

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



MID-CYCLE REPORT

FOR

OAK PARK HIGH SCHOOL

899 Kanan Road

Oak Park CA 91377

Oak Park Unified School District

March 12, 2019

Visiting Committee Members

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Contents

Part I	School and Community Profile/Data.....	2
Part II	Significant Changes and Developments	11
Part III	Ongoing School Improvement	14
Part IV	Progress on Critical Areas for Follow-up/Schoolwide Action Plan	16
Part V	Schoolwide Action Plan Refinements.....	26
Appendix	Single School Plans 2016-18	



I: Student/Community Profile Data

Opened in 1979 and with its first senior class graduating in 1983, Oak Park High School (OPHS) is an open campus situated among the rolling hills and open spaces of the community of Oak Park in a fairly secluded suburban setting. With its strong academic focus and personalized environment, the school could easily be mistaken for a small private college preparatory academy and this is reflected by the high caliber of both teachers and students. Many families have moved to this relatively little known suburban neighborhood located in Eastern Ventura County specifically for the District's fine schools. One particular feature of Oak Park Unified School District is that it participates in California's District of Choice program (DOC), which allows students to attend schools outside of their home district. This program was given a six-year extension in the State budget that took effect July 1, 2016. Approximately 40% of OPHS students live in surrounding school districts and areas such as Simi Valley, Conejo Valley, West San Fernando Valley, LAUSD and Las Virgenes. Many of our high school students entered the District at the elementary and middle school level. Each year, about 60 new-to-the-District ninth-grade students enroll at the high school.

Oak Park High School offers predominantly college preparatory (CP) and Advanced Placement (AP) courses in core academic and elective disciplines that lead to a high school diploma and prepare students to be eligible for university admission based on the UC/CSU "a -g" certification criteria. Advanced Placement and Honors courses are offered in all of the core academic, art, foreign language, and technical arts areas. CTE Pathways have been developed and implemented and include engineering, media arts, production management, information technology, and computer science. In addition to our choral music program, a recent addition is our instrumental music program including concert and jazz bands, strings, and the Eagle Brigade marching band and color guard. Oak Park High School maintains a comprehensive sports and athletic program and our teams compete at all levels and win league titles in the Coastal Canyon League of the CIF Southern Section. We have made significant efforts to address Title IX compliance in terms of facilities, participation, and benefits. We also have a comprehensive extra-curricular program including clubs, drama, Comedy Sportz, Academic Decathlon, Mock Trial, Debate, FBLA, Robotics, Rocketry, as well as service clubs such as Key Club, SMILE, and Society for Protection of Animals and the Environment (SPAEE). The Associated Student Body (ASB) is very active and conducts service projects and blood drives as well as organizing and planning student activities and dances. Several student groups serve as peer counseling resources with support from our counseling department and teachers.

Modernization and technology bond funds have enabled significant facilities improvements along with extensive deployment of instructional and communications technology including New Generation SmartBoards, improved and expanded network infrastructure, and Google Apps For Education (GAFE). Other facility improvements include environmentally designed classrooms, athletic upgrades, performing arts enhancements, and nutritional and food service improvements. Computing has been made available through labs and portable computer carts that include tablets, MacBooks, and Chromebooks. Students, teachers, and visitors all have access to ubiquitous WiFi and we are embarking on an ambitious one-to-one Chromebook program for the upcoming school year. Solar panels have been installed throughout campus. Safety improvements include strategic fencing to control access points and increased monitoring by both campus supervisors and video surveillance.

OPHS Faculty and Staff	
Administrators	Principal Assistant Principal Interim Assistant Principal Athletic Director
Teachers	64 including 4 @ 0.6FTE
Counselors Psychologist	Five full-time counselors. One designated to freshman. One designated to students with 504 Plans
Classified Student Support	<ul style="list-style-type: none"> • Registrar • Attendance Clerk • Admin. Dept. Secretary • Health Clerk • Office Manager • Textbook Tech (PT) • College & Career Tech • ASB Bookkeeper • Athletic Secretary • Attendance Dean @ 0.2FTE
Instructional Aides	14 Total combination of FT & PT
Security	Five Campus Supervisors @ 18 hrs pw
Custodial	Four total including lead custodian

Our staff, including teachers, student support staff, and administrators demonstrate a proud and active stewardship of the school, which permeates and informs the leadership and decision-making process. This stewardship draws on the staff's collective experience, sense of tradition, and community sensitivity while continuously striving for improvement through self-reflection. OPHS Parents are actively involved in ensuring the academic and co-curricular success of their children and in supporting the school, which is a focal point of this tight-knit community. The many active booster organizations support athletics, art, drama, science, and facility and instructional improvements.

OPHS has a veteran certificated and classified staff. In the past few years, several veteran teachers and support staff have retired after entire careers with OPHS. Most of these teachers and staff members had worked at OPHS for 30+ years. We also have many teachers who have joined us in recent years as the school's enrollment has grown and retiree openings have been filled. We expect retirements to slow for a time as many of our other veteran teachers are still years away from retirement. Because of some facility limitations and to avoid traveling teachers, several teachers teach a sixth period. Until we are able to secure additional classrooms including another science lab, we expect this will continue. All OPHS teachers are highly qualified and over 60% hold advanced degrees in their subject. We have no teachers teaching courses outside their credentialed area.

Our assistant principal of Curriculum and Instruction resigned after six years at the beginning of this school year to become a principal at a nearby high school and we were unable to find a suitable permanent replacement given the timing of his departure. We have hired a retired administrator as a short-term interim. Consequently, we have divided up the administrative responsibilities for this school year until we recruit a replacement for the 2019-20 school year.

STUDENT ENROLLMENT DEMOGRAPHICS

Subgroup	2016-17	2017-18	2018-19
White	69.6%	64.9%	65.2%
Asian	16.1%	17.6%	20.2%
Hispanic	8.9%	11.0%	11.3%
African American	1.3%	1.2%	2.0%
Other	2.8%	4.2%	1.3%
Students w/Disabilities	7%	7%	8%
English Learners	2%	2%	2%
Socioeconomically Disadvantaged	5%	8%	9%
Total Enrollment	1,518	1,560	1,563

Students at OPHS are remarkably well rounded and value personal development as well as academic achievement. Our deep belief in the school's mission statement governs the structure of the school, the nature and scope of its programs, and the ways in which members of our staff interact with students on a daily basis. We continually strive to add value for each student in a global sense, intellectually, emotionally, socially, and physically.

The table above identifies a steady increase in the number of of Asian and Hispanic students that is likely to continue given the enrollment demographics of our District's feeder schools. After many years of growth, our total enrollment almost reached its capacity in 2017-18 and because of the reputation and popularity of our school and the strong support from the Oak Park community, we are able to forecast and manage our enrollment at capacity with reasonable accuracy. What is worth noting is that the non-resident students maintain the same high academic expectations and standards and matriculate into the same post secondary institutions as the resident students. There are no visible distinctions between out-of-district or resident families other than a zip code in the student information system.

Over 60% of the students engage in one or more athletic or extra-curricular program. A student survey in 2016 and again in 2018 indicated a high degree of satisfaction with the school's ability to meet their academic needs and keep them involved in extra-curricular activities. The master schedule is designed to meet students' needs and the alternating block schedule includes a non-mandatory 7th period of direct tutorial-style teacher support for all students. The implementation of study halls and the optional zero and eighth period time for additional electives reflects the school's strong focus on making every effort to accommodate the academic needs and preferences of all students. There is also an extraordinary trust and mutual respect among students and school personnel, and a strong belief that OPHS cannot simply be characterized by its students' academic achievement or test scores, and that any evaluation of the school must include a qualitative measure of its student support programs, caring environment, and community involvement.

OPHS MISSION STATEMENT

The mission of Oak Park High School is to provide a relevant world-class educational experience that instills a desire for life-long learning and develops the intellectual, social, physical, emotional and cultural foundations necessary for students to reach their individual potential.

SCHOOLWIDE LEARNER OUTCOMES

Oak Park High School prepares its graduates to be:

Academic Achievers who:

- ✓ Demonstrate a working knowledge and understanding of the academic standards
- ✓ Practice good listening, speaking, reading and writing skills to communicate learning
- ✓ Show an ability to use knowledge in flexible and new ways
- ✓ Exhibit continuing growth in meeting academic standards of the curriculum

Critical Thinkers who:

- ✓ Apply complex problem-solving strategies to meaningful tasks
- ✓ Analyze, integrate and evaluate concepts within various contexts
- ✓ Synthesize information from multiple sources to ask questions, define problems and identify complexities and discrepancies
- ✓ Transfer learned skills to new situations

Quality Producers who:

- ✓ Strive to fulfill their individual potential in all facets of their education
- ✓ Use technology to enhance their work
- ✓ Demonstrate creativity and original thinking
- ✓ Understand and apply connections among disciplines

Self-Directed Learners who:

- ✓ Set, pursue and accomplish realistic, yet challenging goals for themselves
- ✓ Exhibit self-motivation, self-discipline and self-evaluation
- ✓ Overcome obstacles through the application of learned strategies and work habits
- ✓ Display independent and collaborative learning styles

School Community Contributors who:

- ✓ Demonstrate high standards of honesty, integrity, and respect in all settings
- ✓ Exhibit responsible digital citizenship and appropriate use of social media
- ✓ Establish and maintain positive and respectful interpersonal relationships
- ✓ Contribute time, energy and talent to improve the quality of life in the school

Healthy and Productive Members of Society who:

- ✓ Maintain balance in their lives
- ✓ Engage in practices that promote a healthy emotional and physical life-style
- ✓ Possess strong self-advocacy skills
- ✓ Acquire self-knowledge through personal introspection

ACHIEVEMENT DATA

Since the last WASC Self-study, Oak Park High School 's academic achievement has increased in all core areas. All measures of achievement have increased including CAASPP ELA and Math results, SAT, ACT, AP and college matriculation. Enrollment has increased to over 1,560 for the 2018-19 school year.

The following tables show CAASPP achievement by subgroups and the percentages of students meeting the State Standards. In the three years since our last WASC visit, the percentage of students meeting or exceeding the State Standards has increased 18% points in ELA and 11% points in Math. While all demographic groups have improved, we need to continue to focus attention on interventions and supports for Hispanic students and Students with Disabilities to ensure their success in meeting the State Standards. The most improved area overall is the percentage of students “Exceeding” the standards in ELA and math in 2018 compared to 2016, which in ELA has increased from 36% to 68% and math from 33% to 45%. We are very interested to see how our students achieve on the California Science Test (CAST) since our science department has fully adopted and are implementing the Next generation Science Standards (NGSS).

2017 CAASPP Results - Grade 11

2017 CAASPP Grade 11	ELA	Math
Standard Exceeded	62%	36%
Standard Met	25%	34%
Standard Nearly Met	10%	19%
Standard Not Met	3%	12%

CAASPP ELA by Gender	Male	Female
Standard Exceeded	58%	67%
Standard Met	25%	25%
Standard Nearly Met	13%	20%
Standard Not Met	4%	2%

CAASPP Math by Gender	Male	Female
Standard Exceeded	39%	31%
Standard Met	28%	39%
Standard Nearly Met	19%	19%
Standard Not Met	14%	11%

CAASPP ELA by Ethnicity	White	Asian	Hispanic
Standard Exceeded	60%	83%	41%
Standard Met	26%	14%	38%
Standard Nearly Met	11%	3%	13%
Standard Not Met	2%	0%	8%

CAASPP Math by Ethnicity	White	Asian	Hispanic
Standard Exceeded	30%	68%	23%
Standard Met	36%	27%	26%
Standard Nearly Met	22%	2%	31%
Standard Not Met	13%	3%	20%

CAASPP SWD	ELA	Math	CAASPP ELL	ELA	Math
Standard Exceeded	11%	0%	Standard Exceeded	56%	36%
Standard Met	43%	11%	Standard Met	20%	24%
Standard Nearly Met	36%	26%	Standard Nearly Met	16%	20%
Standard Not Met	11%	63%	Standard Not Met	8%	20%

CAASPP Econ Dis	ELA	Math
Standard Exceeded	39%	0%
Standard Met	39%	44%
Standard Nearly Met	17%	33%
Standard Not Met	6%	22%

Demographics	% of Tested
Males	191 51%
Females	185 49%
White	245 65%
Asian	63 17%
Hispanic	39 10%
Other	11 3%
SWD	28 7%
Econ Disadv	18 5%
Total Tested	376

2018 CAASPP Results - Grade 11

2018 CAASPP Grade 11	ELA	Math
Standard Exceeded	68%	45%
Standard Met	21%	33%
Standard Nearly Met	8%	15%
Standard Not Met	2%	8%

CAASPP ELA by Gender	Male	Female
Standard Exceeded	67%	70%
Standard Met	22%	21%
Standard Nearly Met	9%	8%
Standard Not Met	3%	2%

CAASPP Math by Gender	Male	Female
Standard Exceeded	51%	39%
Standard Met	32%	33%
Standard Nearly Met	12%	18%
Standard Not Met	6%	9%

CAASPP ELA by Ethnicity	White	Asian	Hispanic
Standard Exceeded	66%	88%	44%
Standard Met	24%	7%	26%
Standard Nearly Met	8%	3%	24%
Standard Not Met	2%	2%	6%

CAASPP Math by Ethnicity	White	Asian	Hispanic
Standard Exceeded	39%	75%	31%
Standard Met	38%	19%	25%
Standard Nearly Met	17%	5%	19%
Standard Not Met	7%	0%	25%

CAASPP SWD	ELA	Math	CAASPP ELL	ELA	Math
Standard Exceeded	18%	6%	Standard Exceeded	52%	47%
Standard Met	24%	17%	Standard Met	16%	33%
Standard Nearly Met	41%	28%	Standard Nearly Met	23%	13%
Standard Not Met	18%	50%	Standard Not Met	10%	7%

CAASPP Econ Dis	ELA	Math
Standard Exceeded	63%	42%
Standard Met	13%	26%
Standard Nearly Met	20%	10%
Standard Not Met	3%	22%

The Economically Disadvantaged population's achievement in ELA has improved from 12% of “Students Exceeding” in 2016 to 63% in 2018. “Students “Exceeding” the math standards” has improved from 6% to 42%. It is notable that EconDis achievement has improved as their population has increased from 5% to 9% of our total enrollment.

Across the board, growth and improvement in achievement is correlated with curricular alignment, teaching and learning, school climate, and community support.

The following is a brief outline of the four main influencing factors that contribute to the quality of Oak Park High School's academic and instructional program. Our efforts to maintain high expectations and continual improvements require high degrees of collaboration, communication, planning, and care.

1. Curricular alignment with the State Standards at the site and District levels.

- a. Leadership Team
- b. Core standards textbook adoptions
- c. Math Task Force
- d. Standards-based assessment practices
- e. Curriculum Council
- f. Governing Board Goals
- g. Professional development

2. Teaching and Learning

- a. Teacher support
 - i. District and Site Leadership
 - ii. Parent Faculty Association (PFA)
 - iii. Oak Park Education Foundation (OPEF)
 - iv. Department Chairs
 - v. School Site Council
 - vi. Oak Park Teachers Association (OPTA)
- b. Effective hiring, on-boarding, and evaluation
 - i. Job descriptions specified
 - ii. Standardized screening procedures
 - iii. Standardized Interview panel process
 - iv. Disciplinary and improvement procedures
 - v. Legal council
 - vi. Professional development
- c. Support services
 - i. Administrative
 - ii. Counseling
 - iii. Technology
 - iv. Business Office
 - v. Facilities and Maintenance
- d. Collaborative Leadership
 - i. Site Leadership Team
 - ii. Department Chairs
 - iii. District Leadership
 - iv. School Site Council
 - v. Parent Faculty Association
 - vi. Various councils/task forces

3. School climate

- a. OPUSD Governing Board
- b. OPUSD Leadership Team
- c. OPHS Leadership Team
- d. School Site Council
- e. Counseling and Student Support
- f. Associated Student Body (ASB)
- g. Beginning and Adv. Peer Counseling
- h. Safe School Ambassadors
- i. Safe Kids Task Force

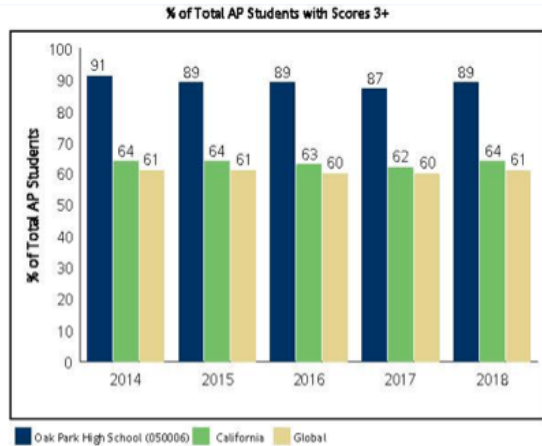
2016 CAASPP Results - Grade 11					
2016 CAASPP Grade 11			Demographics		
	ELA	Math			% of Tested
Standard Exceeded	36%	31%	Males	189	56%
Standard Met	35%	36%	Females	150	44%
Standard Nearly Met	23%	23%	White	252	74%
Standard Not Met	6%	10%	Asian	45	13%
			Hispanic	27	8%
			Other	15	4%
			SWD	17	5%
			Econ Disadv	17	5%
			Total Tested	339	
CAASPP ELA by Gender			CAASPP Math by Gender		
	Male	Female		Male	Female
Standard Exceeded	33%	39%	Standard Exceeded	32%	30%
Standard Met	32%	39%	Standard Met	35%	39%
Standard Nearly Met	25%	20%	Standard Nearly Met	24%	21%
Standard Not Met	10%	2%	Standard Not Met	10%	11%
CAASPP ELA by Ethnicity			CAASPP Math by Ethnicity		
	White	Asian	Hispanic		
Standard Exceeded	33%	58%	26%	Standard Exceeded	27%
Standard Met	37%	33%	26%	Standard Met	64%
Standard Nearly Met	24%	9%	37%	Standard Nearly Met	19%
Standard Not Met	7%	0%	11%	Standard Not Met	15%
				Standard Nearly Met	22%
				Standard Not Met	7%
					48%
					19%
CAASPP SWD			CAASPP ELL		
	ELA	Math		ELA	Math
Standard Exceeded	29%	12%	Standard Exceeded	43%	43%
Standard Met	53%	6%	Standard Met	35%	26%
Standard Nearly Met	18%	24%	Standard Nearly Met	17%	13%
Standard Not Met	0%	59%	Standard Not Met	4%	17%
CAASPP Econ Dis					
	ELA	Math			
Standard Exceeded	12%	6%			
Standard Met	53%	44%			
Standard Nearly Met	29%	38%			
Standard Not Met	6%	13%			

- j. PFA, OPEF, and other parent support groups
- k. Life Skills Retreat
- l. Challenge Success

4. Community Support

- a. OPUSD Governing Board
- b. OPEF
- c. PFA
- d. Oak Park Performing Arts Alliance (OPPAA)
- e. Oak Park Instrumental Music Association (OPIMA)
- f. Municipal Advisory Council (MAC)
- g. School Site Council

OPHS ADVANCED PLACEMENT SCORES 5-YEAR SUMMARY



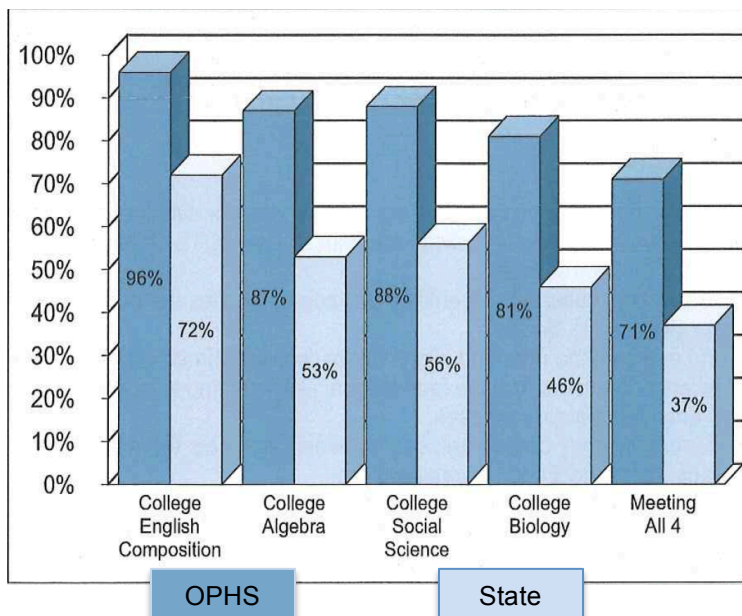
The enrollment and performance of OPHS students on AP exams are consistently high. Student enrollment in AP courses is based on them meeting prerequisites or making an appeal based on certain criteria. Seniors are required to have met or exceeded the standards on their 11th grade CAASPP to be eligible for enrollment or appeal. Teachers are strongly encouraged to attend AP professional development workshops and the cost of registration, travel and lodging, and substitutes if needed is funded by the OPHS Parent Faculty Association. All teachers submit their AP course syllabi to The College Board for approval by the AP Audit process.

	2014	2015	2016	2017	2018
Oak Park High School (050006)					
Total AP Students	407	452	434	407	435
Number of Exams	824	996	913	846	880
AP Students with Scores 3+	372	401	385	356	389
% of Total AP Students with Scores 3+	91.4	88.7	88.7	87.5	89.4

OPHS ACT Scores 5-Year Summary - Including School and State

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2014	141	113,732	25.7	21.8	26.0	22.8	25.6	22.3	25.4	21.7	25.8	22.3
2015	163	121,815	27.9	22.1	27.5	22.7	27.6	22.6	27.0	22.0	27.6	22.5
2016	188	127,225	27.4	22.1	26.4	22.7	27.2	22.9	25.8	22.1	26.8	22.6
2017	171	130,665	27.3	22.5	27.0	22.7	27.2	23.1	26.2	22.2	27.1	22.8
2018	179	118,521	28.5	22.5	26.8	22.5	28.2	23.0	27.0	22.1	27.7	22.7

Percentage of ACT Tested Students Ready for College Level Coursework



The number of students opting to take the ACT had increased steadily for several years before leveling off in 2017. However, student performance has improved in every area over this five-year period.

The OPHS Parent Faculty Association provides several opportunities each year for students to prepare for the ACT and SAT in the form of writing workshops, mock exams, and ACT and SAT Boot Camps.

This table is a composite of measures to compare graduating classes' GPA and matriculation to two year and four year colleges and universities. It shows the achievement gains over time in GPAs and total number of college applications as well as the per student applications.

Class	Students	Average Unweighted GPA	Average UC/CSU Weighted GPA	Total Applications Submitted	Applications per student	% Attending 4 Yr.	% Accepted 4 Yr.	% Attending 2 Yr.	Total College Attendance (2 & 4 Yr.)	"a-g" courses completed
2018	364	3.372	3.542	2692	7.4	61%	67.6%	32.1%	94.5%	80%
2017	334	3.325	3.487	2238	6.7	63.7%	69.46%	32.9%	96.4%	82.8%
2016	364	3.321	3.490	2502	6.9	65.6%	69.23%	32.4%	98.1%	87.9%
2015	362	3.256	3.397	2457	6.8	64.9%	70.16%	30.1%	94.7%	85.9%
2014	334	3.251	3.353	2071	6.2	63.7%	70.3%	33.8%	97.3%	83.2%
2013	321	3.260	3.414	2193	6.8	64.2%	67.6%	31.8%	95.9%	81.6%
2012	301	3.238	3.393	2116	7.0	62.7%	67.7%	31.1%	94.0%	77%

PHYSICAL FITNESS TEST

We have made several modifications and adjustments in recent years to the physical education program in accordance with an OPUSD Board goal to increase the flexibility and options available that allow students to satisfy the P.E. requirement in a number of ways. These include athletic participation, Independent P.E. study, and elective classes including walking, court sports, weight training, and team sports classes such as volleyball, basketball, and baseball. Expanding ninth grade options has been incremental and Ed Code exemptions are permitted for students engaged in school sponsored athletic activities. The data shows that high percentages of students are still meeting the fitness standards but we are seeing a small 2% decline over three years in the percentage of students who are passing 5 of 6 fitness standards.

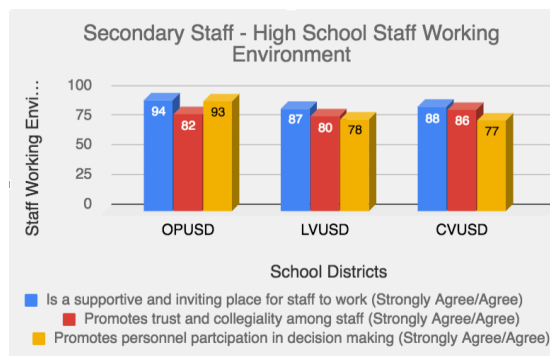
	2018	2017	2016
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Cumulative Percent in Grade 9 ³	Cumulative Percent in Grade 9 ³	Cumulative Percent in Grade 9 ³
6 of 6 fitness standards	64.0	59.4	66.8
5 of 6 fitness standards	87.1	86.6	89.1
4 of 6 fitness standards	94.0	95.7	96.3
3 of 6 fitness standards	97.9	98.4	98.3
2 of 6 fitness standards	99.4	99.7	99.3
1 of 6 fitness standards	99.9	100.0	99.8
0 of 6 fitness standards	99.9	100.0	100.0
Total tested ²	N/A	N/A	N/A

In summary, student achievement at OPHS as measured by standardized assessments and college matriculation rates is outstanding. Significant improvement in CAASP results in both ELA and math validate the efforts of our leadership and faculty to align curriculum, instruction, and assessment with the new State Standards. Efforts in the science department continue as the department has fully aligned the curriculum and instruction with the NGSS and the Common Core State Standards K-12 Technology Skills Scope and Sequence. Our students have taken two CAST field tests and we fully anticipate that they will exceed the standards in the same way that they have with ELA and math. Continued attention is required to research and provide effective supports and interventions for underperforming students, especially Students with Disabilities and Hispanic students.

II: Significant Changes and Developments

As mentioned in the introductory chapter, our student enrollment has stabilized and our staffing has also remained stable with the exception of a few retirements in the last three years. Our District and Site administration is also remarkably stable and is enhanced by recent additions of a Director of Student Support and Safety and a Director of Curriculum and Instruction. Our site administration has also been very stable with Mr. Buchanan in his ninth year as principal, and Mr. Meskis who is currently in his sixth year as assistant principal. Mr. Martin moved on this year after being assistant principal for six years. Our counseling department and student support staff are also veterans of OPHS. We have increased our campus supervision staffing and our custodial staff.

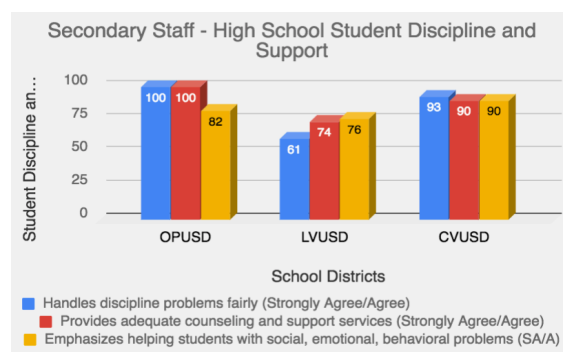
There is a strong sense of confidence and satisfaction in the ongoing maintenance and condition of the facilities. Since the Sandy Hook and Parkland school shootings, our District and site leadership have taken actions to improve safety and security at all of the schools in Oak Park. We have added strategic fencing throughout campus to control access points and installed a comprehensive surveillance system to monitor and improve security.



2018 California Healthy Kids Survey

The recent Woolsey Fire impacted Oak Park directly and 34 of our students lost their homes. Our schools were saved, but the District closed all the schools leading into the Thanksgiving break while inspections and cleanup crews scoured every classroom, playground, athletic field and related piece of equipment including the stadium bleachers, gym, and lockers. This created a loss of instructional time but our faculty made adjustments to their courses that allowed us to finish the semester on time and not have to adjust our second semester calendar. This was aligned with our commitment to end the first semester before our “homework-free” Winter Break. With the passage of a recent modernization bond, Measure S, solar panels have been installed across our campus to help helping offset energy costs. Next school year, we are embarking on an ambitious 1:1 Chromebook program at the 9-12 grades following various pilot programs in the English and science departments and at the middle school. This 1:1 roll out was carefully

considered and took many meetings, iterations, and test runs and builds on our incorporation of Google Applications for Education (GAFE) District-wide and network infrastructure upgrades and enhancements. Several OPHS teachers serve on the District technology committees and task forces and one of our science teachers and tech leads recent took the position of Lead Instructional Technology Specialist for the school district to support the continued integration of educational technology.



2018 California Healthy Kids Survey

VISUAL & PERFORMING ARTS

We are developing an outdoor Art Court that expands the opportunities for the 3D art courses. The vision is to create a dynamic maker space where equipment and prep areas can be used to do high temperature firing of ceramic and glass using an outdoor/kiln – work area. The structure is finally in place and the

next steps will include fencing, utilities and equipment installation. This space along with a recent significant purchase of additional tools for more advanced projects is helping our teachers provide our students with a diversity of art projects given the increased enrollment in the art department.

In the performing arts, we have upgraded the lighting and sound in the Pavilion, our performance and multi purpose room, and we have added courses in our instrumental music program including an additional jazz and a strings ensemble class.

ATHLETICS

We have continued to improve our programs and facilities to be comparable with other high schools in the Coastal Canyon League. We continue to maintain joint use agreements with local sports clubs who contribute to the improvement of our facilities. The Agoura Youth Basketball Association financed the installation of new bleachers in the gym. Real SoCal soccer in conjunction with OPUSD funded the stadium field and is depositing funds in an escrow account to replace it in 2022. Our library, in which we recently installed a language lab, is a joint use facility with Ventura County Libraries. We built a JV softball field to proactively bring our sports fields within Title IX compliance, and are now in discussions with the leadership of the new local YMCA center to explore the possibility of starting a swim program.

WORLD LANGUAGES

We have increased the number of honors sections in Spanish and ASL due to increased interest in upper division classes. More sections of level one courses have also been added and AP Chinese has increased the number of novels required for the course. The world language department has added field trips to enhance the cultural aspects of their instruction and regularly invites guest speakers including certified ASL interpreters who facilitate communication with hearing and Deaf people. A deaf Gallaudet University recruiter visited in March 2018 to talk about college life on campus of Gallaudet University.

PHYSICAL EDUCATION

Our long time P.E. Department chair and athletic director retired. An OPHS alumnus who was teaching at our middle school replaced her in P.E. and took on the varsity head girls' soccer coaching role. One of our long time history teachers and varsity basketball coach took on the role of athletic director.

SOCIAL SCIENCES

Our Life Skills teacher and retreat advisor took a new job as an administrator at Moorpark High School at the beginning of the school year and a replacement was not hired to account for a shortfall in enrollment projections, so the members of the department distributed the extra sections among the department. We recently adopted a new Government textbook and are also in the process of textbook adoptions for some of our other history courses.

SCIENCE

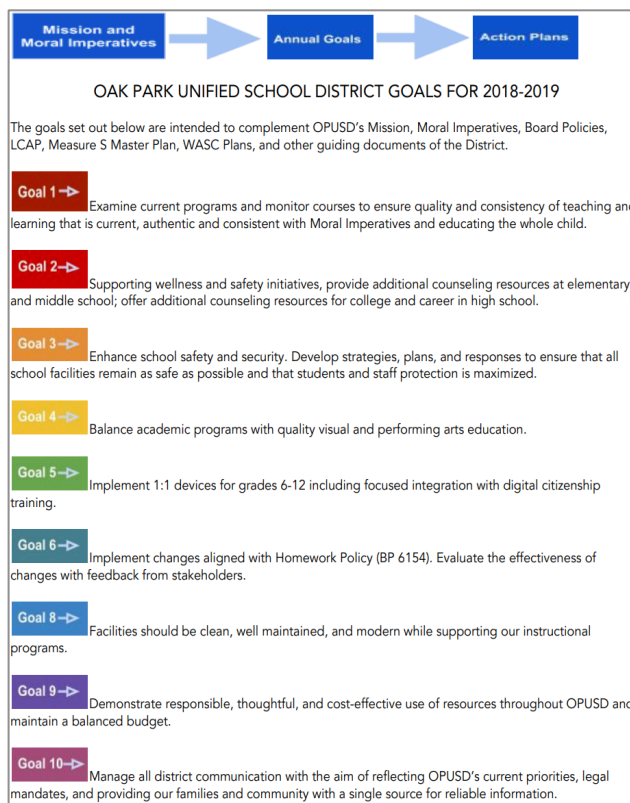
The science department has worked continually on alignment with NGSS with an emphasis on Science Practices. The department shares best practices at department meetings and has reduced the overall amount of homework in science courses. Additional assignments are suggested but not mandated or the homework load is reasonable within course expectations. The number of problems assigned is appropriate for level of the course, i.e. the Fundamentals of Science course has very little homework, CP Chemistry

has some, and H/AP courses have enough to practice the problems. The department collaborated on the Grade-level shared calendar for awareness of major tests and quizzes but is not sure that this is a feasible method of reducing stress. Biomimicry has been implemented in the FOS classes and the department has adopted graphic organizers to implement Cross Cutting Concepts (NGSS). The science teachers are incorporating more activities and assignments where students engage with phenomena to drive investigations, observations, and data collection.

III: Ongoing School Improvement

Following the 2016 WASC Visiting committee’s visit and subsequent report, our WASC Leadership Team revised our action plan and shared it with all stakeholders. Each year, the Single School Plan was revised to reflect the updated action plan goals and tasks. In August of 2017, OPHS leadership, faculty, staff, and Site Council meetings were held to discuss implementation of the goals. Surveys were issued using Google Forms to collect feedback from departments on their progress as departments and from individual teachers. District committees such as Leadership Team, Curriculum Council, Math Task Force, Safe Kids Task Force, LCAP committee, and Technology committees included OPHS representation to ensure that actions and proposals were aligned with the Action Plan goals. At the end of each school year in 2017 and 2018 summary surveys were conducted to collect progress data and feedback and suggested follow-up on critical areas of improvement. These were shared schoolwide with staff though shared Google Docs to ensure collaboration and transparency. The principal’s administrative assistant created a clearinghouse for the various survey responses and compiled “Year One” and “Year Two” progress reports. While this process was somewhat cumbersome and generated a significant volume of written responses, it served the purpose of keeping the WASC action plan goals regularly on the forefront of the minds of staff and stakeholders. It also provided us with a library of feedback from each department that we could use to complete the mid-cycle report. The school site plan was also updated each year to reflect the progress and to refine the goals.

As we moved into year three, the test scores and other data was again disseminated at the various stakeholder meetings and we continued the process of analyzing achievement and achievement-related data, especially as it related to the action plan. During the first semester of the 2018-19 school year, we conducted yet another mid-year survey using Google Forms to collect responses on the critical areas of improvement including areas of strength and growth. Based on the collective responses and data, the Action Plan was revised to acknowledge the goals that we have achieved, to amend those that need amending, and to add new ones that we believe are necessary for continued growth and improvement. The preparation of the report involved collecting and reviewing all of data and responses from the various stakeholder groups and collating them into a narrative that as briefly as possible outlines what has been accomplished so far, what yet needs to be done, and what needs to be revised based on the significant changes during the last three years. The final report was formally shared with staff before being submitted to OPHS School Site Council and the OPUSD Governing Board for approval on January 15, 2019. It was subsequently submitted to the WASC Visiting Committee Chair on January 22, 2019, prior to the Mid-cycle visit on March 12, 2019.



As a staff we have worked collaboratively each year to address the goals of our action plan. We have collected feedback on progress toward goals after year one and year two and had our staff, students and parents complete various surveys including the California Healthy Kids Survey, and the Challenge Success Stanford University Survey of Adolescent Experience in 2014 and again in 2018. The 2014 Challenge Success Survey results informed one of our Critical Action Plan goals related to student wellness and alleviating stress. However, we were not able to compare longitudinal results in time for this report because of how Challenge Success changed the format of the results, using a Dashboard rather than a PDF report as they did in 2014. We are in the process of having the 2014 results converted to the updated dashboard so we can measure our progress on key indicators such as sleep, academic integrity, and homework. We also have administered TUPE tobacco surveys and embarked on an aggressive campaign to discourage vaping by detecting, deterring, and educating students about the associated health risks. Survey results were organized and evaluated by all groups throughout the year. We discussed school wide goals at various parent meetings, including with the Parent Faculty Association and at School Site Council meetings. In addition, teachers collected survey results from their students regarding information to address learning, stress and other WASC goals. Each department worked on their particular response to all of the action plan areas of improvement. All of the departments' responses, as well as survey results were collected so they could be synthesized to create the mid-cycle progress report. Additionally, we included any changes that were made to programs or policies. During multiple Leadership meetings, responses were discussed in the context of school wide goals and concerns.

The math department used a unique approach and elected to replace the standard evaluation process and form a math committee to address student achievement and WASC goals. They were able to share and analyze modern research, and analyze homework as it relates to achievement as well as student stress. They also worked in other groups such as the District Math Task Force and articulation committee. This group is comprised of elementary and secondary teachers and leaders with the specific purpose of determining alternatives for evaluation for diverse student groups and improving articulation and math placement procedures at the secondary level. This group of teachers also spent time discussing homework policies and teaching strategies. During all meetings, they took into account the impact of any changes, in homework or other assignments, on both learning and student stress.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Critical Area #1

Develop a school-wide emphasis on the practical application of all parts of the curriculum to increase understanding of the relevance and application of education, and college and career readiness.

Science

In Honors and AP Biology teachers are weaving in 'Biomimicry', which is an application of evolutionary adaptations and interactions into modern applications. They have incorporated readings about careers in science and will continue to incorporate more genetic engineering into the CP Biology program. A large unit on sustainability has been incorporated into CP biology at the end of the school term last year. Weekly discussions are held on current technology and recent scientific discoveries. Relevant real-world problems and events are embedded within instructional units and lessons. For example, global warming, irrigation methods, and the issues surrounding responsible water use and food production. Teachers are incorporating Earth Science into chemistry to have students achieve a broader understanding of how chemistry impacts climate change and other environmental issues. The Foundations of Science – chemistry courses, (FOS-C) is where students focus on applying inquiry to laboratory skills, gathering data, and analyzing, etc. For example, students study braking systems in kinematics, collisions, crumple zones, and airbags in momentum. The instructional units in Aerospace and Digital Electronics are directly related to real world applications. This year, the science department has implemented for the first time the integrated Earth Science/ Environmental Science-Chemistry course that relates microscopic chemical processes with environmental issues or macroscopic phenomena that take place on Earth.

In AP and CP Physics the end of year finals are practical problem solving exercises, which seek to be relevant, up to date, challenging, and interesting to students. Students must design projects that emphasize recycled materials in the manufacture of objects to perform a particular Physics related function.

Science teachers have modified the curriculum to incorporate the use of different forms of energy by the human population as it relates to chemistry concepts (chemical reactions, nuclear reactions)

In Anatomy & Physiology, lessons are delivered on the importance of sleep and its effects on the body.

CP Biology teachers incorporate a genetic engineering lab in which students make gels, loaded pre-digested DNA, and then utilize gel electrophoresis to analyze and determine the genotypes and phenotypes of several members of a family for the gene that allows tasting of PTC. AP Chemistry/Honors Chemistry: Typically once per week students study relevant, real world science news/discoveries, called “cool science Thursday.” STEM careers that match the topic of the day are discussed. In AP Biology students use the anchoring phenomena of “stress” to discuss secondary systems (along with the primary systems: circulatory, nervous, endocrine and immune) such as: respiratory system, digestive system, integumentary system etc. The AP Environmental Science course is almost entirely practical applications- looking at environmental problems and their solutions. Dept. Chairs meet to articulate transitional skills between the Middle School and High Schools, Science Leadership for the district, Curriculum Catalysts (HS and MS) working together for 3-4 days per year, CTE meetings with the Middle School to develop pathways or transitions of pathways, NGSS leadership for VCOE also puts us together in discussions

Social Science

In Economics, the teacher has developed an economic/political reconstruction project that makes students more aware of what moves the supply curve, etc. In Geography, students address current geopolitical affairs and study how events across the regions of the world interrelate. In World History, students teach lessons to the class demonstrating their understanding/knowledge of new world issues (terrorism, global epidemics, genocide, etc.). In each Social Science course, students are required to work individually and in teams to create multi-media presentations, creating opportunities to hone their presentation skills. In CP Psychology, students are exposed to volunteer opportunities that can potentially become career choices. In Sociology of American Popular Music, students meet several guest speakers who are professionals within the music industry. In Life Skills, students research potential career choices. In the social science department, teachers work with students so that they become well-informed participants in domestic and worldly affairs.

Math

Teachers in the math department have added more word problem applications into common assessments and homework at the Algebra 1, Geometry, and Algebra 2 levels. The newly adopted textbooks emphasize more practical applications of mathematics and students are required to brainstorm how certain concepts apply to the real world. For example, using slope = rate of change to study how minimum wages change over time. In both Calculus and Math Analysis, activities are included using the graphing calculator and practical applications. For example, a NASA assignment requires students to calculate the volume of a space module. In Algebra students use parabolas to determine the percent change/sales tax/discounts as the price of objects go up and down. The Financial Math course is all real world applications that require students to understand gross pay, net pay, taxes, mortgage rates, compound interest, and amortization. Math teachers include more examples of practical applications whenever possible during lessons. For example, the greatest integers function is an example of funding or finding the difference in latitude between two cities is an example of arc length. Geometry problems in a real context are reviewed throughout the course. In Statistics classes, real data obtained through research or measurement are incorporated throughout the curriculum. AP Calculus courses focus on physics, rate, economic and many other applications in the context of the AP curriculum. Most CCSS 15 point parts of Algebra and Geometry tests involve an application type of question. Not only are practical applications presented but the jobs and careers where they are used are discussed and continually updated. For example, the need for strong passwords to prevent computer hacking is discussed in Algebra 2 when we are studying the fundamental principle of counting.

Although the textbook presents various options, teachers supplement with more current careers and jobs. In some courses, students identify careers of interest and those careers are used for examples and applications. You Tube videos of applications to 3D printing are used to demonstrate various concepts. In Calculus, MRI's are used to solidify the concept of volume of revolution and volume by cross sections. Department members meet both as a department as well as course-alike groups to carefully choose topics that are most important for preparation for future courses. This opens up some time for including more practical applications in all courses. Some teachers in the department took the Mathematical Mindsets course from Jo Boaler. This course emphasizes strong and practical problem solving skills. High school counselors meet with the incoming students before school starts to ensure that new students have a suitable schedule for their levels. The math department chair also has alignment meetings with the middle school to discuss curriculum. The district started a Math Task Force group in 2017-2018 that met three

times this year. It is comprised of elementary, middle and high school teachers as well as special education teachers. The agenda was extensive and very productive in terms of coordinating and sharing best math practices for all students including special education students. We plan to continue this group for the next school year. One important result of this task force is the collaboration between a special education and math teacher to pilot an Algebra class using a co-teaching model.

Since the state adopted Common Core, our department has set-up meetings for Algebra I, Geometry, and Algebra II during summer to align the curriculum as well as setting up pacing guides for these courses. After that meeting, we constantly revised our common core tests and pacing guides to adapt with our school calendar. We plan to continue to reevaluate and modify all courses as needed. In addition, we continue to coordinate with our middle school to determine any adjustments the secondary schools can make to use our resources and time and best as possible.

English

Most classes have incorporated blogging, website creation, digital portfolios, white papers, and other professional types of writing into the assignments. Ninth grade teachers developed essay prompts that relate to real life applications and create a social issue chart that connects novels to real life experiences and relates thematically to issues such as censorship, technology and the impact of electronic media on society including an exploration of ethical questions revolving around moral decision-making. In 11th grade English classes, students conduct an “I-Search/job shadow” project as a practical exercise to explore their career interests. Increased focus has recently been directed around digital citizenship and units are embedded in the curriculum throughout grade levels. Teachers have incorporated and increased the usage of non-fiction reading materials as aligned with the Common Core standards as well as developing non-fiction units. The tenth grade Modern Injustice unit is tied in with the non-fiction unit novel *Night*. Students research a modern injustice and present the issue to the class using ‘elevator pitch’ format. Journalism and Yearbook classes revolve around practical applications skills such as precise/concise writing skills, editing, AP style, business skills, advertising, public relations, contact (through interviews) with community members, etc. Students also learn about interviewing as a real world skill and learn how to interview a subject and write a profile article.

Foreign Language

Spanish: The teachers have designed a more balanced approach to language, listening, seeing, writing and reading.

ASL: Changes are made to fit “high school” daily life incorporating students’ interests.

Chinese: Increased listening activities and cultural components

French: Incorporated presentations on French businesses – For example: Bull, Renault and Dior

Special Ed

Within our special education department and on an individual or small group basis, practical applications may be utilized to reinforce and present learned concepts in the general education classroom in a more real-life context. In the spring semester months, two or more high school special education teachers participate in the Transition to High School IEPs for all incoming 8th grade students with IEPs or 8th graders who are having their Initial IEP. Communication between the middle school special education teachers and Grade 9 special education teachers & department chair are regular throughout the school year and more so during the spring semester. Current special education teachers who work with 9th grade

students hold a special orientation meeting on Future Freshmen Night in the spring for parents of and the students with IEPs in order to present expectations of high school and the Directed Studies class and make the process of choosing 9th grade courses more clear and less daunting.

Performing Arts

The music department emphasizes work ethics, how to work in small groups and how to lead peers. Students use recording software as a means to pique student interest in music vocational areas. In Art, planning, organizational skills and problem solving allow student to gain practical applications for real life. In theater classes, students take field trips to motion picture studios and guest speakers include professional film editors that are employed doing the very things that our students are learning to do in class. Through the choral department, guest artists in the field of opera have come into class to emphasize good vocal production and give background to the opera chosen for the choir fieldtrip, in which past choir students have pursued after high school and have spoken about what it's like to be a member of a professional choir such as The LA Master Chorale. Through performing at the Miller Transition school for handicapped students, our high school students meet with the principal there each year, and in the past, have had choir students choose that field of study in college. Workshops are held with the USC Troy Tone A Cappella Group, and distinguished composers come in to speak with the choir about arrangements that they have performed, and talked to the students about music arranging/composing, a field in which some of our past choir students have pursued and studio singing.

Counseling

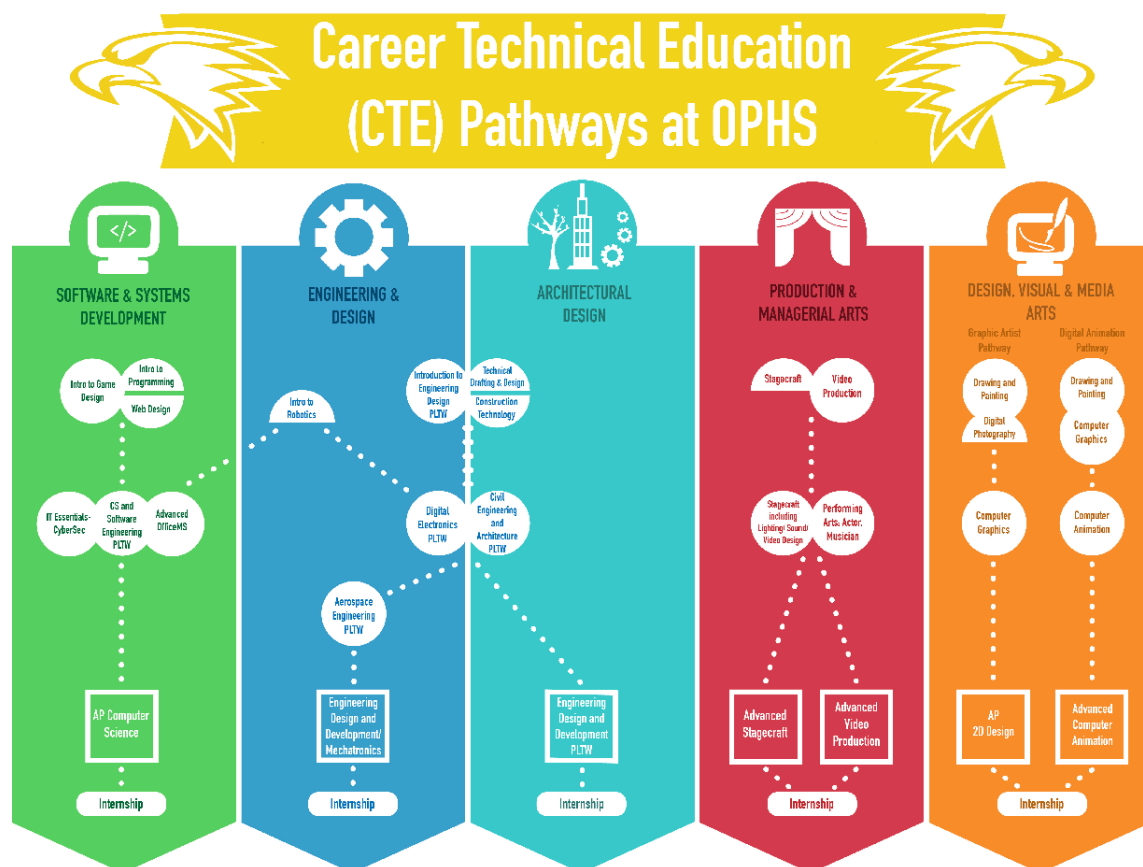
Our school adopted Naviance in 2009 not only for college admission purposes but also to assist students in identifying career options. The "career profiler" and "Do What You Are" Personality assessments are state of the art tools to help students identify potential career paths for themselves. We emphasize Naviance curriculum to research jobs/careers and to help students research college majors as well as careers. Students have been invited to attend a Moorpark College class, COUN M03 - Orientation to Moorpark College, split class sessions on the OPHS and Moorpark College campuses. This class has practical applications in preparing for their college experience, with a focus on career and major selection. The freshman counselor and 504 coordinator meets with the middle school counselors to discuss student concerns and to ensure a smooth transition for incoming students. Advanced Peer Counselors are paired with 9th graders new to the district to facilitate a smooth transition academically and socially. The college and career center has multiple events throughout the year and students can check in daily to register for upcoming events.

Developing career exploration events (i.e. Guest speaker, internships, externships)

In addition to Naviance Career resources, the College and Career Advisor coordinates speakers for the annual College Knowledge Night. The I-Search project at 11th grade level is currently being modified to better meet the needs of students and providing for more choice in some cases. Journalism students are encouraged to attend the JEA National High School Journalism Convention. This convention offers opportunity to explore a career in journalism including opportunities to speak and work with career journalists, as well as to meet with representatives from schools of journalism. We are beginning a pilot program that asks students to explore careers in marine biology. ASL students work on projects in developing pre-activities, ASL Storytelling and Post activities relating to a children's book for each group develops the concept of what kindergarten teachers do in working specifically with Deaf children using ASL only. Using the Shared Reading Project philosophy of how to read to, read with, and to be read by

Deaf children. In CTE students have been to JPL - NASA, navy bases, airshows and received visits from engineers and engineering students. With special education students engage in Transition to Adult Life a required part of the student's IEPs at age 16 and older. In addition to transition goals students work on, a number of our students participate in the Workability program through Ventura County SELPA. WorkAbility provides career development, pre-employment skills and job placement services to students with disabilities) and start the process with senior students to access possible services through the Department of Rehabilitation. DOR assists individuals/adults with disabilities to develop employment related skills, providing consultation, counseling and vocational rehabilitation, and partner with others in the community to increase employment opportunities). The functional skills program special education teacher coordinates guest speakers for this group of students, in-class and individually as part of student's IEP. The choir takes a field trip to an opera at the Dorothy Chandler Pavilion and has performed at the Disney Concert Hall under Grant Gershon, LA Master Chorale Director. The choir yearly performs for the Miller Transitional School in Reseda and the principal talks to our students about working with students with special needs. The band, participates in the Disneyland film scoring workshop yearly and the band went on a fieldtrip to see a performance at the Hollywood Bowl, Gustav Holst's Planets

The development of CTE pathways



“The academic and technical skills, knowledge and training necessary to succeed in future careers”

Since the last visit, significant work has been accomplished in the development of CTE pathways. However, we have reached a point where many students are unable to take multiple courses in a single pathway because they are also meeting graduation requirements and university admissions eligibility.

We have added several engineering courses and additional courses in our Design , Media and Visual Arts pathway. We have also hired a new Computer science teacher. The Oak Park Educational Foundation had helped fund the purchase of specific engineering tools and machinery and we are waiting to hear the results of a facilities improvement grant we applied for in the fall of 2018. This grant will allow is to design and build classrooms and maker spaces to house the CTE engineering and Architecture pathway courses. Several other departments have had preliminary discussions around CTE pathways and there is now more of an understanding of how we may be able to develop them in the core academic areas. One challenge we face is the credentialing requirements in addition to the already impacted student schedules.

The OPUSD Board had directed staff to examine the policy of not allowing outside credits to count toward graduation. A task force has been created to address this issue that has some relevance to the continued growth of these pathways. The Theatre Department is currently in the CTE Pathway through the video production and stagecraft class. Through the choral and instrumental music program, planning is currently underway to develop a performing arts pathway that is integrated into the current choir and band classes. Advanced Peer Counseling is part of the Family Services, Education and Child Development pathway. Counselors advise students on the CTE pathways our school has developed. We have a clear plan to develop an engineering program with one course (minimum) in each grade level. Currently courses exist up to and including junior level. Engineering pathway added its capstone course in 2018/19. This will ensure that students get to work with mentors and experts working in the field both to make sure their projects are relevant and to better understand how the world of work operates. They will research and solve real world problems, work collaboratively in practical situations and help them gain a multi-exit option into engineering at 4-year college, 2-year college, or at technician levels. Discussions are ongoing regarding strategies to create opportunities for students to complete CTE pathways while also meeting graduation and UC/CSU admission eligibility requirements.

Critical Area # 2

Develop a school-wide focus on understanding how to alleviate student stress so that Students need are able to manage the commitments required to meet their academic obligations and extracurricular choices.

Based upon student and parent survey data and recommendations from the Challenge Success program OPHS has taken measures to address this critical area. OPUSD has changed our District's school-year calendar to end the first semester before the winter holidays and has adopted a Board policy to create a homework-free and family-friendly Winter break. The District has increased counseling support at all levels, thereby reducing counseling caseloads to approximately 330:1, well below the State and National average. We also maintain a dedicated College and Career advisor to offload many of the college-related tasks usually managed by the counselors, thereby enabling them to conduct counseling activities focused in the social-emotional domain. OPHS also maintains a 7th period support period where students may access teachers for additional help or to make up test, quizzes, and other assignments. OPHS also maintains an alternating block schedule every day which allows for longer instructional periods and fewer individual class periods per day. We also have an 8:30 a.m. start time, but students may elect to take a zero or 8th period. Juniors and seniors who are on track to graduate may elect to reduce their schedule to five periods and all students may elect to take a 5th or 6th period study hall in lieu of having to take an extra elective if they must remain on campus. All departments have examined the rigor, relevance and load of homework and in many cases revised and reduced the amount of work that is conducted outside class.

Nevertheless, the pressures that many students face as they strive to to achieve and meet their post-secondary goals and aspirations continue to create stress that that affects their mental and physical health and well-being. We have contracted with Stanford University's Challenge Success program which is designed to help schools address these issues by providing research-based strategies and training to teams of educators who travel to Palo Alto and meet with the Challenge Success advisors and professors. We have partnered with local counseling organizations to create stress reducing practices and mindfulness training. We have added time management tools to our course advisement procedures that include parents in the process of selecting classes and activities. Students are required to assess the time requirements for each course and activity including sleep time, homework, and practice and rehearsal time, and they then meet with their counselor individually to develop a realistic load. We have also revised our Add/Drop policy to allow students to drop into a lower level class up until the first quarter. Ongoing discussions currently include considerations as to whether limiting students' access to rigorous academic loads and extra-curricular activities would have an impact on their stress and thereby their well-being.

OPHS teachers, parents, administrators, and students travelled to Stanford and participated in the Challenge Success program and shared the information with their constituencies. Teachers and counselors have also attended professional development sessions at that included workshops on alleviating student stress. The District offers ongoing professional development sessions in mindfulness and training on the techniques that benefit teachers, which are then incorporated into classroom instruction as they are used with students. Staff expressed a desire that this type of training continues. This Spring, a Community-wide presentation of workshops called THRIVE is being offered to all in conjunction with experienced licensed therapists, health and fitness experts, and social media professionals. We have administered the Challenge Success survey twice and are in the process of analyzing the longitudinal data to compare to determine if

the actions and measures we have taken has had a qualitative and quantitative impact on students' wellness. Discussions continue to examine whether it might become necessary to increase prerequisites or further limit access to AP and Honors class or to sports, clubs, performing arts etc. Currently, we have no indications that these measures would be effective or further exacerbate the students' anxiety because they would be precluded from reaching their aspirations. The OPHS school community is still committed to addressing this issue.

Of utmost importance to the process of attempting to alleviate student stress was the input obtained from the students. Data was gathered through student surveys and student interviews. All departments took a critical look at homework loads and policies and made modifications as appropriate. The school also felt that students need to be mindful of prerequisites for all courses. We have collected data that indicates that students who have met the recommended prerequisites do not experience significant academic struggles, therefore the amount of stress for these students is minimized. Those who have not met prerequisites and accessed the courses through an appeal process may be less prepared to be successful in a course and thereby experience related stress. The 7th period support period provides opportunities for students to take tests, make up missing work or obtain academic and emotional support, in doing so stress is reduced. The Math and Science Honors Society (MSHS) provides support to students struggling in math and science with peer tutors as needed on an appointment basis or drop-in during lunch and 7th period. Our counselors have developed an AP/Honors Course Guide (located on the website) to increase awareness as to the rigors of these classes so students and parents can make an informed decision. AP teachers also conduct AP Information sessions prior to course advisement to enable students to make informed course selections. The Honors English teachers have implemented writing self-reflections throughout the year discussing grades and the implication of stress.

Although no policy has been developed to "limit" the number of extra curricular activities a student can participate in, some departments have changed and limited activities that take students away from campus during the instructional day. For example, Choir and Band reduced the number of competitions they participate in and instead decided to focus on one significant performance event in the Fall and one in the Spring. Drama has reduced the number of play productions from four to three because of the time it takes after school and on weekends to prepare for the shows. The nine-week rehearsal and production of the traditional Shakespeare play has been replaced with a Presidents' Day weekend Shakespeare festival at Chapman University that involves fewer students, fewer rehearsals, and no lost instructional time. Other departments have also adjusted their field trip plans when the students have advocated for alternate dates or options. An "Awareness Calendar" where teachers post tests and major assignments to attempt to ensure that there aren't more than two tests a day was piloted in 2017-18 for sophomores. The staff struggled with this task because of several complicating factors, including the block schedule, and zero period conflicts. Teachers also felt that a mandatory test schedule could interrupt the natural flow and progression of the course. More discussion is needed to continue to examine the "Awareness Calendar's" feasibility and efficacy. However, many times teachers will alter test dates when students communicate that they are experiencing related stress. With the implementation of Google Classroom and other applications most teachers are providing calendars including test dates well in advance to allow for students to plan for studying and coordination with other school activities.

As mentioned above, we have collected data on the students who are placed in classes where they do not meet the stated criteria for entrance which provides evidence that many are not achieving at desired

levels. These students earn low grades, hire private tutors, and become stressed, and their parents become frustrated. Some drop the course with a grade that may be difficult to recover in the lower level class. The math department has developed an excel spreadsheet log system in order to better keep track of these students. It is providing accurate information about these students' progress. Although we believe in giving students opportunities, meeting prerequisites is an important factor in students being successful in their courses.

We are considering developing an instrument to collect data that will allow us to determine the impact of extracurricular activities on student achievement. This is a difficult challenge because not all students are impacted in the same way. We changed our athletic league to play schools that are closer in distance thereby reducing the amount of missed class time. Our students spend less time traveling to sports competitions and therefore release times are now later in the day and most often after school or at least late in the last block period. This measure was in response to concerns that when students miss class for competitions or field trips they may have difficulty catching up with the curriculum. We plan to investigate how other schools address this problem. For example, a local high school uses a point system for activities, certain courses and clubs. When a student reaches a certain number of points, they cannot add more activities. We do require that students prepare a time sheet that counts the number of hours each class and activity will take. Anecdotally, some of our highest achieving and busiest students manage their loads well with little or no impact to their health. There is some disagreement among staff about the value and impact of field trips. Many teachers believe that they have a detrimental impact on the students in their classes and other teachers believe that they are valuable authentic learning experiences that are vital to their curriculum. Our District has put an emphasis on authentic learning experiences but many classroom teachers feel that their value is undermined by the lost instruction in other classes. Because they are school activities, they are counted as excused absences and students are entitled to make-up the work, tests, and assignments that they miss thereby putting them behind and creating a backlog of work for the other teachers. Some students choose to go on field trips despite poor achievement in their classes. As a result they fall further behind, sometimes, incapable of grasping new concepts due to the lack of prior knowledge which were covered during field trip or other activity time. Some students are involved in so many activities that they miss the same course multiple times in a short period of time.

The school and District communicates well with parents regarding the impact of extended absences. The revised school calendar allows a good break for vacations and relaxation time. We have a firm and enforceable policy on excessive absences. The district has developed a positive approach to good attendance by creating an incentive for the school to have a high percent of student attendance each month. In addition, we recently designated a teacher who has a special assignment period to meet with students having attendance or tardy problems. Since this position has been in place, attendance has improved significantly.

During the Alternate Evaluation, math teachers were able to analyze a log of the time students spend on homework. We also informally surveyed our students about the amount of homework given. We found that the amount and difficulty of homework appeared to be reasonable in most classes. Honors and AP courses generally had more time spent on homework. We continue to emphasize the effectiveness and importance of diligent work outside of class time and how it contributes to success in current and future courses. Teachers continually revise homework assignments to make them relevant, rigorous and appropriate for learning and assessments.

Critical Area #3

Develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate stakeholder input.

This critical area has been fully addressed and we have achieved a routine system of procedures to gather stakeholder input to develop a collaborative decision-making process. We have clarified, defined, and communicated the responsibilities of each administrative position respect to decision-making process. These are published and shared with staff. When our assistant principal left at the outset of the new school year, they were updated to reflect the reassignments. We have clarified the processes and responsibilities of each classified position and are in the process of producing a classified handbook defining responsibilities for each job. We have clarified the Department Chair processes and responsibilities as well as the process for electing department chairs and evaluated and arrived at the requisite compensation. This was accomplished in collaboration with the OPUSD Human Resources department after studying best practices in similar schools regarding department chairs. We did investigate assigning all department chairs a simultaneous planning period but it was not deemed feasible given the master schedule and the need for some teachers to teach all periods of the day. We have developed a school-wide formal meeting protocol so that all participants can be informed prior to the gathering and therefore be more effective participants, and designated a meeting secretary for committee and council meetings including Leadership and Department meetings to keep and communicate minutes, agendas, and including old and new business. Meeting agenda and appropriate attachments are sent to the participants at least 2 school days prior to the meeting to ensure a better-informed constituency and that business completed in a timely manner. Proposed policy changes are shared with all stakeholders groups for discussion and Leadership Team is given time to time to research and gather feedback from department members as well as site council members. The 2017-18 California Healthy Kids Staff Survey indicates a high degree of satisfaction with the decision-making processes at OPHS. Improvements in communication, documentation, and collaboration of site decision making is dramatically improved and the formal processes we are using have become institutionalized to ensure that all stakeholders have a voice in the process.

Critical Area #4

Develop a comprehensive professional development vision to increase collaboration and to accomplish WASC goals and tasks.

Teachers attend various types of professional development at various times and in various venues and locations. Teachers participate in webinars on instructional strategies and curriculum. Department members are encouraged to share as much information upon return from any type of professional development. Two of the three formal buy-back days are outside the 180 day school year and OPUSD has a highly personalized system of allowing staff to select and receive approval for professional development opportunities on their own time. There are mandatory and elective training offered by the school and the District but they are usually targeted toward current legal issues or technology. Currently, teachers take responsibility for their own professional development even though they often do it in collaboration with their department members or with other teachers at the County level.

Department meetings are conducted on a regular basis. Staff development meetings are also held on a regular schedule. The math alternative evaluation group met five times during the year and shared knowledge, results and overall helpful information. Teachers have opportunities to meet outside of the

regular school day and earn buyback hours. These meetings often result in the best opportunities to share information and help each other develop into stronger teachers for our students.

New teachers participate in the Ventura County Induction program where they are assigned mentors and an administrator to support and lead them through the process. In addition, new teachers are invited to monthly “new teacher” lunches with administrators and often guest speakers to share experiences and receive insight and guidance on relevant issues. Department chairs also meet on a consistent basis, both formally and informally with new teachers to discuss any suggestions, scheduling, concerns or classroom management issues. The district also provides technology support as needed for all teachers.

V: Schoolwide Action Plan Refinements

Many of the same goals have been kept in the action plan to ensure continued effort and progress toward achievement. Goal three has been eliminated as it has been largely accomplished. Continued development of CTE programs and emphasizing the practical application of the curriculum remains a goal because there is currently insufficient data to support that this has become implemented across all disciplines.

SCHOOLWIDE ACTION PLAN

Critical Areas of Need

Develop a school-wide emphasis on the practical application of all parts of the curriculum

To increase understanding of the relevance and application of education, and college and career readiness

TASK: Adapt current curriculum to integrate real world applications within lessons				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Examine and adjust curriculum to identify and emphasize practical applications, and to make direct connections to majors and careers	Department Chairs Administration Superintendent	Staff Development days Department Release days LCAP #1 B, C, G, J	Initial efforts began in Spring 2017 and continue through 2022	Report each Fall to: Leadership Team Site Council District Leadership
Create opportunities to articulate curriculum and instruction between middle and high school teachers	Dept. Chairs Administration Math Task Force Curriculum Council	Staff Development days Meeting Time LCAP #1 B, C, G	Ongoing	Report each Fall to: Leadership Team Site Council District Leadership
Continue to align curriculum with State Standards and Frameworks (ie. Advanced Placement, Next Generation Science Standards)	Department Chairs Administration Superintendent Math Task Force Curriculum Council	Department meetings Training Workshops LCAP #1 B	Spring 2019	Report each Spring to: Leadership Team Site Council Faculty
Expand ways in which all students are engaged in higher-order critical thinking skills and which help all students, including Hispanic and SpEd. students, achieve	Department Chairs Administration Superintendent	Department meetings Training Workshops Professional Workshops LCAP #1	Spring 2017 Ongoing	Report each Spring to: - Leadership Team - School Site Council - Faculty

TASK: Broaden the student understanding of the world of work				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Develop career exploration opportunities for students (i.e. Guest speakers, Work Experience, internships, externships)	College & Career Center Technician CTE Coordinator Leadership Team	California Pathways Trust Grant & CTE Funding VC Innovates California	Fall 2019 Fall 2020 Fall 2021	Report each Spring to: Leadership Team School Site Council Faculty

		Incentive Grant LCAP #1 F, G		
Administer and publish career interest and aptitude surveys to all 9th and 11th graders. Incorporate results into development of curriculum and career pathways.	Administration Counseling	Naviance Survey results LCAP #1 F, I	Fall 2019 Fall 2020 Fall 2021	Report each Spring to: Leadership Team School Site Council Faculty
Continued development of CTE Pathways	Leadership Team CTE Coordinator	CPT Grant Planning Time LCAP #1 C, F, G, J	Ongoing	Report annually in Fall to: Leadership Team School Site Council

Develop a school-wide focus on understanding how to alleviate student stress.

Students need to be able to manage the commitments required to meet their academic obligations and extracurricular choices

TASK: Alleviate student stress				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Broaden the stress reduction strategies and programs to ensure that all students' social-emotional and academic needs are addressed.	Counselors Administration	Meeting Time Research-Based Best Practices LCAP #1	Ongoing	Report each November to: Leadership Team School Site Council Faculty
Collect and analyze data to monitor the detrimental impact of maintaining a student well-being for the purpose of counseling and policy development	Administration Counselors Coaches Advisors	California Healthy Kids Survey Challenge Success Data Collection Tools	Spring 2019- Spring 2022	Report progress to Leadership in each Fall

Review Homework Guidelines to account for rigor, relevance, purpose, and responsibilities	Leadership Team Faculty	Staff Dev. Time Challenge Success LCAP #2 H	Annual Review April	Report each May to: Leadership Team School Site Council
Collect and analyze period 7 usage data to monitor its ongoing effectiveness	Department Chairs Administration	Surveys LCAP #2 H	Annual Review Spring	Report each Spring to: Leadership Team School Site Council
Enhance Instructional Support Services to monitor	Administration	Planning time LCAP #2 H	Fall 2019	Leadership Team Annually in the Fall

student progress and academic interventions				
Expand recognition of above average (not just exceptional) results on national tests (SAT, PSAT, ACT)	Principal Faculty	PFA and school communications Newspaper articles	Ongoing	Maintain Recognitions in online database
Design a process for the implementation of Student Support Groups (i.e. grief, divorce, disorders)	Counselors Administration	Planning Time LCAP #1 C, F, G LCAP #2 C, F, H	Fall 2019 - Spring 2022	Report to Leadership each Fall

Develop a comprehensive professional development vision to increase collaboration and to accomplish WASC goals and tasks.

Rationale: Staff and students will benefit from increased collaboration to implement the tasks in the OPHS 2016 WASC Action Plan

TASK: Identify Professional Development Resources that align with the WASC Action Plan Goals				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
TASK: Develop Processes for Sharing of Best Practices within and Across Disciplines				
Create a process that enables teachers to share knowledge gained through conference and workshop attendance, with colleagues.	Dept. Chairs Administration	Time and Money to attend conferences LCAP #1 C	Ongoing	Attendees will report and share learning with departments upon return
TASK: Develop a support program for new teachers and for teachers who are new to the school.				
PROCESS	PERSONS RESPONSIBLE	RESOURCES NEEDED	TIMELINE	REPORT PROGRESS
Enhance new teacher support program to develop a variety of competencies among new OPHS teachers.	Dept. Members Administration Faculty	Meeting time	Ongoing Monthly	Report to Leadership each Fall