

WASC Goals

#1 Develop a schoolwide focus on understanding the sources of student and staff stress and develop methods of mitigating stress.

LCAP Goal #2, #3 and #4; Moral Imperative #1, OPUSD District Goal #2

#2 Utilize data analysis of assessments (formative, summative, common) in order to improve curriculum planning and instructional practices. Implement research based instructional practices, academic support and interventions in order to support all students including marginalized and underserved students.

LCAP Goal #1 and #3; OPUSD Moral Imperative #1, OPUSD District Goal #3

#3 Implement the new bell schedule in accordance with state mandate. Perform regular reviews with input from all educational partners of the new schedule in regards to instruction, student needs, and school wide activities.

LCAP Goal #1 and #3

#4 Improve systems for student centered decision making involving all impacted educational partners regarding advancement of school goals, district goals, and connected school programs.

Moral Imperative #3, OPUSD District Goal #4

#5 Improve communication to all educational partners including underserved populations and future students and families (K-8) regarding course offerings, campus resources, opportunities post-graduation, and pathways.

Moral Imperative #3, OPUSD District Goal #4

Goals #1-5 and the related Areas of Growth from each Focus Group as written in the work product from the April 25 meetings.

#1 Develop a schoolwide focus on understanding the sources of student and staff stress and develop methods of mitigating stress.

LCAP Goal #2, #3 and #4; Moral Imperative #1, OPUSD District Goal #2

Group A #5: Students are stressed-out and overwhelmed. Students have too much work, we need a wellness center to provide support for students, provide more scaffolding to allow students to take more advanced classes.

Group A #6: *Challenge Success* does not appear to be supported by other schoolwide goals; school/District places a high priority on promotion of increasingly rigorous academic standards.

- Are we even considering the actual needs of students? We are never truly going to *eliminate* stress. Students overwhelmingly report that the bulk of stress comes from parent expectations.

Group D #5: Students Feel Uncomfortable/ Ashamed of Asking for Help

Group E #1: Extreme pressure/stress for academic competitiveness (college readiness)

Group E #2: Improve the perception/culture of ALL post-high school pathways (such as going to a junior college)

Group E #3: Academic Dishonesty

Group E #4: Social Emotional Learning could be better (live assemblies v. Zoom in class?)

Group E #5: Pressure to resume build (overscheduling of extracurriculars and its effects)

Group E #6: Do better implementing *Challenge Success*

#2 Utilize data analysis of assessments (formative, summative, common) in order to improve curriculum planning and instructional practices. Implement research based instructional practices, academic support and interventions in order to support all students including marginalized and underserved students.

LCAP Goal #1 and #3; OPUSD Moral Imperative #1, OPUSD District Goal #3

Group B #3: More effective strategy for the school to conduct follow-up studies of graduates and deliberately apply the data. A more formal evaluation of transition support and subsequent success could be established by documenting student outcomes.

Group B #5: Explore and adapt interventions school-wide for students struggling with meeting course expectations and may not be on track for graduation.

Group C #2: Give students more individualized feedback, and opportunities to relearn missed content.

Group C #3: Fully transition back into in-person learning, transitioning away from distance-learning techniques, which no longer hold the same value.

Group C #4: Critical thinking and emphasis in lower-level mathematics classes.

Group C #5: Assess, determine areas for growth, address through evidenced based intervention for academic and social-emotional needs.

Group C #6: Early intervention for struggling students.

Group C #7: Common assessments across content department to analyze student achievement.

Group C #9: Continued exploration of how to differentiate instruction.

Group C #10: Awareness of students who are grouped homogeneously due to math placement

Group D #1: Analyzing Assessment Data (needs more time, connect [math] data with the middle school, more data shared with the department as a whole)

Group D #2: Weakened Retention Leads to Need for Curriculum Change

Group D #3: Equity in Grading (Teacher have same test grading, but freedom with teaching)

Group D #5: Math Curriculum Should Revolve Around Assessment Results, Not Colleges

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LCAP Goal #1 and #3

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#4 Improve systems for student centered decision making involving all impacted educational partners regarding advancement of school goals, district goals, and connected school programs.

Moral Imperative #3, OPUSD District Goal #4

Group A #1: Decision-Making

Staff feels that the admin (school and district) makes decisions without substantively responding to or addressing the concerns of people implementing the decisions. They may hold meetings, but it doesn't feel like the decision-makers may genuinely take into account the ideas expressed.

Group A #3: Allocation of Funds

Group A #4: We state that we are a collaborative-decision making organization: **educational partners are oftentimes unaware of the protocols of the decision-making process.** Stakeholders need to be aware and included in the process in a timely manner.

Group B #1: Move from informal to formal articulation meeting with all educational partners groups between feeder schools and local community colleges.

Group D #4: Should Set Goal for Teachers (at least some common ground, but still with freedom)

#5 Improve communication to all educational partners including underserved populations and future students and families (K-8) regarding course offerings, campus resources, opportunities post-graduation, and pathways.

Moral Imperative #3, OPUSD District Goal #4

Group A #2: Communication; A trend was how information is disseminated and made available to all educational partners (parents, teachers, students) and how feedback is shared.

Group A #3: Some staff feel that there are **contradictory goals**:

- Provide students with more opportunities to take college-level, off-campus courses, compress courses into summer-school timelines, for advancement, don't uphold prerequisites developed to promote/support student success; yet, remove lower level courses that some students need/want to take where that higher level course may be too overwhelming or difficult.

Group B #1: Move from informal to formal articulation meeting with all educational partners groups between feeder schools and local community colleges.

Group B #2: Increased and targeted communication to students/families regarding impact of decisions in course offerings, campus resources, and access to interventions, particularly students/families from underserved communities, for example students/families where English is not spoken in the home or those who do not have access to the internet.

Group B #4: Improve CTE Pathway, ROP and trade awareness, making sure students know about these courses/programs, how to access them, and their relevance in real-world professions. Increased communication regarding local opportunities for career options, especially for trades, as well as possibility for non-college career options through field trips, job fairs, presentations, etc.

Group E #2: Improve the perception/culture of ALL post-high school pathways (such as going to a junior college)