend beyond the classroom. Students can choose curriculum that is of interest to them and relevant to their future careers, which allows them to focus on in-depth research and analysis of specific subjects. Students also have opportunities to explore relevant careers in their community through job shadowing and ROP classes.
- Teachers can receive training in current methodology and are accustomed to frequent use of multimedia and technology resources. Because many students take online courses, teachers regularly post class assignments, grades, comments, and other information relevant to their student's courses online.
- Teachers work closely with students and their families to tailor curriculum to fit the student's interests, goals, and needs. Teachers are in constant communication with students, either in-person or online, and they commonly work with students in a one-on-one environment. Teachers serve as tutors, coaches, and instructors based on the intervention needs of each student, and teachers have the flexibility to change the program and methods if the curriculum is not proving to be effective.

- Students can use funds to purchase iPads, desktop computers, laptop computers, MiFi internet, and printing services. Students use online programs such as Schoology, Apex, and Google Hangouts in order to communicate with teachers and classmates, gain in-depth curriculum knowledge, or search course information. Students are able to go online and check course assignments, rubrics, grade books, teacher input, and their scores on different tests and assignments so they have updated information on their course requirements.
- Students are provided with different career exploration programs that include job-shadowing, ROP courses in the community, apprenticeship and internships programs, and job training resources. Students have the freedom to schedule their classes around their work schedules and to take specific courses that prepare them for future careers.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- OGCS offers a vast amount of opportunities for students to participate in their own learning. Students have access to course assignments, grade books, and teacher comments so they are able to work independently and monitor their own progress.
- Students and staff members have the flexibility to personalize student learning so that students can learn about subjects relevant to their future goals. In addition, students are able to explore various career and educational options in the community through ROP and concurrent enrollment in nearby community colleges. Students also choose from a variety of elective courses that fit their interests, such as music, dance, or theater.
- Curriculum is available to students in a myriad of ways. Students can choose to learn at home, take classes online, work one-on-one with a tutor, or attend traditional classroom classes.
- Struggling students receive support through LCAP-funded intervention programs, including web-based tutoring through Home Tutoring Plus.

Key issues for Standards-Based Student Learning: Instruction (if any):

- OGCS is currently looking to expand its vocational, technical, and trade school offerings to all students.
- Training for both teachers and families in online programs specifically Schoology
- Providing better awareness of intervention programs to qualifying students to insure they are receiving proper/best instruction
- Training of parents in differentiated instruction to better help the student at home
- 49% of stakeholders indicated the need a larger offering of quality courses to attend

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- OGCS offers in-person and online instruction and a vendor list of well over a 1000.
- Technology is heavily used in the delivery of instruction primarily through the use of Schoology and online vendors
- OGCS needs to look into increasing the offering of quality courses for students, especially those in intervention, to attend

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Monitoring and Reporting Student Progress: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/cocurricular program.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

- Currently student performance data is collected and analyzed by all credentialed staff members. Upon completion of data, the needs of the student are identified. ES's suggest curriculum to the parent and student that would best fit the needs of the student. OGCS is very parent choice oriented and the parent with input from the ES's will decides how to spend the educational funds.
- All students take the iReady pre and post assessment. This assessment is an adaptive Diagnostic that pinpoints the student's needs down to the the sub-skill level. The assessment is aligned to the common core standards. The iReady program provides personalized student instruction as well as mobile apps to help boost student achievement.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

- OGCS teaching staff use a variety of assessments to determine student learning. At learning record meetings teacher collect work samples, conduct oral and visual assessments, evaluate projects, essays and exams. Work samples are regularly monitored to see ongoing student growth.
- Teachers proctor iReady exam that is given twice a year as a pre and post test to determine growth and provide interventions where needed. The iReady programs can produce worksheets and online lessons in the individual areas of student needs.
- OGCS offers ROP classes through Santa Cruz county ROP, North Monterey county ROP and Mission Trails ROP. ROP and career readiness are offered to prepare students for career awareness opportunities.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

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

- OGCS shared CAHSEE results through 2014-15 with all stakeholders. ES's would review these scores, and offer tutoring, prep classes and online CAHSEE prep classes were offered to students needing extra support.
- iReady result reports are disaggregated and analyzed to highlight areas of need for each student. Students are placed in intervention classes based on results from iReady. ES's receive results from the iReady assessment before the core curriculum is chosen and are able to give parents and students suggestions on appropriate curriculum for ultimate student progress.

- Professional development opportunities are utilized by all ES's. PD is used for ES's to become experts in specific areas or to increase knowledge in areas of need. Starting with the 15-16 school year OGCS hired an administrator who focuses on staff professional development and they have added a 2-hr per month professional development requirement. ES's have freedom to select monthly topics which relate to their annual goals and needs. OGCS also has a listserv which represents a passive form of development in disseminating information to ensure all staff are working with the most up to date expectations and requirements. 100% of their staff participate in staff development and the attendance is tracked.
- OGCS uses LCAP funding to pay for professional development, tutoring and Internet access so all students are given opportunities to utilize the online resources and interventions.
- School-wide progress is reported to the community through board meetings, parent council meetings, and state reporting methods.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Instructional funds per student
- Providing multitude of resources for student success
- Support of ES's to help students
- Providing subject matter experts to support both students and ES's

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- LCAP survey states that 49% of stakeholders indicated there is a need for a larger offering of courses for students to physically attend. (CTE & Career readiness)
- Data reveals a high percentage of students need additional support in intensive instructional supports in reading and math.
- Additional supports for EL student population

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- LCAP survey and results
- iReady results
- Contracts and hiring of Subject Matter Experts
- Listed on website as well as purchase orders for available curriculums and different level of supports

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of family, business, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs, and online parents.

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

- The school recruits parents to serve on the parent council to provide feedback and share in development of school processes. OCS maintains a parent List serv to keep parents informed about school information, events, etc. The school also sends out a quarterly newsletter to keep parents informed. The school maintains a website to share information to parents and other stakeholders. OGCS sponsors at least 23 group activities per year for students. OGCS works with over 1000 community vendors that provide instructional material available to students.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

- Families and student must sign an AUP each year for internet safety. OGCS also has a media policy posted on its website. All vendors go through a vetting process to ensure all vendors are abiding by OGCS procedures and policies. Teachers monitor vendors programs. Safety policies and procedures are followed and parents, students and vendors are aware of these expectations. There is a student behavior policy in place.
- OGCS has created several systems to improve the organization. OGCS has written safety procedures for the testing sites that are used for state mandated testing. OGCS has a Employee Handbook outlining policies and procedures protocols.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance, including an individualized learning plan.

Direct Connections: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

- **OGCS understands individual differences and this is part of the school's core charter principles. There is an understanding that all educational philosophies, teaching styles, and teaching methods as well as a student's different learning methods are accepted. Parent choice is respected in choosing vendors, curriculum and field trips. Field trips are funded through their allocated funding. Students with learning issues are addressed**

through either a PLT or Special Education services. Academically struggling students are offered several options including the LCAP funding for additional academic assistance and web based tutoring, Parents may also use school funds for additional AESS help. H.S. students have access to curriculum experts and subject matter experts, webinars and advisor support. OGCS offers assistance to parents when choosing curriculum and educational programs. OGCS offers a-g, AP Honors classes and community college classes. Middle school students can qualify to take high school classes.

- OGCS philosophy is that parents understand the best way to educate their children.
- OGCS has a Parent Council which allows for collaboration with school board members concerning accreditation, financial reviews, fundraising, graduation requirements educational activities and volunteer coordination. An annual survey to parents to gather information on their preferences, experiences, etc. with the school.
- OGCS offers research based interventions in reading, behavior, writing and math. Students have access to ROP classes to help with career choices. A PLT process has been developed to help struggling student become successful.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- OGCS maintains an informative school website to keep parents informed about school information such as school accountability reports, vendors, school processes and guidelines.
- OGCS maintains a list of over 1000 vendors for products and services, including curriculum options.
- The school has now employed 2 high school guidance support staff to assist parents and students in planning their high school program.
- Parent Newsletters and parent manuals assist parents in guiding them as well as their students through the home-school process.
- OGCS offers numerous opportunities for students to receive academic assistance.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Continued to push for more parent involvement in the various opportunities offered at OGCS (parent council, in-services, etc)
- OGCS continually needs to seek out opportunities for students to access community resources (wet labs, etc).

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Vendor lists
- Staff/Parent Handbooks
- School website
- Vendor lists

Part B: Schoolwide Strengths and Critical Areas for Follow-up

- **Synthesize schoolwide strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

Schoolwide Areas of Strength (list numerically)

1. Caring and supportive ES's
 2. OGCS informative website
 3. Newly hired school guidance support staff
 4. Plethora of approved vendors to help support parents and students
 5. Strong sense of pride from ES's that they are part of a program like OGCS
 6. Administration is committed to providing funding for professional development to help support ES's
- **Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***
 - ✓ Ensure that all Critical Areas have a "who," "what," and a "why" in relation to the impact on student learning
 - ✓ Confirm areas already identified by the school in the action plan sections
 - ✓ Confirm areas to be strengthened within the already identified areas
 - ✓ Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up

(list numerically; include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Outstanding parent support for ES's and program curriculum options
2. The need to identify more opportunities for students to meet their web-lab component for A-G courses.
3. Maintaining a platform where students are able to interact virtually ie. discussion boards, small group projects, in person classes
4. Continue to develop ways to support the newly hired ES's, in the area of curriculum, learning records, new procedures and streamlining tasks
5. Develop parent support/input when developing the WASC document and attending parent meeting during WASC visit.
6. OGCS needs to revisit action plan goal number 3, as it deals with improving passage rates of the CAHSEE and this is no longer being given at this time.

In addition, the Visiting Committee has identified areas that need to be strengthened:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Stress the importance of the WASC process so that more parent and student input is evident at the Focus group meetings for visiting committee
2. Fully develop and implement a certified career technical course(s) (CTE) to prepare students for College and Career readiness.
3. Work toward aligning your WASC document and LCAP.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

Growth Goal 1: Increase the number of students who demonstrate grade level proficiency in math.

(Outcome #5: Mathematics- Student applies mathematical principles and operations to solve problems.)

Data from post iReady assessment (Spring 2015):

39% of 9-12th grade students scored at or above grade level on the math assessment.

Growth Goal 2: Increase the number of students who demonstrate grade level proficiency in English Language Arts.

(Schoolwide Critical Areas for Follow-Up 1, 2, 3 and 4)

Rationale: In analyzing test scores for the 2010-2013 school years, we noticed that our students' ELA scores needed improvement. Specifically, our EL population and ED population was scoring low in ELA.

Growth Target 2: 62% of high School students will score at or above grade level on the post iReady reading assessment, with an emphasis on meeting the needs of our economically disadvantaged students and our EL population.

Data from post iReady assessment (Spring 2015):

59% of 9-12th grade students scored at or above grade level on the reading assessment.

Growth Goal 3: Needs to be revisited since CAHSEE is not being given at this time.

VC suggestion would be to fully develop and implement a certified CTE program so that all students could benefit in becoming more college and career readiness.

Growth Goal 4: Increase the graduation rate.

(Schoolwide Critical Areas for Follow-Up 1, 2, 3 and 4)

Rationale:

- 81% Graduation Rate on 2012 AYP (class of 2010-2011)
- 77.9% Graduation Rate in 2012-2013
- 85.7% Graduation Rate in 2013-2014

Growth Target 4: Increase cohort graduation rate to 90% (working toward ultimate goal of 100% graduation rate), by creating academic success plans for high school students scoring basic or below on the CST or have not passed the CAHSEE, including our EL and economically disadvantaged students.

- **Comment on the following school improvement issues:**
 - ✓ **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - **Do the action plan sections address the critical areas for follow-up?**
 - **Will the action plan steps enhance student learning?**

- **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?**
- **Is the action plan feasible within existing resources?**
- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
- **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**
- ✓ **Existing factors that will support school improvement**
- ✓ **Impediments to improvement that the school will need to overcome**
- ✓ **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The WASC process is based on peer review and allows all stakeholders to participate in the review and renewal. All ES's and parent volunteers were invited to participate in the discussion of and preparation of the WASC report.

The action plan addresses specific steps that will impact student learning by utilizing LCAP funds to help support the students who are scoring 2 grade levels or more behind, OGCS newly adopted and use of the iReady® program provides a large amount of resources to help students.

The committee believes that there is effective capacity for the school to achieve its plan. Factors that support the plan's achievement include a teaching staff and administration dedicated to succeeding in its mission and vision, a culture of collaboration among the teaching staff, and an administration and board willing to devote resources to school improvement.

The VC feels there are several factors that will support school continued improvement. As noted, there is a positive relationship between the staff and students. Staff members speak highly about the students and talk of their dedication to helping the students attain high levels of achievement. Another factor that will support school improvement is the staff's commitment to improve. In the self-study report and conveyed during nearly every section, the staff commented on the school's adoption of the iReady program and the amount of data that become readily available to them help students and parents make informed decisions on the appropriate curriculum, electives, and support classes if needed. The staff of OGCS have a vested interested in using data to make informed decisions. It was apparent that the administration and teaching staff value quality data by the hiring of a 3rd party vendor to gather and disaggregated data about different curriculums to once again help families make informed decisions.

The VC feels that OGCS has a staff that is ready and willing to take the steps necessary for sustainable school improvement. The school underwent a major restructuring, and now ES's, parents and students feel that their voice is being heard and valued. Parents that have been with the school for 4 or more years were extremely complimentary of the transparency of that they now feel and see with school and with the non-profit IEM.

After reviewing action plan from the last WASC visit which was a 2 day mid-term review the following identifies the areas that met the target and the areas that still need to be addressed:

- Growth Target 1: 45% of high school students will score proficient or above on 2013 Algebra 1 STAR EOC, with an emphasis on meeting the needs of our economically disadvantaged students and our EL population.
 1. Growth Target 1: 45% of high school students will score proficient or above on 2013 Algebra 1 STAR EOC, with an emphasis on meeting the needs of our economically disadvantaged students and our EL population.

- **OGCS did not meet this goal in 2013, as only 33% scored proficient or above on the Algebra I star test. This is an area of continued need for OGCS and have added it to their present Action plan.**

- Growth Goal 2: Increase STAR English Language Arts proficiency (Schoolwide Critical Areas for Follow-Up 1, 2, 3 and 4)
 - 1. Growth Target 2: 65% of high school students will score proficient or above on 2013 English Language Arts STAR CST, with an emphasis on meeting the needs of our economically disadvantaged students and our EL population.
- **OGCS did meet this goal in 2013 with 67% scored proficient or above on ELA**

- Growth Goal 3: Improve the number of students who pass English Language Arts and Mathematics CAHSEE in 10th grade. (Schoolwide Critical Areas for Follow-Up 1, 2, 3 and 4)
 - 1. Growth Target 3: 87% of 10th graders will pass the math portion of the CAHSEE and 93% will pass the ELA section of the CAHSEE in 10th grade.
- **OGCS met the math CAHSEE with exactly 87% passage rate; however they did not meet the ELA passage rate of 93% in 2013 the passage rate for ELA was 91%.**

- Growth Goal 4: Increase the graduation rate (School wide Critical Areas for Follow-Up 1, 2, 3 and 4)
 - 1. Growth Target 4: Increase cohort graduation rate to 90%, by creating academic success plans for high school students scoring basic or below on the CST or have not passed the CAHSEE, including our EL and economically disadvantaged students.
- **OGCS did not meet this action goal, the actual graduation rate for for 2013-14 was 85.7% however this is an increase from the following year of 77.9%**

As the Chair for this 2015-16 WASC visit and previously serving on the Mid-Term revisit as well as on the last full self-study that occurred in 2010, it is apparent the amount of growth that has been made. Staff has bought in to the significance of gathering and using data to make decisions and help guide parents to the curriculums and resources that are best suited for their student. Also, OGCS began using an outside analysis company Qualtrics® which gathers information through surveys, assessments, and curriculum reviews. Again, proving that data is powerful when gathered, shared and used to direct instruction. The data is not only shared with administration, but also with staff, parents and community members.