

Oak Park High School

WASC Self-Study

November 6-9, 2022



Educating Compassionate and Creative Global Citizens



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Western Association of Schools and Colleges



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OUR MISSION

The mission of Oak Park High School is to provide a 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.

OUR SCHOOLWIDE LEARNER OUTCOMES

Oak Park High School prepares its graduates to be:

1. 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

2. Critical Thinkers who:

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

3. Quality Producers who:

- Strive to fulfill their individual potential in all facets of their education
- Use technology appropriately and ethically to enhance their work
- Demonstrate creativity and original thinking through innovative and experimental expression
- Understand and apply connections among disciplines

4. Self-Directed Learners who:

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

5. School Community Contributors who:

- Demonstrate high standards of honesty, integrity, empathy, and respect for the rights and privileges of others in all settings
- Exhibit responsible digital citizenship
- Develop an understanding of and responsible sense of social justice and sustainability
- Establish and maintain positive and respectful interpersonal relationships
- Contribute time, energy and talent to improve the quality of life in school and in their personal life

6. Healthy and Productive Members of Society who:

- Work to maintain balance in their lives
- Engage in practices that promote a healthy emotional and physical lifestyle
- Possess strong self-advocacy skills
- Acquire self-knowledge through personal introspection
- Develop resilience and the ability to adapt and grow

Last Revision 2022

Table of Contents

Preface	Page 5
Chapter I: Progress Report	Page 19
Chapter II: Student/Community Profile and Supporting Data	Page 46
Chapter III: Self-Study Findings	Page 107
A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	Page 107
B. Standards-based Student Learning: Curriculum	Page 121
C. Standards-based Student Learning: Instruction	Page 133
D. Standards-based Student Learning: Assessment	Page 148
E. School Culture and Support for Students	Page 158
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs	page 169
Chapter V: Schoolwide Action Plan	Page 170
Appendices	Page 180

Preface

Oak Park High School's (OPHS) 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.

1. Involvement of Staff and Educational Partners

Each month a series of meetings are held to inform educational partners. Staff meetings are held monthly, in-person when possible, before school on Monday mornings. Meetings are organized in a cycle that repeats throughout the year. The sequence allows for input and information sharing at all levels. The first meeting of the cycle is a full Staff meeting in which information is provided. The following week, Departments meet to discuss and provide input which is communicated at the Leadership meeting the subsequent Monday. When necessary additional meetings can be scheduled by staff members or administrators.

School Site Council (SSC) meetings are held monthly on the second Tuesday of each month, to coincide with Oak Park Unified School District (OPUSD) School Board meetings. SSC membership is composed of educational partners: five students (four elected and one appointed), two parents, and four staff/faculty members. The SSC is actively involved in the annual review and update of the Single Plan for Student Achievement (SPSA). Additional topics have been addressed in recent years, including updating the school dress code and the development of the new Wellness Center.

In addition to SSC, parents are involved in various organizations, including the following:

Oak Park High School Organizations and Committees

Athletic Booster Club (ABC): an all-volunteer charitable organization dedicated to supporting OPHS sports programs through fundraising, volunteering, and communication.

Oak Park Instrumental Music Association (OPIMA): supports, enhances, and promotes the Instrumental Music Programs within the Oak Park Unified School District.

Oak Park Performing Arts Alliance (OPPAA): a community of volunteers committed to promoting and supporting the theater arts program at OPHS. OPPAA funding supports the production of OPHS school performances, twice annually, through donations.

Parent Faculty Association (PFA): an all-volunteer charitable organization dedicated to supporting the students and staff of OPHS through fundraising, volunteering, and communication. Each year, PFA funds teacher chosen professional development and classroom supplies that would otherwise be unavailable.

Oak Park Unified School District Organizations and Committees

Citizens' Oversight Committee: Measure S Oversight Committee, by statute, oversees school construction projects in the district. Measure S was a locally approved property tax bond measure in 2008.

Curriculum Council: This advisory council addresses universal and specific issues that impact the curriculum offered in OPUSD schools, both directly and indirectly. The Council makes recommendations to the Board related to instructional materials, new courses of study, and other matters related to curriculum and instruction. The committee consists of three Administrators, one Board Member, seven teachers (one per site), and two voting parent members.

District English Learner Advisory Committee (DELAC): California school districts are required to form a DELAC if the district serves 51 or more English learner students. The committee is composed of school staff, parents of English Language Learners (ELL), additional parents, and community members interested in ELL programs. Parents of ELL students, not employed by the district, must constitute no less than 51% of the committee members.

Environmental Education Awareness Committee (EEAC): provides a forum in which students, parents, faculty and classified staff of OPUSD can discuss issues and recommend action regarding environmental education and sustainability programs throughout the district.

Local Control and Accountability Plan (LCAP) Committee: One key aspect of the LCAP process is the engagement of all educational partners. Staff, teachers, administrators, bargaining partners, community members, parents/guardians and students, including unsheltered, socioeconomically disadvantaged (SED), ELL, and foster youths are to be consulted to provide feedback on the LCAP. The LCAP Committee meets throughout the year.

Oak Park Education Foundation (OPEF): a 501(c)(3) non-profit organization that provides crucial financial support to all of the OPUSD schools, filling the gap between state funding and the per-pupil cost of educating OPUSD students.

Special Education Advisory Committee (SEAC): The Special Education Advisory Committee (SEAC) provides a forum in which district personnel, staff, administration, and parents of OPUSD students with disabilities meet to discuss issues and recommend actions regarding special educational programs and services in OPUSD.

Wellness Council: The purpose of the OPUSD Wellness Council is to promote health and wellness among students, staff, and families. This continuing advisory board monitors and guides program development and curriculum, organizes school-specific programs, performs annual evaluations, and participates in the development, review, update, and implementation of OPUSD's Wellness Policy.

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 programs. 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 Kids Task Force
- i. PFA, OPEF, and other parent support groups

The Oak Park High School self-study process began in early 2020. This process was challenging due to the unusual circumstances surrounding the Covid-19 pandemic. This included the school shutdown beginning in March 2020, the implementation of distance and hybrid learning, restrictions on in-person meetings, educational partners residing outside of Oak Park, and the resumption of “regular school” on campus. In addition to these challenges, educational partners were unavailable for a number of days due to quarantines and Covid illness. OPHS faced challenges recruiting parents and students for the process due to the pandemic and complicated meeting times.

Throughout the self-study, the staff struggled to find common time to participate, and the majority of meetings were dominated by the challenges of distance learning, hybrid learning, and the return to in-person learning. Staff and students were focused on immediate concerns as opposed to the long-term project of the WASC Self Study. The chairperson was encouraged to streamline the process as much as possible due to the overwhelming demands of all educational partners. Meetings were reduced to the minimum necessary for the completion of the tasks outlined by WASC.

Below is a timeline of the 2022 Self-Study.

WASC 2020-2021 Timeline

August 2020	Finalize Focus & Home Groups Sign up for WASC Trainings	
September 2020	Recruit Students (KB* & staff recommendations) Recruit Parents (KB*) Compile Data for Task 1 & 2 * Kevin Buchanan: former OPHS principal	Meeting Sept 4 Department Mtg Sept 18
October 2020	WASC Self-study training (CL**) Task 1: School’s Progress <ul style="list-style-type: none">• Data Review Review Mission Statement, SLOs	Meeting Oct 6 (KB + CL) Depart Mtg October 16 (MS & SLOs) Leadership Oct. 23 (MS &

	** Cathy Lory: WASC Chairperson	SLOs) Site Council Oct 20 (MS & SLOs) Meeting Oct 30 (KB + CL)
November 2020	Postponement of WASC visit from Spring 2022 to Fall 2022	Staff Mtg: Nov 6 Department Mtg: Nov 13 Leadership: Nov 20
December 2020	Calif. Healthy Kids Survey (students and staff) Recruit for Data Committee	Staff Mtg: December 4 Department Mtg: Dec 11 Leadership Mtg: Dec 18
January 2021	Challenge Success Survey (students) Preparation of Data Presentation	Staff Mtg: Jan 8 Department Mtg: Jan 15 Leadership Mtg: Jan 22 Data Committee: Jan 29
February 2021	Continued work on Task 1 & 2	Staff mtg: Feb 5 Department mtg: Feb 19 Leadership mtg: Feb 26
March 2021	Return to campus March 15 for Hybrid Learning	Leadership mtg: Mar 5 Staff mtg: Mar 19 Leadership mtg: Mar 26
April 2021	Continued work on Task 1 & 2	Staff Mtg: Apr 16 Dept Mtg: Apr 30
May 2021	SPSA approved by Site Council and School Board Planning for 2021-22	Leadership Mtg: May 7 Staff Mtg: May 21

WASC 2021-2022 Timeline

August 2021	Finalize Focus & Home Groups <ul style="list-style-type: none"> Recruit Parents (Admin) Recruit Students (CL & staff) WASC Self-study training (CL)	July 13: initial meeting MM*** + CL August 2: Leadership Mtg August 6: Staff Meeting August 16: Department Meeting August 23: Leadership Mtg August 26: MM + CL August 30: Staff + Department
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	*** Mathew McClenahan, principal	Meeting
September 2021	Task 2: Addition of new data	September 13: Staff Meeting + Department September 14: WASC Training (MM & CL): September 20: Department Meeting September 21: Meeting (MM & CL) September 27: Leadership September 28: Meeting (MM & CL)
October 2021	Departments describe Significant Developments since 2018 (Task 1) COVID Responses document Organize Student Group with Anna Mendez, orientation meeting 10/18 Compile Data for Task 1 & 2 Task 1: School's Progress <ul style="list-style-type: none"> Significant Developments input from Home Groups Review of WASC recommendations from previous visit. 	October 4: Meeting (Department) October 6: Student Survey (SEL) October 8: Meeting (MM & CL) October 18: Department Meeting October 18: Student Group Met October 22: Meeting (MM & CL) October 25: Leadership Meeting October 29: Student survey about 7th period
November 2021	Task 2: Profile <ul style="list-style-type: none"> Data Review by Home Groups and Student Group Results from 7th period survey discussed in Home groups 	November 4: Minimum Days November 9: WASC Training November 10: LCAP meeting @ DO November 15: Department Meeting November 29: Leadership Meeting
December 2021	Staff takes survey to gather data for Group C & D Staff and students assigned to Focus Groups Invitations to Parents, School Board and DO personel	December 13: Staff meeting December 20: MM update
January 2022	Staff took Survey on Instruction and Assessments used in the classroom.	January 5: WASC training January 10: Staff Meeting

		<p>January 24: Department Meeting</p> <p>January 28: WASC training</p> <p>January 31: Leadership Meeting</p> <p>January 31: Parent Group Meeting (<i>canceled due to COVID</i>)</p>
February 2022	<p>Departments and students reviewed information gathered in Instruction and Assessment Survey.</p> <p>Organization of Focus Groups.</p>	<p>February 7: Meeting (<i>canceled due to COVID</i>)</p> <p>February 16: Parent Group Meeting, discussed process and plans</p> <p>February 18: MM +CL logistics of upcoming meetings, updates</p> <p>February 23: Student Group meeting, discussed Instruction and Assessments</p> <p>February 28: Department Meetings, discussed results from Instruction and Assessment Survey</p>
March 2022	<p>Task 3</p> <ul style="list-style-type: none"> ● FOL Groups start work looking at data, discussing needs, start writing prompts ● Drafts of Task 3 ● Evidence Collection from Home Groups 	<p>March 3: Meeting to discuss role Classified Employees</p> <p>March 7: Leadership Meeting</p> <p>March 8-11: Interviews with Classified Employees</p> <p>March 14: Focus Group Meeting</p> <p>March 21: Staff Meeting</p> <p>March 24: Minimum Day, Focus Group Meeting</p>
April 2022	<p>Identify Areas of Growth and Areas of Strength</p> <p>SPSA Approved by Site Council and School Board</p>	<p>April 4: Leadership</p> <p>April 18: Staff Meeting</p> <p>April 26: Student Meeting</p>
May 2022	<p>Task 4: Student Needs</p> <ul style="list-style-type: none"> ● Discuss and summarize ● Draft ● Presented to Staff <p>Evidence Collection (ongoing)</p>	<p>May 9: Leadership Meeting</p> <p>May 16: WASC Leadership</p> <p>May 16: Meeting MM & CL (Review of Task 4 Goals)</p> <p>May 23: Staff Meeting</p>
June-July 2022	<p>Completing Drafts of Preface, Chapters 1, 2, 3</p>	<p>July 20: Meeting MM & CL</p>

August 2022	Finalization of Task 4 Finalization of Mission Statement, SLOs Creation of Action Plan (Task 5)	August 8: Staff Meeting August 15: Department Meeting August 16: ASB Meeting August 22: WASC August 29: Leadership
September 2022	Mission Statement, SLOs, and WASC Goals reviewed and approved by educational partners Finalization of Action Plan (Task 5) Submission of Report to WASC	September 12: Staff Meeting September 12: Student Group Meeting September 13: Site Council September 19: PFA
October 2022	Visit planning	
November 2022 December 2022	<i>WASC Visit November 7-9</i> Revisions to Action Plan if needed	

2. Adherence to Student Learner Outcomes and Standards

OPHS has developed a rigorous academic program that exceeds District and State standards. The goal of producing high-performing academic achievers and critical thinkers is evident throughout all departments. From adapting curriculum to Next Generation Science Standards (NGSS) through all grade levels, to the creation of Career-Technical-Engineering (CTE) pathways that interest students, OPHS continues to strive for the most challenging and interesting academic options for all students.

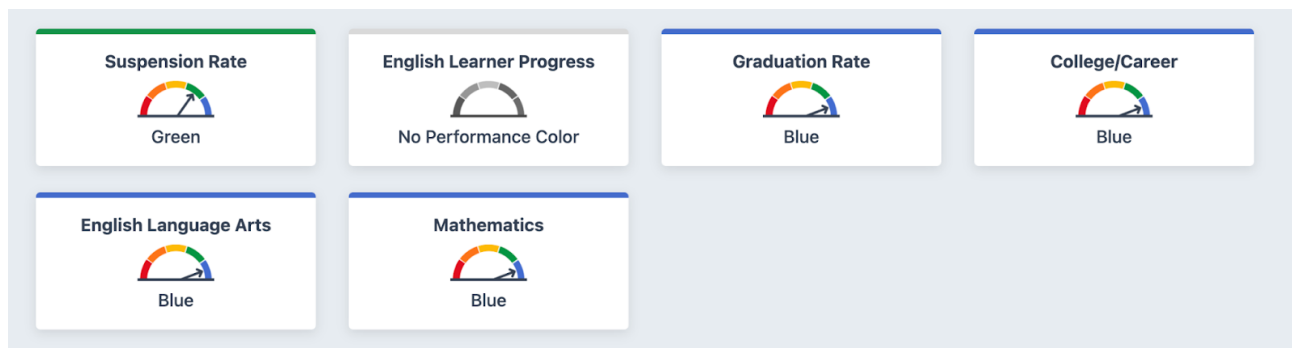
OPHS and OPUSD have established a thorough process of developing new courses and improving existing ones. Courses are added to the schedule as needed, based upon student input, state law, state frameworks, and College Board additions to the Advanced Placement (AP) program. Teachers work with the administration and District personnel to create appropriate curriculum that meets the needs of our students. Creation of new courses can be initiated at the school site by teachers (ie. Data Science CP) or at the direction of the district and state (eg. Ethnic Studies CP). The process involves discussions within the department in which a course will be taught. For example, the creation of Data Science CP was initiated based upon descriptions in the new California Mathematics Frameworks. The discussion and timeline of implementation, selection of course materials, prerequisites, and staffing options were discussed within the math department and administration before proceeding to the district Curriculum Council. The presentation to the Curriculum Council was made by the Assistant Principal, one of the high school's representatives. Once approved, it advanced to the School Board for approval. In addition, it will be submitted for UC/CSU a-g approval for designation as a CP course. The development of this course is an example of a course that meets the needs of a variety of students. Data Science CP is an option for students that may not be interested in the traditional path to Calculus which includes Algebra 2 CP. In addition, students interested in coding and data analysis may elect to enroll in Data Science, taken concurrently with higher level math courses. The heterogeneous multi-grade class will explore real-world topics with a broader understanding of numbers within context.

Existing courses are reviewed continuously to improve test results (teacher created, department created, or standardized tests) and meet the needs of all students. Ongoing formative assessments are used within the classroom to gauge student understanding of the curriculum. If necessary, interventions are provided such as reteaching to the whole class or individual help. New support systems and improvements to existing systems are components of the new school Action Plan. With the passage of AB 328, a significant change to the bell schedule has eliminated a highly regarded daily support period. In order to address the needs of the students and continue improvements in academic achievements, OPHS is experimenting with several intervention and support strategies.

3. Analysis of Achievement Data

The California Dashboard indicators have shown that for most categories, OPHS and OPUSD are in the top blue level. For 2020 and 2021, the Dashboard was not available due to Department of Education regulations in response to the significant disruption to school programs. Based upon the results that are available on the CAASPP ELA, CAASPP Math, CAST, AP tests, SAT, and ACT, OPHS students consistently perform at a level significantly higher than the county, state or national means. Although there are areas of focus, including academic achievement of Students with Disabilities (SWD), OPHS continues to provide rigorous academic programs.

California Dashboard Data 2019

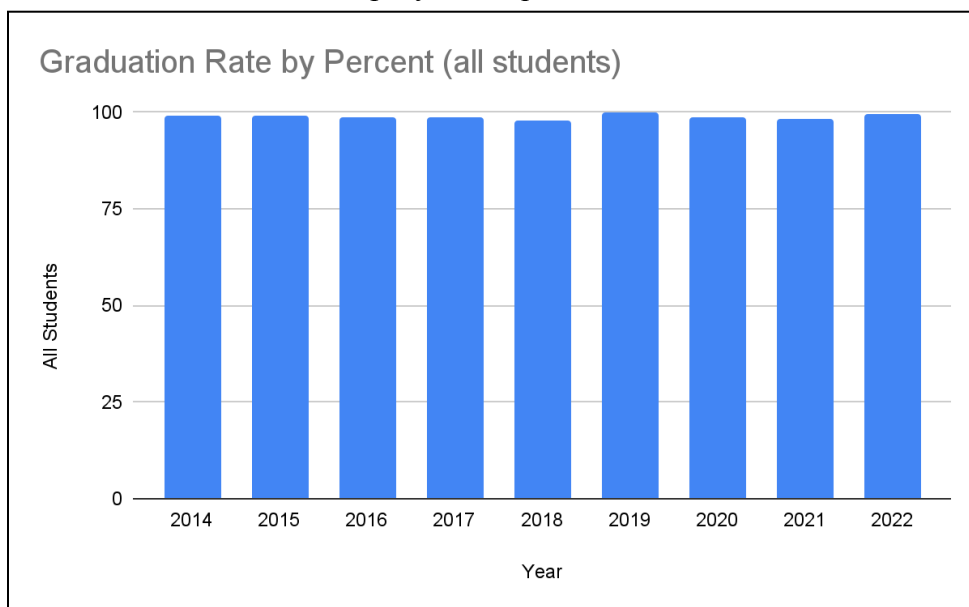


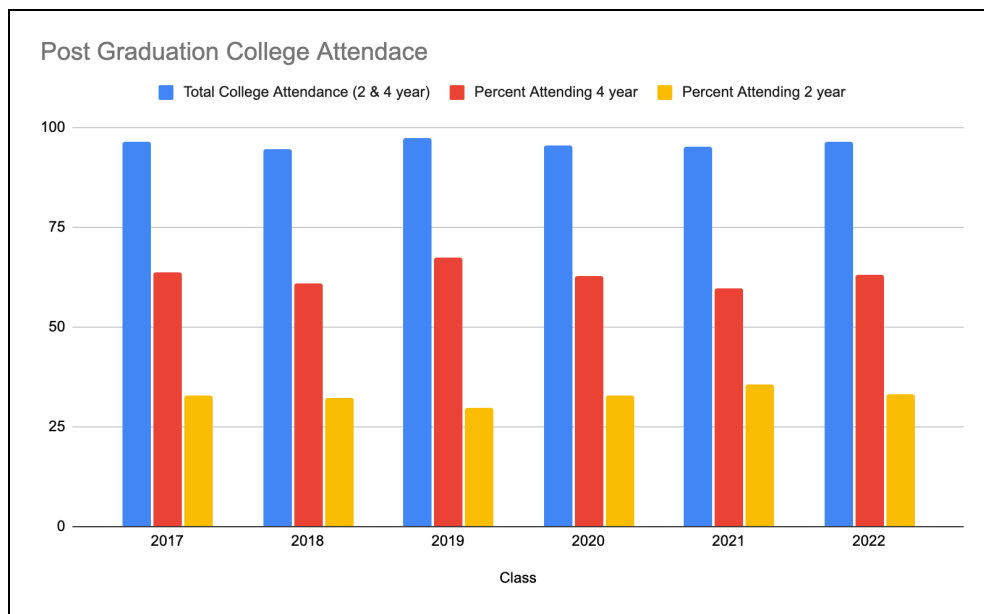
Due to COVID, the 2020 CAASPP, CAA, ELPAC, and CAST were not administered. The AP tests in 2020 were modified and held virtually. Throughout the 2020-21 school year, the majority of OPHS learned virtually. Teachers, administrators, district officials, parents and students acknowledge this impacted the students' academic performance in innumerable ways including gaps in knowledge, reduced fluency with academic skills, modified curriculum, and decreased retention of information. These deficiencies impact academic performance in subsequent courses, and consequently the results from 2021 assessments must be analyzed with caution. The 2021 CAASPP data demonstrates that Students with Disabilities and Socioeconomically Disadvantaged students may have been impacted to a greater extent than other subgroups or the general population. Further monitoring of assessment results in the coming years will be essential to guiding OPHS's future goals and action plans regarding student achievement.

In addition to standardized test results, OPHS students will benefit from additional support with regards to mental health needs, including stress management. This need is expressed to staff through conversations, counseling reports, and surveys such as the California Healthy Kids Survey. All educational partners recognize that students experience stress in a variety of ways, some healthy and expected, and other sources of stress which are unhealthy and unmanageable. Maintaining a fully staffed counseling department, student supports such as Peer Counseling, and the introduction of the Wellness Center represent the commitment to the Climate of Care at all OPUSD schools. Continued study and implementation of programs related to stress management is outlined in Goal #1 and LCAP Goal #1.

4. Program Assessment

OPHS offers a comprehensive college preparatory program that includes Advanced Placement courses, CTE pathways, full inclusion Special Education, arts, music, and athletic programs. The schoolwide learner outcomes describe the OPHS student as an academic achiever, critical thinker, quality producer, self-directed learner, school community contributor, and healthy and productive member of society. Through academic classes, elective classes, extracurricular activities, and community service OPHS students exemplify these qualities.





5. Alignment of Action Plan and SPSA with LCAP

Oak Park High School has, through our WASC self-study, identified five goals we will focus on to improve our school and our student outcomes in the coming years. These self-study goals align with the district goals, district moral imperatives, and other site goals (SPSA). The goals identified in our self study deal with student and staff emotional stress, informed improvements in instructional practice, student voice, communication to all educational partners, and implementation and adjustment to a state-mandated change in our bell schedule. We have already begun work towards the furtherance of these goals and will continue to do so in the years to come.

The goals we have identified are fundamental to our school with far-reaching impacts on every student and staff member. The goals identified in our self-study align with existing school and district goals or plans, and bring them into sharper focus for immediate action. Three of the five goals directly impact student learning. The other two goals involve the school's ability to equitably serve all students in our community. We believe our schoolwide action plan is adequate to address all of these goals in the coming years. These goals are achievable with our current resources but will take some time to address fully.

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

A component of LCAP Goal #2, #3 and #4; Moral Imperative #1, and 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.

A component of LCAP Goal #1 and #3; OPUSD Moral Imperative #1, and 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.

A component of 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.

A component of Moral Imperative #3 and 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.

A component of Moral Imperative #3 and OPUSD District Goal #4.

Focus Group Members

A: Organization	B: Curriculum	C: Instruction	D: Assessment	E: School Culture
Michelle Di Camillo	Natalie Smith	Mat McClenahan	Kim Randall	Jason Meskis*
Angela Giraldo	Andrea Lanter	Caity Katz	Jenny Charret	Debbie Rauch
Erik Amerikaner	Tony Peluce	Allan Prescott	Jessica Wall	Debbie Goodnaugh
Kathy Bowman	Caitlin McCranie*	Jen Hankins	Roland Herberg	Loretta Brown
David Kinberg	Nicole Carter	Kathy Schultheis	Chris Meyer	Karen Cohen
Kim Galbreath	DJ Cook	Victor Anderson	Sheri Rote	Janet Svobda
Todd Creason	Katherine Chang	Julie Cho	Robin Midiri*	Ranju Matson
Maryannick Bovard *	Francisco Henning	Cythia Lavanchy	Matt Micek	Amanda Fitts
Michael Winkler	Jacquelyn Lac*	Jared Weintraub	Kathryn Klamecki	Fatima Hernandez
Bri Hazlewood	Chris Henderson	Yeganeh Gorji	Allison Kerr	Leslie Miller
Tim Chevalier	Brenda Pasqua	Aaron Shaw	Shaye Uyematsu	Kathie Leggett
Winnie Sloan	Dave Sloan	Jeff Smith	Alyssa Santos	Russ Peters
Troy Labnow	Rebecca Custodio	Austin Lippincott	Margaret Ruan	Michael Van Slooten
Kellie Gross*	Ian Fullmer	Gina Goodridge	Emma Coulter	Lisa Bregar
Winston Zhu	Jaiden Wilson**	Ann Strauch	Nina Russillo	Lauren Heinrich
Ishya Cherukupalli	Sadie Berger	Zach Borquez*	Lauren Daniels	Eric Pryor
Allie Wang	Monica Chizzo	Charlotte Honeyman	Manish Borhade	Tess Kokiousis
Shawna Driggs	Rebekah Dillingham	Jared Cornick		Dani Hazlewood

Susanne Coie		Corbin Fuchs		Tracey Myers
		Rian Li		Elisha Tong**
		Vanessa Cole		Charlotte Scott
				Ava Salazar**
				Yuxuan Xun
				Dara Brewer
				Kari Ann Hong
				Vanita Star

*Group Leaders

**Class of 2022 Graduate

Home Groups: Color Key to Table

Administration	Classified	Counselor	CTE	English	History/Social Sciences	World Languages
Math	PE/Athletics	Science	SPED	VPA	Student	Parent

Note: Anna Mendez (VPA) was the Student Home Group leader with Cathy Lory (Math).

Chapter I Progress Report

A. Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Oak Park High School has experienced several significant events since the 2016 WASC visit. In addition to outside events impacting OPHS, a change in administration took place. Mathew McClenahan became the principal in July 2021, replacing longtime principal Kevin Buchanan. Natalie Smith became assistant principal in July 2019 replacing Bryan Martin. At the District office, a new superintendent, Dr. Jeff Davis joined OPUSD in July 2021. Through this change in leadership the staff at OPHS was relatively stable. Each year, retirements occur resulting in the hiring of new teachers. In the past two years, three special education teachers were hired to replace veteran teachers who retired and moved. The Counseling department has seen significant changes due to the retirements of longtime counselors and veteran counselors seeking new opportunities. Currently, OPHS has five counselors with an additional credentialed College & Career Center counselor. A Wellness Center is slated to open on the OPHS campus in Fall 2022 with an additional full time credentialed counselor.

The events from 2018-2022 are outlined below.

2018-2019

- November 7, 2018: The mass shooting at the Borderline Bar and Grill in Thousand Oaks, a neighboring community and home to a number of students and staff, emotionally impacted the OPHS community. Students knew many of the victims and were impacted emotionally by the mass shooting. Crisis Counselors were available on campus November 8 and after Thanksgiving..
- November 8, 2018: The Woolsey Fire caused the closing of OPHS at approximately 2:45 pm, resulting in the cancellation of 7th period support time and all extracurricular activities. Later that evening, Oak Park and surrounding communities were evacuated. Tragically several OPUSD families lost homes and family members in the fire. All district schools were closed for five school days, from November 9-16. Prior to the return to campus, all OPUSD schools were extensively cleaned during the week of Thanksgiving. In the event of future disasters, FEMA funds have been used to partially fund generators at the District Office in order to keep the computer servers running.

2019-2020

- August 2019: Implementation of 1-1 Chromebook program. Students and families are given the option to buy, lease to own, or borrow Chromebooks from the District. This program was implemented “In order to provide students access to this (next generation) curriculum and learning strategies and to better prepare them for the digitally enhanced and information rich environment”.

- October 30-31, 2019: OPHS was evacuated during Zero Period and canceled due to the Easy Fire near the Reagan Library in Simi Valley, approximately 12 miles from campus. Many OPUSD students and staff were evacuated, and traveling to Oak Park was not possible due to road closures.
- March 13, 2020: Due to the rising case numbers of COVID-19, all schools in California were ordered closed by the end of day. The campus and all school activities were immediately canceled. Events canceled included the spring musical, “Chicago”, on its opening night.
- March 15-19, 2020: Classes were suspended in order to allow teachers to design remote learning lessons and adapt curriculum. Initial guidelines were for a return to school April 1; however, distance learning was necessary for the remainder of the school year. Classes were conducted by Google Meets or Zoom. Assignments were posted on Google Classroom or the teacher websites. All extracurricular events and ceremonies were canceled, including Prom and in-person Graduation. Statewide assessments (CAASPP, CAA, CAST, ELPAC) were canceled. AP tests were given virtually by the College Board.
- June 3, 2020: Announcement of Diversity and Equity Task Force (DETF) formed by OPUSD to address concerns in the community and educational partners. Additionally, the DETF is involved in curriculum development of new OPHS English classes and the upcoming Ethnic Studies course. The first meeting was August 20, 2020 and included students, teachers, district personnel, parents, school board members, and administration.

2020-21

- August 10, 2020: First day of school. All schools in OPUSD began the year in distance learning (DL) due to the COVID-19 pandemic. The class schedule was created based upon the negotiations with the teachers’ union and State law. Monday through Thursday, classes were 95 minute blocks with a 1 hour Zero period each day. Teachers scheduled “virtual office hours” or virtual 7th period to provide additional support to students. On Fridays students reported to the assigned “Connect” period for 45 minutes. The “Connect” period rotated between periods 1-6. This time was dedicated to school announcements, social emotional learning (SEL), digital citizenship presentations, diversity lessons, and student virtual activities. Students were assigned virtual work on Friday if a class meeting was not held. All staff meetings, parent conferences, and IEP/504/SST meetings were scheduled for Friday mornings. Classes were conducted by Google Meet at scheduled times.
- October 2020: Athletic practices resumed with small groups of students. Contact tracing and health protocols were rigorously followed under Ventura County Public Health protocols.
- October 12, 2020: Small cohorts of Special Education students returned to campus. These students were invited to return to campus in order to receive additional direct instruction provided by Special Education staff. Teachers supervised students and simultaneously attended DL Google Meets.
- March 1, 2021: Athletic competition started with modified seasons and “leagues”. Teams competed with schools within Ventura County only.

- March 15, 2021: Students who opted for hybrid learning were welcomed back on campus. Originally, the hybrid students were divided into two cohorts in order to maintain social distancing. Due to the small number of students opting to return to campus and revised CDC guidelines, the cohorts were combined allowing students to attend school on campus four days a week. These students attended classes on their schedule with their assigned teachers at the assigned class time. Teachers were required to teach students both in person and virtually, simultaneously. Friday continued to be a virtual day for all students.
- April 19-20, 2021: Juniors were administered the CAASPP tests in ELA and Math. Juniors enrolled in Chemistry and Fundamentals of Science took the CAST. Families could choose for their student to test virtually, in-person, or opt out of the assessments. The test was modified and the number of items was reduced compared to the 2019 CAASPP.
- May 2021: AP exams were held on campus and virtually.

2021-22

- Summer 2021: New staff members included a new superintendent, principal, two counselors, college and career counselor, and three teachers joined OPHS.
- August 2021: All OPUSD campuses returned to in-person learning. Safety protocols in place, aligned with Ventura County Public Health requirements, included masking, weekly PCR testing of students who participate in extracurriculars (athletics, band, etc.) and unvaccinated personnel, daily temperature checks, enhanced cleaning protocols, and contact tracing when a positive case was found or detected. Extended student and staff absences for COVID related quarantines and illness, presented challenges. Due to a reduction in guest teachers, teachers and administrators were required to cover classes for their colleagues throughout the school year.
- November 2021-March 2022: As required by a new state law, OPHS was required to develop and seek approval of a new bell schedule to be implemented for 2022-23. With new legal requirements requiring a later start time for high school students, significant changes to the existing bell schedule were made, including removal of the 7th period support period. Zero period will continue in the new schedule but will not count towards total instructional minutes. Multiple meetings of a Bell Committee, input from students, union votes, and eventual approval by the School Board occurred.

Bell Schedule 2000-2022

Regular Schedule (Tuesday – Friday)		
Period	Time	Minutes
Period 0	7:20 to 8:20	60
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 10:05	95
Nutrition	10:05 to 10:15	10
Passing	10:15 to 10:25	10

Block 2 (3/4)	10:25 to 12:05	100
Lunch	12:05 to 12:40	35
Passing	12:40 to 12:50	10
Block 3 (5/6)	12:50 to 2:25	95
Period 7	2:25 to 3:10	45

New Bell Schedule Implemented August 2022

Regular Schedule (Tuesday – Friday)		
Period	Time	Minutes
Period 0	7:20 to 8:20	60
Passing	8:20 to 8:30	10
Block 1 (1/2)	8:30 to 10:26	116
Nutrition	10:26 to 10:36	10
Passing	10:36 to 10:46	10
Block 2 (3/4)	10:46 to 12:44	118
Lunch	12:44 to 1:19	35
Passing	1:19 to 1:29	10
Block 3 (5/6)	1:29 to 3:25	116

Significant Changes and Developments throughout OPHS 2016-2022

ATHLETICS

In the area of Athletics since 2016, OPHS has addressed several Title IX and facilities deficits. An additional softball field was built to comply with Title IX. Girls Beach Volleyball was added in 2021-2022. Co-ed Swimming and Stunt were added in 2021-2022 and 2018- 2019, respectively. Improvements to the gym, tennis courts, and stadium were possible through joint use agreements. Agoura Youth Basketball Association financed the installation of new bleachers in the gym. Simi Valley Parks and Recreation has a rental agreement for our tennis courts. Improvements to other facilities included improved seating, fencing, installation of beach volleyball courts, and technical additions to allow live streaming and online ticketing. Kathryn Klamecki will be the new Athletic Director (AD) in 2022 with Tim Chevalier becoming the Assistant Athletic Director. He was AD for four years. Athletics was challenged throughout the pandemic to continue practices, start competitions, maintain a safe environment under changing circumstances.

CAREER-TECHNICAL-ENGINEERING (CTE)

OPHS was awarded the California Department of Education Career and Education Distinguished Program for 2019. This was the recognition for the previous and continuing development of our CTE program. All CTE classes operate in a climate of high expectation which mirrors the whole school

environment as evidenced by the high achievement, retention, completion rates and standardized test scores. Many CTE students achieve industry standard qualifications and certifications. This already occurs in Microsoft Office applications and IT Essentials as part of the courses.

In the past five years, OPHS has expanded our CTE core program to include state approved pathways and courses:

PLTW Engineering and Design Pathway: Engineering, Design, Robotics, Mechatronics. All OPHS engineering electives are offered using curriculum developed by Project Lead The Way (PLTW) which utilizes up to date computer based learning models, hands-on practical learning, and collaborative learning (real world) paradigms. PLTW is an accredited national not-for-profit organization which provides courses in every state and has established partnerships with businesses and universities nationwide. It is not possible for schools to offer PLTW curricula unless the teacher(s) pass PLTW's training course. PLTW training comprises 80 hours of classroom based learning at a sponsoring university with significant additional hours spent on homework assignments covering the entire year's curriculum in the two-week training period.

Software and Systems Development Pathway: AP Computer Science Principles, Intro to Python Programming, Information Technology Essentials, Intro to Cybersecurity, Web Design, Microsoft Office Software (MOS Certifications)

Design, Visual & Media Arts Pathway: Studio Art: 2D Design/ Computer Graphics (AP), Digital Photography, Computer Animation, Advanced Computer Animation, Game Design, Computer Graphics

Architectural Design Pathway: Technical Drafting and Design, Construction Tech: Cabinetry, Civil Engineering and Architecture, Introduction to Rocketry

To support the expanding CTE program, OPUSD continues to apply for and receive California CTE grant funding. In addition, funds have been provided by College of the Canyons, Oak Park Education Foundation, Parent Faculty Association, Boeing, and McDonnell-Douglass. These funds have been used to support all pathways and continued course development. Included in these grant funds:

- Annual software licenses including Project Leads the Way, Microsoft Office Exam Vouchers, Adobe Suite, Maya Software, AP Computer Science Digital Learning Platform, Web Design Digital Learning Platform, Oracle and CISCO software licenses, Unity Development Licenses
- Current technology hardware: Mechatronics and robotics equipment
- 15 3D printers available to students with cloud based printing, 2 3D scanners
- 1 to 1 laptops for student use
- Industry standard software providing students with real world experiences; Revit, Solidworks, Autodesk Inventor, Office 2019, Adobe Creative Suite, National Instruments

Multisim suite, STK orbit modeling software, Robot C for Vex, Arduino C, Lego designer studio, Weebly.com, Lynda.com, Autodesk Maya and Pixologic ZBrush

- Jetstream 500 wind tunnel
- VEX hardware and software, Arduino microprocessors and sensors
- Digital storage oscilloscopes
- Computer lab upgrades; laptop, desktop, projectors, visual aids, construction technology supplies, robotics and rocketry course supplies.
- Field trips: JPL, Camarillo Air Show, Warner Bros. Studio Tours, rocket and robotics competitions- regional and national local manufacturers.
- Instructor Professional Development including instructor courses, certifications, conferences and regional meetings with other instructors.

ENGLISH

With a growth mindset, the English Department at Oak Park High School has worked diligently to revise, develop and make changes as needed to better educate and equip our students. In an effort to enhance our curriculum in the area of diversity, equity, and relevance, we continue to ensure there is a broad representation of literature at every grade level. We also created and offered three new Senior Options CP level classes: Environmental Literature, Movements for Social Change and Own Voices: Diversity in Literature. Also, working to acknowledge the findings of Challenge Success we revised AP summer work where possible, and eliminated it in our English III and IV Honors classes. A member of the English department attended Oxford University to study English Literature. This professional development will enhance both AP and CP courses. Last summer, our department offered an ELA Symposium which was attended by most secondary teachers in the district. This symposium is designed to build consistency as we address changes in MLA format. We also revised our writing rubrics and our English Style Sheet. We began work on our newly created website, the OPUSD Stylebook. This summer, the OPHS English Department met and worked on this comprehensive website in order to offer it to students and OPUSD faculty at the beginning of this school year (2022/23). This website offers many resources to assist in writing and literary analysis. [OPUSD Stylebook Website](#)

HISTORY/SOCIAL SCIENCE

Within the History/Social Science department the senior level class, Life Skills, was removed as a graduation requirement and became an elective. This was part of the modification of the graduation requirements and reduction from 240 credits to 230 credits for graduation. For Fall 2022, due to low registration numbers, it will not be offered. Additionally, the Life Skills retreat, an optional overnight field trip for seniors, was discontinued. A component of this decision was due to staff changes and the facility's destruction in the 2018 Woolsey Fire. A single day field trip was attempted before being ultimately discontinued. The popular AP Psychology course was extended to a year long course. A new course was added to the Social Science department, Economics (CP): Geopolitics and the World Today. It is an international political science course that focuses on the

goal of global sustainability. It is part of the Environmental & Sustainability Course of Study with Environmental & Sustainability Literature and Environmental Science. In accordance with the new state requirements, the Ethnic Studies course is planned to begin in 2024. Planning and discussion for this class will be in the interim years, 2022-2024. It has not been decided which department the Ethnic Studies course will be under.

MATH

In 2022, a new course Data Science will be introduced. It will be taught by our experienced Statistics teacher, Matt Micek. Students will learn to be data explorers in project-based units in which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, and the power of data in society. This course can be taken in lieu of Algebra 2 CP or an elective course. It was UC/CSU a-g approved.

Ongoing discussions address the needs of our struggling math students. Approximately 10% of each grade is enrolled in a math course below their grade level. Students, identified in middle school as needing additional time and interventions, are enrolled in Algebra 1A as freshmen. This course piloted our co-teaching model with a math teacher and special education teacher. The math teacher is the expert in mathematics and the special education teacher is an expert in instructional practices as well as differentiation of lessons. These students are then enrolled in a co-taught Algebra 1B class as sophomores. As juniors, the students are enrolled in Geometry. It is a heterogeneous class of all grade levels. The Math Task Force and administration is concerned that these students do not complete Algebra 2 in 11th grade: their scores on the CAASPP reflect this deficiency. The needs of this student group are varied and no simple answer exists to improve their scores. A plan to eliminate the Algebra 1A and Algebra 1B courses was proposed, but several considerations postponed this elimination. Amongst the concerns expressed by the math teachers included the significant impact of virtual learning on these students, gaps in knowledge that were surfacing during the beginning of last school year, and a disinclination to disrupt the existing program at this time. Further discussions, a change in personnel, a renewed emphasis in data collection (eg. Students in Algebra 1A take the same assessment as students in Algebra 1), varied interventions (Tier 1 and 2), and brainstorming of other possible course changes will be continued in the coming years.

In the coming year, the new California Mathematics Frameworks will be implemented. The College Board has also announced a new math course, AP Precalculus. The math department will need to determine how it may fit into the existing program. Both of these will likely include professional development and book adoptions for multiple 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 the level of the course, i.e. the Fundamentals of Science (FOS) course has minimal homework, CP Chemistry has more and H/AP courses have enough to practice the problems or prepare for upcoming discussions or labs. Biomimicry has been implemented in the FOS classes and Biology courses and CP Biology has adopted graphic organizers to implement Cross Cutting Concepts (NGSS). Mindfulness practices occur regularly in all levels of Chemistry to address student stress and many courses start every class with a SEL (Social and Emotional Learning) “check-in” with the students. The Honors and AP Biology teacher has implemented a “flipped” classroom approach to create space for increased classroom discussions and applications of the material. The science teachers are incorporating more phenomena where students engage with phenomena to drive investigations, observations, and data collection. We now have NGSS test data to validate our strategies and confirm that what we are doing is “on track” and there is ample evidence of strides in implementing NGSS in our classrooms. Finally, the Science Department took the burden and resulting opportunity of COVID’s Distance-Learning Protocols to evaluate “what” we are teaching and the “techniques” in which we engage our students. Teachers have embedded more formative assessments, interactivity, and applications within lessons as well as creative assessments.

SPECIAL EDUCATION

The Special Education Department at Oak Park High School is strongly committed to providing an inclusive service delivery model (district-wide). High School students at all grade levels attend and participate in general education courses with their peers for academic, electives, and PE classes. For many students with individualized education plans (IEPs), one of their main services is Directed Studies: at OPHS, Directed Studies is one of their six class periods. During this time, students work on IEP goals, receive additional support and assistance in their academic coursework, work on identified skill-specific and transition activities, and work to improve executive functioning skills.

One area high school students with IEPs work on Transition to Adult Life. At least two transition goals are added to a student’s IEP by age 16 related to post-secondary education or training and employment/career research. With the assistance of our county’s WorkAbility specialist, one of our high school special education teachers developed an updated and comprehensive Transition binder that includes a vast array of activities for each grade level, grades 9 to 12. . Depending on individual student needs, transition planning involves assisting students in identifying their dreams and goals for the future after high school; these can include researching educational possibilities (vocational, trade school and college options), career exploration and experience, and life skill experiences.

OPHS has additionally established a well-rounded functional skills program. Students on a more functional curriculum program and modified academic instruction have opportunities for practical application embedded within their individual programs and community-based field trips and activities. Students have increased opportunities for direct real-life experiences, such as work experience and other practical experiences (money math & practice using money in mock situations and in the community), writing coherent and detailed messages (letters, emails), and communication (speaking directly with adults, peers, making phone calls to request services or information).

WORLD LANGUAGES

OPHS has increased the number of honors sections in Spanish, French, Chinese and ASL due to increased interest in upper division classes. More sections of level one courses have also been added in Spanish and French. AP Chinese has increased the number of novels required for the course. The World Language department before COVID organized multiple events that enhanced the cultural aspects of instruction. Examples include: field trips, certified ASL interpreters who facilitated 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, Chinese New Year celebration sponsored by parents, and the Los Angeles French movie festival high school program (COLCOA). A return to field trips and guest speakers will continue in the coming school years.

During COVID times, teachers completely remodeled their lesson plans to fit the new format and the use of new technologies. During hybrid teaching, staff continued to teach in class and online at the same time. Wider use of Google classroom after COVID times and more collaboration in the department to meet a new goal and challenge which is to correct the loss of learning of some students during distance learning. Summer school also has been expanded recently. Numerous Spanish I students can matriculate to Spanish II in the fall based on a successful six week summer class. For the 2022-23 academic year, the Spanish books for all levels have been upgraded, replacing the previous outdated editions. This will require a period of development for new resources and adapting previous resources to a new curriculum progression.

This year 2022, the foreign language program at the Middle School, has added Chinese I to the already existing Spanish I. French books have been replaced with new versions and extensive online interactive workbooks programs and resources, and Chinese books are in the process of being updated.

The numerous challenges that faced the department caused by distance learning, students emotional and social disconnection, loss of learning, and the continuous fight against a persistent disease in the classroom have led to more communication, more meetings, more cohesiveness, and more collaboration among the teachers in the department.

VISUAL & PERFORMING ARTS (VPA)

An outdoor Art Court that expands the opportunities for the 3D art courses was completed in 2021. 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. 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.

Distance Learning during the Pandemic brought the need for emotional and psychological therapy through the arts. Art Therapy through Drawing and Painting was a necessity while personal expression was key to healing and an outlet from isolation and quarantine. Communicating and self expression resulted in various themes: : Anxiety, Depression, Loneliness, Confusion and Sadness. While at home, the Visual Arts was a therapeutic, daily activity to be innovative, experimental and problem solve. 200 "Grab n Go" art supply kits were created for every student to retrieve during Pandemic, so all students could be creative at home.

Returning to school and having materials and supplies has brought art students to our classrooms filled to capacity. We have full student rosters in drawing and painting, with continuing students from Drawing and Painting I-II onto Adv. Drawing and Painting III-IV and into AP Studio Art. Students that were at beginning levels during Distance Learning have excelled and are now in the AP Art program.

B. The Process for implementing and monitoring the schoolwide action plan/SPSA with the LCAP goals.

Following the 2016 WASC Visiting committee's visit and subsequent report, our WASC Leadership Team revised our action plan and shared it with all educational partners. Each year, the Single School Plan for Achievement (SPSA) 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 through shared Google Docs to ensure collaboration and transparency. The principal's administrative assistant assembled the various survey responses and compiled "Year One" and "Year Two" progress reports. While this process generated a significant volume of written responses, it served the purpose of focussing the staff and educational partners on the WASC action plan goals. It also provided us with a library of feedback from each department that was used to complete the mid-cycle report. The SPSA 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 were again disseminated at the various educational partners 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 data and responses from the various educational partners groups. A narrative was written that briefly outlines the accomplishments at that time, what still needed to be done, and revisions based on the significant changes during the previous three years. The final report was formally shared with the OPHS staff before being submitted to the School Site Council. Then it was presented to the OPUSD Governing Board for approval on January 15, 2019. Subsequently, the report was submitted to the WASC Visiting Committee Chair on January 22, 2019, prior to the Mid-cycle visit on March 12, 2019.

In 2020 and 2021, OPHS was forced into "survival mode". Instead of focusing solely on the action plans, we were faced with the extraordinary challenge of educating during the COVID pandemic. Long term plans were abandoned or postponed due to reallocation of resources (human and financial) and the inability to assess the students in the traditional way. In October 2020, the principal asked for a postponement of the WASC visit to Fall 2022. Cathy Lory was assigned the role of WASC writer and chairperson for OPHS. In addition to teaching four classes, she was assigned a period to coordinate the WASC teams and write the report.

On January 29, 2021, a group of educational partners met to discuss the data compiled from the California Dashboard. Due to the limited time this group focused on the demographics of the school. Additionally, new Dashboard information was available for 2020 due to state regulations. Future meetings were canceled due to unavailability of several team members in the spring of 2021. Meanwhile, during this time, the Site Council met several times to prepare the Single School Plan.

According to the official minutes of the meeting, this was a challenging process because the members misunderstood the process. In order to expedite the process in 2021-2022, the new principal started the Single School Plan discussions earlier in the year.

With the return to campus in August 2021, staff was able to participate in the WASC process in departments and eventually in focus groups. A student group was formed and first met in November 2021 facilitated by Anna Mendez. A small parent group was formed and met first in January 2022. Both the parents and students were able to attend focus group meetings in the spring in person with staff members.

Staff involvement in the WASC process included announcements at staff meetings, department tasks done at monthly meetings, and focus group meetings February-May, 2022. Two minimum days were dedicated to working on WASC, November 3, 2021 and March 24, 2022. Surveys were conducted regarding significant developments and needs. Multiple surveys regarding the student support time, 7th period, were administered to all departments and students. Additionally, surveys about instruction and assessments were given to teachers and students. This information was used in multiple focus groups.

Following the completion of focus groups reports, the areas of strength and areas of growth were compiled. The WASC leadership team discussed the growth areas and reached a consensus. This was presented at the May 2022 staff meeting. The staff was given the opportunity to respond to the goals which were finalized in August 2022.

C. Progress on the current schoolwide action/plan SPSA that incorporated schoolwide critical areas from the last full self-study and intervening visits.

#1 Develop a schoolwide emphasis on the practical application of all parts of the curriculum.

OPHS strived to incorporate more practical experiences and applications throughout the school's curriculum. Growth of the CTE pathways is a direct example of this goal. Based upon student feedback and course registration, classes were added, modified, or discontinued. In other academic courses, career opportunities and "real-world" events are incorporated throughout. An example includes the development of a cross curricular pathway, Environmental & Sustainability Course of Study. Guest speakers prior to COVID, often spoke to classes. For example, in Personal Finance, a speaker would explain home mortgages and financing. The CERT class works with the fire department on emergency preparedness. Within the Economics classes, students research and track progress of stocks on the stock market. A new course, Geopolitics and the World Today, was created with an emphasis on careers in diplomacy, economics, international relations, law, and other related careers. Through the Counseling and College & Career Center (CCCC), the 11th graders

complete the “Strength Explorer” assessment. This provides students with a clearer path/direction in their personal career interests and options.

Articulation with the middle school, MCMS, has been informal and typically organized by individual teachers or departments. For example, during COVID, the math department at MCMS communicated by email about which concepts were adjusted during distance learning because it would impact subsequent math courses at OPHS. Another example, the Spanish 1 teachers have worked together to design curriculum, pacing guides, and assessments for MCMS and OPHS for alignment. In English, the department chairs from OPHS and MCMS met monthly to discuss needs and transition challenges.

Curriculum schoolwide is designed to follow established frameworks, AP curriculum, NGSS, and other standards. Within World History, Haitian and Latin American Revolutions were added to the curriculum in order to address gaps in the curriculum. Health added LGBTQ+ curriculum to align with California State Standards. To align with NGSS, a three course model was developed. (9th grade: Foundations with chemistry/earth science/physics; 10th grade: Biology; 11th grade: Chemistry.) Data Science will be added in 2022 anticipating the new California Mathematics Framework.

This is an ongoing process to improve curriculum with inclusion of practical applications and career opportunities. Teachers continue to attend professional development and share best practices within their departments. New standards and framework adoptions will necessitate ongoing improvements to OPHS curriculum.

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 employ 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 the 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 & Career Center has multiple events throughout the year and students can check in daily to register for upcoming events. In addition to Naviance Career resources, the College and Career Advisor coordinates speakers for the annual College Knowledge Night.

CTE

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. Counselors advise students on the CTE pathways our school has developed. We have added several engineering courses and additional courses in our Design, Media and Visual Arts pathway. The Oak Park Educational Foundation had helped fund the purchase of specific engineering tools and machinery. This grant will allow us 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 VPA department is currently exploring a performing arts pathway that is integrated into the choir and band classes. Advanced Peer Counseling is part of the Family Services, Education and Child Development pathway. We have a clear plan to develop an engineering program with at least one course in each grade level. The Engineering pathway added its capstone course in 2019-20. Students enrolled in the capstone course will meet with mentors and experts to ensure their projects are relevant. Students will gain an understanding of real-world work environments. They will research real world problems, work collaboratively in practical situations, and this will help students gain understanding of the multiple options into engineering post-graduation. In CTE, students toured JPL - NASA, Navy bases, and airshows.

ENGLISH

Most English classes have incorporated blogging, website creation, digital portfolios, white papers, and other professional types of writing into the assignments. In 9th grade English classes, teachers have 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 10th grade English classes, the Modern Injustice unit is tied in with the nonfiction novel “Night” by Elie Wiesel. Students research a modern injustice and present the issue to the class using “elevator Pitch” format. 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. In the 12th grade Honors course, students are coached in how to craft college essays and cover letters for personal statements as well as professional email writing.

Additionally, the English department collaborates with the Counseling department and College and Career Center to present a “Life After High School” college application workshop. Journalism and Yearbook classes revolve around practical 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.

HISTORY/SOCIAL SCIENCE

In the History/Social Science department, teachers work with students so that they become well-informed participants in domestic and world affairs. In World Geography & Cultures, 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 and knowledge of modern world issues (terrorism, global warming, epidemics, genocide, etc.). All students participate in the “Locke and Hobbes Debate” which discusses human nature using experiences from their everyday lives. In each History/Social Science course, students are required to work individually and in teams to create multimedia presentations, creating opportunities to hone their presentation skills. A Mock Supreme Court is an important unit in AP and CP Government courses. This project requires students to research and prepare from the perspective of lawyers and justices. In Economics, the teacher has developed an economic/political reconstruction project that makes students more aware of what moves the supply curve, etc. 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. Our Mock Trial team incorporates many practical skills including critical-thinking skills, analysis, reasoning, listening, cooperating, a deeper understanding of law and the courts, and interacting with adult role models.

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 adopted textbooks emphasize 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 to what extent 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. 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. 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 textbooks present 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. *YouTube* videos of applications to 3D printing are used to demonstrate various concepts. In Calculus, medical MRIs 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.

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. Prior to COVID, this group met three times a year. It will be reorganized and restarted in the fall of 2022. It is composed of elementary, middle and high school teachers as well as special education teachers from all levels. The agenda was extensive and very productive in terms of coordinating and sharing best math practices for all students including special education students. An important outcome from the Math Task Force was the creation of co-taught Algebra 1A and Algebra 1B. These courses were taught by a math teacher and a special education teacher.

Since the state adopted Common Core, the math 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, teachers regularly revised common tests and pacing guides to adapt with the school calendar.

PHYSICAL EDUCATION (PE)

With goals towards lifelong fitness and health, the PE department has implemented more strategies and options for students. Topics included in the curriculum include biomechanics, fitness technology, and strength training routines. For sophomores, class options include Walking for Fitness, Strength & Conditioning, and Ultimate Sports. In 2017, adjustments to the PE requirements went into effect. Students are required to enroll in 9th grade PE or participate in a CIF sport for a total of 20 credits (5 credits per semester). Prior to this change all students were enrolled in 9th grade PE. If a student is not enrolled in a PE class in 9th grade, the student must take the California

Fitness Performance Test after school. In the fall, 9th graders will be enrolled in PE unless they participate in a Fall sport.

SCIENCE

The 9th grade science course is divided into two different semesters: Foundations of Science-Chemistry (FOS-C) and Foundations of Science- Physics (FOS-P). In FOS-C students focus on applying inquiry to laboratory skills, gathering data, and analyzing, etc. In FOS-P practical applications include the study of 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. The science department has implemented for the first time the integrated Earth Science/ Environmental Science standards into FOS, Biology, and Chemistry.

In 10th grade students can choose between three levels of Biology: CP, Honors, or AP. A large unit on sustainability has been incorporated into CP biology at the end of the school year. In addition, using the UN's Sustainability Goals as a framework, sustainability is incorporated into each unit throughout the year. 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. In Honors and AP Biology teachers are weaving in 'Biomimicry', which is an application of evolutionary adaptations and interactions into modern applications as the culminating objectives to the course. In Honors 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. Furthermore, in AP Biology, every unit is tied into NGSS standards, sustainability, careers related to the unit, and interesting current articles. Careers related to units are being embedded within Honors Biology as well. We have continued to integrate biotechnology and the applications of genetic engineering in both Honors and AP Biology with students altering a prokaryotic cell's DNA with engineered eukaryotic DNA.

Within AP Chemistry/Honors Chemistry, typically once per week students are presented relevant, real world science news/discoveries to promote student achievement through authenticity of learning. STEM careers that match the topic of the day are discussed as well as societal impacts to the topic. 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). Teachers are incorporating Earth Science for a broader understanding of how chemistry impacts climate change and other environmental issues. 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 to utilize the power of the sun to perform a task normally done with other energy sources. In Anatomy & Physiology, lessons are delivered on the importance of sleep and its effects on the body. Additionally, students learn how the systems of

the body are all connected to one another; a failure in one system will cause effects in another system, promoting their critical thinking skills that they will need to hone as they continue to pursue careers in medicine. The AP Environmental Science course is almost entirely practical applications- looking at environmental problems and their solutions.

In addition to department chairs meeting to discuss transitional skills between the middle school and high School, the science teachers participate in 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, and NGSS leadership for VCOE. COVID, distance learning, return to in-person learning elimination of available programs, and changes in district leadership have interrupted several of these past strategies. Though we have not formally met, in science, to discuss transitional skills between middle school and high school, we have communicated through email. The science department chair is part of the District's Technology Innovators, a program looking for ways to help and support teachers with their technology integration. Another science teacher is part of the environmental committee. This committee furthers the connection of sustainability in the community with instruction in the classroom. Each of the department members are advisors for multiple clubs that allow students to apply their learning outside of the classroom and connect on a broader scale.

SPECIAL EDUCATION

Within the special education department, practical applications may be utilized to reinforce and present concepts learned in the general education classroom through a more real-life context. In the spring semester, multiple 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 and the department chair are regular throughout the school year and increases 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, explain the Directed Studies class, and make the process of choosing 9th grade courses more accessible and less daunting..

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, 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 starts the process with senior students to access possible services through the Department of Rehabilitation, DOR.

DOR assists individuals/adults with disabilities to develop employment related skills, providing consultation, counseling and vocational rehabilitation, and partners 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 the students' IEPs.

VPA

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 students to gain practical applications for real life. In theater classes, students take field trips to motion picture studios and attend professional stage productions. Guest speakers, including professional film editors, described the scope of their work to students who are learning video production techniques. Through the choral department, professional opera performers have come to class to emphasize good vocal production and give background details about the opera chosen for the choir field trip. A number of former choir students have pursued professional opportunities such as with The LA Master Chorale and Broadway. Through performing at the Miller Transition School for students with disabilities, OPHS students were inspired to choose a field of study in college that incorporates music education for students with disabilities. Workshops are held with the USC Troy Tone A Cappella Group. Distinguished composers come in to speak with the choir about arrangements that they have performed, and talk to the students about music arranging and composing, a field in which some of our past choir students have pursued. The band participates in the Disneyland film scoring workshop yearly and the band went on a field trip to see a performance at the Hollywood Bowl, "Gustav Holst's Planets".

WORLD LANGUAGES

The benefits of learning a new language include connecting with the world through language and culture, it is an important skill for many careers, improved memory, and critical thinking skills. The Spanish classes expose students to multiple careers such as immigration, psychology, education, and politics. French classes participate in field trips that expose students to career opportunities in the entertainment industry through the French movie festival, COLCOA. Forum, a company that connects classrooms in the US with other countries is being considered for the French and Spanish classes. ASL students work on a storytelling project with kindergarten teachers of deaf children.

#2 Develop a schoolwide focus on understanding the causes of, and methods to alleviate, student stress.

Due to OPHS's demanding curriculum and student expectations, understanding student stress is a critical area for all educational partners. OPUSD has been involved with Challenge Success through Stanford University for several years. The goals of Challenge Success align with this goal to understand student stress and find ways to alleviate stress institutionally. Several foundational changes suggested by Challenge Success include block scheduling and homework-free vacations. OPHS has been on a block schedule for over 20 years. The modification in the school calendar to finish the first semester prior to Winter Break was an important step to alleviating student stress. Board policies around creating homework-free breaks were negotiated and created with different age groups in mind. For high school, work can be assigned over Thanksgiving and Spring Break due to calendaring of final exams and AP exams. However, over Winter Break assigned work is limited to encourage family time and rest.

Following the 2016 WASC visit, most classes evaluated homework, expectations, class activities, summer work, and assessments with an appreciation of student stress. For example, in the English department 11th and 12th grade honors courses eliminated summer work. In several classes including Fundamentals of Science and French, graded work is done during class time and work outside of class has been reduced.

The Counseling department has robust monitoring of students. For instance, communication between teachers, counselors, and administration is paramount to addressing the needs of students and families. Improved record keeping within the department facilitates monitoring and expediting care of a student in crisis. Schoolwide activities such as Awareness Week, therapy dogs on campus, mental health speakers for all students, trauma specialist, and Social Emotional Learning (SEL) lessons are additional resources to address student stress. Psychology fieldwork interns provided individual and group support for students.

Since 2018 several major events have significantly impacted students causing stress, anxiety, grief, and PTSD. Teachers modified their curriculum plans to "selectively abandon" or streamline topics, activities, or assessments. For example, math summative final exams were not administered in May 2020, December 2020, and May 2021. Other reduction examples include removal of "extra" lessons that were not required in standards. In Calculus the cylindrical shell method was discarded because it is not explicitly in the AP Calculus curriculum. These decisions were made within the departments and with the support of the administration.

Ongoing work continues in the understanding of "overscheduled" students. These students may be enrolled in more than six classes, multiple AP/Honors courses (≥ 3), multiple extracurricular activities, athletics, and/or other commitments (job, childcare responsibilities, outside classes at college, or outside courses like SAT prep). Additionally, a review of prerequisites and student placement is ongoing. The Math Placement Policy was created in accordance with California Education Code 51224.7 and was approved by the OPUSD School Board. This policy was created

through discussions with MCMS and OPHS math departments working with district personnel. The policy is grounded in the principle that a student should be enrolled in a class in which they can succeed.

Efforts to investigate student absences due to field trips and athletic events have been postponed. However, in an effort to address absences due to athletic away games, the local schools underwent relegating. OPHS now competes with schools within a reasonable driving distance (20 miles) for league competitions. The increased number of athletic team classes during periods 5 or 6 also reduces missed class time.

Prior to COVID, the administration sent out messages to parents regarding extended absences due to vacations and other reasons. Additionally, if students are planning to miss final exams the week before Winter Break or Summer Break due to extending vacations, a meeting or phone call with the principal is required to discuss the ramifications of the absence. Extended absences due to illness and quarantines have been a challenge. Teachers and students now rely on Google Classroom, email, Google Meets, and video lessons to mitigate missed instructional time and workload.

The investigation of a “testing calendar” was short-lived. Due to multiple challenges such as the need to adjust test dates for students’ needs (review, extra practice), complications with multi-grade classes, and other impediments this proposal was abandoned. However, students continue to report when they have multiple assessments clustered in a couple of days, they are extremely stressed. The Student Group felt this was an important consideration that should be considered with uniform policies regarding makeup work from absences.

The successful 7th period program is being discontinued. The 45 minute support period offered every day will be eliminated with the adoption of the new bell schedule in 2022-23 because it could not be counted towards instructional minutes as constituted. This will have an unknowable impact on student stress. Students relied on 7th period for homework help, quiet work space, conferencing with teachers, makeup work including tests, review sessions, group project work time, counseling appointments, and many other services. All educational partners are extremely concerned by the elimination of 7th period. To address this loss OPHS with the district’s help is considering a variety of support services including lunch tutoring.

#3 Develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate educational partners input.

Decision making processes and communications between educational partners is critical for a productive, effective, healthy school. With the belief that timely, well thought out, transparent decisions benefit students, several organizational improvements were made. These improvements

can be grouped under formalization of roles, responsibilities and meeting procedures.

Creation of handbooks and documents specifying roles and responsibilities was addressed following the last self-study and prior to the mid-cycle visit. Annually administrative responsibilities and roles are reviewed and communicated to the staff at the start of each school year. Each administrator is responsible for a portion of the student body. Specific departments are assigned to each administrator for evaluations, curriculum discussions, and other business. Since 2016, documents related to responsibilities, selection process, and expectations were created in consultation with department chairs and administration. Department Chairs are expected to serve a term of three years and selected by a vote of the department. A challenge at OPHS is the coordination of planning periods for the Department Chairs. Challenges with the Master Schedule and teachers with no planning periods prevented this. A formalized Classified Handbook defining responsibilities was created. Within its creation process the need for training and coordination of secondary roles was discovered. For example, if the Attendance Clerk was absent, office personnel needed training and access to the attendance procedures. A new teacher handbook has not been created. However, new teachers meet monthly at lunch with administrators to address concerns, upcoming events, and school procedures. These lunch meetings were suspended with Distance Learning and the challenges of returning to campus.

An important component of decision making is the input of educational partners through meetings. To improve the effectiveness of various committee meetings, clear agendas are distributed in advance with necessary documents for review. If a meeting extends beyond the scheduled time, the committee can decide to continue or table items for future meetings. If items are tabled, it is expected that they would be addressed in a timely manner at future meetings. Improving meetings and discussions continues to be a challenge due to the unpredictable events in recent years. Due to the nature of virtual meetings, staff off-site, and extended absences by key personnel, decision making through committees and transparency suffered. A gradual return to in-person meetings during 2021-22 allowed for robust discussions that were hampered in virtual meetings.

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

Coordinated professional development that meets the various needs at the school has been a challenge to implement. Under the current employment contract, teachers can design their own professional development. Annually, twenty-one hours (“Buy Back Hours”) are expected for full-time teachers and prorated for part-time teachers. The hours need to be completed on the three scheduled Buy Back days or on the teachers’ own time outside of the contractual day. Teachers complete a log of workshops, meetings, conferences that is signed by administrators or facilitators. If teachers complete less than 21 hours, their sick leave will be charged in one-half day (3.5 hours) increments. The Technology Department offers a variety of workshops and digital opportunities

throughout the year, including during the summer, for teachers to improve their skills with an emphasis on technology that can be implemented in the classroom. Additionally, curriculum planning can be approved for Buy Back hours by the administrators. Approximately 2.5 hours are required for mandatory trainings including mandated reporter, sexual harassment, and sexual misconduct. The mandatory trainings are digital and must be completed in the fall of each year.

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 information upon return from any type of professional development. There are mandatory and elective trainings offered by the school and the District which are targeted toward current legal issues or technology. Currently, teachers take responsibility for their own professional development often in collaboration with their department members. Additionally, trainings are offered at the Ventura County Office of Education (VCOE) in which teachers participate throughout the year. These trainings allow OPUSD teachers to collaborate with teachers in other districts and explore research based instructional strategies.

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.

D. Comment on the original critical areas for follow-up not in the current schoolwide action plan/SPSA.

The WASC goals listed in 2016 continued to be the goals OPHS worked under through 2019. Goal #3 regarding organizational structures and decision making was completed and subsequently removed from the 2019 SPSA. Goal #4 regarding professional development was also eliminated from the 2019 SPSA but was included in the Mid-Cycle Report. Its elimination was not mentioned in any supporting documents (Leadership minutes, Site Council minutes).

The 2020 SPSA includes a new goal regarding the College/Career Indicator. The other goals are reminiscent of the previous WASC Goals. It is unclear how the new goal was developed. A review of Leadership minutes and agendas from Spring 2020, does not include the development of this goal or the reinstatement of the organization goal (WASC Goal #3). Staff Meetings and Department agendas likewise do not include information about these goals. Site Council minutes show that the 2020 SPSA was discussed and approved April 7, 2020. Mentioned in the minutes is a reference to the former superintendent “asking for more”. Throughout 2020-21, these goals were not discussed with the staff in Leadership, Staff, nor Department meetings. The staff’s awareness of the

information in the SPSA is nonexistent except for the few members of the Site Council.

In the 2020 SPSA, Goal 1 was created once the CDE developed the criteria for the College/Career Indicator. As mentioned in the 2020 SPSA, the overall school is blue on the Dashboard with one subcategory needing attention. The 2020 SPSA mentioned targeted individual interventions. Additionally, attention to securing UC/CSU a-g approval of elective courses and increasing CTE pathways improved the College/Career Indicator.

The SPSA goals approved April 2020 are the following:

Goal 1: Increase the percentage of Oak Park High School graduates who are categorized as “Prepared” on the California Dashboard’s College/Career Indicator.

Goal 2: Provide instruction for all students that is aligned with the California State Standards and that employs quality instructional materials and methodologies, and integrates technology that supports high achievement.

Goal 3: Develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate educational partners groups.

Goal 4: Develop a school-wide focus on understanding how to alleviate student stress.

The following SPSAs approved in May 2021 and May 2022 were not shared with the staff. The goals listed in each are reflective of April 2020 goals with the modification in the student stress goal to focus on student wellbeing during the pandemic. The current 2022 SPSA goals are aligned with the School Board’s goals for the district and are the following:

Goal 1: Return to a full-time, in-person instructional model. Provide multi-tiered systems of support to all students, especially students not performing at grade level, based on quarterly D/F grades throughout the year.

Goal 2: Strengthen the Climate of Care and School Connectedness.

Goal 3: Inform and prepare students for college and career success: Provide innovative and differentiated instruction for all students through quality professional development, utilizing evidence-based materials and practices, and ensuring alignment with state standards and across school sites.

The critical areas for follow up identified by the educational partners coincide with these goals. Each goal written for this report coordinates with SPSA, LCAP, District Moral Imperatives, and District Goals.

WASC Goal 2022	Aligned SPSA Goal 2022
#1 Develop a schoolwide focus on understanding the sources of student and staff stress and develop methods of mitigating stress.	Goal 2: Strengthen the Climate of Care and School Connectedness.
#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.	<p>Goal 1: Return to a full-time, in-person instructional model. <u>Provide multi-tiered systems of support to all students, especially students not performing at grade level, based on quarterly D/F grades throughout the year.</u></p> <p>Goal 3: Inform and prepare students for college and career success: Provide innovative and differentiated instruction for all students through quality professional development, <u>utilizing evidence-based materials and practices, and ensuring alignment with state standards and across school sites.</u></p>
#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.	<u>Goal 1: Return to a full-time, in-person instructional model.</u> Provide multi-tiered systems of support to all students, especially students not performing at grade level, based on quarterly D/F grades throughout the year.
#4 Improve systems for student centered decision making involving all impacted educational partners regarding advancement of school goals, district goals, and connected school programs.	Goal 3: Inform and prepare students for college and career success: Provide innovative and differentiated instruction for all students through quality professional development, utilizing evidence-based materials and practices, and ensuring alignment with state

	standards and across school sites.
#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.	Goal 2: Strengthen the Climate of Care and School Connectedness.

In addition to the SPSA and WASC goals, OPHS had to address several issues that emerged since 2016. While some of these challenges can be categorized within previous goals, others were unexpected. Chief among the unexpected challenges were the fires and pandemic that significantly impacted instruction. These challenges were described earlier in the chapter and continue to impact OPHS. Safety considerations regarding school/mass shootings are being addressed through the new position, Director of Student Support and School Safety at the district office. The director also coordinated all the district's COVID protocols.

Among the challenges not specifically addressed in older goals is the new bell schedule being implemented. Because this will be a significant change to OPHS, its inclusion as a new goal is important. The creation and approval process in 2021-22 was challenging but required. As stated in the new goal, review of the new bell schedule will be critical in the coming months.

Under the broad category of understanding and alleviating student stress in 2018, the former principal created a task force to review and improve graduation requirements, dual enrollment, and Summer School. This task force included educational partners, representatives from students, parents, OPEF, teachers from every department, counselors, and administration. After two full day meetings, two major decisions were made:

- Graduation Requirements would be reduced to 230 credits with the elimination of Life Skills and practical skills.
- Outside classes for credit will be accepted if the class is not offered at OPHS. Only 10 credits per year will be accepted, with 20 credits maximum (originally 15 credits, but updated to 20 units based upon Counseling Department's recommendation). These classes can be added to the OPHS transcript. Approval must be obtained prior to enrollment in the outside class.

A topic that continues to be discussed is Summer School including courses taken for advancement. Equity issues, curriculum equivalence and rigor, impact on Master Schedule, and student stress

continue to be important concerns expressed by the staff. The impact of over-scheduled students continues to be part of the discussions as well.

Diversity and Equity Task Force (DETF)

In response to student, parent, and alumni concerns the DETF was formed in the spring of 2020 with strong support and leadership from the former superintendent and the school board. Educational partners expressed the need to improve curriculum, review all school sites' student handbooks, protocols, rules, discipline practices especially regarding racial harassment. Additionally, staff diversity and hiring practices were to be reviewed. Several teachers, counselors, administrators, parents, and students assembled to form the DETF in a virtual format with subcommittees including Racial Healing, Justice and Protection, Curriculum, Celebrations, LGBTQ+, and Ableism. OPUSD hired a consultant, Dr. Terry Walker, to provide staff trainings. During the 2020-21 year, lessons were distributed to teachers to be presented on Fridays during the 45 minute Connect Period. DETF lessons were slide presentations delivered by teachers in all subject areas. Topics included information about Hispanic Heritage Month and Asian American Awareness. These presentations posed many challenges including teachers who felt they had insufficient training to give a complete lesson. In spring 2021, Dr. Walker accepted a position in a different district.

Throughout 2021-22, the DETF provided teacher resources to incorporate as appropriate in the classroom. Currently the DETF is being reconstituted under the office Student Support and School Safety. It will be led by three coordinators (Elementary, Middle, and Secondary) who are teachers in the district. Representatives from all sites, with OPHS having two representatives, will comprise the DETF. The goal is for the DETF to be teacher-led providing resources and support that is site specific.

In conclusion, OPHS has continued to provide an excellent college-preparatory education to all its students. The staff and administration strive to meet the needs of individual students while growing pathways and opportunities for the student body. OPHS is a special place to learn and work with highly motivated students and staff. With motivated families supporting the school, OPHS was able to continue academic success through the recent challenges including natural disasters and COVID distance learning.

Chapter II: Student/Community Profile and Supporting Data and Findings

A. History and Background of Oak Park High School

1. Community

Oak Park High School (OPHS) maintains its strong academic focus with high-caliber teaching and a very supportive and engaged community. Many families move to this neighborhood in Eastern Ventura County specifically for our fine schools, but the most distinctive feature of Oak Park High School is that approximately 50% of our students commute from neighboring communities such as Simi Valley, San Fernando Valley, LAUSD, and the Conejo Valley. OPUSD participates in California's District of Choice program (DOC), which allows us to enroll students from surrounding areas and districts. Each year we enroll a large influx of students through a lottery process from outside our local residential area, whose families become involved in our programs and parent organizations. Many of our 9-12 DOC students came to us from our District feeder schools because they enrolled in OPUSD at the middle or elementary school levels.

Student well-being is a core value that we intentionally incorporate when developing policies, programs, and practices. Coupled with a well-designed and healthy physical learning environment, our instructional program rests on the wellness services we provide students, staff, and families in the areas of counseling, special education, nutrition, physical education, and mental health. Our practices are informed by data gathered from all educational partners and address the OPUSD student wellness goals including accountability monitoring and resource allocation. In fall 2022, the Wellness Center was opened to provide emotional support for students experiencing challenges at school. As the only comprehensive high school in the District, our approach is tailored specifically to what is optimal for the high school setting. Our campus is a safe and healthy learning environment where we model the behaviors we expect our students to emulate. Our focus on environmental health and safety began many years ago but recent facility modernization and the passage of two local Bond measures have enabled us to further incorporate healthy design elements that focus on environmental stewardship.

At Oak Park High, we try to create the ideal conditions for teaching and learning and for maximizing opportunities in and out of the classroom. We consolidated our efforts and resources to create college and career pathways in order for all students to take courses that lead to further studies in the field. We have prioritized “Fit Over Ranking” when educating students about college choice, and have employed principles of Stanford University’s Challenge Success program to maximize student well-being while also maintaining the highest levels of student achievement. Specific initiatives have reduced homework, cheating, and academic worry while increasing student sleep and teacher care and support. We revised our District Calendar and consulted on the District Homework Policy to provide for homework-free holiday breaks and more playtime, down-time and family time (PDF). We have actively addressed gender equity with full Title IX compliance in terms of access, benefit and safety for all students. We ensure that correct attitudes and expectations are promoted within the athletic and extra-curricular programs. Sexual harassment training is completed by all coaches and

staff. We implemented a gender-neutral dress code that does not single out female students. We made changes to the Homecoming and prom courts to remove gender as a condition for election. Our Equity and Diversity Curriculum Committee has engaged our learning community of students, teachers, and parents in a process of examining data to identify key actions that will improve equitable outcomes for all students.

COVID-19 has sparked a rapid surge in innovation and deployment of instructional technology. This integration would have taken years to achieve under normal circumstances. We took the opportunity in education to create more equitable and relevant learning systems for all students. Teachers were supported by our IT technicians and Teachers on Special Assignment (TOSAs) who conducted needs assessments, delivered specific training, and held office hours for teachers and staff. Nevertheless, we are actively monitoring how remote learning has exacerbated existing inequities for low-income students and students struggling with social and emotional well-being challenges. Our counseling department is constantly generating and examining grade reports to identify struggling learners for targeted interventions. Several community surveys have indicated a high degree of satisfaction with student progress during the lockdown. Teachers have been communicating with counselors regarding "at-risk" students and students exhibiting/expressing SEL challenges.

2. Staff Description

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. We have many teachers who have joined us in recent years as the school's enrollment has grown and retiree openings have been filled. Because of facility limitations and to avoid traveling teachers, several teachers currently teach a sixth class (1.2 FTE). Until we are able to secure additional classrooms, including another science lab, we expect these conditions will continue. All OPHS teachers are highly qualified and over 70% hold advanced degrees. Two teachers hold doctorate degrees. Currently one teacher is Nationally Board Certified. We have only one teacher teaching courses outside their credentialed area. Recruiting and hiring highly qualified diverse teachers is a challenge for OPHS and OPUSD. Students and recent graduates have expressed concerns about the lack of diversity among the teaching staff. Efforts are being considered to improve the recruitment and hiring process.

OPHS FACULTY AND STAFF	
Administrators	Principal: Mathew McClenahan Assistant Principal: Jason Meskis Assistant Principal: Natalie Smith
Directors	Athletic Director: Kathryn Klemecki Assistant Athletic Director: Tim Chevalier

	Music Director: Zachary Borquez ASB Director: Tess Kokiousis
Teachers	68 including 8 part time teachers (4 @ .8 FTE and 4 @ .6 FTE)
Counselors and School Psychologist	Counselor for students A-De and 504's: Caity Katz Counselor for students Df-Ld: Andrea Lanter Counselor for students Le-Sa: Jenny Charrett Counselor for students Sb-Z: Ranju Matson Counselor for 9th graders: Janet Svoboda Wellness Center Counselor: Fatima Hernandez College & Career Counselor: Amanda Fitts School Psychologist: Stephanie Walker-Sean
Classified Student Support	Office Manager: Michelle DiCamillo Registrar: Kim Randall Attendance Clerk: Debbie Rauch Admin. Department Secretary: Angela Giraldo Health Clerk: Karen Cohen Clerk for the Counseling Department/Wellness Center: Leanna Dennis Textbook Tech: Prerna Mathur ASB Bookkeeper: Lorretta Brown Athletic Secretary: Debbie Goodnaugh Attendance Dean (0.2 FTE): Russ Peters
Instructional Aides	10 total aides, both Full time and Part time
Security	9 Campus Supervisors @ 18 hours per week
Custodial	Lead Custodian: Richard Ortega 4 additional custodians

3. School Purpose and Accreditation History

OPHS has been WASC accredited since its Initial Visit in 1983. Self-studies were performed in 1985, 1991, 1998, 2004, 2010, and 2016. The most recent Mid-Cycle Report with a 1-day visit was on March 12, 2019. Aside from the Initial Visit in 1983, which required a visit after two years, the other Self-studies granted 6 year status. Mid-Cycle reviews were performed in 2001, 2007, and 2013 in addition to 2019.

The philosophy of OPHS is encapsulated within the Mission Statement and the Schoolwide Learner Outcomes. These were reviewed at the start of the self-study in Fall 2020 with only minor revisions

from the previous 2016 Self-Study. They were reviewed by staff, Site Council, and students and finalized just prior to the submission of this report.

Final Reviews of Mission Statement and Schoolwide Learner Outcomes:

- August 15, 2022: Departments
- August 16, 2022: Associated Student Body (ASB)
- August 29, 2022: Leadership
- September 12, 2022: Staff
- September 12, 2022: Student Home Group
- September 13, 2022: School Site Council
- September 19, 2022: Parent Faculty Association (PFA)

OAK PARK HIGH SCHOOL MISSION STATEMENT

The mission of Oak Park High School (OPHS) is to provide a 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.

OAK PARK HIGH SCHOOL PHILOSOPHY

OPHS offers students the opportunity to experience a quality comprehensive program as well as providing an educational environment in which each student may develop to their maximum intellectual, social, emotional and physical potential. Our faculty and staff believe that education is the shared responsibility of parents, students, community organizations, and the schools. As a result, we encourage communication between these groups and actively seek their involvement in the educational process. We are consistently re-evaluating and fine-tuning our programs, policies, and procedures so that we may meet the changing needs and best interests of our students. OPHS is committed to creating an attitude that fosters academic excellence, spirited involvement in school activities, and an understanding and concern for fellow students. Our success in achieving these three goals is a direct result of a dedicated, professionally skilled staff, a highly motivated student body, and a supportive and involved community.

OUR SCHOOL-WIDE LEARNER OUTCOMES

Oak Park High School prepares its graduates to be:

1. 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

2. Critical Thinkers who:

- Apply complex problem-solving strategies to meaningful tasks
- Analyze, integrate and evaluate concepts within various contexts

- Synthesize information from multiple valid and reliable sources to ask questions, define problems and identify complexities and discrepancies
- Transfer learned skills to new situations

3. Quality Producers who:

- Strive to fulfill their individual potential in all facets of their education
- Use technology appropriately and ethically to enhance their work
- Demonstrate creativity and original thinking through innovative and experimental expression
- Understand and apply connections among disciplines

4. Self-Directed Learners who:

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

5. School Community Contributors who:

- Demonstrate high standards of honesty, integrity, empathy, and respect for the rights and privileges of others in all settings
- Exhibit responsible digital citizenship
- Develop an understanding of and responsible sense of social justice and sustainability
- Establish and maintain positive and respectful interpersonal relationships
- Contribute time, energy and talent to improve the quality of life in school and in their personal life

6. Healthy and Productive Members of Society who:

- Work to maintain balance in their lives
- Engage in practices that promote a healthy emotional and physical lifestyle
- Possess strong self-advocacy skills
- Acquire self-knowledge through personal introspection
- Develop resilience and the ability to adapt and grow

4. LCAP identified needs and description of goals, actions, and services

OPUSD engaged educational partners in the LCAP process in a variety of ways.

Important Dates for the creation of the 2022-2023:

Thursday, March 10- Survey opens

Tuesday, March 15 Regular Board Meeting- LCAP Timeline Presented to Board

Friday, March 18- OPHS Lunch input sessions with students

Tuesday, March 22- OPHS Lunch input sessions with students

Thursday, March 24- Survey closed

March 25-April 5- Survey responses analyzed

Tuesday, April 5- DELAC review of LCAP goals

Wednesday, April 6- Leadership Meeting Review of Survey Data

Wednesday, April 6- Educational Partner Data Meeting

Tuesday, April 19- Regular Board Meeting- Educational Partner Input presented to Board

Thursday, May 5- Present Draft LCAP to Educational Partners

Wednesday, May 11- LCAP Draft discussed at Principals Meeting

Tuesday, May 17- Regular Board Meeting- Draft LCAP presented to Board

Monday, May 23- Educational Partner LCAP review after Board input

Tuesday, June 7- Board Study Session- Budget and LCAP

Tuesday, June 14- Regular Board Meeting- Approve Budget and LCAP

Particular to the LCAP Educational Partner Survey and the LCAP document, the LCAP Educational Partners met on April 6th and May 5th. These meetings entailed a review of the existing District goals, the progress toward LCAP goals for the 20-21 LCAP, and led to the creation of the Annual Goal Survey. Input from these meetings and the results of the LCAP survey were shared at the May 17th Board meeting. The

District English Learner Advisory Committee (DELAC) discussed the LCAP on April 5.

Feedback from Educational Partners highlighted the following recommended actions or areas of study:

- Prioritize Universal Design for Learning and Differentiated Instruction in Professional Development Plans
- Revitalize Outdoor Learning Opportunities, Including Field Trips and Overnight Experiences
- Continue Opportunities for Staff to Provide Feedback, and Demonstrate Responses to Feedback
- Develop More Visible Plans for Our Climate of Care
- Continue Discussions Related to Alternative Credits, Course Prerequisites, and Student Supports at OPHS
- Continue to Review and Implement the Communications Plan

LCAP District Goal #1: Strengthen our students' high academic achievement in a Climate of Care by developing and promoting the factors that distinguish Oak Park's model of educating the whole child.

Metric	Baseline (OPUSD data)	Desired Outcome for 2023-24
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Reduce Chronic Absenteeism/Maintain or Increase Attendance	CA Dashboard OPUSD 2.3% (2018-2019)	1.5%
Increase student connectedness	CA Healthy Kids Survey Grade 9: 73% Grade 11: 62%	Grade 9: 90% Grade 11: 90%
Increase Dual Enrollment participation	Spring 2020: 39 Spring 2021: 46	60 students enrolled each semester
Increase CAASPP scores districtwide for all student groups	2019 Grade 11: ELA- 87.83% Math- 68.6% Science- 57.4%	Grade 11: ELA- 90% Math- 80% Science- 75%
Maintain a suspension rate of under 1%	0.8%	Under 1%
Maintain a 100% graduation rate	100%	100%
Increase the number of students recognized outside of academic recognition programs. (Seal of Civic Engagement, Seal of Biliteracy, ad Green Cord)	2020-21 Totals State Seal of Biliteracy: 71 Green Cord: 14 Seal of Civic Engagement: 0	State Seal of Biliteracy: 85 Green Cord: 30 Seal of Civic Engagement: 20
Increase the percentage of students meeting A-G requirements at OPHS	86%	90%
Increase AP Test participation and pass rate (scores 3 or better)	432 students 891 Tests 90% Pass Rate	475 students 936 tests 95% pass rate
Reduce percentage of Students with D/Fs	11% Spring 2021	5%
High School/Middle School Drop Out Rate	No dropouts, 0% rate Q sis	Maintain
Expulsion Rate	No Expulsion, 0% rate	Maintain

LCAP District Goal #2: Engage all educational partners more deeply in shared-decision making and improve communication with staff, parents, students, and the community.

Metric	Baseline (OPUSD data)	Desired Outcome for 2023-24
OPUSD will have a process for receiving feedback, taking action, and sharing how feedback has impacted decision making and participation for all including unduplicated pupil family needs.	No regular process in place.	Regular processes in place for schools and district level decision making.
Increase Staff Collegiality Measure on the CA Healthy Kids Survey (Items include “close professional relationships, support and treat each other with respect, feel a responsibility to improve the school”)	All Staff: 50% “Strongly Agree”	All Staff: 80% “Strongly Agree”
Increase Staff Working Environment Measure on CA Healthy Kids Survey (Items include “supportive and inviting place to work, promotes trust and collegiality, provides resources needed to do job effectively, promotes participation in decision making”)	All Staff: 55% “Strongly Agree”	All Staff: 80% “Strongly Agree”

LCAP District Goal #3: Continue to expand school safety and student/staff well-being initiatives.

Metric	Baseline (OPUSD data)	Desired Outcome for 2023-24
Increase participation in student nutrition program.	2018-19 Meals served: 141,488	Daily meals served to 50% of student body, or 396,000 meals
Maintain the increased level of	98%	98% maintain

daily cleaning and routine and deferred maintenance at 98% or better		
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LCAP District Goal #4: Deepen student learning through Nature-based Experiences and Environmental Stewardship in all areas of the instructional program and foster creativity, play, experiential, and inquiry-based learning.

Metric	Baseline (OPUSD data)	Desired Outcome for 2023-24
Increase the number of courses offered in environmental literacy.	4 courses at OPHS (2 science, 1 English, 1 Social Science)	6 courses at OPHS
Increase College/Career Indicator on CA Dashboard	76.4% prepared	85% prepared
Increase annual number of CTE Pathway “completers”	45 completers in 2019-20	75 completers per year
Increase number of students recognized with Seal of Civic Engagement, Seal of Biliteracy, and Green Cord at graduation	2020-21 Totals Biliteracy: 71 Green Cord: 14 Civic Engagement: 0	Biliteracy: 85 Green Cord: 30 Civic Engagement: 20
Increase student participation in Work Based Learning Opportunities	No known baseline	Pending

Due to limited federal funding from Title I and Title III, the programs for ELL and socio-economically disadvantaged students (SES) are limited at OPHS. According to the SPSA for 2022-23, only \$2102 of Title III money would be spent on the continued development of our multilingual program. Supplemental funding through county grant money, \$33,560, will be spent to establish and staff the new Wellness Center. Supports for Foster Youths are provided through the district office. At OPHS, students with low-SES are provided a Chromebook and due to state funding changes, nutrition and lunch free of charge. Extra student events such as school dances and AP exams are subsidized through the ASB account or PFA for students who cannot otherwise afford these events.

Our ELL Coordinator, under the supervision of a certificated teacher, provides students with multilingual services and support. Students meet twice weekly with the coordinator. In 2021, six students met in EL Lab. During EL Lab, the coordinator works with the students on their reading comprehension, conversations using Academic English, as well as targeted support for their coursework mainly in the subjects of English, History, Science, and Math (for grades 9, 10, 11, & 12) when appropriate. This coursework support may take the form of reading passages together, working on comprehension, putting together graphic organizers and easy to understand reviews. The coordinator also gives assessments to uncover more specifically what help they need with phonics, pronunciation, reading fluency, grammar, and writing.

Additionally, during the EL Lab, the coordinator manages the initial and summative English Language Proficiency Assessments for California (ELPAC). This includes checking three different databases, online ELPAC training, obtaining calibration certification, administering the testing, scoring parts of the test, and following-up with the results. Then, she redesignates students or determines which services are needed. The coordinator is also tasked with monitoring the EL students not enrolled in EL Lab to make sure their studies are progressing and whether they need additional interventions. If necessary, students are enrolled in EL Lab mid semester if necessary to support their studies.

OPHS uses the computer program Duolingo and has also used Rosetta Stone, the latter with mixed success. For additional reinforcement work, we use [liveworksheets.com](https://www.liveworksheets.com) and [englishforeveryone.org](https://www.englishforeveryone.org). For course specific support, we utilize Spark Notes and Course Hero for novels and Khan Academy for mathematics.

5. Programs and Services Available for Students with Designated with Special Learning Needs

The Oak Park Unified School District has a strong commitment to inclusion and the least restrictive setting, to the maximum extent appropriate. The District provides a continuum of placement and service options to address students' individual needs. Services range from full inclusion, with support as needed, to part-time or full-time pull-out into special education classes. All sites provide for this continuum of options through their special education teacher(s) and specialists and general education teachers. Decisions regarding appropriate placement and services are made by each identified special education student's IEP team, according to the unique needs of each student. Accommodations and/or modifications of the regular program are made for those students who can benefit from remaining in general education classes. A high level of coordination between special education and general education staff is necessary to make this successful. Special education staff may work with students in the general education classroom, may collaborate with general education teachers, and may team-teach (Algebra 1A). Designated Instruction and Services are those special education services that supplement the primary special education placement. These may include, but not be limited to, Speech/Language services, Occupational Therapy, Adapted Physical Education, Deaf/Hard of Hearing services, and Vision Impaired services.

Students who demonstrate a physical or mental impairment that substantially limits one or more major life activities, including learning, may require a 504 Plan. A 504 Plan provides for reasonable accommodations related to the student's impairment that enables students to benefit from their education. 504 Plans are reviewed yearly with parents and students' teachers to ensure that the plans are providing for students' needs, and they are modified as needed. With regular monitoring of accommodations and progress, these students are able to successfully complete their coursework.

Students with IEPs at OPHS have eligibility areas ranging from Specific Learning Disability (SLD), Speech & Language Impairment (SLI), Other Health Impairment (OHI), Emotional Disturbance (ED), Deaf, Hard of Hearing (HoH), to Intellectual Disabilities (ID). At OPHS, students with IEPs are included in all general education courses, from their core academic subjects and world languages to various elective classes and P.E. taught by general education teachers. As appropriate to their needs, students have also had the opportunity to take one of two Algebra 1 level courses in a co-taught environment where the curriculum is planned and taught by both a general education teacher and a special education teacher. Most students with IEPs also have a Directed Studies period in their schedule as part of their IEP services which counts as general elective credits toward graduation. The other students with IEPs have Academic Consultation/Collaboration as a primary service.

Because of the inclusive environment, several aspects of the program have been in place for many years at OPHS. Students with IEPs are given priority scheduling; each summer, the receiving case manager/special education teacher develops each students' class schedule based on each student's course requests, prerequisite standing, and IEP services, balancing the number of students in each general education class, including a Directed Studies period, and with the plan to provide in-class support as determined by the IEP. Students with IEPs are also assigned to a grade-specific case manager who is focused on mostly one or two grade levels and the courses those students would typically take at that grade, working with the general education teachers to keep abreast of the topics, readings, concepts, assignments, due dates, and assessment dates. Full-time instructional assistants primarily work with a specific case manager and provide assistance and support to each student in the general education classroom and/or in the directed studies/resource classroom.

In addition to a Directed Studies class or Academic Consult/Collab services, depending on students' IEP eligibility and services, other related services may include speech therapy, school-based counseling, social skills group, behavioral intervention services, functional skills math, functional skills & community based instruction & learning, or deaf/hard of hearing services. Other programs and services include the support of a WorkAbility specialist who is on site weekly for juniors and seniors, and for those with the service on their IEP, Educationally Related Social-Emotional Services (ERSes) provided through Ventura County SELPA.

B. Description of the School Programs

OPHS students take standards-based courses in core and elective disciplines for university admission eligibility and to pursue further studies in their chosen career fields. Over 96% of OPHS graduates

attend college or university. Approximately 63% enroll in a 4-year university upon graduation. Students may access Advanced Placement (AP) and honors courses in all of the academic, art, world language, Visual/Performing Arts (VPA), and Career-Technical-Engineering (CTE) pathways including engineering, media arts, production management, information technology, and computer science. The planned implementation of our instrumental music program now includes choir, concert, jazz, and strings orchestras, and Marching Band. OPHS has a full athletic program where our student-athletes compete for league titles with over 40 sports teams. Our extracurriculars include over 90 clubs, service and honor societies, and academic teams such as Debate, Mock Trial, Robotics, and Rocketry.

The Associated Student Body (ASB) was very active during COVID-19 conducting community service projects, food, clothing, and blood drives as well as planning student activities. We train students as Advanced Peer Counselors and Safe School Ambassadors to provide social and emotional resources and monitor social media for signs of students in crisis. OPHS is committed to a full-inclusion Special Education model where academic support is provided in the general education setting. Other academic supports include directed studies, study halls, math and science peer tutoring, Student Study Teams (SST), 504 Plans, and targeted interventions based upon examination of student achievement data, grades, and referrals. We have a co-teaching approach to Algebra I, and have designed a specialized science course for all students using the Next Generation Science Standards in Physics, Chemistry, Earth and Life Science.

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, world languages, and technical arts areas.

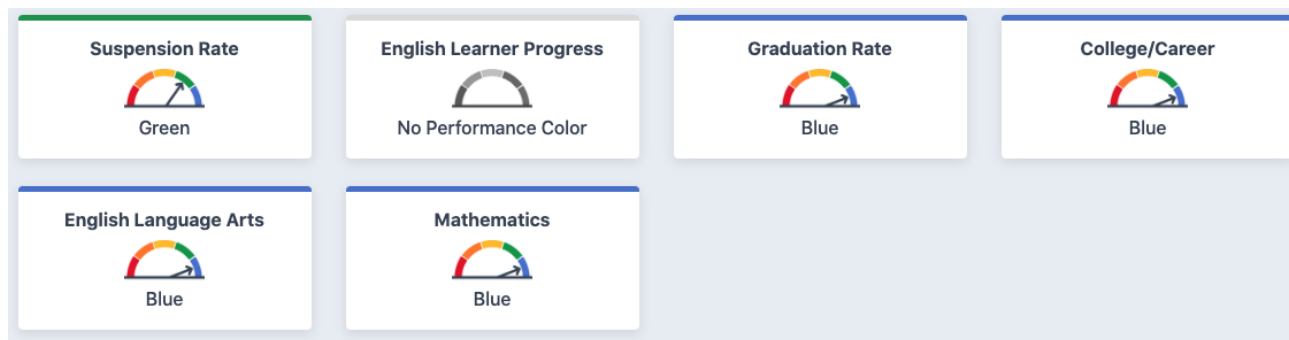
Oak Park High School created articulated CTE pathways for all OPHS students based upon the data gathered from the student College and Career Interest Survey. Instituting CTE pathways that are focused on the college majors and career fields our students want to enter is key to maintaining student interest and course enrollment. In anticipation of the California Career Pathways Trust Grant, the OPHS principal began planning meetings with CTE teachers and District and County leadership in preparation for inclusion in Ventura County Office of Education’s (VCOE) CTE grant consortium. The subsequent plan allowed for a sequential rollout with programs being added annually to ensure sustainability and synchronized with grant availability from Ventura County Innovates (VCI) and the CTE Incentive Grant. Now in its sixth year, OPHS continues to participate in state-wide CTE funding initiatives by partnering with surrounding districts, community colleges, and universities to create, improve, and expand CTE courses and pathways for OPHS students transitioning to post-secondary education majors and careers. In addition to our College Counselor, the Oak Park Education Foundation funds a dedicated Career Advisor who works to place students in internships, community leadership positions, and volunteer opportunities. The district is currently in the process

of hiring for this position. The counselor will conduct workshops on resume building, career chats with industry professionals, work experience, Learn at Lunch sessions, and share information about military options. College and Career Readiness is also supported by articulation with community colleges where students who complete the CTE Capstone Courses receive college credit. All our CTE courses meet university admission requirements. We also recently revised our graduation requirements and partnered with Ventura County Community Colleges to enable Dual Enrollment college courses to be conducted on and off-campus for students to earn credit in lieu of high school courses.

C. California School Dashboard Performance Overview

Oak Park High School's Dashboard results from 2017-2019 were consistent. All categories were blue except for the Suspension Rate which was green. The blue categories included Graduation Rate, College & Career Indicators, ELA, and Math. For 2020 and 2021, the Dashboard is not visible but data is included for comparison in some categories. OPHS and OPUSD are proud of the continued overall good rankings shown on the Dashboard. However, OPHS continues to analyze and improve targeted areas. Due to the small number of students in specific groups, for example, Native American, Foster Youth, English Language Learners, and others, this information is not reported in the data separately but only included in the overall student population information. Additionally, the long term impact of distance learning and extended absences due to illness will need to be monitored in the coming years.

Last available California Dashboard 2019:



D. Perceptual Data Including the California Healthy Kids Survey

OPHS had students complete the California Healthy Kids Survey (CHKS) in 2021-22. The last time this survey was given was four years prior in 2017-18. According to the California Department of Education (CDE), the survey is "an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence." OPHS uses the data from the survey to influence the school climate in an effort to make data-driven decisions. Due to the gap in administering the CHKS and intervening events, the results from

2021-22 were particularly noteworthy either because they were departures from the last survey or because they reinforced old areas of concern.

Some of the more noteworthy result from the survey are:

- Most students (74%) do feel safe at school
- Students report little drug use or fighting on campus, but they both exist
- While school connectedness is generally up,
 - The percentage of students feeling never connected or happy to be at school doubled
- A large percentage (9th grade- 41% and 11th grade- 31%) of student report teachers do not check on how they (the students) are feeling
- Over 50% of students in both 9th and 11th grade, that it is either not true at all or a little true that an adult at school “really cares about me”
- Roughly $\frac{1}{4}$ of students report being harassed or bullied (24%)
- The most common reason for harassment centered on students race
- 20% of students report being the target of cyberbullying
- Alcohol and drug use increases from 9th to 11th grade, 3% to 8%
- Kids are staying up late into the night
- Students report significantly low influence on activities and/or rules at both the classroom and school level
- Few students feel like they can make a difference with school
- Several students report giving feeling hopeless and giving suicide serious consideration

The results of the CHKS have impacted our school wide goals going forward. In particular, the WASC Goals #1, #3, and #4, reducing student and faculty stress, implementing our new bell schedule, and improving student centered decision-making, respectively, are directly related to our students’ responses.

E. Data Analysis

1. Enrollment Data and Funding Data

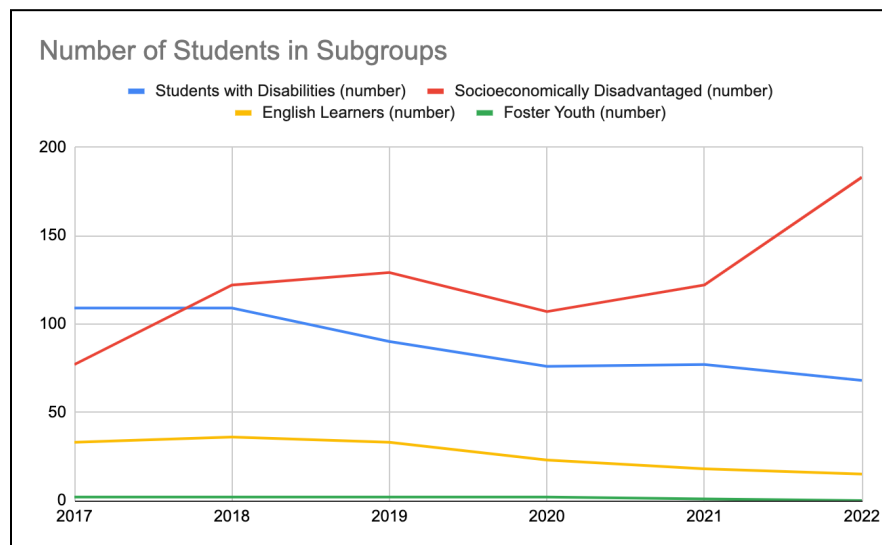
Overall since 2017, OPHS’s enrollment has decreased despite numerous efforts to maintain a student population. As a District of Choice, OPUSD advertises and promotes itself to families from neighboring communities. Overall Ventura County schools are experiencing declines in enrollment. This is an ongoing challenge that faces all schools, yet an individual school is limited in its ability to solve this problem. During COVID, some OPHS students transferred to the other schools in the district, Oak Park Independent School (OPIS) and Oak View High School (OVHS). Additionally, similar to other districts in the area, students may have transferred to private high schools during COVID for an in-person learning environment while OPHS was online. OPHS continues to offer a wide variety of AP, CTE, and extracurricular activities. A recent addition of a swim team was in direct response to the requests from families. At this point an understanding of why students choose other schools may need exploration. Are students leaving OPHS because they feel they need more

services and support? Are they choosing other schools for different programs (athletic, CTE, independent studies)?

Maintaining a consistent student population is necessary because state funding depends on the number of students enrolled in OPHS. As shown in this data table from the 2020-2021 SARC, expenditures per pupil at OPHS is significantly less than the State average. This is due to significantly less funding based upon the LCFF and low federal funding. This lower than average funding continued during COVID with OPUSD receiving significantly less funding than neighboring districts in COVID relief funds.

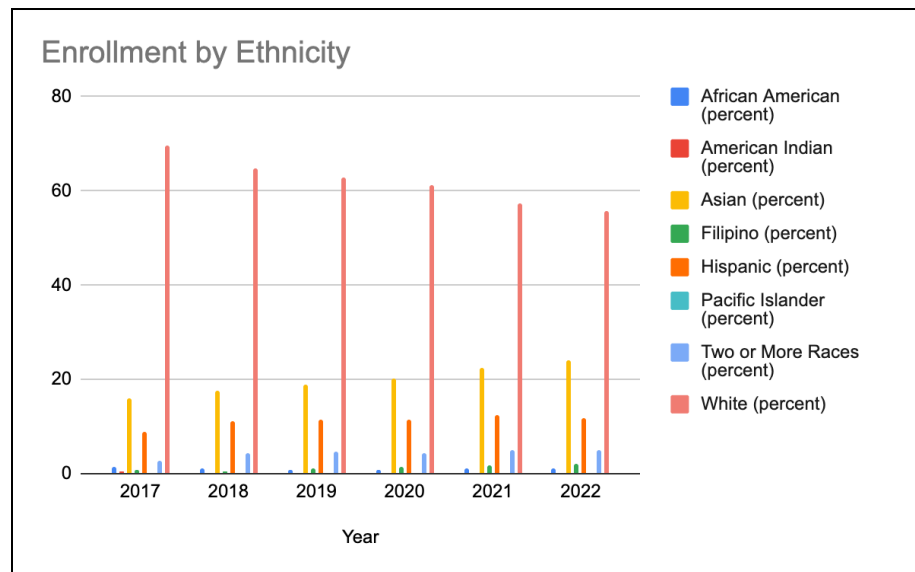
2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$7,066
School: From Supplemental/Restricted Sources	\$880
School: From Basic/Unrestricted Sources	\$6,205
District: From Basic/Unrestricted Sources	\$6,392
Percentage of Variation between School & District	-2.93%
State: From Basic/Unrestricted Sources	\$8,444
Percentage of Variation between School & State	-26.52%

OPHS's subgroup populations have remained consistent except for one data point. The percentage of Socioeconomically Disadvantaged students increased significantly. It ranged from 5.1% to 12.8% between 2017 to 2022. This population's data across all academic and matriculation measures will need continued monitoring. These students sometimes need additional interventions and resources that have not been OPHS's focus in the past. In 2022, 12.8% of the school population was 183 students.



Year	Enrollment	SWD percent	SES percent	English Learners percent	Foster Youth percent	SWD number	SES number	English Learners number	Foster Youth number
2017	1518	7.2	5.1	2.2	0.1	109	77	33	2
2018	1560	7	7.8	2.3	0.1	109	122	36	2
2019	1551	5.8	8.3	2.1	0.1	90	129	33	2
2020	1514	5	7.1	1.5	0.1	76	107	23	2
2021	1420	5.4	8.6	1.3	0.1	77	122	18	1
2022	1427	4.8	12.8	1.05	0	68	183	15	0
2023	1406								

OPHS enrollment based upon ethnicity has been showing two trends since 2017. The Asian and Hispanic populations have been increasing, 7.9% and 3% gains respectively. While the percentage of students who identify as white has decreased 14% at the same time. The other ethnic groups have not shown significant changes since 2017. Students who identify as Two or More Races have shown a small increase (2.8% to 5%). The gradual changing demographics has posed challenges in communication, cultural understanding, and academic goals. In 2019, OPUSD created a minimum day holiday to celebrate Diwali each fall. This was in response to respecting the many Indian families who celebrate this holiday. Extra curricular activities are no longer scheduled for that evening in order for families to celebrate the holiday.



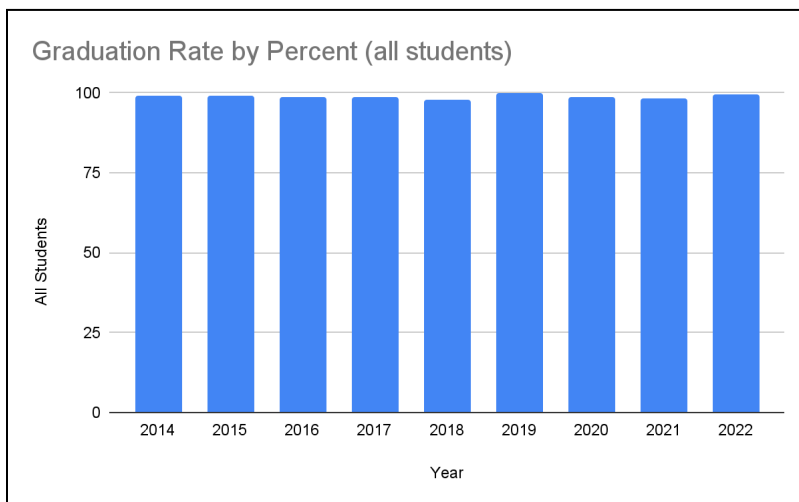
Year	Total	African American percent	American Indian (percent)	Asian (percent)	Filipino (percent)	Hispanic (percent)	Pacific Islander (percent)	Two or More Races (percent)	White (percent)
2017	1518	1.3	0.4	16.1	0.8	8.9	0.2	2.8	69.6

2018	1560	1.2	0.3	17.6	0.6	11	0.1	4.2	64.9
2019	1551	0.8	0.1	18.8	1.1	11.4	0.2	4.6	63
2020	1514	0.9	0.3	20.3	1.5	11.6	0	4.4	61.2
2021	1420	1.2	0.1	22.3	1.8	12.3		4.9	57.5
2022	1427	1.1	0.1	24	2	11.9	0.1	5	55.6

Year	Total	African American number	American Indian number	Asian number	Filipino number	Hispanic number	Pacific Islander number	Two or More Races number	White number
2017	1518	20	6	244	12	135	3	43	1057
2018	1560	19	5	275	9	172	5	66	1012
2019	1551	12	2	292	17	177	3	71	977
2020	1514	14	5	307	23	176	0	67	927
2021	1420	17	1	317	26	175	0	70	817
2022	1427	17	1	342	29	170	1	71	793

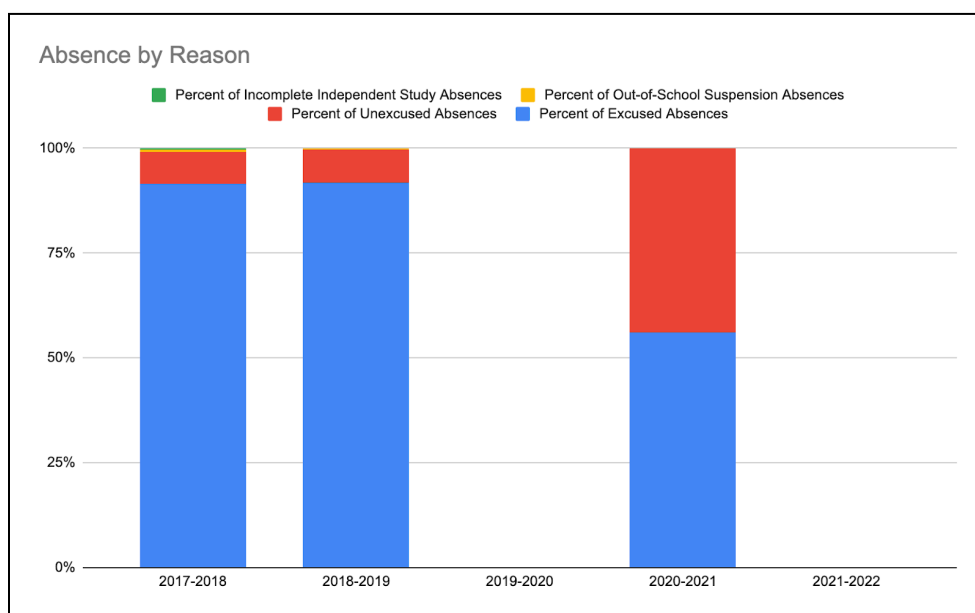
2. Graduation Rates

As stated previously, the Dashboard has shown the Graduation Rate to be in the blue since 2017. The percent of students graduating is typically between 98% to 100%. Students with Disabilities who earn their diploma or certificate in a subsequent year of school are not included in this information. Students with Disabilities and Socioeconomically Disadvantaged students are the two subgroups that are below 98% the four-year graduation rates. In 2021, the SWD graduation rate was 95.2% and SED graduation rate was 96%. Overall these percentages, including the identified subgroups, are excellent. The graduation rates will be continuously monitored but at this time no additional actions have been identified.



3. Absenteeism Rates and Suspension Rates

Prior to COVID and Distance Learning, the Chronic Absenteeism Rate was below 4.1% with Students with Disabilities accounting for the highest percentage. In 2020-2021 with the majority of students utilizing DL for the entire school year, absenteeism was low with an average of 2.6 days per absence. However, during that school year the percent of unexcused absences was extremely high, 43.9%, compared to other years. Chronic Absenteeism among Students with Disabilities is a concern that needs further monitoring. Are their absences part of the manifestation of their disability? Are students absent for medical appointments? Do patterns exist such as a student regularly missing test days due to anxiety? Do DOC students with longer commute distances have an increased number of absences? With absences, students need additional support to make up for the missed instructional minutes. Students expressed fear of missing school due to the overwhelming workload when they return to school. Students were often confused by the various protocols surrounding absences (illness, mental health, quarantine, bereavement) including due dates and different communication modes with the teachers.



Suspension and Expulsion rates have been consistently good at OPHS. No expulsions have been recorded since 2017. The suspension rate is approximately 1% percent of the student population. Students with Disabilities (SWD) historically have been the subgroup with the highest percentage suspended. Additionally, the most common offenses include repeat Academic Honesty offenders or harassment/hate crimes. Leadership is in discussions regarding continuing to have suspension as part of the progressive punishment related to cheating and plagiarism. Concerns expressed by teachers include follow up after suspensions to decrease repeat offenses and the components of progressive discipline. Improved communication between general education teachers and case managers regarding observed behaviors of students, could prevent incidents resulting in suspensions. Case managers are experts in designing and implementing behavior management plans.

Unmeasured perception among some educational partners is that suspensions have decreased in recent years due to decreased discipline actions. This is inaccurate however because the data shows suspensions and expulsions have been consistent. In-school suspensions may be used with more frequency than previous years prior to 2014. Individual student discipline cannot be released to all educational partners for legal and privacy reasons. The Student Group expressed that cheaters are not punished because the school is more concerned about the image and transcripts than students' actual success. Consequently, rumors and supposition can be spread through the community.

Year	2014	2015	2016	2017	2018	2019	2020	2021
Percent of Students Suspended at least once	1.2%	0.9%	1.5%	1.2%	1.4%	0.6%	1.1%	0.3%

4. College and Career Indicators

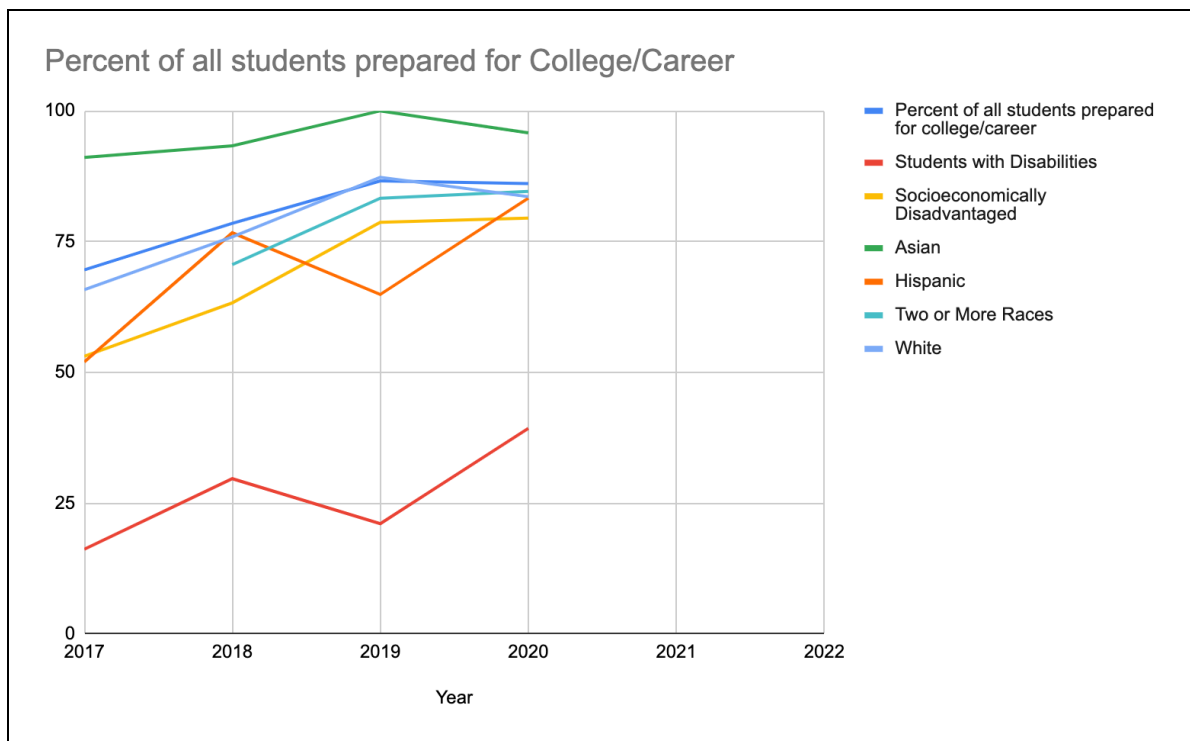
In 2017, clearer guidelines were presented to schools as to the definition of students prepared for college and careers. Currently there are multiple ways for a student to be considered prepared on the CCI. However, most teachers did not understand the definition of “prepared” on the CCI.

Communication of the multiple ways a graduate will be considered “prepared” will be advantageous. The following CCI measures are possible:

- CTE Pathway completion
- Smarter Balanced Assessment of Level 3 or 4 in both ELA and Math
- College course for credit, 2 semesters earning C- or better
- AP scores of 3 or higher on 2 or more exams
- IB scores of 4 or higher on 2 or more exams (not offered at OPHS)
- a-g completion
- State Seal of Biliteracy
- Leadership/Military Science (not offered at OPHS)

The CCI has been increasing since 2017 due to the efforts made by administration to qualify courses for UC/CSU a-g and expanding the CTE pathways. In 2017 only 69.6% of graduates were considered prepared. The subgroup that is significantly below the other groups, is the Students with Disabilities (SWD). In 2020 OPHS reported 39.3% of SWD as prepared according to the CCI.

However, if compared to the state percentage of SWD of 10.8% in 2019, OPHS is performing better than the state. Data for the state was not available for 2020 or 2021. If we look at the different CCI measures, the SWD have the lowest percentage in each of the following areas for 2021: CTE 10.3%, AP 5%, and a-g 28.6%. This may be an area to explore in the future.



5. UC/CSU a-g completion

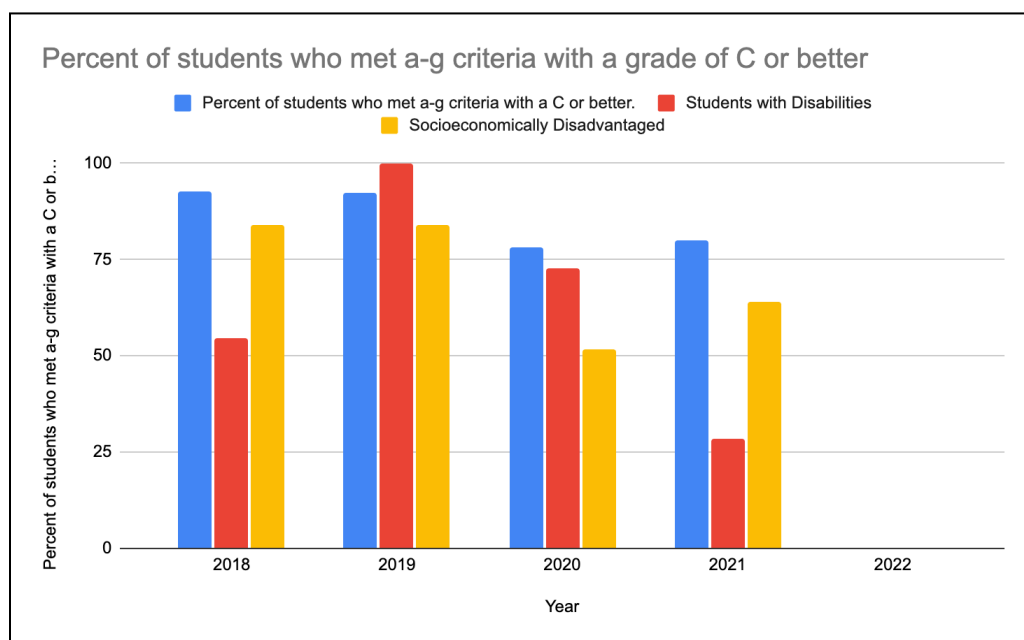
UC/CSU “A-G” Subject Requirements for Admission

- A. History/Social Science (20 credits)
- B. English (40 credits)
- C. Mathematics (30 credits): must complete Algebra II or Data Science
- D. Laboratory Science (20 credits): two years required, three or more recommended. Must include two or three fundamental disciplines of Biology, Chemistry, and Physics.
- E. Foreign Language (20 credits): Two years required, three or more recommended.
- F. Visual/Performing Arts (10 credits): Must complete a single yearlong approved VPA course from a single discipline.
- G. CP Electives (10 credits): One year or two semesters in addition to those required in A-F above.

In recent years there has been a decrease in the reported number of students completing the UC/CSU a-g requirements with a C or better. In 2018 and 2019, the reported percent of the students who met the criteria was 92.7% and 92.5%, respectively. The percentage in 2020 was 78.1%, showing a significant drop from 2019 to 2020. Prior to 2022, Counselors at OPHS reported that students satisfied the a-g courses if they attended a four year university which likely inflated the reported number of students meeting these specific state college requirements. For the classes of 2020 and 2021, in addition to all pandemic learning challenges, state law AB 104 impacted a handful of students. AB 104 allowed students to meet state graduation requirements to earn a diploma rather than the more rigorous OPUSD requirements. A few students opted to drop a-g courses to meet AB

104, that in “regular” years they would push to complete the courses as they aligned with OPUSD graduation requirements. Additionally during COVID a number of students determined they would be attending community colleges following graduation, and thus did not concentrate on completing a-g requirements.

Other results that may need additional scrutiny include the Students with Disabilities (Class of 2021- 28.6%) and Socioeconomically Disadvantaged (Class of 2021- 64%). Among other subgroups, no clear patterns are detected. Each subgroup has different variations in different years, not showing a clear trend. The OPHS College Application & Matriculation Statistics Report shows a discrepancy in the a-g percent of students that have met the criteria. This discrepancy is due to the Matriculation Report being compiled from student responses to a survey. The survey is administered the last month of school to all seniors. The data is not validated with official transcripts. The data reported to the state department of education and made available through DataQuest is more reliable.



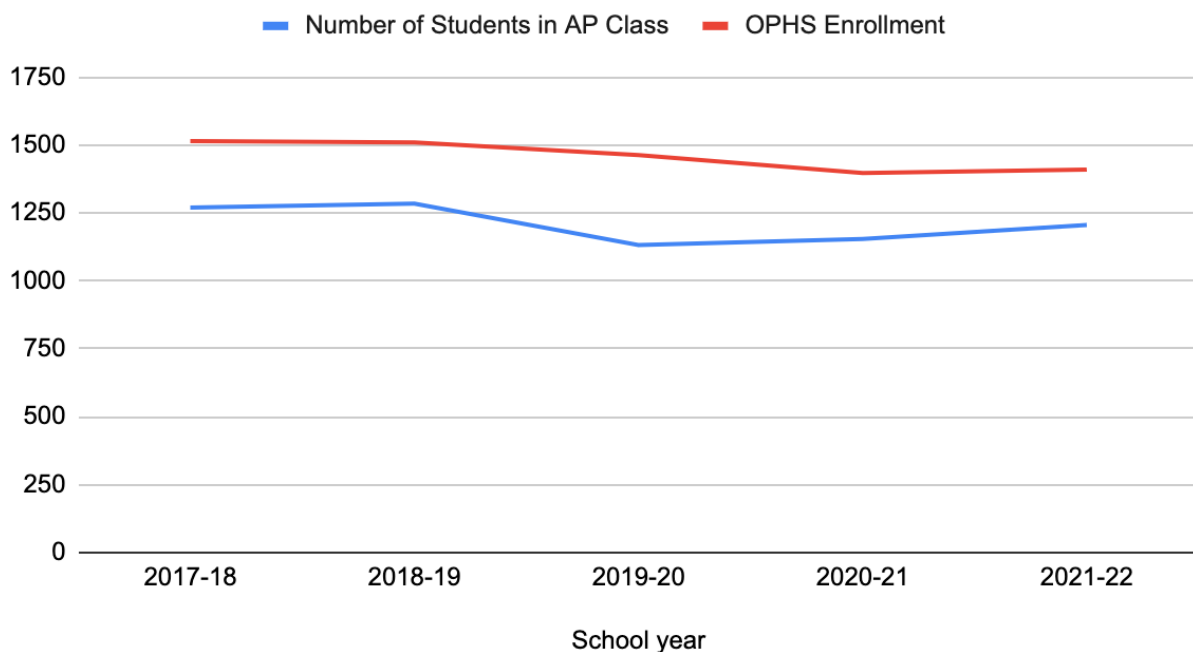
Year	Percent of students who met a-g criteria with a C or better.	Students with Disabilities	Socioeconomically Disadvantaged	Asian	Hispanic	Two or More Races	White
2018	92.7	54.5	83.9	100	93.9	91.7	90
2019	92.5	100	83.8	98.3	91.7	86.7	91.5
2020	78.1	72.7	51.6	86.8	76.7	90.9	74.9
2021	80	28.6	64	94.6	86.4	94.1	72.4

Year	Number of students who met a-g criteria with a C or better.	Students with Disabilities	Socioeconomically Disadvantaged	Asian	Hispanic	Two or More Races	White
2018	267	6	26	56	31	11	162
2019	294	4	31	57	22	13	195
2020	232	8	16	59	23	10	137
2021	280	6	32	70	38	16	152

6. AP Enrollment and AP Scores:

Oak Park High School AP class enrollment has remained relatively high over the past 5 years. Students are accessing the AP courses and finding success in the curriculum as demonstrated by their grades in the course.

Number of Students in an AP Class compared to OPHS Enrollment



School year	Number of Students in AP Class	OPHS Enrollment
2017-18	1270	1,515
2018-19	1285	1,510
2019-20	1132	1,464
2020-21	1155	1,398

2021-22	1206	1,410
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Factoring in the steady, but slight, decline in overall OPHS enrollment, a notable decrease in AP class enrollment took place after students returned to full-time, in-person school in 2021-22. All staff members were urging students to focus on their social-emotional health and many students felt nervous about resuming exams in person, so this decrease makes sense with the overall goals of prioritizing a “return to normal” school in the 2021-22 school year.

A few classes have seen a noticeable increase in enrollment over the years, namely AP Computer Science Principles and AP US History. For AP Computer Science Principles, the rationale for transitioning to the course from AP Computer Science A at OPHS was to make it more accessible to students, as designed by the College Board. Additionally, AP US History has continued to rise each year which is to the credit of our Social Science/History department that postpones tracking into Honors/AP courses to the 11th grade year so that all students have two common years of foundational social science/history instruction to propel them into deep learning in their final two years at OPHS.

Many OPHS students are accessing multiple AP courses in a year, a sizable number taking 3 or more AP courses in a given year. These AP courses are typically in addition to Honors courses and dedication to various extracurricular activities, such as Varsity sports, scholastic clubs, and visual/performing arts.

Enrollment in AP courses by Grade Level, Ethnicity, and SES for 2019-2022

2021-2022

Grade Level

AP Course	09	10	11	12	Grand Total
AP Biology		107		2	109
AP Calculus AB	1		12	74	87
AP Calculus BC			11	25	36
AP Chemistry			62	2	64
AP Chinese Lang and Culture	3	4	1	1	9
AP Comp Sci Principles			27	40	67
AP English Lang & Comp			81	1	82
AP English Lit & Comp				65	65
AP Environmental Science				32	32
AP French Language		2	2	6	10
AP Macroeconomics				114	114

AP Physics 1		1	4	26	31
AP Physics 2		1		23	24
AP Psychology			25	35	60
AP Spanish Language			28	2	30
AP Statistics			15	56	71
AP Studio Art: 2-D Design			2	7	9
AP Studio Art: 3-D Design			8	6	14
AP Studio Art: Drawing		1	21	11	33
AP United States History			160	6	166
AP US Gov & Politics				93	93
Grand Total	4	116	459	627	1206

Ethnicity

AP Course	American Indian/Alaskan Native	Asian-Other	Pacific Islander-Other	Filipino	Hispanic	Black or African American	White	Asian-Indian	Asian-Chinese	Asian-Japanese	Asian-Korean	Asian-Laotian	Asian-Vietnamese	Pacific Islander-Hawaiian	Grand Total
AP Biology		7	1	3	6		39	36	12		4	1			109
AP Calculus AB		2		1	5	2	43	21	11		1		1		87
AP Calculus BC		1					12	11	8	1	3				36
AP Chemistry		4			1		21	30	4		3		1		64
AP Chinese Lang and Culture		3					1		5						9
AP Comp Sci Principles		3	1		6	1	34	21	1						67
AP English Lang & Comp		4			5		31	34	4		2		2		82
AP English Lit & Comp		2			6	1	28	15	8	1	4				65
AP Environmental Science		3		1	2		15	6	2	1	2				32
AP French Language					2		7		1						10
AP Macroeconomics		1		1	6	2	54	28	16	1	4		1		114
AP Physics 1						1	12	11	4		3				31
AP Physics 2				1			10	6	5	1	1				24
AP Psychology		1	1	1	8		26	14	7		1		1		60
AP Spanish Language		2			4		9	14	1						30
AP Statistics		2		1	4	1	26	26	5	2	2		2		71
AP Studio Art: 2-D Design					4		5								9
AP Studio Art: 3-D Design				1	2		11								14
AP Studio Art: Drawing		1			5		20	3	2	2					33
AP United States History	1	6	1	5	12		80	44	8	1	4		3	1	166
AP US Gov & Politics		2			7	1	50	20	9		3		1		93
Grand Total	1	44	4	15	85	9	534	340	113	10	37	1	12	1	1206

Socioeconomic Status

AP Course	Low SES	Not Low SES	Grand Total
AP Biology	6	103	109
AP Calculus AB	7	80	87
AP Calculus BC	2	34	36
AP Chemistry	4	60	64
AP Chinese Lang and Culture	0	9	9
AP Comp Sci Principles	5	62	67
AP English Lang & Comp	6	76	82
AP English Lit & Comp	7	58	65
AP Environmental Science	3	29	32
AP French Language	2	8	10
AP Macroeconomics	11	103	114
AP Physics 1	2	29	31
AP Physics 2	3	21	24
AP Psychology	4	56	60
AP Spanish Language	6	24	30
AP Statistics	4	67	71
AP Studio Art: 2-D Design	1	8	9
AP Studio Art: 3-D Design	2	12	14
AP Studio Art: Drawing	4	29	33
AP United States History	19	147	166
AP US Gov & Politics	7	86	93
Grand Total	105	1101	1206

2020-2021**Grade Level**

AP Course	09	10	11	12	Grand Total
AP Biology		91	1	1	93
AP Calculus AB		1	12	87	100
AP Calculus BC			15	17	32
AP Chemistry			48	1	49
AP Chinese Lang and Culture	1		2	7	10
AP Comp Sci Principles		1	44	21	66
AP English Lang & Comp			106	1	107
AP English Lit & Comp				65	65
AP Environmental Science			3	25	28
AP French Language			2		2
AP Macroeconomics				71	71
AP Physics 1			4	34	38
AP Physics 2				14	14
AP Psychology			33	33	66
AP Spanish Language		3	23	9	35
AP Statistics			14	78	92
AP Studio Art: 2-D Design			6	6	12
AP Studio Art: 3-D Design			8	8	16
AP Studio Art: Drawing			4	15	19
AP United States History			167	2	169
AP US Gov & Politics				71	71
Grand Total	1	96	492	566	1155

Ethnicity

AP Course	Asian-Other	Filipino	Hispanic	Black or African American	White	Asian-Asian Indian	Asian-Chinese	Asian-Japanese	Asian-Korean	Asian-Laotian	Asian-Vietnamese	Grand Total
AP Biology	4	1	2		38	36	6		4		2	93
AP Calculus AB	1	1	12		46	26	12	1	1			100
AP Calculus BC	1				9	12	7	1	2			32
AP Chemistry		1		1	15	18	9	1	4			49
AP Chinese Lang and Culture			1		2	2	4				1	10
AP Comp Sci Principles	2		9	1	28	20	3	1	2			66
AP English Lang & Comp	3	1	8	1	48	24	14	2	6			107
AP English Lit & Comp	4	1	5	1	27	16	9	2				65
AP Environmental Science	1		1		12	7	4	1	1	1		28
AP French Language					2							2
AP Macroeconomics	2		4	1	38	20	5	1				71
AP Physics 1	1	1	2		18	13	2	1				38
AP Physics 2					11	3						14
AP Psychology	2	1	7	1	30	16	6		2		1	66
AP Spanish Language			7		10	11	5	2				35
AP Statistics	3	2	5		43	24	10		3	1	1	92
AP Studio Art: 2-D Design					11		1					12
AP Studio Art: 3-D Design					14	1	1					16
AP Studio Art: Drawing			4		14	1						19
AP United States History	4	2	14	1	92	29	18	2	6		1	169
AP US Gov & Politics	4		7	1	37	13	6	2	1			71
Grand Total	32	11	88	8	545	292	122	17	32	2	6	1155

Socioeconomic Status

AP Course	Low SES	Not Low SES	Grand Total
AP Biology	6	87	93
AP Calculus AB	6	94	100
AP Calculus BC	1	31	32
AP Chemistry	1	48	49
AP Chinese Lang and Culture	1	9	10
AP Comp Sci Principles	2	64	66
AP English Lang & Comp	5	102	107
AP English Lit & Comp	5	60	65
AP Environmental Science	3	25	28
AP French Language	0	2	2
AP Macroeconomics	6	65	71
AP Physics 1	2	36	38
AP Physics 2	2	12	14
AP Psychology	4	62	66
AP Spanish Language	3	32	35
AP Statistics	4	88	92
AP Studio Art: 2-D Design	0	12	12
AP Studio Art: 3-D Design	1	15	16
AP Studio Art: Drawing	1	18	19
AP United States History	6	163	169
AP US Gov & Politics	6	65	71
Grand Total	65	1090	1155

2019-2020**Grade Level**

AP Course	09	10	11	12	Grand Total
AP Biology		83		1	84
AP Calculus AB		1	13	65	79
AP Calculus BC		1	3	25	29
AP Chemistry		1	43		44
AP Chinese Lang and Culture	3	2	4	9	18
AP Comp Sci Principles		21	33	14	68
AP English Lang & Comp			74	1	75
AP English Lit & Comp				51	51
AP Environmental Science			1	32	33
AP French Language		1			1
AP Macroeconomics				64	64
AP Physics 1			3	69	72
AP Physics 2				13	13
AP Psychology			44	65	109
AP Spanish Language		2	18	12	32
AP Statistics		4	8	49	61
AP Studio Art: 2-D Design		1	3	6	10
AP Studio Art: 3-D Design			2	5	7
AP Studio Art: Drawing		1	16	11	28
AP United States History			168	3	171
AP US Gov & Politics				83	83
Grand Total	3	118	433	578	1132

Ethnicity

AP Course	Asian-Other	Filipino	Hispanic	Black or African American	White	Asian-Asian Indian	Asian-Chinese	Asian-Japanese	Asian-Korean	Asian-Laotian	Asian-Vietnamese	Grand Total
AP Biology	3	3	1	1	32	26	11	2	5			84
AP Calculus AB	2	1	7	2	36	17	11	2			1	79
AP Calculus BC	1		2		11	13	1		1			29
AP Chemistry	1		3		18	16	4	1		1		44
AP Chinese Lang and Culture	2		1		5	3	6		1			18
AP Comp Sci Principles	3		6	2	23	24	6	3	1			68
AP English Lang & Comp	2	2	5	1	36	19	6	2		1	1	75
AP English Lit & Comp	2		4	1	16	20	7	1				51
AP Environmental Science	3	1	3	1	24	1						33
AP French Language					1							1
AP Macroeconomics	3		6	1	26	17	10		1			64
AP Physics 1	4	1	5	1	24	24	9	2	1		1	72
AP Physics 2			1		5	3	4					13
AP Psychology	5	1	11	1	56	25	7		1	1	1	109
AP Spanish Language	2	1	4		13	10	2					32
AP Statistics	2		2	1	24	21	6	2	2		1	61
AP Studio Art: 2-D Design			1		5	2	2					10
AP Studio Art: 3-D Design			3		2	2						7
AP Studio Art: Drawing	1		1		19	3	4					28
AP United States History	4	2	19	1	91	34	14	3	1	1	1	171
AP US Gov & Politics	3		10	2	39	21	6	1	1			83
Grand Total	43	12	95	15	506	301	116	19	15	4	6	1132

Socioeconomic Status

AP Course	Low SES	Not Low SES	Grand Total
AP Biology	2	82	84
AP Calculus AB	1	78	79
AP Calculus BC	0	29	29
AP Chemistry	5	39	44
AP Chinese Lang and Culture	1	17	18
AP Comp Sci Principles	1	67	68
AP English Lang & Comp	4	71	75
AP English Lit & Comp	3	48	51
AP Environmental Science	3	30	33
AP French Language	0	1	1
AP Macroeconomics	1	63	64
AP Physics 1	1	71	72
AP Physics 2	1	12	13
AP Psychology	10	99	109
AP Spanish Language	3	29	32
AP Statistics	5	56	61
AP Studio Art: 2-D Design	0	10	10
AP Studio Art: 3-D Design	0	7	7
AP Studio Art: Drawing	2	26	28
AP United States History	12	159	171
AP US Gov & Politics	5	78	83
Grand Total	60	1072	1132

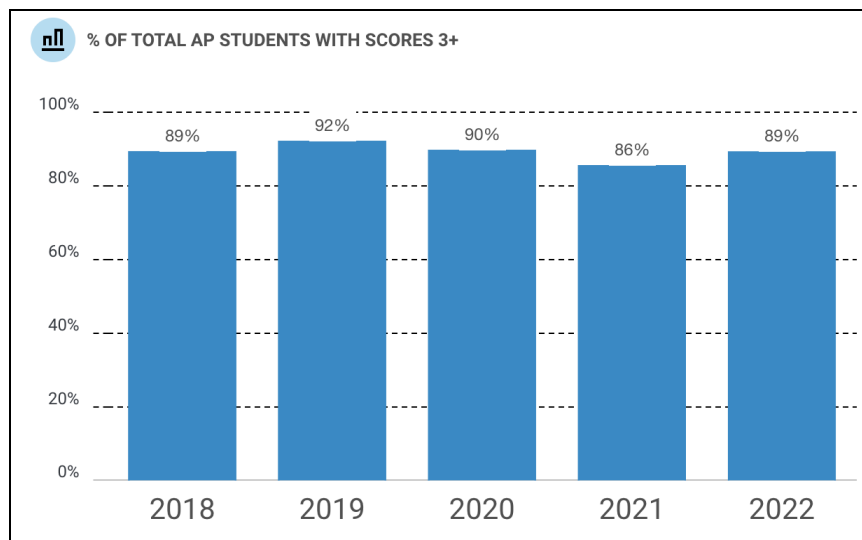
AP Test participation has correlated to overall OPHS enrollment, seeing a slight decrease in orders for the 2021-22 school year due to after effects of pandemic learning. However, a very large number of students complete more than one exam/portfolio in their 11th or 12th grade years. 9th graders rarely take an AP Exam, with a few exceptions in the World Languages. Most 10th graders who choose to take an AP Exam are selecting AP Biology.

	2018	2019	2020	2021	2022
Total AP Students	435	439	432	438	432
Number of Exams	880	914	891	870	828

In addition to students submitting AP exams/portfolios because they are enrolled in AP courses, there is a sizable constituency of students who complete an AP Exam even though they are not enrolled in the AP Course. The two most common exams in this category are AP US History and AP English Language, both of which are taught in 11th grade. The teachers in these programs are transparent with students about where their Honors course differs from the AP course and ways they can prepare for the exam on their own.

There is, however, a significant number of students who take an AP course but do not complete the exam. For 12th grade students, this often can be written off as understanding which courses their university of choice will or will not accept for college credit. We applaud students who do this research and remove themselves from an AP Exam that will not benefit them in the future, thereby reducing a large stressor in their final month of high school. As for other students who choose not to complete the exam/portfolio even though they are enrolled in the course, they cite numerous factors for not taking the exam/portfolio such as lack of additional time to prepare, doubt they will find success, or desiring simply a GPA boost.

OPHS scores have seen minor fluctuations in the last five years, as many schools likely have seen in the wake of pandemic learning. Despite these slight differences, most OPHS students are succeeding on their AP Exams with many at the upper three or higher level.



Considering the data above and observations of school staff, it is clear that the AP Program at OPHS is robust and supports students' deep learning and college readiness preparations. However, OPHS can further investigate the accessibility issues of AP courses. There is currently a system of prerequisites that likely detracts qualified students from enrolling in a course that is challenging, yet attainable for their skill level. While these prerequisites are crucial to assure students do not take on too much and enter a course for which they do not have the foundational knowledge, a reassessment of the prerequisites' merits and efficacy is crucial. Additionally, it would behoove OPHS to continuously review its understanding of rigor and meaningful learning to ensure that the AP program remains relevant to students as more than a test-preparation program. Many AP classes at OPHS provide rich, hands-on activities that engage students in the material and help them prepare for college-level study. District and site administrators should continue to urge AP teachers, new and veteran, to continue to develop their courses to embed authentic activities and technology that will prepare students for 21st century professions and post-high school learning.

7. CTE Pathway Completion

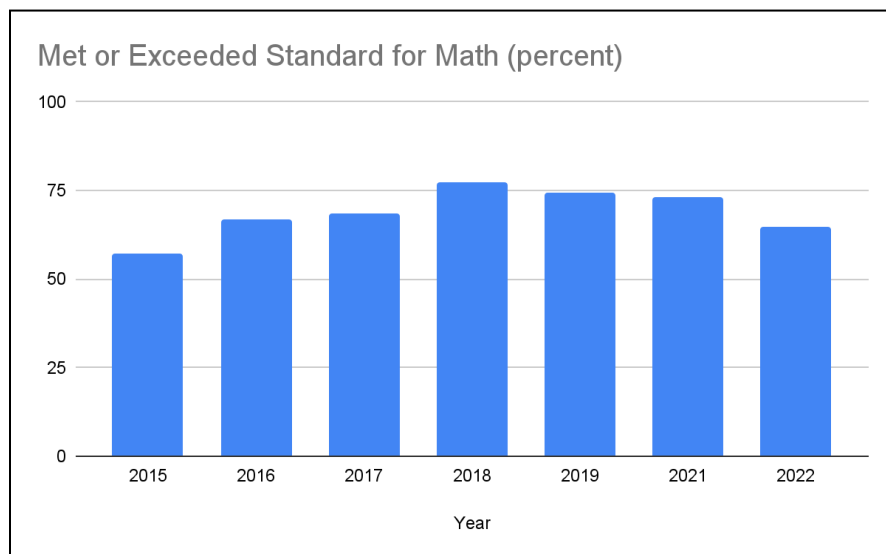
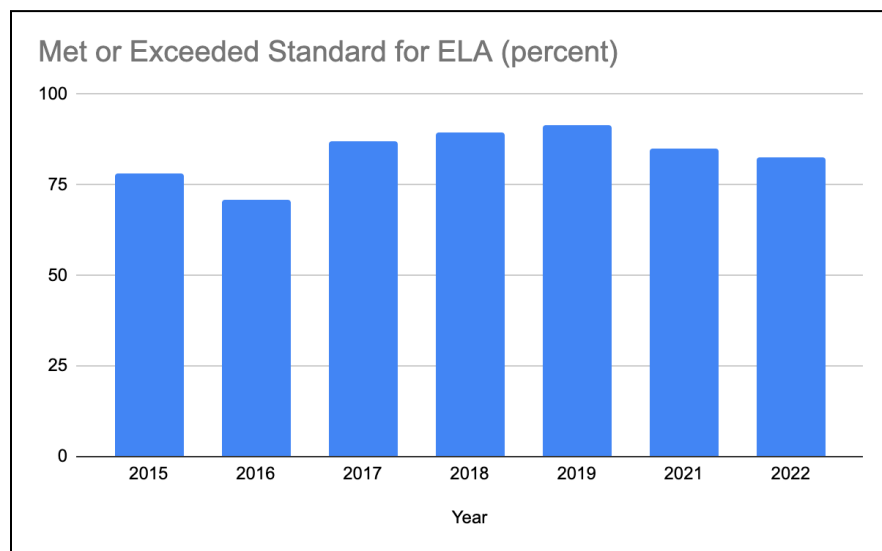
Since 2018, the percentage of students completing a CTE Pathway with grades of C or better has increased. In 2019 and 2021, the percentage of students was about 10%. OPHS is challenged to increase this percentage due to teacher credentialing challenges and full student schedules. Many students choose a variety of CTE courses through their four years, without completing a single pathway. There are no clear trends shown in the student subgroups.

8. SBAC scores of Level 3 or better on both ELA and Math

After disappointing numbers for the Class of 2017, OPHS renewed its commitment to improving this CCI measure. Two important steps were taken to improve the scores. The first step was encouraging our brightest students to do their best by making enrollment in Honors and AP courses contingent on high performances on the SBAC. For example, a student who scores a Level 2 on the SBAC Math test would not be eligible for AP Calculus. This encouraged our students to do their

best. A second encouragement was the principal visiting the junior English classes prior to the tests to explain the importance of the tests. The classroom visits included explanations of the Honor/AP requirement, the EAP program for California colleges, and the reputation of OPHS are contingent on students doing their best. The student subgroups for Hispanic and students of two or more races from the class of 2020 were the only two subgroups scoring under 80%.

With the reinstatement of SBAC testing in the spring of 2022, schools throughout California were anticipating results inconsistent with results from 2019 and earlier. OPHS was no exception. The number of students taking the CAASPP and CAST decreased since 2017, 367 students compared to 310 students in 2022. The mean scores on the ELA and Math tests dropped to values similar to 2017. The improvements achieved prior to COVID have been set back due to Distance Learning, Hybrid Learning, extended absences due to illness (staff and students), and additional challenges from recent events.



Year	Students taking CAASPP	Met or Exceeded Standard for ELA (percent)	SWD Met or Exceeded Standard for ELA (percent of subgroup population)	SED Met or Exceeded Standard for ELA (percent of subgroup population)	Asian Met or Exceeded Standard (percent)	Hispanic Met or Exceeded Standard (percent)	Two or More Races Met or Exceeded Standard (percent)	White Met or Exceeded Standard (percent)
2015	342	78	19	73	92	61		76
2016	339	71	29	65	91	52		70
2017	367	87.2	53.57	77.78	96.83	79.49	81.82	86.53
2018	359	89.42	41.18	76.66	94.83	70.59	100	89.63
2019	342	91.52	43.75	95.65	94.44	80.56	100	92.06
2021	326	84.92	30.77	76.92	95.94	76.32	85.72	82.63
2022	311	82.63		85.1	89.6	85.7	53.8	81.1

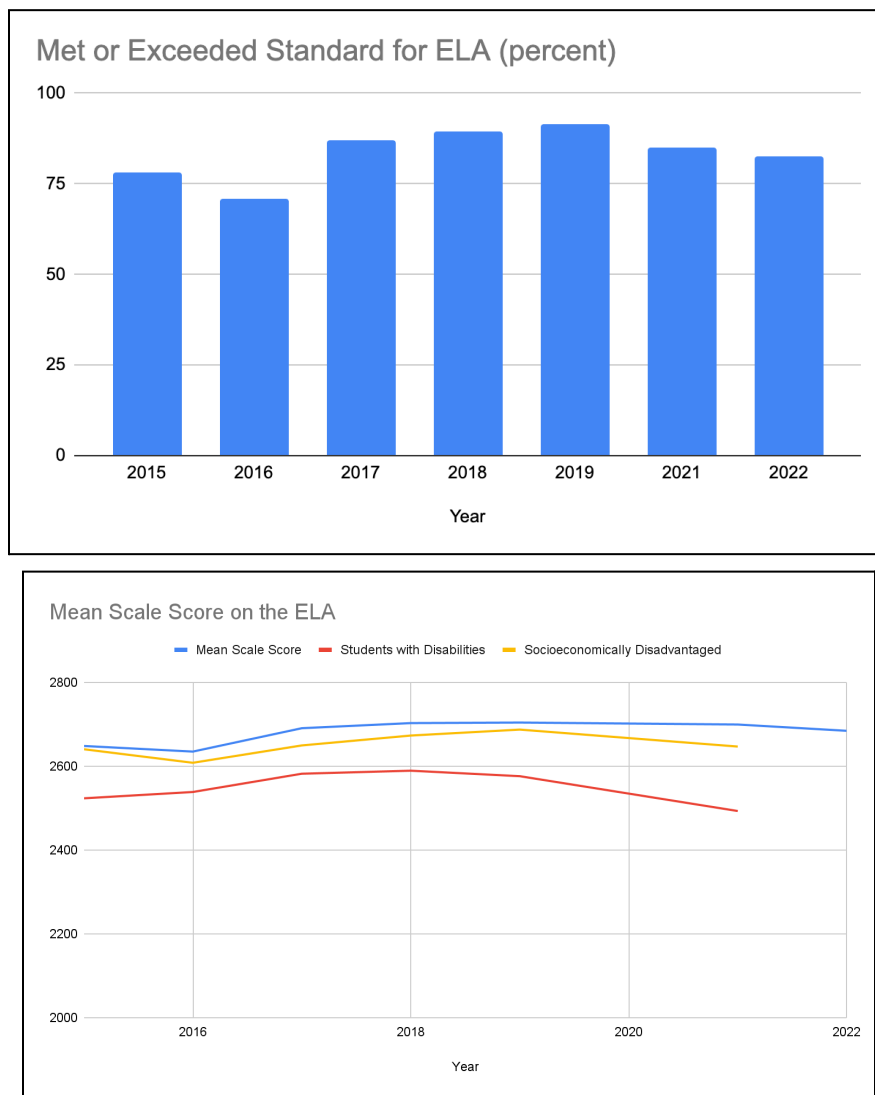
Year	Students taking CAASPP	Met or Exceeded Standard for Math (percent)	SWD Met or Exceeded Standard for Math (percent of subgroup population)	SED Met or Exceeded Standard for Math (percent of subgroup population)	Asian Met or Exceeded Standard percent	Hispanic Met or Exceeded Standard percent	Two or More Races Met or Exceeded Standard percent	White Met or Exceeded Standard percent
2015	357	57	8	8	87	30		53
2016	339	67	18	50	94	34		68
2017	367	68.7	11.11	44.44	95.23	48.72	63.63	65.44
2018	356	77.52	22.23	67.75	94.74	56.25	84.21	76.25
2019	342	74.27	31.25	69.57	91.66	61.11	53.85	72.43
2021	322	72.98	0	50	94.59	50	78.57	68.98
2022	310	64.8		50	87	48.6	46.2	59.2

Note: Other subgroups have less than 10 students and the results were not publicly available through Dataquest.

9. SBAC-CAASPP English Language Arts (ELA)

The state reported 49.01% of California 11th graders Met or Exceeded the standard for ELA in 2021. OPHS had 84.92% meet or exceed the standard in 2021. This is a decrease from 2019 with 91.52%. The results from 2021 showed decreases compared to 2019 in all subgroups except the Asian students. Socioeconomically Disadvantaged students had the most significant drop in performance

from 95.65% to 76.92%. Since 2018, there has been a decrease in the Mean Scale Score (2703.6 to 2700.2). This is a decrease in 0.1% over three years. If a continued decrease in the Mean Scale Score continues this may need to be addressed. The mean score of 2700.2 was 117.2 above the Standard according to DataQuest. The state mean score was 2605.5. A cautious interpretation of the results is required due to the unusual circumstances of the 2020-2021 school year. The 2022 exam results show the mean score and the percent of students in the Met or Exceeded Standards levels were comparable to the 2017 data. With 311 juniors taking the exam in 2022, 82.6% earned a score of 3 or better. The mean score was 2685.2. Analysis of upcoming years will determine if the scores can return to pre-COVID trends with approximately 90% of 11th graders scoring 3 or better on the ELA exam.



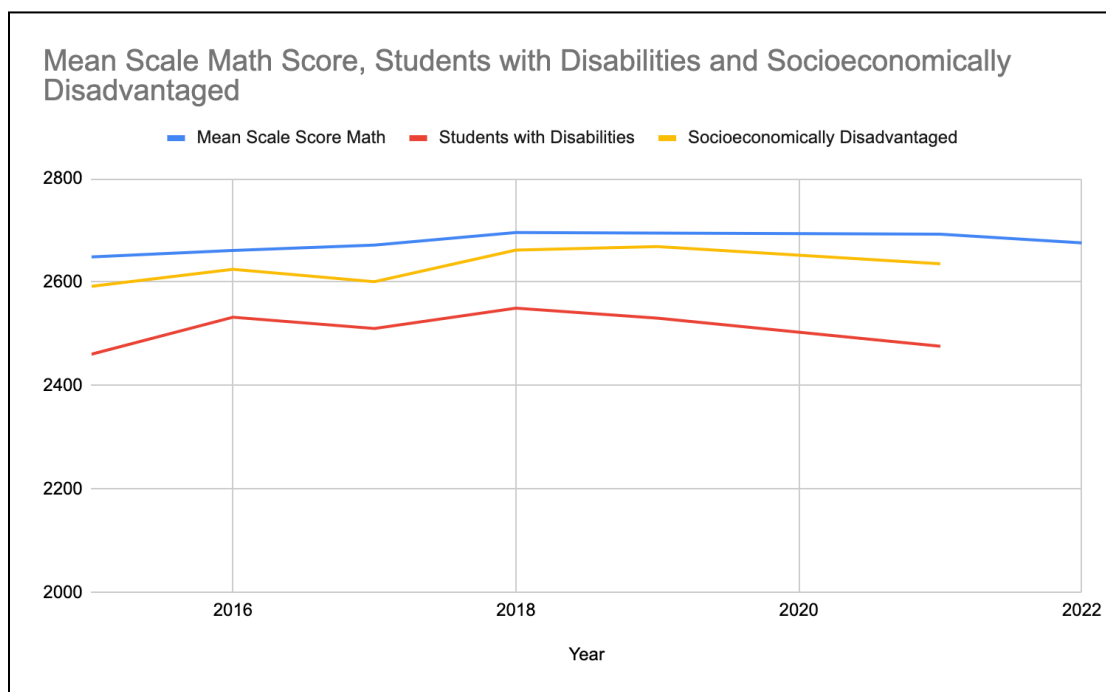
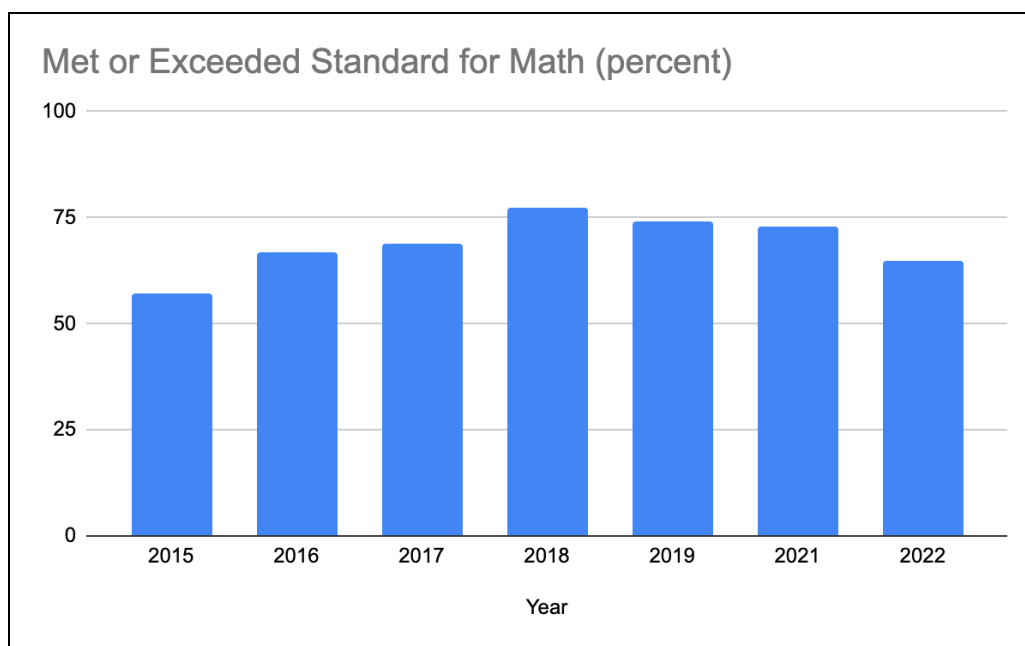
10. SBAC-CAASPP Mathematics

Similar to the ELA test results, the results for 2021 and 2022 must be cautiously interpreted when comparing to 2019 and earlier. In 2021 the state reported 34.36% of California 11th graders Met or Exceeded the standard in Math. For the same year, OPHS had 72.98% that achieved the same

standards. The mean score for OPHS in 2021 was 2693, 65 points above the standard. The state mean score was 2576.8 in 2021. The 2022 Math scores were significantly less than the previous year. The percent of students scoring 3 or better was 64.8% with 310 students taking the exam. The mean scale score also declined to 2676.2. The students' retention and mastery of skills from the previous year in Distance Learning was diminished. Their 10th grade math was virtual and because the math curriculum is progressive and builds on previous skills, students struggled in their next math level. The SBAC exam includes test items from various math courses and consequently gaps in knowledge were measured.

The OPHS math department is concerned about the discontinuities in the students' math knowledge and skills. To address these concerns the math department continues to have regular discussions about areas of need, inconsistencies in background knowledge, and support provided to students including Tier 1 and Tier 2 interventions.

A continuing challenge is improving the scores of Students with Disabilities. In 2021, none of these students met or exceeded the standard. The Math Task Force, the Math Department, Administration, and district personnel have discussed ways to improve these results through the years. Tier 1 and Tier 2 interventions have been implemented at all grade levels in the hope that scores throughout the district can improve. Setting realistic goals for improvement is challenging due to the different students each year in 11th grade. Students with Disabilities can be enrolled in every math course from Geometry to AP Calculus BC in the 11th grade. Looking solely at the mean score or comparing the percentage that meets the standard to the overall 11th grade percentage does not fully explain the data. In addition to investing in interventions, a concentrated look at the Algebra 1A and Algebra 1B courses will be ongoing in the coming years. It is unclear at this point if students from the co-taught Algebra 1AB program (2 year sequence) could have been successful in a regular paced Algebra 1 course (1 year). OPHS recognizes that students enrolled in Algebra 1 A and B will be enrolled in Geometry in 11th grade and will not have learned all the standards tested on the CAASPP. As part of the ongoing research, data will be collected including results from common assessments given to students enrolled in Algebra 1AB and Algebra 1. During the first month of school, teachers will evaluate students' skills needed for successful completion of Algebra 1 in one year.

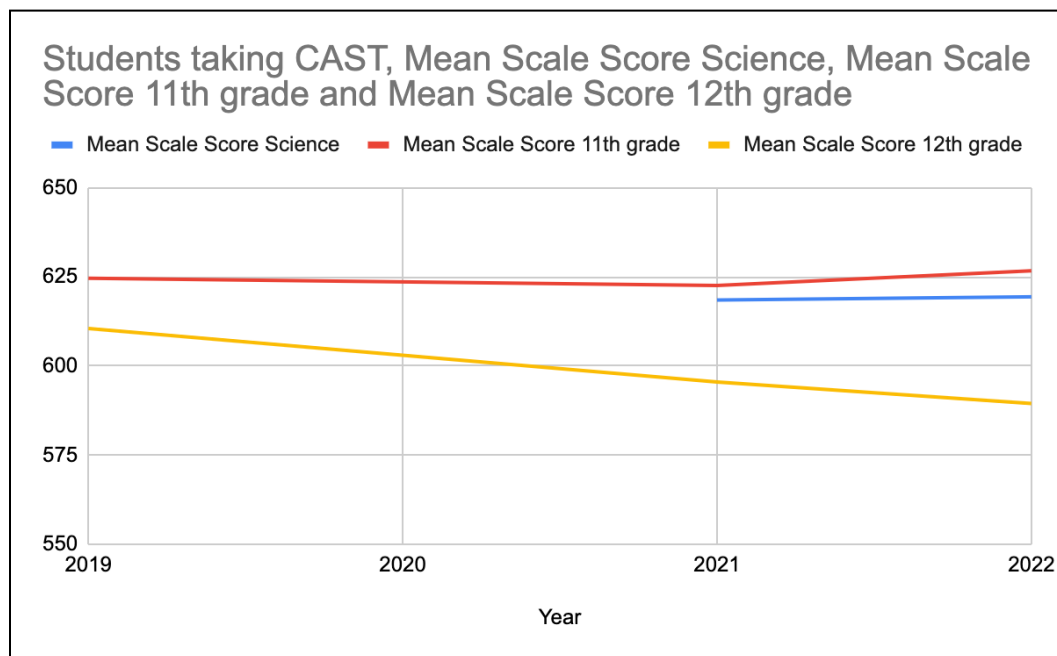


11. SBAC- Science (CAST)

The CAST is a relatively new test with results from 2019, 2021, and 2022. In 2019, OPHS administered 643 tests to all 11th and 12th graders. At that time it was not clear which students should be taking the exam. In 2021, only 329 tests were administered. In the past two years, students enrolled in Chemistry or Fundamentals of Science took the CAST. This is a population of both 11th graders and 12th graders. Students enrolled in Chemistry in 2020 did not take the CAST. The overall state passage rate was about 29% for both 2019 and 2021 with mean scores of 597.5 and 610, respectively. OPHS's passage rate was 59.41% and 65.65% for the same years. The mean scores for 11th graders at OPHS were above the state averages. The 12th graders in 2021 were

below the state average. There are several possible reasons for the 11th graders outperforming the 12th graders. The first reason is the seniors taking the CAST are seniors who are enrolled in a science class below grade level. Chemistry is considered on grade level for 11th graders. Students who take Chemistry or Fundamentals of Science in 12th grade typically had their science postponed till they completed Algebra 1A in 9th grade. These students are in below grade level math and science courses. Additionally, seniors tend to be less focused on the standardized test because it does not impact them personally. Juniors will have their scores scrutinized as a prerequisite for senior honors/AP courses. In regards to the low scores associated with students with Disabilities, only 17 students accounted for the 5.88% passage rate. The majority of these students were seniors, who may not have put their full effort into it, struggled with Distance Learning the previous year, and are in the lower level science course Fundamentals of Science. Continued emphasis on interventions will be required. Incentives to increase the “effort” of students will need to be discussed by school leadership.

Administration of the CAST has been disrupted and problematic each year it was given. The testing irregularities included log in challenges on the day of the test, interrupted testing times, and network problems. In 2018 and 2022, students were not registered properly to take the exam by the district. In 2019, seniors and juniors took the test in order to capture the students unable to take it the previous year. This included seniors who were not registered in science and took the CAST less than a month before graduation. Motivation for these students was low. In 2022, students were prepared to take the CAST in March but due to registration issues the test was postponed till May. Additionally, there was confusion regarding the required number of students who needed to take the test. This necessitated random testing of students.



12. EL and ELPAC Exam results

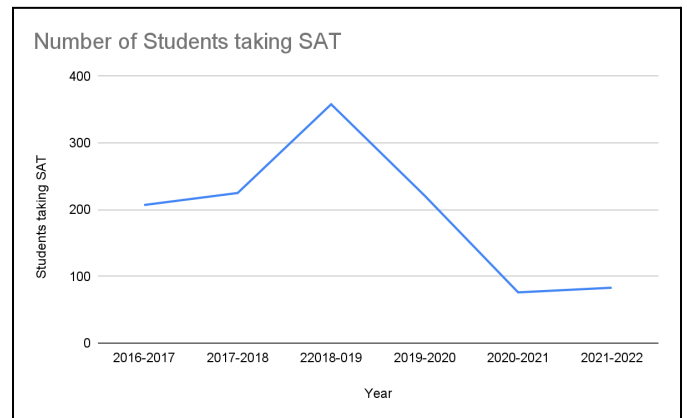
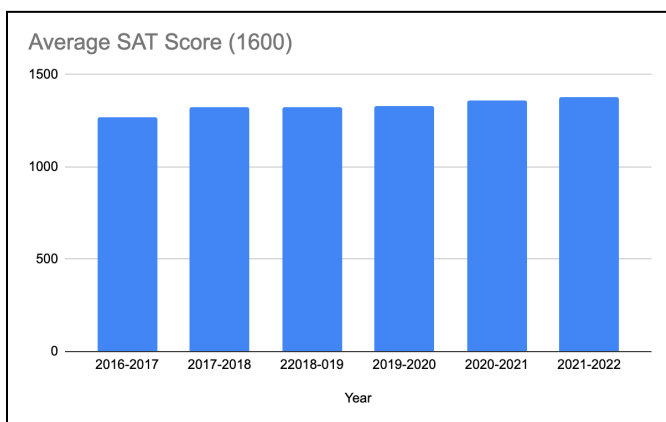
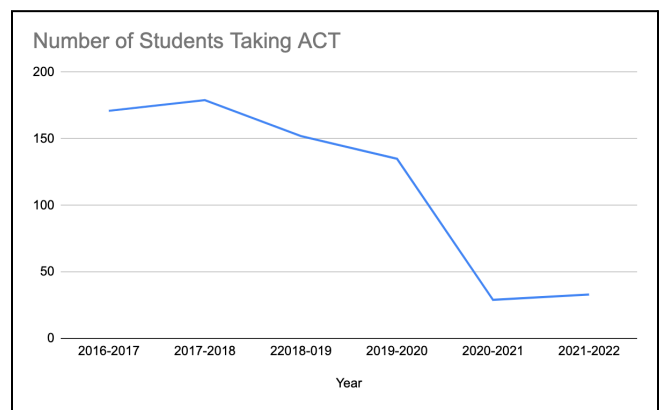
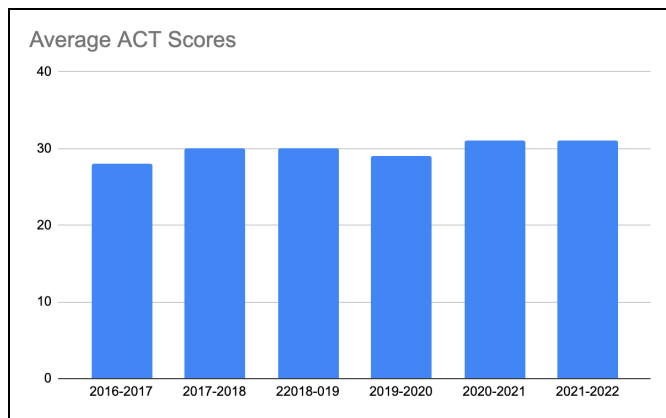
Oak Park High School (OPHS) has a relatively small population of multilingual emergent (listed as English Language Learner, ELL, on the state website) students. The number of students is listed here:

Year	2017	2018	2019	2020	2021	2022
Number of Students	34	36	32	23	18	18

In the fall of 2021, OPHS redesignated 2 students. In 2021, seventeen students were tested on the ELPAC exam. Eight students tested at Level 4 (47.06%) and four students tested at Level 3 (23.53%). No ELPAC exams were administered in 2020. In 2019, fifteen students tested at Level 4. Due to the small number of students no specific trends in data were identifiable.

13. SAT and ACT Results

SAT and ACT results are fluctuating due to the changing college admissions process. Historically, prior to 2020, OPHS scored well on the SAT with 98.64% meeting ELA benchmarks and 94.12% meeting math benchmarks in 2018-2019. Over the past ten years both the ACT and SAT scores have shown steady increases. With the class of 2021 most colleges moved to “test-optional” applications. This policy combined with the challenges of taking the tests during COVID, significantly reduced the number of OPHS taking the SAT and ACT. With less than a quarter of the class of 2021 and 2022 taking the exams, the average scores increased. Students who felt the tests could benefit them made an effort to find the tests. Students in 2020 and 2021 reported traveling out of California to take the tests. They also stated that certain scholarships still required the SAT or ACT, even if the college did not require it for admission. If the trend of fewer students taking these tests continues, the data from the scores can not be extrapolated to describe the population of OPHS.



14. Math Placement Data

[Math Placement Data from Fall 2021 Presentation](#)

Annually the OPUSD School Board requests a report on Math Placements at Medea Creek Middle School (MCMS) and OPHS. This report was prepared by the former Director of Curriculum, Jay Greenlinger each fall. On November 16, 2021, he presented information about placement in math classes by ethnicity in 10th grade, 11th grade placement, 12th grade placement, placement for Students with Disabilities, and Students who are Socioeconomically Disadvantaged. It was a snapshot of enrollment for fall 2021. Most of the graphics showed percentages of students and the notes at the bottom of the slides showed actual numbers of students. Due to the small number of students in some of the statistics, it would be easy to misinterpret the data (ie. 33% of Korean students are placed below grade level. This was 1 student out of 3 students, with 2 students placed above grade level). While this showed that 8% of OPHS students were enrolled in math classes below grade level, this is thirty (30) students. The same year 4.8% of students were SWD, 12.8% were SED (SES), and 1.05% were EL, subgroups that historically are overrepresented in math courses below grade level.

The 11th and 12th grade placements showed the percentage of students that would not meet a-g math requirements. It should be noted that a-g requirements are not required to earn a diploma at OPHS. The current graduation requirement is three years of math with completion of Algebra 1 and Geometry. For the 11th grade, 7 students would not meet the a-g requirements because they were enrolled in Algebra 1B. This is most likely due to the need to remediate a course and being “off-track”. Forty-eight students enrolled in Geometry as 11th graders would be able to complete their a-g requirements if they decided to take Algebra 2 or the new Data Science class in 12th grade. However, both of these groups are considered below grade level and will be challenged on the CAASPP because they had not attempted Algebra 2 before the test in Spring 2022. The subgroup makeup of these 55 students was not presented in this report or in other publically available data bases. The 12th grade placement data showed 18 students enrolled in Algebra 1B, Algebra 1, and Geometry. These students would not be able to complete the a-g requirements for math prior to graduation. This is 5.01% of the 12th grade. Thirty-one seniors were enrolled in Algebra 2. This exceeds the graduation requirement and fulfills a-g requirements. In 2020-2021, 4.4% of seniors did not meet the a-g requirements for math. Missing from the report was the number of seniors enrolled in a fourth year of math beyond Algebra 2. Many OPHS students are enrolled in more than four years of math by taking multiple math classes each year through concurrent enrollment.

Student Enrollment in each Math Course per grade for 2018-2021.

As of October 1, 2021								
Course	9 number	9 percent	10 number	10 percent	11 number	11 percent	12 number	12 percent
Algebra IA (CP)	27	7.24%						
Algebra IB (CP)			28	7.63%	7	2.14%	2	0.56%
Algebra I (CP)	168	45.04%	1	0.27%			2	0.56%
Algebra II (CP)	19	5.09%	145	39.51%	100	30.58%	31	8.61%
Algebra II w/Trigonometry (H)	23	6.17%	30	8.17%	1	0.31%		
Math Analysis (CP)			28	7.63%	103	31.50%	31	8.61%
AP Calculus AB	1	0.27%			12	3.67%	73	20.28%
AP Calculus BC					11	3.36%	25	6.94%
Financial Math	7	1.88%	5	1.36%	13	3.98%	20	5.56%
Finite Math (CP)			1	0.27%	3	0.92%	24	6.67%
Geometry (CP)	138	37.00%	12	32.97%	48	14.68%	14	3.89%
Math Analysis (H)			16	4.36%	33	10.09%	1	0.28%
AP Statistics					7	2.14%	57	15.83%
Statistics (CP)					4	1.22%	40	11.11%

Total of Students Enrolled IN MATH	373		367		327		360	
Percent Enrolled in Math		102.68%		102.18%		104.59%		88.89%

As of October 8, 2020								
Course	9 number	9 percent	10 number	10 percent	11 number	11 percent	12 number	12 percent
Algebra IA (CP)	23	6.32%	1	0.29%				
Algebra IB (CP)			38	10.92%	2	0.56%		
Algebra I (CP)	133	36.54%	8	2.30%	2	0.56%	3	0.94%
Algebra II (CP)	28	7.69%	112	32.18%	108	30.42%	23	7.23%
Algebra II w/Trigonometry (H)	17	4.67%	39	11.21%				
Math Analysis (CP)			12	3.45%	128	36.06%	24	7.55%
AP Calculus AB			1	0.29%	12	3.38%	87	27.36%
AP Calculus BC					15	4.23%	18	5.66%
Financial Math	17	4.67%	15	4.31%	8	2.25%	14	4.40%
Finite Math (CP)					12	3.38%	29	9.12%
Geometry (CP)	146	40.11%	112	32.18%	37	10.42%	11	3.46%
Math Analysis (H)			10	2.87%	15	4.23%		
AP Statistics					14	3.94%	83	26.10%
Statistics (CP)					2	0.56%	26	8.18%
Total of Students Enrolled IN MATH	364		348		357		318	
Percent Enrolled in Math						99.44%		88.83%

As of September 25, 2019								
Course	9 number	9 percent	10 number	10 percent	11 number	11 percent	12 number	12 percent
Algebra IA (CP)	69	14.76%	7	1.71%				
Algebra IB (CP)			57	14.18%	4	1.05%		
Algebra I (CP)	153	39.44%	8	1.96%	1	0.26%	1	0.29%
Algebra II (CP)	12	3.05%	154	38.14%	119	31.68%	26	7.43%
Algebra II w/Trigonometry (H)	10	2.54%	15	3.67%			1	0.29%
Math Analysis (CP)	1	0.25%	15	3.67%	155	41.36%	28	8.00%
AP Calculus AB			1	0.24%	13	3.40%	71	20.57%
AP Calculus BC			1	0.24%	3	0.79%	25	7.14%

Financial Math	9	2.29%	4	0.98%	7	1.83%	4	1.14%
Finite Math (CP)					11	2.88%	33	9.71%
Geometry (CP)	146	37.66%	123	30.32%	46	12.30%	3	0.86%
Math Analysis (H)			15	3.67%	11	2.88%		
AP Statistics			4	0.98%	8	2.09%	53	15.43%
Statistics (CP)			1	0.24%	1	0.26%	48	14.00%
Total of Students Enrolled IN MATH		387		405		375		345
Percent Enrolled in Math						100.79%		84.86%

As of October 1, 2018	9 number	9 percent	10 number	10 percent	11 number	11 percent	12 number	12 percent
Course		9		10		11		12
Algebra IA (CP)		14.93%		0.24%				
Algebra IB (CP)				14.22%		0.81%		
Algebra I (CP)		37.81%		2.89%		1.08%		0.52%
Algebra II (CP)		3.73%		42.65%		35.23%		7.81%
Algebra II w/Trigonometry (H)		3.98%		3.37%		0.27%		
Math Analysis (CP)				2.89%		26.56%		7.29%
AP Calculus AB						5.15%		16.93%
AP Calculus BC						2.71%		8.85%
Financial Math		0.25%		0.96%		0.81%		4.69%
Finite Math (CP)						3.79%		14.06%
Geometry (CP)		38.52%		31.81%		13.28%		1.04%
Math Analysis (H)		0.25%		0.96%		3.52%		
AP Statistics						1.36%		17.71%
Statistics (CP)						2.71%		10.42%
Total of Students Enrolled IN MATH								
Percent Enrolled in Math						97.29%		89.32%

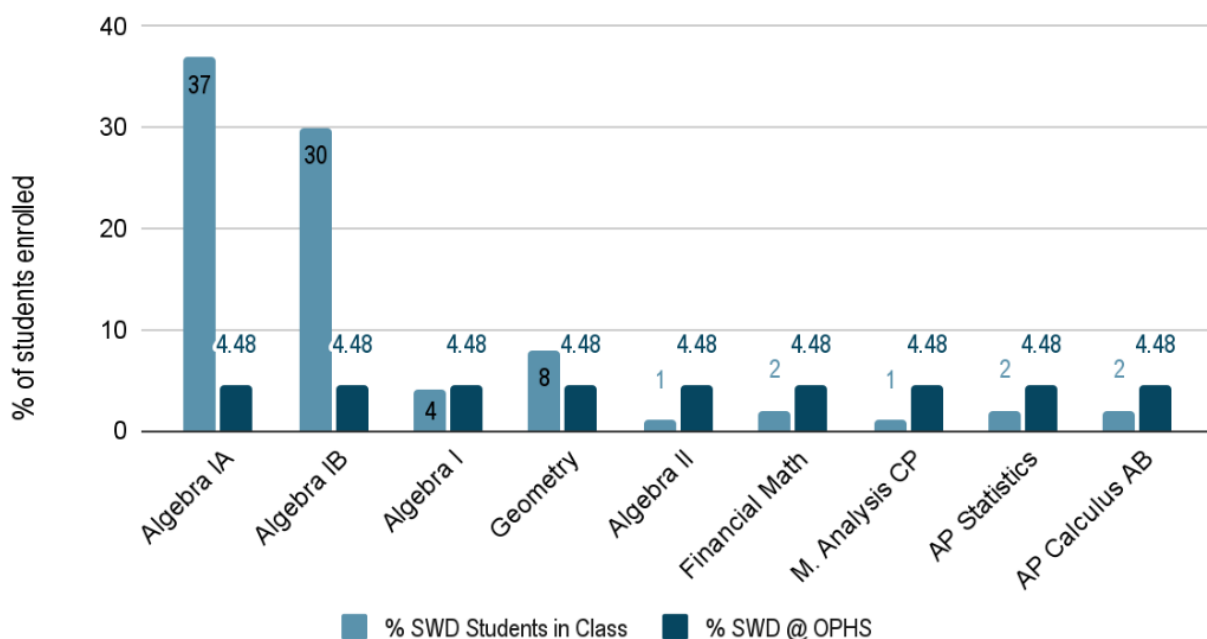
Note: The district did not provide complete data for 2018. The number of students per course and grade was not provided.

Students with Disabilities Math Placement for 2021

The enrollment of SWD in Algebra 1A and Algebra 1B was presented to be “overrepresented” because the percentage in each course was above 30%. In the Algebra 1A course 10 out of 27 students are SWD. Likewise in Algebra 1B, 11 out of 37 students are SWD. Geometry had a SWD enrollment of 27 students ranging across all grade levels. In courses that exceed the graduation math requirement, fewer students with disabilities were enrolled (Algebra 2 - 3 students, Math Analysis - 1 student, AP Statistics - 1 student, AP Calculus AB - 2). This data did not explore the number of students attempting the non-CP levels in Algebra 1 or Geometry within the CP course.

Analysis of the SWD population in math courses can be complicated. Only two years of data has been compiled, but in the future additional years of data will be available for comparison. The current graduation requirement for OPHS requires completion of three years of math that include Algebra 1 and Geometry. According to the 2020 and 2021, all SWD were enrolled in classes to meet this requirement. Students enrolled in Geometry as 12th graders who successfully complete the course, will complete their math graduation requirements. Students enrolled in Geometry as 12th graders likely needed to remediate at least one math course due to poor performance. In 2021 33% (21 students out of 64 SWD) of SWD were enrolled in math courses at grade level or above grade level. In 2020, 22% (15 students out of 68 SWD) of SWD students were enrolled in at grade level or above grade level courses. In regards to UC/CSU a-g requirements, students would need to complete Algebra 2 or Data Science before graduation. In 2021, 23.08% (3 students) of SWD students enrolled in Algebra 2 with an additional 33% (4 students) enrolled in higher math courses such as Math Analysis, AP Calculus AB, AP Statistics. In 2020, 54.55% (6 students) of SWD students enrolled in Algebra 2 with 9% (1 student) enrolled in Statistics CP.

OPHS SWD Math Placement vs % of SWD at OPHS



As of October 1, 2021								
	9 numbe r	9 percent	10 numbe r	10 percen t	11 number	11 percent	12 numbe r	12 percen t
Course	10	58.82%						
Algebra IB (CP)			9	45.00%	2	14.29%		
Algebra I (CP)	7	41.18%						
Algebra II (CP)							3	23.08%
Algebra II w/Trigonometry (H)								
Math Analysis (CP)							1	7.69%
AP Calculus AB							2	15.38%
AP Calculus BC								
Financial Math			1	5.00%				
Finite Math (CP)								
Geometry (CP)			10	50.00%	12	85.71%	5	38.46%
Math Analysis (H)								
AP Statistics							1	7.69%
Statistics (CP)								
Total of SpEd Students		17		20		14		13
Total Enrollment		373		367		327		360
SPED % Overall		4.56%		5.45%		4.28%		3.61%

As of October 8, 2020								
	9 numbe r	9 percent	10 numbe r	10 percen t	11 number	11 percent	12 numbe r	12 percen t
Course								
Algebra IA (CP)	8	44.44%	1	5.88%				
Algebra IB (CP)			16	94.12%	2	9.09%		
Algebra I (CP)	10	55.56%						
Algebra II (CP)					3	13.64%	6	54.55%
Algebra II w/Trigonometry (H)								
Math Analysis (CP)					1	4.55%		
AP Calculus AB								
AP Calculus BC								

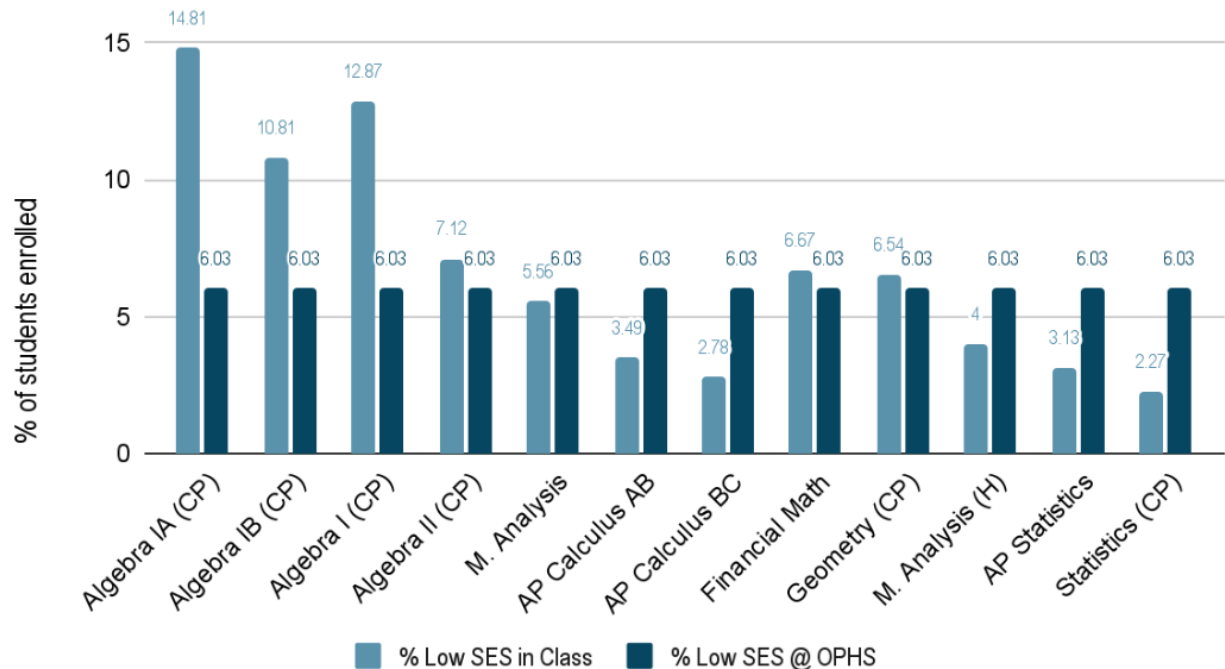
Financial Math							2	18.18%
Finite Math (CP)								
Geometry (CP)					16	72.73%	2	18.18%
Math Analysis (H)								
AP Statistics								
Statistics (CP)							1	9.09%
Total of SpEd Students		18		17		22		11
Total Enrollment		364		348		355		318
SPED % Overall		4.95%		4.89%		6.20%		3.46%

Note: District provided data regarding SWD for only 2020 and 2021.

Socioeconomically Disadvantaged Students enrollment Math Courses 2021

Students with low socioeconomic status (socioeconomically disadvantaged) were enrolled in all levels of math at OPHS, from Algebra 1A to AP Calculus BC. The students were “overrepresented” in classes Algebra 1, Geometry, and Algebra 2. This is to be expected because these are the required classes that meet a-g requirements, graduation requirements, and are the traditional “at grade level courses” for grades 9-11. After Algebra 2, the students are distributed through seven different courses. These would be considered “underrepresented” when compared to the 6.03% of the student body. However, these are higher levels of math with multiple options for students.

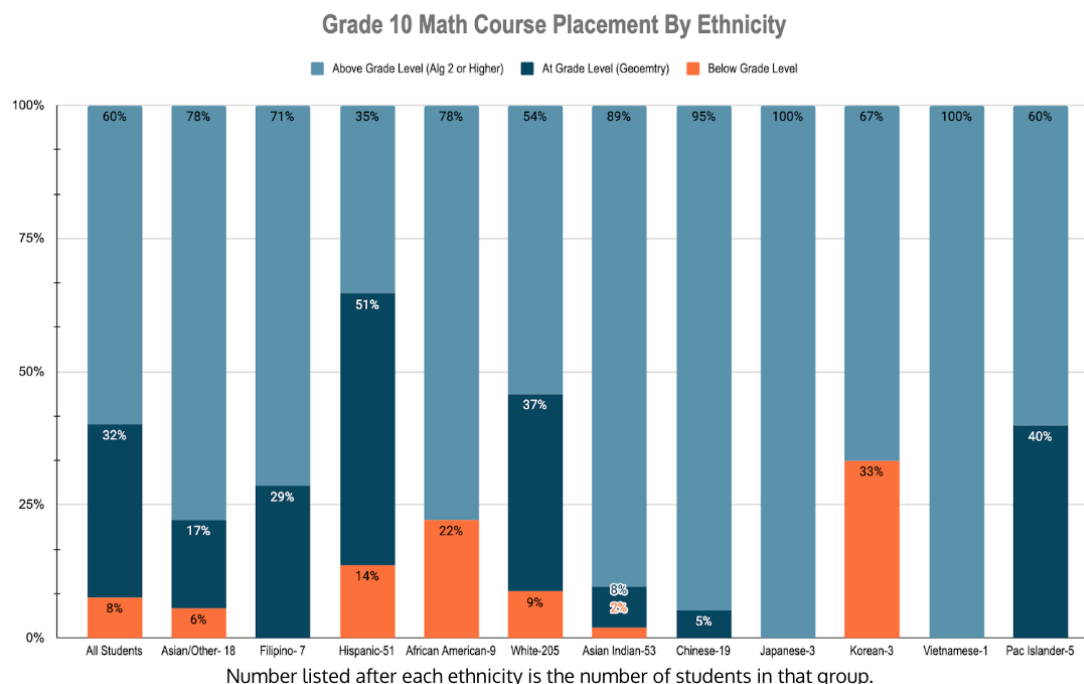
OPHS Low SES Math Placement vs % of Student Body Low SES



Low SES October 2021								
Course	9 number	9 percent	10 number	10 percent	11 number	11 percent	12 number	12 percent
Algebra IA (CP)	4	18.18%						
Algebra IB (CP)			3	10.34%	1	5.00%		
Algebra I (CP)	14	63.64%	1	3.45%				
Algebra II (CP)			11	37.93%	8	40.00%	2	13.33%
Algebra II w/Trigonometry (H)								
Math Analysis (CP)			1	3.45%	6	30.00%	2	13.33%
AP Calculus AB							3	20.00%
AP Calculus BC							1	6.67%
Financial Math							3	20.00%
Finite Math (CP)								
Geometry (CP)	4	18.18%	12	41.38%	4	20.00%	1	6.67%
Math Analysis (H)			1	3.45%	1	5.00%		
AP Statistics							2	13.33%
Statistics (CP)							1	6.67%
Total Number of Students		22		29		20		15

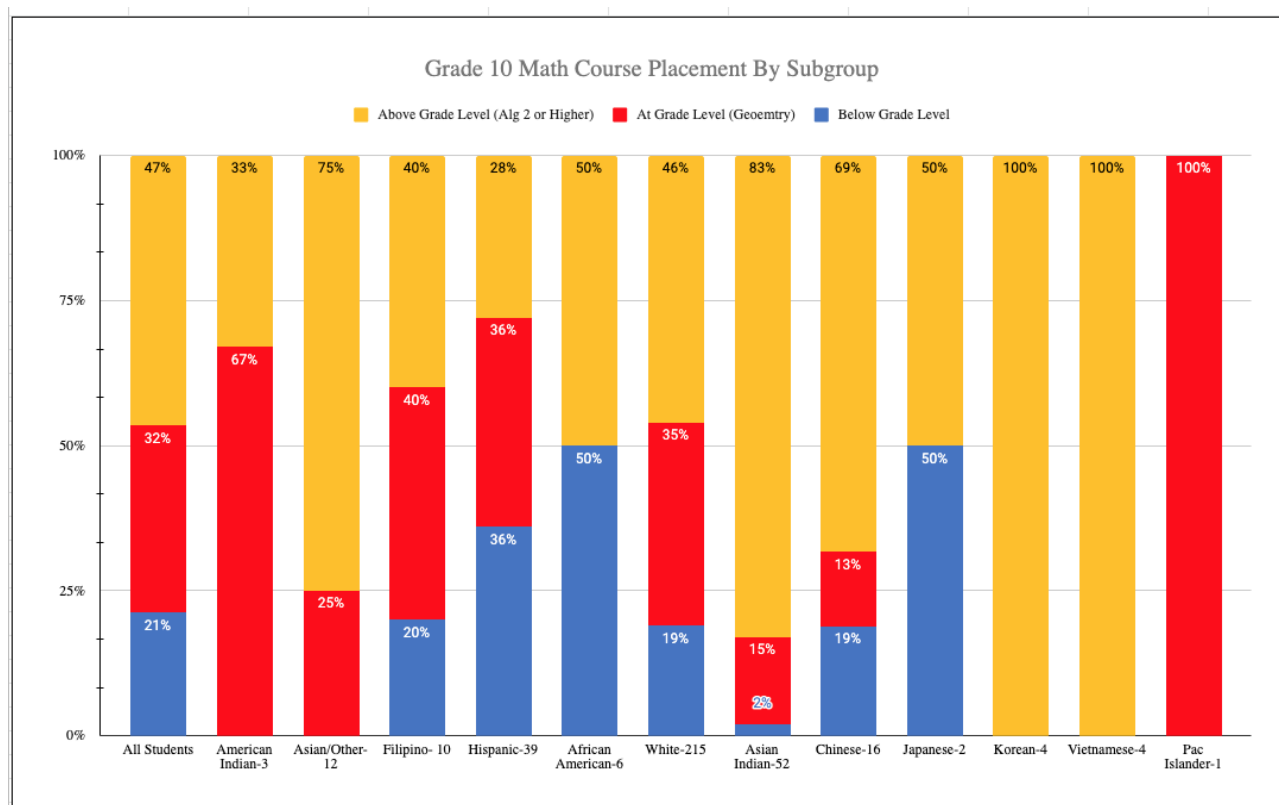
Note: District provided only 2021 data for SES.

2021 Math Placement per Ethnicity 10th graders



Grade 10 Math Course Placement 2021	Above Grade Level number	Above Grade Level percent	At Grade Level number	At Grade Level percent	Below Grade Level number	Below Grade Level percent
All Students-374	224	60	120	32	30	8
Asian Other-18	14	78	3	17	1	6
Filipino-7	5	71	2	29	0	0
Hispanic-51	18	35	26	51	7	14
African American-9	7	78	0	0	2	22
White-205	111	54	76	37	18	9
Asian Indian-53	47	89	4	2	1	2
Chinese-19	18	95	1	5	0	0
Japanese-3	3	100	0	0	0	0
Korean-3	2	67	0	0	1	33
Vietnamese-1	1	100	0	0	0	0
Pac Islander-5	3	60	2	40	0	0

2020 Math Placement per Ethnicity 10th graders



Grade 10 Math Course Placement 2020	Above Grade Level number	Above Grade Level percent	At Grade Level number	At Grade Level percent	Below Grade Level number	Below Grade Level percent
All Students-364	171	47	116	32	76	21
American Indian-3	1	33	2	67	0	0
Asian Other-12	8	75	4	25	0	0
Filipino-10	4	40	4	40	2	20
Hispanic-39	11	28	14	36	14	36
African American-6	3	50	0	0	3	50
White-215	99	46	75	35	41	19
Asian Indian-52	43	83	8	15	1	2
Chinese-16	11	69	2	13	3	19
Japanese-2	1	50	0	0	1	50
Korean-4	4	100	0	0	0	0
Vietnamese-4	4	100	0	0	0	0

Pac Islander-1	0	0	1	100	0	0
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English Language Learners enrollment Math Courses 2021 and 2020

With only eleven English Learners, the enrollment in the different math classes were three or less students. Like the previous subgroups, the majority of EL students were enrolled in required graduation courses (Algebra 1, Algebra 1A, and Geometry) and Algebra 2. It may require further research into the lack of EL students in higher math courses.

	OPHS 2021			
Course	Bridging	Expanding	Emerging	Total
Algebra IA (CP)	100%			3
Algebra IB (CP)				
Algebra I (CP)	100%			2
Algebra II (CP)		50%	50%	2
Algebra II w/Trigonometry (H)				
Math Analysis (CP)		100%		1
AP Calculus AB				
AP Calculus BC				
Financial Math				
Finite Math (CP)				
Geometry (CP)	33%	33%	33%	3
Math Analysis (H)				
AP Statistics				
Statistics (CP)				
Total:	55%	27%	18%	11

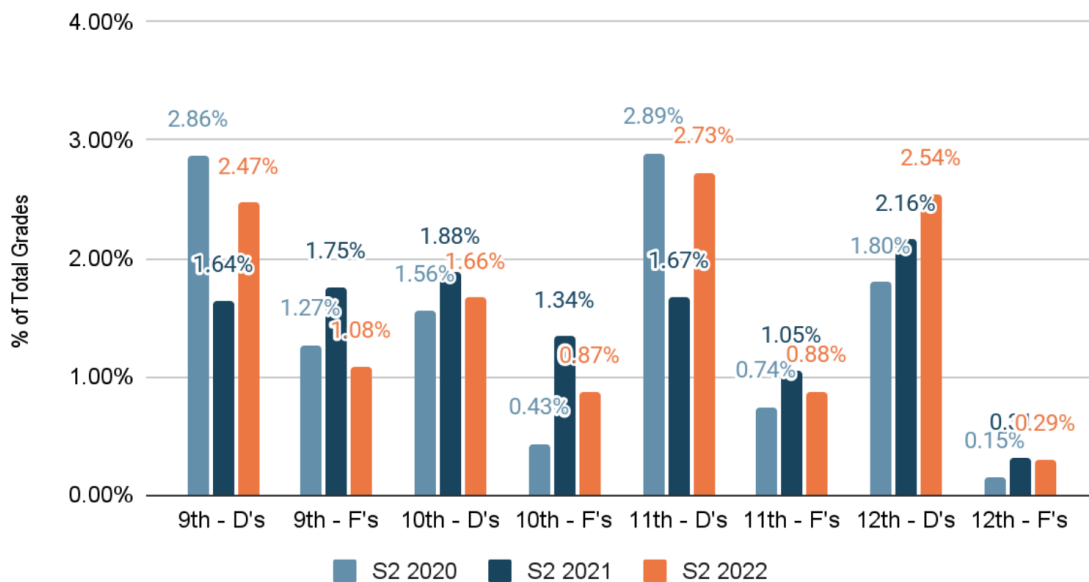
	OPHS 2020				
Course	Emerging	Expanding	Bridging	Intermediate	Total Students
Algebra IA (CP)					
Algebra IB (CP)	100%				1
Algebra I (CP)		20%	80%		5
Algebra II (CP)	100%				1
Algebra II w/Trigonometry (H)					
Math Analysis (CP)					
AP Calculus AB					

AP Calculus BC					
Financial Math			50%	50%	2
Finite Math (CP)					
Geometry (CP)	50%		50%		2
Math Analysis (H)					
AP Statistics					
Statistics (CP)					
Total:	27%	9%	55%	9%	11

15. D/F Lists

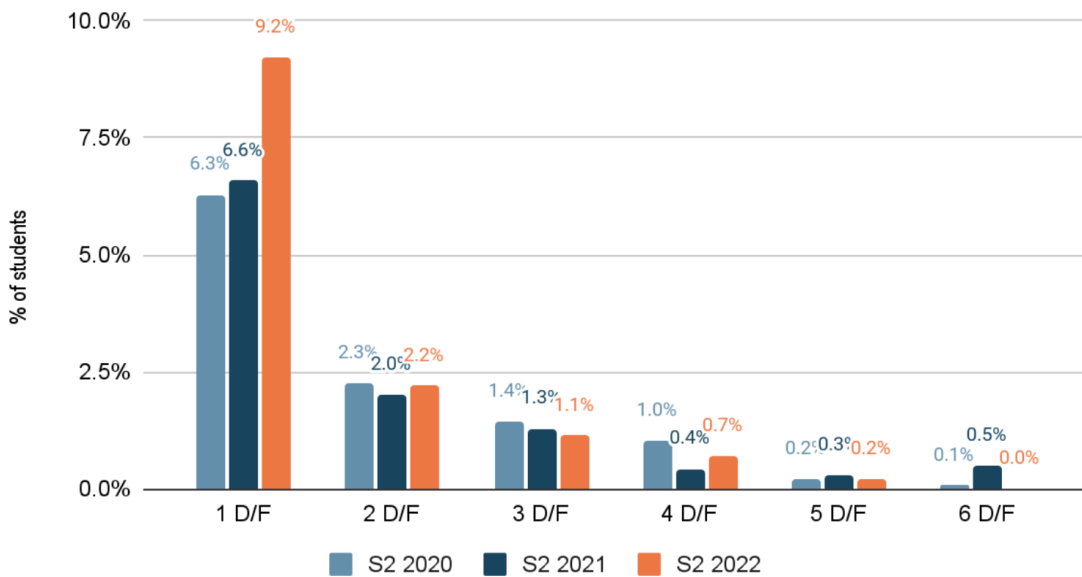
In the last three years, Oak Park High School has seen D/F numbers slightly fluctuate as students adapt to new types of learning throughout the pandemic years, with some grade levels seeing a growth in D/Fs during at-home learning and others seeing a decrease compared to in-person learning. Throughout these three years, seniors earn an F consistently lower than other grade levels.

D/F Comparison - Spring 2020, Spring 2021 and Spring 2022



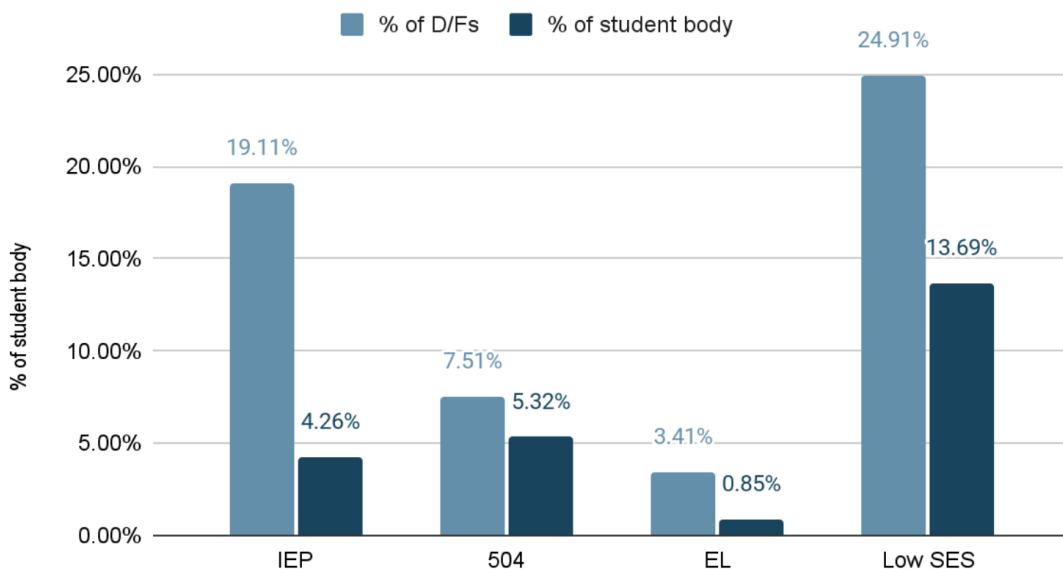
An area of particular concern is students who earn more than 1 D/F in a semester. Over the last three years, students with more than 1 D/F has decreased while those students earning 1 D/F have increased. The hope would of course be to continue to shift students left on the graph below so that fewer students are earning a D/F in any of their classes.

Comparison of Students w/Multiple D/F



Additionally, it is notable that students in special groups, particularly students with an IEP, are overrepresented in the D/F list. While the chart below only shows the Spring 2022 comparisons of each group to the overall OPHS enrollment, these numbers do reflect an ongoing pattern.

D/Fs by Student Populations (Spring 2022)



Currently, this data is used in two key ways. First, administration collects, analyzes, and presents this information in conjunction with District administrators to the OPUSD Board of Education. During this process, it allows school leaders to note any unusual results in the latest set of grades and reflect on implementation of programs and their effectiveness for students who are struggling.

Second, OPHS counselors and case managers receive a D/F list at every 5 week marking period to alert them to students in need of additional support. Counselors have a point of contact with every student on the list (email, phone call, in-person meeting), and for those with 3 or more D/Fs, counselors meet with the student and follow-up on the topics discussed prior to the next marking period, often initializing or reconvening a SST meeting.

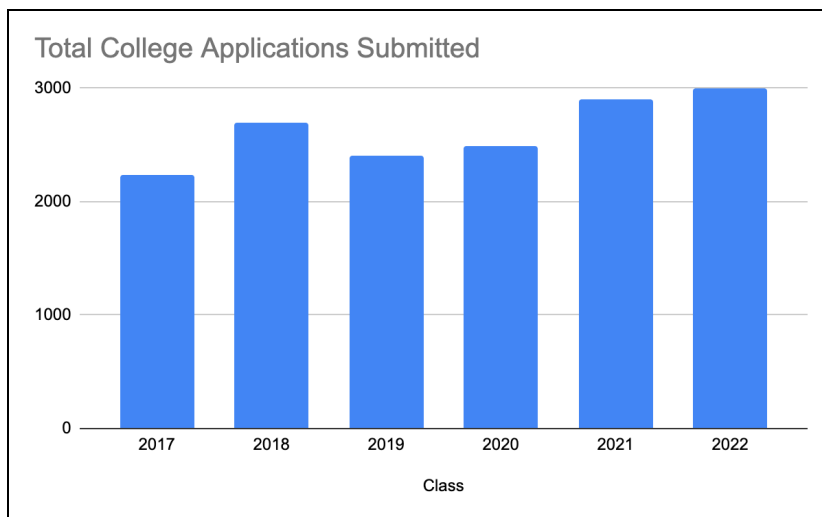
To better utilize the information as a means of catalyzing change, two key actions should be considered. First, teachers should be provided with D/F data within their department and discuss at least one time per semester what the data can tell them about their program and how continuation or adjustment of certain instructional strategies is needed to support these specific at-risk students. Second, with counselors taking the lead on students with multiple D/Fs, teachers could be supplied with a list of students earning only 1 D/F in their class so they can better recognize where to put additional emphasis.

Additional questions posed through the home groups that may be considered with future analysis include:

1. Why are students failing?
2. Are there multiple opportunities for students to prove their knowledge/mastery of the standards?
3. Late Policies- which students are affected most by these policies?
4. What supports are available?
5. What subjects are the D/Fs in most often?
6. Is class placement a component? Summer School?
7. Is absenteeism a contributing factor to D/Fs?

16. College Application Data and College Attendance

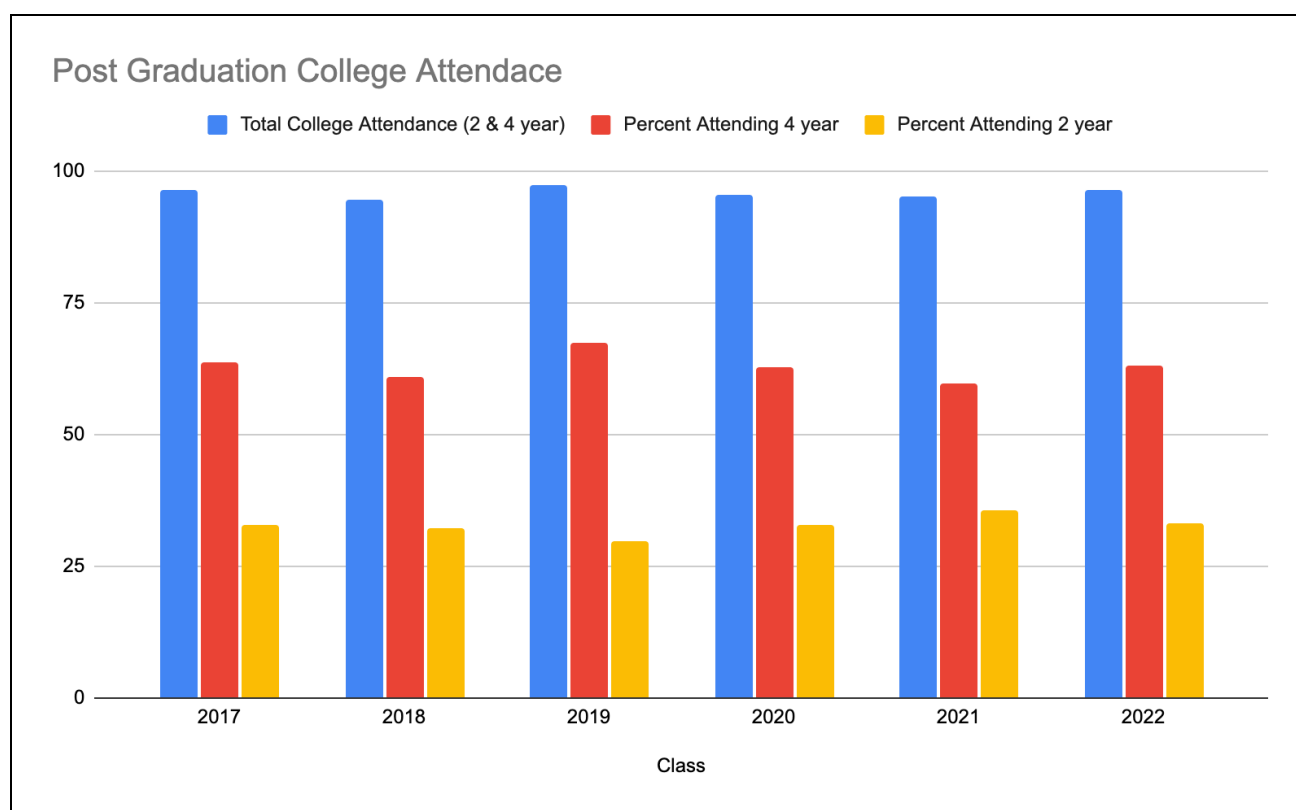
The Counseling department processes nearly 3000 college applications each year, averaging over 8 applications per student. In recent years the application process has become more complicated and requires multiple meetings with students and parents to address the many important components. This process begins early in the high school career and continues throughout.



Nearly all OPHS students have plans to attend college after high school (96.5%). For the class of 2022, only 11 students out of 357 chose alternative post secondary pathways. These choices include apprenticeship (1), military (1), college preparatory school (2), employment (1) and a gap year (6). This is a decrease from the previous year, 16 students chose to not attend college including 11 students taking a year off. Similar to many educational decisions, post secondary options were impacted by COVID.

Class	Total College Attendance (2 & 4 year)	Percent Attending 4 year	Percent Attending 2 year
2017	96.4	63.7	32.9
2018	94.5	61	32.1
2019	97.3	67.5	29.8
2020	95.6	62.8	32.8
2021	95.3	59.8	35.5
2022	96.5	63.2	33.3

College admissions and attendance for OPHS graduates has been a source of pride since the school began. With 96.5% of students attending college, approximately two-thirds choose to attend 4 year institutions and one-third choose to attend 2 year community colleges.



The percent of students in the class of 2022 who will be attending UC or CSU campuses is 21.8%. California community colleges, including the local Ventura County community colleges, will have 119 OPHS graduates (33.3%). The UC campuses that will be attended by the most graduates are UC Berkeley (9), UC Davis (9), and UC Los Angeles (8). Of the CSU campuses the most popular for OPHS graduates are Cal Poly SLO (11), CSU Northridge (12), and San Diego State (13). Local private universities will also see graduates including Cal Lutheran in Thousand Oaks (5) and University of Southern California (6). The most popular out of state universities included Arizona State University (5), Indiana University at Bloomington (5), University of Arizona (5), University of Oregon (8), and University of Wisconsin (5).







Comparing the class of 2021 with the class of 2022, an increase in students opted to apply to out of state schools 26.7% compared to 28.8%. Additionally, the percentage of students who applied to 2 year colleges decreased proportionally from 2021 to 2022, 36.5% to 34.5%. Based upon conversations with students in 2021, many opted to stay in state or attend community colleges due to the uncertainty of COVID, learning online, travel considerations, and family circumstances including financial considerations.

17. Student Surveys conducted Fall 2021

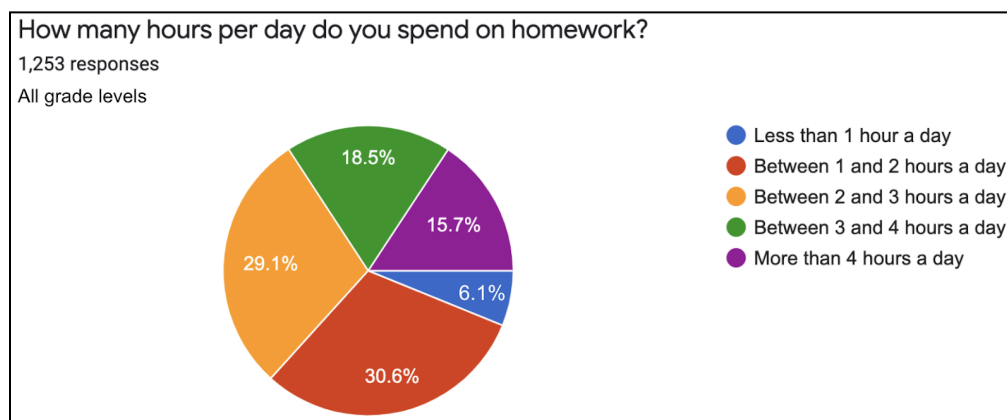
Two surveys were conducted upon the return to on-campus learning on October 6 and November 17. The first survey was given to all students through a Google Form with 1,253 responses. The second survey was given to 10th and 12th graders with 702 responses. Concurrently, the 9th and 11th

graders took the California Healthy Kids Survey. The November survey was a Google Form with free-response questions. This allowed students to express their concerns including school safety, ways to improve OPHS, clubs, and homework. (Attached in [Appendix B](#))

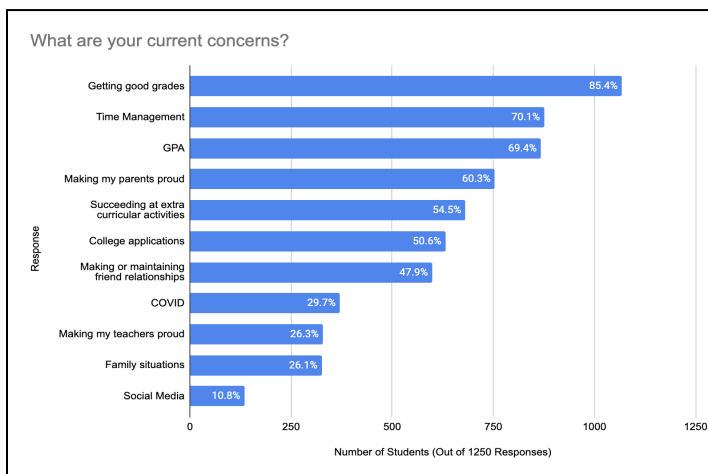
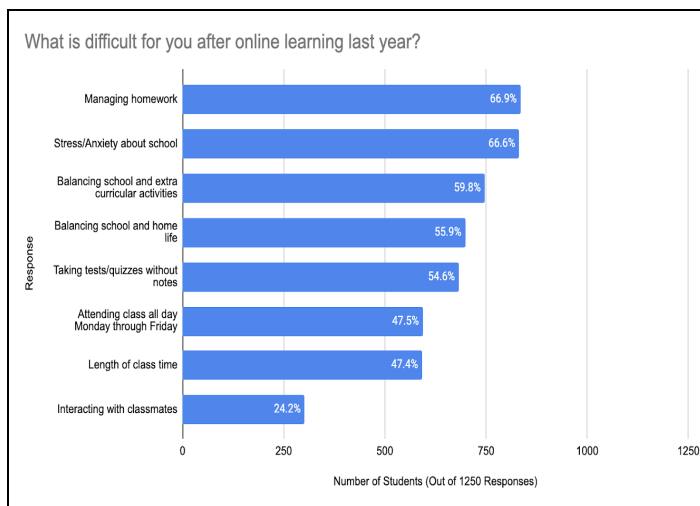
Results from October 6th Survey

	 1	 2	 3	 4	 5	 6
9th Grade	6.8%	16.3%	36.7%	23.1%	10.7%	6.5%
10th Grade	5.3%	14.6%	33.5%	23.3%	13.4%	9.9%
11th Grade	7.0%	12.8%	24.5%	26.4%	17.2%	12.1%
12th Grade	4.7%	14.4%	32.2%	20.6%	15.9%	12.2%
TOTAL	5.9%	14.6%	32.1%	23.2%	14.1%	10.1%

About half of OPHS students self-classified their emotional health in a negative way. And of those who classified their emotional health in a positive way, the majority identified a more neutral feeling of well-being.



Approximately two-thirds of student respondents are finding it difficult to manage homework and are stressed about school. While this could be explained by the high expectations of the school, it would be worthwhile to reflect on two things. Is one reason students find it difficult to manage homework because they do not find it meaningful? Second, is the stress students are feeling beneficial or damaging to their development?



It shouldn't be surprising that students are focused on a strong academic return to school. However, it is clear from the second largest concern that students need assistance with how to find that academic success. Teachers who implement time management assistance into their courses would build the capacity of students to achieve the expectations of their teachers, parents, and themselves.

Number of AP/Honors Classes vs. Time spent on HW per day						
Number of AP/HClasses	Less than 1 hour a day	Between 1 and 2 hours a day	Between 2 and 3 hours a day	Between 3 and 4 hours a day	More than 4 hours a day	TOTAL Students
0	8.0%	43.2%	26.6%	13.1%	9.2%	590
1	7.6%	29.1%	34.8%	19.0%	9.5%	158
2	4.1%	21.1%	32.2%	21.1%	21.6%	171
3	2.7%	20.9%	30.0%	27.3%	19.1%	110
4	3.1%	9.2%	33.7%	25.5%	28.6%	98
5	4.0%	13.3%	25.3%	25.3%	32.0%	75
6	0.0%	9.1%	21.2%	33.3%	36.4%	33
7	0.0%	0.0%	30.0%	30.0%	40.0%	10
TOTAL Students	75	382	362	231	195	1245

A significant percentage of students enrolled in AP/Honors classes report over one hour of homework each day. Only 75 students reported having less than one hour of homework outside of school. With more AP/Honors courses on a student's schedule, the amount of homework increases. For example students enrolled in 3 or more AP/Honors classes, 46.4% of students report more than 3

hours of homework. For students in four or more classes, the majority of students reported having over 3 hours of homework on a daily basis.

The results of these surveys from Fall 2021 and continued awareness around students' mental health has lead the Self-study to include a goal around student stress, understanding sources and mitigating (WASC Goal #1, Chapter IV).

F. Preliminary Insights and Preliminary Student Learner Needs

When reviewing the various home groups and the Leadership Team's insights several preliminary insights became evident.

1. Academic achievements continue to be excellent, but specific subgroups of students may need additional support.
 - a. Students with Disabilities struggle to perform comminenserate with their classmates and require additional support.
 - b. Socioeconomically Disadvantaged students are an increasing population. This population needs further study and monitoring regarding their academic performances, absenteeism, suspensions, and school connectedness.
 - c. D/F lists show that additional supports may be necessary for students. Questions associated with this data include: Why is there a discrepancy between male and female students? Why are 9th graders overrepresented?
2. Student stress with its various causes and implications on success at school.
3. Confusion between educational partners regarding data, creation of LCAP, SPSA, and other decision making processes.

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all educational partners in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile Communication of the Mission Statement and Learner Outcomes is made available to all Educational Partners. The OPHS Mission Statement and Schoolwide Learner Outcomes are posted in all classrooms, available on the OPUSD District and individual school websites, provided in the student handbook, and included in the official course catalog. Faculty and staff are aware of the Mission Statement and Learner Outcomes and are focused on implementing it. Communication of the Mission Statement and Schoolwide Learner	OPHS Mission Statement and Schoolwide Learner Outcomes Oak Park High School Website Staff Meeting Agenda

Outcomes to Educational Partners is provided and discussed during staff meetings.	
<p>A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</p> <p>Starting in Fall 2020, the Mission Statement and SLO's were reviewed by staff. The timeline of reviews and final approval by educational partners:</p> <ul style="list-style-type: none"> • August 15, 2022: Departments • August 16, 2022: Associated Student Body (ASB) • August 29, 2022: Leadership • September 12, 2022: Staff • September 12, 2022: Student Home Group • September 13, 2022: School Site Council • September 19, 2022: Parent Faculty Association (PFA) 	<p><i>OPHS Mission Statement and Schoolwide Learner Outcomes</i></p>
<p>A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP</p> <p>Better communication is needed in all of these areas, i.e. Parent Square messages not reaching everyone. At times, announcements are made at the last minute, making them difficult to address.</p> <p>High school mission statements should be more visible and accessible to all Educational Partners, and more embedded in communications.</p> <p>LCAP student and parent participation has been historically low; the District needs a way to increase it such as asking parents to complete it at the beginning of the school year, after their child(ren) have been enrolled in the District for at least one year.</p>	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school

community understands the governing authority's role, including how educational partners can be involved.

A2.2. Relationship between Governing Board and School: The school's educational partners understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1. Understanding the Role of the Governing Board and District Administration:</p> <p>The OPUSD School Board and select District administrators tend to enact both minor and major policies impacting Staff and students.</p> <p>School Site Council (SSC) is comprised of administrators, faculty and staff, students, and parents. SSC meets monthly. The focus of SSC is the development of the SPSA (Single Plan for Student Achievement).</p> <p>District leadership reports survey results which are reviewed as the LCAP goals are developed. School Board bylaws and official meeting minutes are available to all educational partners on the District website.</p> <p>More effective communication regarding the ways in which the bylaws support the mission statement and students would be beneficial.</p>	<p><i>OPUSD School Board Minutes & Policy Updates</i></p> <p><i>SSC Agenda Hyperdoc, 2022-23</i></p>
<p>A2.2. Relationship between Governing Board and School</p> <p>Schedule of meetings is Staff, Department, Leadership, "M" Meeting. This brings topics to light in the staff meeting, departments have the opportunity to discuss, and department chairs bring the input to the leadership meetings.</p> <p>Educational Partners understand that the governing board makes policies and teachers are required to follow them.</p>	<p><i>School Board bylaws and minutes from meetings are available on the District website.</i></p>
<p>A2.3. Uniform Complaint Procedures</p> <p>Uniform Complaint Procedures are posted in every classroom.</p>	<p><i>Uniform Complaint Policy Website</i></p>

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based and Collaborative: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1. Broad-Based and Collaborative:</p> <p>Input from all educational partners can be inconsistent. Staff, student, and parent survey participation tends to be low.</p> <p>Admin sometimes 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 genuinely take into account the ideas expressed.</p>	<p>School wide survey data is collected from students and staff to explore aspects of school culture, academic performance, and the balance of academics and extracurricular activities.</p>

<p>Changes in administration coupled with the significant impact of Covid-related negatively impacted the flow of communication.</p> <p>Anecdotally, it has been suggested that staff participation in surveys may be low due to the fact that there are some concerns from staff members that results may not remain anonymous; in the past, it has appeared as though Leadership was aware of the origin of comments.</p> <p>Recent changes in education, including decisions made at the State and Federal levels, are perceived as devaluing the voice of educational partners and as a result, teachers' voices are becoming diminished.</p>	<p><i>California Healthy Kids & School Survey</i></p> <p><i>Challenge Success Resources for Students</i></p>
<p>A3.2. School Action Plan/SPSA Correlated to Student Learning:</p> <p>Schedule of meetings is recorded in the block schedule. Other evidence could be recorded from specific examples of discussion items and how it is effective to discuss in this order.</p> <p>Outreach to recruit student participation in surveys comes via email. However, oftentimes the surveys are laborious and complicated, leading to concerns of whether or not input is balanced, including input from students who may not be as drawn to providing input in such formats, for example students who may be more likely to have emotional or academic difficulties.</p> <p>The SPSA is not a widely distributed document at OPHS. Only teachers on the SSC are aware of its purpose and review it annually. Due to limited Title I funding, the programs described in the SPSA are small at OPHS.</p>	<p><i>2022-2023 Block Calendar</i></p>
<p>A3.3. Collective Accountability to Support Learning:</p> <p>Information regarding students who are failing and/or in danger of failing is provided at each progress and grading period. (D/F list).</p>	<p><i>Math Placement Data for 2021</i></p> <p><i>Spring 2022 D/F Data</i></p> <p><i>Spring 2021 D/F Data</i></p> <p><i>Fall 2021 D/F Data</i></p> <p><i>Fall 2020 D/F Data</i></p>
<p>A3.4. Internal Communication and Planning:</p> <p>Staff utilizes email, shared Google Drives and collaborative Docs, Department and Staff meetings, and departmental leadership representation.</p>	<p><i>OPHS Website</i></p> <p><i>OPUSD Website</i></p> <p><i>PFA/Parent Square Newsletter</i></p>

The school has existing structures for internal communication, planning, and resolving differences; however, these are not used consistently.

At the present, Parent Square is not available to all Educational Partners at all times. An overwhelming number of students report that they do not read the bulletin, which is posted on both the school website and individual teachers' Google Classroom accounts. In addition, students appear to be unengaged when the bulletin is read over the PA system on Tuesdays and Thursdays, during 2nd block classes.

Schedule of meetings is Staff, Department, Leadership, M Meeting. This brings topics to light in the staff meeting, departments have the opportunity to discuss, and department chairs bring the input to the leadership meetings.

Students have expressed that they routinely do not receive follow-up or responses to concerns reported in the various surveys. As such, a limited number of students complete the LCAP survey, Challenge Success, and additional surveys presented throughout the school year.

[School Bulletin 9/13/22](#)
[School Bulletin 9/15/22](#)
[Video Announcements 9/15/22](#)
[OPHS Talon](#)
[Instagram \(ASB\)](#)
<https://linktr.ee/ophsasb>

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: 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.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1. Qualifications and Preparation of Staff:</p> <p>Teachers are teaching in their credentialed area, except for one.</p> <p>A large majority of faculty members possess graduate and postgraduate degrees (e.g., Master's, PhD, JD)</p> <p>A number of teachers have additional certification and authorization in specialist areas.</p> <p>All teachers are classified as "Highly Qualified"</p> <p>A large number of support staff (e.g., instructional aides) hold</p>	<p><u>SARC 2020-2021</u></p> <p><u>VCOE SELPA Added Authorization Credential Programs</u></p>

Bachelor's and Master's degrees.	
<p>A4.2. Professional Development and Learning</p> <p>The district provides staff training opportunities to attend workshops and seminars that include up to date legal precedents in education, assessment measures, disability criteria, etc., to ensure we are using best practices.</p> <p>The VCOE Special Education Local Plan Area (SELPA) offers ongoing professional development opportunities designed for Certificated and Classified Staff working with students with disabilities. This includes opportunities for Additional Authorizations in a variety of categories (e.g., Autism, Language and Academic Development, and Orthopedic Impairments).</p> <p>Available professional development opportunities are communicated to staff on a regular basis, through both the District and County Office of Education.</p> <p>Largely, Staff is responsible for finding professional development opportunities at the individual department level. This information is then disseminated to applicable interested Staff members.</p> <p>District administration reviews psychoeducational reports as requested and provides professional support in clarifying issues related to students with disabilities.</p> <p>Annually, Instructional Assistants are provided with training in order to formulate and maximize their support of students with disabilities.</p> <p>A number of Instructional Assistants have received additional training with regards to unique populations of students with disabilities, including Positive Behavior Support, Health and Safety, and Nonviolent Crisis Intervention. These programs are offered through the District and VCOE.</p> <p>Instructional Assistants interested in becoming credentialed Special Education teachers are encouraged to participate in the California Classified School Employee Credentialing Program in partnership with local Universities.</p>	<p><i>Staff Development / Staff Development- Face-to-Face Sessions</i></p> <p><i>Staff Development / Staff Development- Online Trainings for Buy Back</i></p> <p><i>VCOE Event Calendar</i></p> <p><i>Programs & Services - For Educators</i></p> <p><i>VCOE SELPA PD & Support Resources</i></p> <p><i>VCOE SELPA Professional Learning</i></p> <p><i>2022-2023 Instructional Aide Guidelines</i></p> <p><i>California Classified School Employee Teacher Credentialing Program</i></p>
A4.3. Measurable Effect of Professional Development on Student Learning:	<i>Staff Development / Staff Development- Face-to-Face</i>

<p>Professional Development is offered by the District and Ventura County Office of Education. A number of teachers make the effort to obtain more information in order to improve their instructional techniques and increase their personal fund of knowledge; however, there is no specific process in place to see where Professional Development is being implemented, assessed for effectiveness, nor is data collected in order to communicate to educational partners.</p> <p>Professional Development resources are available for staff; however, no clear path exists for how those resources and/or Professional Development, <i>“facilitate[s] all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes”</i></p>	<p><u>Sessions</u></p> <p><u>Staff Development / Staff Development- Online Trainings for Buy Back</u></p> <p><u>VCOE Event Calendar</u></p> <p><u>Programs & Services - For Educators</u></p> <p><u>VCOE SELPA PD & Support Resources</u></p>
<p>A4.4. Supervision and Evaluation</p> <p>Certificated employees are evaluated at regular intervals. This includes a self-evaluation component. Teachers are given a variety of options (e.g., traditional formal evaluation, the choice to present a portfolio on a topic or instructional practice of particular interest, etc.).</p> <p>Classified employees are evaluated annually by both their direct supervisor and school site administration.</p>	<p><u>OPUSD Evaluation Timeline 2022-23</u></p> <p><u>OPUSD Alternative Evaluation Process</u></p> <p><u>OPUSD Certificated Employee Goal Setting Template</u></p> <p><u>CA Standards For the Teaching Profession</u></p> <p><u>OPUSD Classified Employees Evaluation Record</u></p>
<p>A4.5. Communication and Understanding of School Policies and Procedures:</p> <p>OPHS has created multiple documents describing the responsibilities of various positions. Annually the administration distributes to the staff a “breakdown” of their responsibilities. Handbooks were created outlining classified positions including operational practices. Department chairperson responsibilities and term of office are described in a document attached.</p> <p>The School Site Council and ASB have established documents describing their decision making process.</p> <p>Each spring the Student and Parent Handbook is reviewed and updated. It is approved by the School Board annually.</p>	<p><u>OPUSD Organizational Chart</u></p> <p><u>Department Chair Responsibilities</u></p> <p><u>Department Chair Selection Process</u></p> <p><u>Site Council Website (Link to By Laws on left side of page)</u></p> <p><u>ASB Constitution (Link on left side of page)</u></p> <p><u>Student & Parent Handbook 2022-2023</u></p>

A5. Resources Criterion

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

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1. Resource Allocation Decisions:</p> <p>Major allocation of discretionary funds is handled at the District level. At present, OPUSD receives the lowest level of funds from the State.</p> <p>Email to Staff 3/11/22 from Jay Greenlinger: <i>"Each year, OPUSD seeks input on our goals. This survey provides Students, Staff, and Families an opportunity to give the District input on current goals, as well as to suggest future areas of focus. The feedback received from this survey directly influences the Local Control and Accountability Plan (LCAP), an annual document that describes OPUSD's major goals, actions, and expenditures. The results of this survey will be analyzed by the LCAP Stakeholder Committee."</i></p> <p>Student involvement: lunchtime meeting 3.18.22 and 3.22.22</p>	<p>Staff LCAP Survey</p> <p>Student LCAP survey</p>

<p>Email to students 4/20/22 from Natalie Smith: “Dear Oak Park Students, each year, OPUSD seeks input on our goals. This survey provides Students, Staff, and Families an opportunity to give the District input on current goals, as well as to suggest future areas of focus. The feedback received from this survey directly influences the Local Control and Accountability Plan (LCAP), an annual document that describes OPUSD's major goals, actions, and expenditures. The results of this survey will be analyzed by the LCAP Stakeholder Committee. Additionally, there are questions related to support specific to the pandemic, as part of our Extended Learning Opportunities grant, which is aimed at supporting students, staff, and families through the next school year. This survey is anonymous, and will be open until Sunday, April 25th at 8 p.m. The results of this survey will be shared with the Board of Education and the community at the May 18th School Board Meeting. This survey will take approximately 15 minutes to complete. Your participation is greatly appreciated.”</p>	
<p>A5.2. Practices:</p> <p>Decisions surrounding the annual budget, the annual audit, and accounting practices are handled at the District Office. The staff and administration have very limited involvement in funding decisions or a review of the budget.</p>	
<p>A5.3. Facilities Conducive to Learning:</p> <p>California Healthy Kids Survey addressed 11/17/21: <u>November 17 - CA Healthy Kids & Safe School Survey</u></p> <p>“The slides attached here include all necessary links to display to your classes. The survey taken is dependent on the student's grade level, so please show both links if you have a mixed grade level class.</p> <p>Also, please do not forget to complete the STAFF Survey for CHKS prior to the winter break.”</p> <p>Student Challenge Success Survey Challenge Success resources available for students Challenge Success Workshop survey for parents.</p>	<p>California Healthy Kids & School Survey</p> <p>Challenge Success Resources for Students</p> <p>Challenge Success Parent Survey</p>
<p>A5.4. Instructional Materials and Equipment:</p> <p>Some funding for instructional materials and equipment are available through the PFA, OPIMA, OPEF, OPPAA, and athletic booster clubs. Individual departments are not provided with budgets for discretionary funds.</p>	<p>Teachers routinely purchase needed supplies with their own funds. Reimbursement is not regularly available and generally requires prior</p>

	administrative approval.
<p>A5.5. Resources for Personnel:</p> <p>Largely, Staff is responsible for finding professional development opportunities at the individual department level. This information is then disseminated to applicable Staff members.</p> <p>Funding for professional development is largely provided by the PFA. Additional funding is available through Pupil Services for professional development opportunities designed for certificated and Classified Staff working with students with disabilities.</p> <p><i>“Each School Year, employees are required to complete certain mandated training (shown below). OPUSD has collaborated with Vector Solutions to administer the mandated training through an online format. Every employee will be required to complete the training during normal working hours. You may complete these hours on your own time.”</i></p>	<p>The District does not have a designated grant writer, leaving individual staff members responsible for researching and applying for such funds on their own. This is a lengthy and laborious process, and most teachers have received no training in grant-writing.</p> <p><u>OPHS Vector Solutions Mandated Reporting Training Modules</u></p>

**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff,
and Resources:
Synthesize Strengths and Growth Needs**

Areas of Strength

1. **Communication** of the Mission Statement and Schoolwide Learner Outcomes is made available to Educational Partners (e.g., posted in classrooms, available on the OPUSD and OPHS websites, student agenda books, student handbook). In the case of unprecedented circumstances (e.g., school closures related to the COVID-19 pandemic), administrators took charge of facilitating and adjusting the organization and structure of programs in order to create minimal disruption to academic programs.
2. **Qualifications and Preparation of Staff:**
 - With the exception of one teacher, all Classified employees are teaching within their credentialed areas.
 - All Classified faculty members have been designated as “Highly Qualified”.
 - A significant percentage of Faculty members possess graduate and postgraduate degrees (e.g., Master’s PhD, JD).
 - A number of Classified faculty members hold additional authorization in a variety of subject matters and special programs (e.g., Autism, GATE, AP, CTE).
 - All Classified faculty members have achieved English Learner Certification (CLAD).
 - All Instructional Assistants working with students with disabilities hold Bachelor’s and/or Master’s degrees.
 - A significant percentage of Classified support staff hold Bachelor’s and Master’s degrees.

Areas of Growth

1. **Decision-Making:** A percentage of Staff members feel that School and District administration at times makes decisions without appreciable input from or or substantively responding to concerns of the individuals implementing the decisions.
2. **Communication:** There appears to be a disconnect with regards to how information is disseminated and made available to all Educational Partners, and the manner in which feedback is shared.
3. **Allocation of Funds:** While some State and District funding is available, Faculty members routinely rely upon funding through Educational Partners (e.g., PFA, athletic booster clubs, etc.) or use their own funds in order to access Professional Development opportunities, purchase needed curriculum and classroom materials, and the like.
4. **Collaborative Decision Making Process:** Educational Partners are often unaware of the protocols related to the decision-making process. Educational Partners should be aware of and included in the process to a greater extent and in a more timely manner.

5. ***Schoolwide Goals:*** Faculty members have shared concerns regarding what are perceived as contradictory goals, specifically with regards to:
- Providing students with more opportunities to take college-level, off-campus courses, compress courses into summer-school timelines, for advancement, do not 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.
 - **Student Stress:** A significant percentage of students express being routinely stressed and overwhelmed. *However, it should be noted that in surveys, students overwhelmingly report that the primary source of stress is the result of parental expectations.*
6. ***Challenge Success*** does not appear to be supported by other schoolwide goals; the School and District place a high priority on the promotion of increasingly rigorous academic standards.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
<p>B1.1: Current Educational Research and Thinking:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none">1. Implementation of state standards, teachers are highly-versed in updates to their curriculum and the latest state frameworks, as well as AP curriculum2. Ongoing professional development opportunities for teachers to engage with latest educational research3. Comprehensive Course Catalog including courses in CP, Honors and AP level. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none">1. Choice of novel in English department with variety of authors2. Foundations of Science - 9th grade introductory science class - provides students support before entering Biology and Chemistry, focusing on science literacy.3. Meeting the learning needs of all science students through differentiation of science courses into; CP, Honors and AP levels.4. CTE courses are hands on, real-world experience based; they provide students real-life skills such as CPR5. World Languages incorporate real-life communication skills (e.g. emailing your boss) into curriculum so that language skills are relevant to their future needs6. Robust offering of visual and performing arts. <p>Possible Areas of Growth:</p> <ol style="list-style-type: none">1. Classes for life skills - taxes, paperwork for adult life (e.g. healthcare forms at a hospital)2. Accessibility of college courses - other schools have more options on campus for students to attend (to specify, taking college class to replace a high school class)	<p>Strengths (School-wide):</p> <ol style="list-style-type: none">1. State standards evidence2. PD opportunities3. CA School Dashboard4. OPHS Course Catalog <p>(Department/course/club):</p> <ol style="list-style-type: none">1. English novel list2. FOS teacher webpage example3. CERT / EMS Flyer4. CTE Pathways5. Mandarin Chinese movie review assignment6. VPA Course Catalog

3. Prioritization of common/all-staff PD in such a way that teachers' and students' needs are met and valued.	
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B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
<p>B1.2 Academic and College- and Career-Readiness Standards:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. College Board standards are adhered to for AP courses to prepare students for AP exams and improve college readiness. 2. CA Department of Education Standards guide all curriculum. 3. CAASPP testing guides instruction, which ensures student readiness for state testing. 4. A-G requirements are aligned with OPHS graduation requirements. 5. Grade level career exploration is encouraged through the College and Career Center at all grade levels. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> 1. Next Generation Science Standards and CAST testing guide instruction in Science. 2. English standards are frequently referred to as a guide; they include College and Career Readiness Anchor Standards for reading, etc. 3. All AP Science courses (Biology, Chemistry, Physics, and Environmental sciences) at OPHS far exceed national averages on the College Board Tests. <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. CTE pathways could be more defined and publicized to ensure access for students interested in preparing for a career through high school. 2. More access to career technical education either on or off campus. 3. Consistent collaboration within departments on maintaining and updating standards could contribute to continued alignment with all standards. 4. Explore avenues for support for students not meeting academic standards who don't qualify for additional services and establish more consistent support. 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. 10th Grade Career Exploration 2. OPHS Graduation & A-G Requirements 3. College and Career Center <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. English Anchor Standards 2. OPUSD Stylebook 3. CA Common Core Standards 4. AP results 2016-2021 5. AP Chemistry course expectations 6. AP Biology course expectations. 7. AP Physics 1 course expectations. 8. AP Physics II course expectations. 9. AP Environmental Science course expectations. 10. California NGSS for OPHS 11. CAST testing standards. 12. CAASPP ELA standard 13. CAASPP Math standard

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>B1.3. Congruence with Student Learner Outcomes and Standards:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. All departments follow up-to-date state standards and coordinate with AP/CP curriculum from the states. 2. High OPHS matriculation and college acceptance <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> 1. In Math, we are offering a new class, Data Science, for non-STEM students. 2. In World Languages comprehensive curriculum and standards with the support of VHL learning tools 3. All science content/courses aligned with NGSS, AP/College board standards. 4. Science CAST scores exceed state averages 5. Exceptional English Department CAASPP scores as well as a variety of choices including electives, CP, Honors and AP and the senior's option program. <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. Students need to be properly placed in Math courses especially out-of-district students. 2. Acceleration during summer school in Social Studies, and Math 3. Students who do not meet the prerequisite are allowed to advance to Honors/AP classes. 4. More training and update for the World Languages Standards 5. Do our students and staff know what the school-wide learner outcomes are? Should these be revisited and how often? 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. CA School Dashboard 2. College Application & Matriculation Report 3. AP sites and teachers' websites to reflect AP curriculum <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. Math Flow Chart 2. Math Course Catalog 3. Science Course Sequence 4. CA School Dashboard

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
<p>B1.4 Integration Among Disciplines:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. Collaboration between HS and MS as well as between departments 2. CTE classes are pathways between academic and career/technical disciplines 3. Creation of a part-time position in the College & Career Center to support students in the career-related goals 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. ELA Summer Symposium 2. CTE Website 3. C&CC Website <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. Talon Student Newspaper

Strengths (Department/course/club):

1. The Talon school newspaper, which operates as an academic class and club, often depends on collaboration and alignment with career and technical disciplines for content especially for art, photography and data. This integration offers writers, artists, photographers and statistics students an opportunity for publication and professional exposure.
2. Students with IEPs by their 16th birthday are required to have “transition to adult life” goals specifically related to education/training and employment or careers after high school.
3. Physics and chemistry instruction/curriculum support the engineering CTE pathway through overlap of content and problem solving strategies.
4. Student activities often involve integration among academic, career and technical disciplines where writing, art, publication and performance are the planned outcome.
5. Environmental Lunch Bunch met once a month to discuss ideas for integration among disciplines for implementation of “Green” curriculum and activities to promote environmental awareness and action.. Representatives from each department as well as students from environmentally focussed clubs attended.

Possible Areas of Growth:

1. More opportunities for formal discussions, planning of integration school-wide and between disciplines, and between school and local businesses.
2. For World Languages there is a need to improve the Collaboration between HS and MS specifically for the Spanish language which is the single language offered in MS.
3. CTE pathways could be more defined and publicized to ensure access for students interested in preparing for a career through high school.

2. [Sample IEP Transition to Adult Life Goals](#)
3. [Diversity and Equity Showcase](#)
4. Green ribbon, Environmental Literature, Geopolitics, club activities such as clothing recycling, [bee club](#), beach cleanup

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, 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.

Findings	Supporting Evidence
<p>B1.5. Community Resources and Articulation and Follow-up Studies:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. CTE 2. Amgen Program (Science; Pre-COVID) 3. OTIS (College of the Arts) comes to speak. 4. OPHS College and Career Center 5. Diversity/Equity Task Force 6. Transition goals training 7. Collaboration between HS and MS 8. Career Chats in the College & Career Center connect students to experts in their fields. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> 1. The Counseling Department collaborates with community resources to support academic success and social/emotional well-being in students, e.g. articulation with feeder schools, bringing in guest speaker therapists, etc. 2. Special Ed Department (??? Rebecca to add here) 3. National Journalism Convention attendance 4. Future Business Leaders of America 5. MOCK Trial 6. Career Oriented Field Trips 7. Career oriented internships 8. Collaboration between MS and HS <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. Add new CTE Curriculum/Programs 2. More effective strategy for school to conduct follow-up studies of graduates and deliberately apply the data. 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. CTE Website 2. OPHS College and Career Center Web page 3. OPUSD Diversity and Equity Task Force 4. Monarch Project Student Internship 5. Career Chats Webpage <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. NSPA Convention 2. DA comes to OPHS 3. ELA Summer Symposium

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able 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.

Findings	Supporting Evidence
<p>B2.1. Variety of Programs — Full Range of Choices:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none">1. School is making an effort to provide supplementary classes coordinating with the Moorpark College2. College and Career Center who collaborate with students, parents and teachers for career, postsecondary and training, including access to Naviance.3. Career Technical Education Pathways are available in Engineering & Design; Software & Systems Development; Design, Visual & Media Arts; Architectural Design.4. School has excellent College and Career Center with two advisors, one who focuses on career-related activities such as job shadowing, internships, part-time jobs, employment resumes, interviews, volunteer opportunities, armed services, community college and technical and art schools and career chats and more. The other focus on college-related activities such as applications, financial aid, test optional schools, college planning.5. All students have access to Naviance, a college and career readiness website. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none">1. World Languages offer Spanish, French, ASL, and Mandarin.2. 11th and 12th grade English classes include curriculum designed to help students explore college and career choices.3. Special Education: Students with IEPs have as part of their IEP, transition to adult life goals and activities. Assistance from the state-funded WorkAbility specialist is provided to juniors and seniors with IEPs.4. Various elective options in every discipline, most with multiple levels for students to progress through	<p>Strengths (School-wide):</p> <ol style="list-style-type: none">1. Moorpark College attendance rates2. OPHS College and Career Center3. Model UN, FBLA, HOSA and other career-based clubs available through OPHS Campus Clubs4. College and Career Center5. Naviance <p>(Department/course/club):</p> <ol style="list-style-type: none">1. AP Exam Scores2. “My Journey Project” and “My Life After High School”

<p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. Need more trading and vocational programs 2. Need to revamp and improve the internship/volunteering/job shadowing program 3. There is no deliberate outreach to students/parents from underserved communities, for example students/families where English is not spoken in the home or don't have access to the internet. 	
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B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Findings	Supporting Evidence
<p>B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. CTE Program is available to all students for real world applications. 2. The AP Program is established in all departments to ensure students have access to college level curriculum. 3. Counselors review students' progress through courses for coherency and access to rigorous and relevant curriculum. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> 1. History Department (current events world wide) 2. Math Class Discussion on Finance, Loans, etc.. 3. Special Education: Based on the needs of individual students with IEPs, specific Transition to Adult Life goals and activities are developed related to education/training and employment/careers (start at Naviance level of college research & career surveys & research; Transition to Adult goals & activities; resume development, job application practice, mock interviews, community access for local job search, transportation training) 4. World language department - Mandarin Program is using all college textbooks (audio and online textbooks) and college websites 5. English department has active publications such as the student run newspaper, yearbook and literary magazine. All three programs give real-world experience in writing, editing and publication including access to and training in professional publishing software, advertising sales and visits from career professionals. All three offer clubs so all students have 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. OPHS CTE Website 2. OPHS 4-year plan to ensure students can plan a coherent sequence of courses <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. History Dept. Mock Trial Class 2. Transition to Adult Life Binder Curriculum (updated 2022): Table of Contents ~ Grade 9, Grade 10, Grade 11, Grade 12 3. Custodio Website 4. World Languages 5. Oak Park Talon, Talon Staff Website, Veritas website, Yearbook

<p>access to participate.</p> <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. Life Skills course for seniors? 2. Revisiting curriculum in content or department groups regularly to confirm real-world experiences are embedded in every unit that are up-to-date 3. Interdepartmental meetings to plan rich lessons that show complexity of real-world experiences 	
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B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
<p>B2.3. Student-Parent-Staff Collaboration:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. Collaboration and implementation of IEP and 504 plans from all stakeholder groups, including counselors, special education case managers, and support staff 2. Counseling department and college and career advising staff collaborate on individual student and grade level students' college and career needs, including 1-on-1 advising, grade level, and parent presentations. 3. Career Chats in the College and Career Center are available to all students to learn about career options for post high school life. 4. School sponsored activities such as Future Freshman Night, Open House, Back to School Night, Challenge Success speakers, Common App. and Scholarship Meeting, Parent Coffee involve all educational partners and provide opportunities for parent, student and staff collaboration in developing student learning plans. <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> 1. College & Career Center presentations in 9th grade English classes to familiarize students with Naviance 2. Directed Studies embeds student support and personal exploration of careers and colleges, including students using Naviance to make those connections 3. New Year Celebration from Foreign Language Department (Lunar New Year and Diwali) <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. Overall, very informal process unless a student has an IEP or 504 plan, particularly in developing the plan (supporting evidence to negate the informal process: one-on-one counseling meetings for course registration, a parent course advisement meeting 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> 1. Pupil Services Webpage 2. C&CC website 3. OPHS Parent-Counselor Resources 4. Virtual Open House <p>(Department/course/club):</p> <ol style="list-style-type: none"> 1. 9th grade Naviance info 2. Directed Studies sample assignments: College Research (intro), Career/Job Research, Resume/Employment Application Preparation 3. Directed Studies (all grades; see #1 above) Naviance's Self-Discovery tools: Career Interest Profiler; AchieveWorks Personality Type (Do What You Are) 4. Cultural Celebrations

<p>through Open House, three course advisement &/or SEL lessons particularly to address decision making and course planning, 4-year planning form to assist students with the process)</p> <ol style="list-style-type: none"> Teacher reach out to parents and students when grades start to lower which impacts educational goals CTE Pathway awareness, making sure students know about these courses, how to access them, and their relevance in real-world professions. Communication between parents (especially parents with limited English) and teachers/counselors need to be strengthened. Communication between students (with 504s or IEPs) and teachers need to be reinforced (for better accommodations) 	
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B2.4. 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.

Findings	Supporting Evidence
<p>B2.4. Post High School Transitions:</p> <p>Strengths (School-wide):</p> <ol style="list-style-type: none"> A school-wide Senior College Application Meeting and 1:1 Senior College Meetings are held with all students to support post high school transitions. Career Chats in the College and Career Center are available to all students to learn about career options for post high school life. Community College guidance is available through the College and Career Center for preparation for post-secondary education. The College and Career Center offers guidance for resumes, job shadowing, and internships. Students may elect to participate in Dual Enrollment to begin taking college courses while in high school. Three class pathway to obtain a green cord which signifies a pathway for careers in environmental sustainability and diplomacy (Environmental Lit., Environmental Science, Geopolitics and the World Today). <p>Strengths (Department/course/club):</p> <ol style="list-style-type: none"> The English Department builds in college application and resume writing support Career Technical Education Pathways are available in Engineering & Design; Software & Systems Development; Design, Visual & Media Arts; Architectural Design. 	<p>Strengths (School-wide):</p> <ol style="list-style-type: none"> Senior College Application Meeting College and Career Center <p>(Department/course/club):</p> <ol style="list-style-type: none"> Course Catalog CTE Pathways College and Career Center

<ol style="list-style-type: none"> 3. The Seal of Biliteracy and Sustainability Seal options are available based on coursework to recognize students' preparation for certain fields. 4. The Special Education Department supports students in senior years with preparing for the transition to post-secondary life. Annual visit to one of the local community colleges and to their program for students with disabilities (i.e., Moorpark College; ACCESS program). <p>Possible Areas of Growth:</p> <ol style="list-style-type: none"> 1. More formalized or readily available career programs and/or strategies could assist students for post-high school life. 2. Continued acclimation of students to the College and Career Center could assist students with transitions. 3. A more formal evaluation of transition support and subsequent success could be established by documenting student outcomes. 	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Areas of Strength

1. OPHS has a rigorous and relevant curriculum which is supported by stellar graduation rates, college acceptance rates and CAASPP and AP scores. Departments work actively to review and revise course offerings and content to reflect current students needs and interests such as Geopolitics in the World Today, Movements of Social Change, Data Science, continual updates in English Department reading lists to reflect myriad (diverse) voices.
2. School has an excellent College and Career Center with two advisors, one who focuses on career-related activities such as job shadowing, internships, part-time jobs, employment resumes, interviews, volunteer opportunities, armed services, community college and technical and art schools and career chats and more. The other focus on college-related activities such as applications, financial aid, test optional schools, college planning.
3. Ongoing professional development opportunities via multiple formats from online, to in house and support to attend professional seminars/conventions and for teachers to engage with latest educational research (especially the work completed during at-home schooling)
4. Career Technical Education Pathways offer hands-on, real-world applications and are available in Engineering & Design; Software & Systems Development; Design, Visual & Media Arts; Architectural Design. CTE classes are pathways between academic and career/technical disciplines.

Areas of Growth

1. Move from informal to formal articulation meeting with all stakeholder groups between feeder schools and local community colleges.
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.
3. More effective strategy for 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.
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.
5. Explore and adapt interventions school-wide for students struggling with meeting course expectations and may not be on track for graduation.

Sources for Supporting Evidence

OPHS School Website

OPHS Course Catalog

Course Advisement Forms

AP & Honors Courses

Career Technical Education

English

General Electives

History/Social Science & Health

Mathematics

Physical Education

Science

Visual/Performing Arts

World Languages

Outside Classes for OPHS Credit

Important OPUSD Board Policies

Teacher Pages

Student Handbook

AP & Honors page

CTE page

Career Technical Education page

College and Career Center page

OP Talon

Math Honors Society

Independent Projects

OPHS School Profile

OPHS Matriculation Report

District Website

School Accountability Report

Curriculum Committees

Curriculum Council

DELAC/English Learning

Environmental Education & Action (EEAC)

GATE DAC

LCAP Committee

Visual Arts Committee

Student Support and School Safety

Diversity and Equity Task Force

California School Dashboard

UC Doorways OPHS page (list of all CP/H/AP approved course for UC/CSU system)

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

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

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
<p>Science classes regularly do labs, involving everyday skills, newly learned information that must be applied, and testing and comparing new discoveries. For example, the BLAST lab compares newly discovered genes of a fossil to current organisms, to see what fossils could have been, based on their DNA.</p> <p>All engineering programs have computer-based lesson planning which uses a combination of lecture, project, and group work provided by Project Lead the Way (PLTW) and is available to students from any platform. All classes emphasize the importance and relevance of gaining CTE qualifications and acknowledge academic value. All CTE programs are student-centered, project-based, real world problem-solving and inquiry based. For example:</p> <ul style="list-style-type: none">● Architecture students provide designs to remodel their family homes● Web design students create live websites for parents' businesses and student interests● Mechatronics students complete a semester long project to solve a real world problem of their choosing● IT Essentials students learn how to troubleshoot and report desktop and laptop computers● Aerospace engineering students build and launch model rockets and make an autonomous Mars Rover using Vex robotics kits● Civil Engineering and Architecture (CEA) students design a commercial building to sit on a corner lot in a local shopping center● More than 1100 students have received Microsoft Office Certifications, the Capstone Benchmark in the Systems and Software Pathway.	<p>Link to Evidence Folder BLAST Lab / Fossils</p> <p>OPHS Course Catalog with CTE Information https://www.pltw.org/our-programs/standards-alignment#form</p> <p>Mechatronics Digital Notebook Example Part1 and Part 2</p>

In math, students produce work on a daily basis in the form of notes, worksheets, open-note quizzes, whiteboards, etc. Teachers observe students closely and provide individual or group feedback throughout the work. Students are encouraged to discuss concepts with other students in a small group or with their seat partners.

In music classes, in preparation for performances, students work daily to achieve and to grow as musicians through a repertory that is appropriate for their experience level. Assessment and feedback is a constant throughout the process of preparing for a performance (performances are comparable to a unit test or a final in a more traditional classroom structure). Performance assessment is an aural analysis of what the student is producing musically, whether on an instrument or through voice. This takes place in daily rehearsal, group sectionals by instrument, individual chair/ensemble placement auditions, and public performances.

In English III Honors, students learn about podcasts as a form of storytelling and the techniques for producing a podcast. Students then produce a podcast either on their own or in groups by planning their stories, organizing the storytelling structure, recording the different types of sounds they need, and creating a transcript of their podcast.

In Movements for Social Change, students analyze Women's Suffrage, the Civil Rights Movement, and Youth Activism to compare and contrast the problems, goals, challenges, methods, needs, outcomes, and legacy of all three social movements.

Spanish Culture and Film Class allows students to hear the language in real time, usually in the form of casual, conversational speech. It introduces them to the cultural aspects of the region where the movie is from. There are many variations of pronunciation and intonation in the different Spanish-speaking countries, but each person also has his or her own way of speaking. Spanish is spoken in many countries, and their variants are extensive.

Students learn the vocabulary pertaining to the movie, and then we focus on the themes throughout the movie. In addition

[Algebra 2 Student's work sample](#)

[OPHS Music Archives](#)

[Podcast Challenge](#)
[P.3 Podcast Challenge](#)

[Social Movement Analysis Tool](#)

https://sites.google.com/d/10GVCryEYOGn9qCa2BXfdTWU_ywufjw1x/p/14yr11iZhZe72FSdPEaRqlcTH5ObntOQI/edit

to comprehension, we focus on cultural aspects relating to the themes. For example, on the unit on Spanish Civil War, students analyze and apply work in the form of a podcast, google slide presentation or website.

In American Sign Language (ASL) classes, students engage in peer-to-peer dialogues based on what they have learned in lessons primarily from Naturally Signing. While they are doing so, they are observed and evaluated through informal feedback. They are assigned daily homework assignments which include analyzing video segments, memorizing and rehearsing segments such as storytelling, answering questions, translating sentences, and readings. They create their own signing videos and present individually or in groups, where their progress is evaluated. For instance, in unit 18 of Narrating Unforgettable Moments, students present their unforgettable moment presentation. When video assignments and/or exercises in class are completed, feedback is provided. Additionally, they demonstrate their receptive and comprehension skills through formative assessments such as tests and final exams, which are administered both online and in a traditional classroom setting.

The Physical Education department uses a quarterly self assessment tool to track progress on the various fitness test exercises. Students track and evaluate their individual progress each quarter leading up to the State Physical Fitness tests in March-May.

[Quarterly Fitness Test Assessment](#)

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p>Before any projects, all teachers in all subjects clearly lay out the criteria for an assignment through rubrics, along with some giving examples of what to do, and what not to do.</p> <p>Additionally, at the beginning of the year, year-long rubrics, of how the class is weighed, and how projects will be graded are distributed, while also being available online.</p> <p>In math, Rubrics or Scoring Guidelines for projects/assignments, Descriptions of expectations for "A" level work, "B" level work, etc., A list of standards or topics they will be graded on.</p> <p>All students enrolled in AP English learn to internalize the AP essay rubrics. They use the rubric in peer reviews. All comments made to peers must be supported by the College Board rubrics.</p> <p>The performance calendar for the year represents the large scale syllabus for performance classes. With the performances themselves being akin to unit tests and/or final examinations, the students understand from the outset that every class is progress toward that upcoming performance, and that specific skills and knowledge must be achieved throughout the lead up to any given performance. Outside of class time students are expected to practice (work on the specific areas that they are not currently achieving) and also participate in sectional practices as part of their contribution to the whole group product (the performance). Typically in the first semester there are one or two performances, while things generally pick up in the second semester with three to four performances.</p> <p>The Physical Education department has a syllabus for each PE course offered that covers the class expectations and grading breakdown for student success.</p> <p>Along with the syllabus for each ASL course, students' storytelling and presentations are evaluated using a variety of Naturally Signing rubrics. Apart from Naturally Signing, rubrics serve as a guide for students regarding the assessment's expectations and assist them in identifying grammatical areas and performance levels for their homework assignments.</p>	<p>Link to Evidence Folder</p> <p>OPHS Essay Grading Rubric</p> <p>Math Year Weighting</p> <p>Stats Class Projects Folder with Rubrics</p> <p>AP English Course Guide 2022</p> <p>Performing Arts Calendar Music Department Calendar</p> <p>PE 9: Syllabus/Grading Requirements</p>

Many Career Technical Education (CTE) engineering students achieve industry-standard qualifications and certifications. All CTE engineering programs use portfolios as a means of students demonstrating their learning and skill acquisition. CTE leadership opportunities exist through FBLA, HOSA, Robotics, Rocketeers and other student clubs.	Microsoft Office Certifications Mechatronics Digital Notebook Example Part1 and Part 2
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C1. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Oak Park High School offers a multitude of classes, with the great majority meeting the ‘a-g’ California State College requirements, while also having a generous offering of Honors and AP classes to enrich learning and allow students to receive possible college credit.</p> <ul style="list-style-type: none"> Engineering pathway programs are provided by PLTW who have mapped curriculum content to state STEM standards. Mechatronics and Architecture programs have been developed by teachers working in conjunction with Ventura County Innovates (VCI) and are also mapped to state standards. All other programs are mapped through articulation agreements with the local community colleges. Since the curriculum is endorsed and monitored by VCI, and the Colleges, inclusion in this development process of local business and industry is ensured. <p>Music students are exposed to a larger community of professional musicians and college educators through festival performances and also through participation in county/state honor ensembles. Students are introduced to clinicians, coaches, and festival adjudicators with direct ties and experience in all facets of the music industry.</p>	<p>Link to Evidence Folder</p> <p>Course Catalog (22-23)</p> <p>Ventura County Honor Band All-State Honor Groups Conejo Valley Youth Orchestra</p>

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
<p>All students are issued a “take-home” Chromebook (1:1 Chromebook Plan), encouraging collaboration in class, while also giving the opportunity for many new technology-based assignments, such as Google Slideshows, Jamboards, etc. Additionally, SMART Boards are mounted in every classroom (Page 12 of OPUSD Technology Master Plan), used in different ways, allowing new assignments to include everyone in the class, including Peardecks, collaborative documents, etc.</p> <p>In math, teachers go through lessons on the board, projecting them to everyone, while recording them to allow students to rewatch them and further review material. Also, teachers share notes, answers keys and other resources on their websites/Google classroom. Teachers use online programs In math students use online applications like GeoGebra and Desmos, Kahoot, Edpuzzle.</p> <p>All Spanish Classes at OPHS use Vista Higher Learning online textbook and workbook, which gives students the opportunity to listen and record using the grammar and vocabulary for each chapter. This also includes authentic skits, culture, literature, and film.</p> <p>In music students learn the basics of using recording software and equipment. Listening to representative recordings and performances via Youtube videos and Spotify Streaming Services. Recordings and music posted to google classroom Communications through Remind.com, Google Classroom. Film Scoring projects.</p> <p>Student Co-Captains manage this 8th period Mock Trial class from selecting team roles, team managers, future captains, course planning, instruction, assessments, all with guidance from the Instructor.</p>	<p>Link to Evidence Folder</p> <p>1:1 Chromebook Plan Oak Park USD Technology Master Plan Recorded Math Lesson Example</p> <p>Math lesson class note example</p> <p>Student’s sample work in Geogebra</p> <p>VHL Online Textbook & Workbook</p> <p>Bandlab - Online DAW Concert Livestream Archives Remind and Google Classroom</p> <p>Mock Trial Class</p>

Biology lessons/reviews are regularly recorded, and assigned to students to watch as well as answer embedded questions. The information from these videos is then taught in the next class period to reinforce the lesson. These videos are given to students in all biology classes regardless of the level.

Physics students utilize a variety of technology (PASCO scientific sensors) to take data. Students use software to process this data such as spreadsheet software (Google Sheets) in order to analyze and extract information out of the raw data.

During EL Lab, Ms. Goldwater works with the students on their reading comprehension, conversations using Academic English, as well as targeted support for their coursework mainly in the subjects of English, History, Science, and Math (for grades 9, 10, 11, & 12) when appropriate. This coursework support may take the form of reading passages together, working on comprehension, putting together graphic organizers and easy to understand reviews. Ms. Goldwater also gives assessments to uncover more specifically what help they need with phonics, pronunciation, reading fluency, grammar, and writing. For additional reinforcement work, we use liveworksheets.com and englishforeveryone.org. For course specific support, we utilize Spark Notes and Course Hero for novels and Khan Academy for mathematics.

In the Oak Park High School Directed Studies classes, executive functioning skills are taught by showing students how to break down general education assignments/projects, schedule component parts, and work through completing each part in a timely manner. Strategies used are individualized to student needs based on IEP goals and accommodations. Electronic calendars and google classroom are used to support this process.

The Physical Education department utilizes various technology resources. We use google classroom to deliver instructional materials, ask google classroom questions to track cardio improvement, post google form assessments for different units of study, and turn in assignments. In addition we use flip grid for students to describe and perform their own fitness workout routine. Lastly, we use various fitness apps including map my run to track distance, mileage and pace.

[Edpuzzle](#)
[Recorded Lesson](#)

[Yoda Pod Project](#)

[OPHS Counseling Website](#)

*Scroll to bottom to see “High School Planning” Presentation

Example of Student Work–
[Fitness App Log](#)

<p>Students turn in their logs from these apps at the end of each quarter.</p> <p>ASL classes utilize interactive learning strategies such as role play, group or pair discussion, peer interviews, and online tools such as Peardeck, Nearpod, Kahoot, and Smartboard, where Google Slide and Power Point presentations are displayed. We watch videos from Signing Naturally and YouTube and then have a discussion, which includes asking questions. We use Google Classroom to post assignments and instructional materials, as well as to pose questions that students can discuss online in order to keep track of their progress. We use Quizlet to review vocabulary signs and then have students participate in a live game.</p>	
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C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>Flipgrids demonstrate students' verbal understanding of a topic while being able to record themselves presenting, and having peers be able to review their video.</p> <p>AP Spanish- In the cultural comparison 2 minute speaking assignment, students answer a topic question and compare and contrast their own culture with a Spanish-speaking culture. The questions are derived from one of the six themes from AP Spanish: family and community, beauty and aesthetics, contemporary life, social identity, global challenges and science and technology. Students use a variety of resources and materials from the class to find similarities and differences with their community and a Spanish-speaking community.</p> <p>In Physics labs, students make observations about real-world phenomena, propose a relationship, and apply it to new situations. One example is the "Baby Yoda Protection Lab", during a collision, students make observations about force, collision time, and impulse and devise a relationship between them. They do this through the use of PASCO science equipment measuring sensors. They then use their new discoveries to design a safer Baby Yoda pod, exercising their creative and critical thinking skills.</p>	<p>Link to Evidence Folder</p> <p>Spanish Flipgrid Directions</p> <p>https://info.flipgrid.com/</p> <p>Baby Yoda Lab NGSS HS-PS2-3</p>

In Math classes, extension/challenge problems which go beyond the chapter of study are presented to students who are showing command of the unit of study. These problems connect concepts from past chapters, linking concepts in sequence to solve rich problems and engage in critical thinking beyond the specific unit of study. These types of problems can be modeled in online programs like Geogebra once the problem is solved to show all cases (or the specific case)

Using the three main types of equations (linear, exponential, quadratic) taught throughout Algebra I, students in Algebra IB design a roller coaster, identify the equations for each segment, and present their findings orally to the class.

All students in American Government class are asked to research online, write about, and give their opinions on recent events such as examples of how checks and balances operate within our national government (e.g., the Supreme Court nominations of Amy Coney Barrett or Ketanji Brown Jackson) and also a recent Supreme Court decision (e.g., Masterpiece Cakeshop v. Colorado), among other things. This allows learners to spend time outside of the textbook and apply their critical thinking skills to synthesize information they find online about relevant current events and express their opinions about them.

Bandlab/Soundtrap collaborative recording software.

Particularly in Jazz Band, and during improvisation, students are creating in real time and are responding to one another with regard to tempo, chords, melodic ideas and other music components that they process and respond to in real time. Similarly this happens in any ensemble during live music performance, in formal and informal settings. Students use online resources to analyze past performances as a means to improve specific components for future performances.

In Directed Studies classes, students analyze their learning habits, competency with academic standards, emotional well-being and regulation. Goals are set to improve habits and monitored individually through personal conferences, IEP goal progress reports, and conferences with multiple service providers.

Advanced Peer Counseling (APC) is a student-led group that

Example of relating radii of a semi-circle inscribed in a larger semi-circle. Slide t

<https://www.geogebra.org/m/t74aupjv>

[Graphing Project \(Algebra 1B\)](#)

[Link to assignment directions:](#)

[Bandlab](#)

[Spring Jazz Concert 2022](#)

[Jazz B Band Lunch](#)

[Performance](#)

[Jazz A Band Lunch](#)

[Performance](#)

[Student Input Sheet for IEP](#)

[Advanced Peer Counseling](#)

<p>raises mental health awareness on the campus through multiple ways, including Awareness Week, “Kickbacks,” during lunch, and more. APC discusses serious mental health issues, including depression and anxiety. Additionally, APC allows students to talk with a Peer Counselor (trained for conflict mediation) and receive guidance from a fellow peer before, or instead of, talking to an adult.</p> <p>In Movements for Social Change, students create a metaphorical “Toolbox for Social Change” as a way of applying the values John Lewis discusses in the chapters of his text <i>Across That Bridge</i>.</p> <p>Students must use primary and secondary sources in defending their claims during their weekly essay writing.</p> <p>Edpuzzle allows students at all ASL levels to demonstrate their comprehension and critical thinking abilities by responding to questions based on video clips. For video assignments and peer feedback, we utilize Seesaw and Flipgrid. Students are asked to reflect on and share their thoughts on question prompts pertaining to Deaf culture, history, language, and issues. They are required to use signing (target language) in ASL III, III Honors, and IV Honors by recording their videos with their responses. They are also asked to reply to peers’ posts.</p>	<p>Website</p> <p>Toolbox for Change template Student sample</p> <p>Advanced Placement United States History (APUSH) Example</p>
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C2.3. Application of Learning: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p>In Biology labs, information must be gathered to answer a “Driving Question.” One example is the “Diffusion and Osmosis” Lab, students had to create various solutions, and observe how they diffuse in other solutions, ultimately relating to how chemicals diffuse within plants.</p> <p>Why do we practice scales? As the foundation for 99% of the music they perform. Expanding into multiple genres of music. The study of western music theory, the circle of 5th’s, and the learning of major, minor, and other scale modes establishes the foundational skill for most music that we perform.</p> <p>In Mechatronics, students spend the first semester acquiring skills in circuitry, programming, mechanical engineering, and computer aided design. During the second semester, the students apply that knowledge to work on a project of their own interest. This challenges students to take what they have learned and use higher-level thinking skills to create something novel.</p> <p>The Physical Education department delivers instruction regarding major muscle groups and various fitness exercises. Students apply what they have learned in creating their own exercises slides. They were required to pick exercises that target specific muscles and provide tips on proper form. Then complete a workout using the exercises they researched.</p> <p>Students at the ASL level can demonstrate their competency by entering the annual ASL Honor Society Deaf Art and ASL Literature competitions (ASLHS). Additionally, members of ASLHS can participate in community service opportunities such as tutoring ASL, facilitating ASL club activities, and completing relevant learning projects. During the second semester, ASL IV Honors students use their signing skills to tell stories to children in person as part of their projects.</p> <p>Students in Geometry class are assigned the “measure a mountain” project in which they learn a technique to measure the heights of mountains using right angle trigonometry. This project is assigned for students to choose a tall object and measure its height using only 3 measurements (two angle of elevations and one linear distance between those elevations).</p>	<p>Link to Evidence Folder</p> <p>Diffusion and Osmosis Lab Map</p> <p>Oak Park Music Resources</p> <p>Semester 2 Mechatronics Project</p> <p>Copy of Student Work- Exercise Slides</p> <p>ASL Honor Society Shared Reading Project</p> <p>Example of Measure Mtn Project</p>

Students use their smart phones to find angle of elevation and use a ratio of steps/feet to measure long distances.	
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C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>Oak Park High School has a College and Career center with access to community internship and job opportunities and 1:1 meetings with a college and career advisor. In addition, we host college admissions representatives to meet with students to discuss different college campuses and major opportunities. Various workshops are offered covering College and Career information, as well as Financial Aid.</p> <p>Students have an introduction to the legal field that culminates in a Ventura County competition based on a case packet, including a Pre-Trial constitutional issue that is scored by local attorneys from private practice, Public Defender and District Attorney offices and are adjudicated in a bench trial by current judges and attorneys. The winner will then represent the county in a California State Finals Competition.</p> <p>Students have access to Naviance, a program that in addition to college information, has career exploration tools, interest surveys and a large database of careers students can explore.</p> <p>Oak Park High School offers four different Career Technical Education (CTE) pathways: Software and Systems Development, Engineering and Design, Architectural Design, and Design, Visual and Media Arts. Through these different pathways, students are exposed to various different career pathways to develop beneficial skills.</p> <p>The Oak Park High School Special Education Department offers a targeted transition planning curriculum and activities for students based on individual assessments that drive student IEP goals. Activities include exploration of post-secondary and career options. Workability curriculum prepares students to create resumes, apply for employment, practice interview skills, and apply for college and financial aid.</p> <p>The Oak Park High School Special Education Department coordinates with a local community college to bring students with IEPs and 504s for a specialized tour to learn about the</p>	<p>Link to Evidence Folder</p> <p>College and Career Website</p> <p>VCOE Mock Trial Competition & State Finals</p> <p>Naviance</p> <p>OPHS Course Catalog with CTE Information</p> <p>OPHS Transition Program Choices: A Post-Secondary Planning Guide</p> <p>MC ACCESS Flyer 2021 MC ACCESS Flyer 2018</p>

on-campus support for accommodations. Festival Clinicians Drama Sound/Lighting experience Guest Conductors/Coaches (CVYO)	from MP or that OPHS creates to invite students
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C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
Take-home Chromebooks enable students to have equal access to information and online assignments, using various applications. SMART Boards allow teachers to project the current lesson and encourage collaboration among students, while also giving students the ability to do work and review remotely. Support is provided to students for technology, explaining how to use the many applications used within the Google Workspace for students	Link to Evidence Folder 1:1 Chromebook Plan Oak Park USD Technology Master Plan Student TECHtorials

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Areas of Strength

1. Teachers are provided with extensive training in how to implement the newer technology, i.e. Promethean Boards.
2. New print materials have been purchased to immerse students in the nuances of critical thinking.
3. Students are given an in-depth introduction to the techniques of literary criticism. They practice interpreting literary passages by way of different interpretive lenses.
4. Critical thinking in all areas.
5. Response to individual academic and social-emotional needs of students through collaboration among special education, general education, and counseling staff.
6. Opportunities to address challenging work and doing so through creative means.
7. Linear growth in language classes within the department. Teachers collaborating with each other to check in and make sure students are prepared for the next level.
8. Digitized assignments
9. Teachers provided autonomy to attend professional develop based on their curricular needs and the needs of their students. (for example- trainings about CCSS; Jo Boaler)
10. Teachers are better able to use the skills and techniques from Distance Learning to add primary and secondary sources to Google Classroom, supplement meetings with Google Meet and or Zoom.
11. Good access to technology.
12. School's ability to address the standards despite distance learning and especially upon the return to in person instruction.
13. Variety of teaching strategies.

Areas of Growth

1. In order to have in-depth discussions with students on a wide range of topics, teachers need to be given the opportunity to study abroad in the summers so as to learn how classic literary texts are being re-imagined in the world beyond the one they encounter each day in their home schools.
2. Give students more individualized feedback, and opportunities to relearn missed content.
3. Fully transition back into in-person learning, transitioning away from distance-learning techniques, which no longer hold the same value.
4. Critical thinking and emphasis in lower-level mathematics classes.
5. Assess, determine areas for growth, address through evidenced based intervention for academic and social-emotional needs.
6. Early intervention for struggling students.
7. Common assessments across content department to analyze student achievement.
8. Better controlled use of technology in the classroom.

9. Continued exploration of how to differentiate instruction.
10. Awareness of students who are grouped homogeneously due to math placement

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all educational partners.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. 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 school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1: Professionally Acceptable Assessment Process <ul style="list-style-type: none">- Students, parents, teachers can access grades in Q<ul style="list-style-type: none">- Grades also on Guru- individual "grade bragging" website, letters from successful students- Humanities: warmup, classwork, quiz, test- Websites: pie chart breaks down test scores (CAASPP, AP)- Frustration: no time to analyze data from assessments<ul style="list-style-type: none">- Solution: more time to analyze data, analyze data with the middle school- More data shared to the department as a whole	Link to Evidence Folder Parents are given codes to sign into Q to view their child's progress.
D 1.2: Basis for Determination of Performance Levels <ul style="list-style-type: none">- Math department: fair, consistent, clear percentages<ul style="list-style-type: none">- Finals weighted fairly	

<ul style="list-style-type: none"> - Adjusting curriculum from Covid-retention an issue - World History: offer it as a summer-school class <ul style="list-style-type: none"> - Ensures that students which do 40 weeks in person don't feel punished, to make it even - English: sat down with several teachers of same class to determine common ground for teaching - Another perspective: <ul style="list-style-type: none"> - Geometry and science in line - Other areas, the alignment is different - (possible solutions below) - Teachers allowed freedom of grading as long as tests graded the same way - World Languages: Pre-Requisites in place in order to rise to next level. <p>D1.3 Monitoring of Student Growth</p> <ul style="list-style-type: none"> - Special Education has specialized program to help students with college and career plans - College and Career Center available to all students - New steps this year: all ninth graders shown how to access Naviance/navigate important sites - Recommendation: Student Square reminders to check Naviance and access resources periodically - Math a number of us have taught for many years (decade(s)+). We are experienced and very prepared. Students often email or return to OPHS to inform us how they have been highly prepared for college and career readiness, in fact they are thriving at their Universities and chosen careers. - We monitor their growth by tests, common finals, project/portfolio work, and AP exam success. - English Department (inconsistently) does prep with college preparation and personal statement drafting - Ways to monitor growth: <ul style="list-style-type: none"> - Q allows students to access grades and monitor progress - Progress Reports hold teachers accountable to update students regularly - Math: common finals (allows teachers to make comparisons across classes) - Science: most subjects have common assessments and finals that allows teachers to look at areas that students are struggling in across different class periods and teachers - Standardized testing gives us data that allows 	<ul style="list-style-type: none"> - Chinese: oral quizzes (the teacher recites the characters, the students must write them out), different difficulty level tests for each class (for example, in Chinese 1, students who feel more confident can take the harder test while students who feel less can take the easier one) - English 1: reciting poems, speeches for Semester 1 final (Bowman), multiple choice scantron, short answer quizzes - Algebra 1: homework quizzes - English: Formative: writing warmups/journals, reading guides, review questions and pre-test review games, group presentations on chapters/concepts, chapter quizzes, Kahoots!, short response
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<p>us to assess, in a limited way, our students' progress schoolwide and in comparison to other districts</p> <ul style="list-style-type: none"> - Currently, data is in question– COVID has disrupted learning - Math: Teachers must make significant changes in current curriculum based on learning gaps and lack of achievement (somewhat attributed to distance learning) <ul style="list-style-type: none"> - Think about how curriculum changes will affect future classes - Special ed: every quarter get feedback - Science: students self-reflect on their achievement based on category - English: less requirements across department <ul style="list-style-type: none"> - Entire English Department has rubric and Style Sheet that maintains standards for MLA and requirements for the literary analysis and argumentative essay - (Teachers may not be emphasizing these equally in their classes) <ul style="list-style-type: none"> - Some teachers have pre-year essay assessments - <u>Pre-year/ unit assessments to see how much background info students have on the topic would be especially helpful</u> (student opinion/ suggestion) - World Language: Spanish~Vista Higher Learning Curriculum makes for consistency across levels 1-3. <p>D1.4 Assessment of Program Areas</p> <ul style="list-style-type: none"> - Concerns about World History as summer school offering: <i>cannot</i> create similar depth in content/curriculum in 6 weeks that occurs during 40 week school year <ul style="list-style-type: none"> - 1) Requests to remove the course from listing have not been addressed by admin - 2) History: Number of students in AP classes have doubled (concerns surrounding student appeals; not set up to succeed at advanced pace) - Prerequisites: set up to make sure students are successful. Questions regarding effectiveness of prerequisite and appeal policy right now. Desire to revisit/communicate clearly here. - History: Summer school inflated grades have 	<p>questions/passage analyses</p> <p>Summative: multiple choice tests, essay tests, argumentative, synthesis, and literary analysis essays, poetry recitations, speeches, Shakespearean adaptations and performances, original short stories and poems, blog portfolios, essay self-reflections, Socratic Seminars, journalistic articles, research papers</p> <p>*English Teachers have submitted evidence for many of these assignments in larger Evidence WASC folder*</p> <ul style="list-style-type: none"> - AP Bio: Skit and chalk drawings at the second part of tests (first part is multiple choice, second part requires students to partner up to perform a skit or draw a chalk sketch to teach other students a concept. This art is peer-graded), - ASL 1: individual interviews, Peardeck, Nearpod (similar to Quizlet and Peardeck), Quizlet, Edpuzzle - ASB: graded on hours committed outside of class (hours spent working sports games, etc.), graded on final end-of-year reflection - Engineering: graded on how well student makes
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<p>contributed to a mass amount of students in AP classes who become overwhelmed by the contrast in rigor</p> <ul style="list-style-type: none"> - Becomes equity issue as well: students must pay to take advancement class, and a summer course increases their chances of getting an A - All departments: Concerns about standards and expectations being as similar as possible across department - Desire for a fast means of collecting tracking data (how students got into each class– whether or not they took summer school, and what grades they achieved in the course) - What needs to change? <ul style="list-style-type: none"> - Needs data, consistent assessments <ul style="list-style-type: none"> - Hire data analyst to help teachers come up with better way to analyze sheer volume of data we should be able to access? - (Counselors benefit, teachers benefit >> STUDENTS benefit) - Dangers of data bias in dictating school decisions <p>D. 1.5 Schoolwide Modifications Based on Assessment Results</p> <ul style="list-style-type: none"> - Unbiased, accurate data analysis is important <ul style="list-style-type: none"> - We need to make sure we perceive our progress accurately - FastBridge at middle and elementary school: uses data to decide where and when to pull students out and give them extra help, but outside sources are now dictating some of these calls (instead of the teachers) <ul style="list-style-type: none"> - FastBridge's consistency and accuracy in question - <u>Help should be defined by which teachers need/ want it</u> - Should be using assessment results, not parent opinions to create summer school programs/ create change - Major concerns over removing Algebra tracking in Math curriculum <ul style="list-style-type: none"> - Data indicates that removing PreAlgebra, Algebra A, B, will set up students for failure - Reasoning: used to be a California standard (all 8th graders in Algebra), while the standard has changed, some schools have not 	<p>a part (using Autodesk Inventor)</p> <ul style="list-style-type: none"> - Choir: interval quizzes (teacher plays a note on the piano, individually calls on students to ask what interval the note travels), part memorization quizzes (teacher assigns a part of a song for students to memorize, calls them up the next class to individually sing) - Science: Peardeck Questions, Flipgrid/ Adobe Spark Video Presentations, Lab Reports (+ peer review on lab reports), Quarterly Reflections, EdPuzzles, Common Assessments in Biology (Quizzes, Exams, Finals), Quizizz, Anatomy Practicals, summative unit group projects, Journals + Peer Review, group portion + individual portion of test - - - - - <u>World Language</u>: 'Quizizz' on line assessments - World languages: 'Flipgrid Video' Presentations for oral fluency - World languages-'Preguntas Personales' (personal questions) for verbal
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<ul style="list-style-type: none"> - <u>College pressure</u> surrounding GPA is pushing the removal of tracking/honoring developmental stages - There are different math pathways for different students available at our school– colleges, please help us here! 	<p>fluency and personal application</p> <ul style="list-style-type: none"> - Common assessments for Spanish 2 - Periodic levels meetings to make sure we are consistent - Constant checking for understanding in all languages - Assessments given with diverse modalities - Some use of 'Go Guardian' to make sure all students are held accountable for academic honesty while taking online assessments. - Academic Dishonesty: Sadly, students may have learned some bad habits during online learning. MANY students were getting used to open book assessments. This has led to a huge increase in cheating. Implementing the use of Go-Guardian and diligent checking has helped stop this behavior. - History/Social Science <ul style="list-style-type: none"> - Warm Ups and Exit Tickets. Checks for understanding at the beginning and end of class. Formative assessment. - End of unit exams. Often times include both written and
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	<p>multiple choice portions. Repeats questions used in formative assessment throughout unit. Summative assessment.</p> <ul style="list-style-type: none"> - Common summative assessments in World History. Monster Test (World Wars). - Essays and short answer questions test students knowledge of major themes. Provided questions and rubrics ahead of time. - Projects assigned throughout year. Often times ask students to become experts on a topic and present to the class. Challenges students to synthesize and prove understanding of information rather than memorizing rote facts. - See examples of each in shared drive under History/Social
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	Science folder.
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D 2.1: Demonstration of Student Achievement</p> <ul style="list-style-type: none">- Concerned for 7th Period, less support for students- Humanities: teacher gives students feedback on tests, 1-on-1- Math: comments on how to improve are on homework, quizzes, and tests<ul style="list-style-type: none">- Takes a while to grade, specific comments on student work- We review commonly missed problem areas.- We celebrate Test & Quiz Superstars; and encourage others to view the Stars' work.- Often top tests are posted on Google Classroom- Students who don't get feedback possibly feel shame in asking for help- Stigma around getting bad grades, kids judge each other based on grades<ul style="list-style-type: none">- If they go to 7th period, students feel judged- Stem from students, parents- not from staff <p>D2.2 Teacher and Student Feedback</p> <ul style="list-style-type: none">- English: class overages, unusually large class sizes<ul style="list-style-type: none">- Decreases time for giving feedback// Especially essays- "Timely, specific, and descriptive feedback"--important, but choose one or two if you're a	<p>Link to Evidence Folder</p>

<p>teacher with a class of forty</p> <ul style="list-style-type: none"> - Homework: crucial formative assessment and opportunity for most meaningful feedback (arguably more important) - Seventh period: another crucial form of feedback in form of one-on-one conferencing - <u>Issues with teacher timeliness in putting in grades (students unable to know their progress until too late)</u> - Requirement: one grade every week and a half (concerns over students knowing if they're fulfilling standards in regular intervals) 	
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Areas of Strength

1. 7th Period Great for Student Support
2. Highly qualified teachers using a **variety** of assessments

Areas of Growth

1. Analyzing Assessment Data (needs more time, connect [math] data with the middle school, more data shared with the department as a whole)
2. Weakened Retention during Distance Learning Leads to Need for Curriculum Change
3. Equity in Grading (Teacher have same test grading, but freedom with teaching)
4. Should Set Goal for Teachers (at least some common ground, but still with freedom)
5. Students Feel Uncomfortable/ Ashamed of Asking for Help
6. Math Curriculum Should Revolve Around Assessment Results, Not Colleges

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1 OPHS and OPUSD provide a variety of ways to communicate with the community, parents, and students. Multiple committees, booster clubs, and volunteer opportunities are available for parents and community members to be involved with OPHS.</p> <p>Examples include: Parent Square messages/Student Square Information from teachers Bulletin Google Classroom PFA Enews Video announcements Online resources foreign language VHL Q student and parent connect College and career center weekly news Curriculum council Athletic department posting on bulletin boards Form committees, with all stakeholders to address changes or big events School talon newspaper Website Marquee Instagram (ASB), Facebook (Social Media) Posters</p>	<p>OPHS Website</p> <p>OPUSD Website</p> <p>PFA/Parent Square Newsletter</p> <p>School Bulletin 9/13/22 School Bulletin 9/15/22 School Bulletin 9/20/22</p> <p>Video Announcements 9/15/22</p> <p>OPHS Talon</p> <p>Instagram (ASB)</p> <p>https://linktr.ee/ophsasb</p> <p>Student & Parent Handbook 2022-23</p>

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

E2.1. 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 and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1 OPHS is a clean, well maintained facility that nurtures learning. Students and staff participate in digital citizenship training and sign acceptable use agreements. Drills for fires, earthquakes, and lockdowns are conducted regularly. The Williams Uniform Complaint Procedures are posted in every classroom. Safety and security procedures are reviewed and updated regularly.</p> <p>Examples of a Safe, Clean, Orderly Environment:</p> <p>School looks nice, clean.</p> <p>Classrooms are neat and organized.</p> <p>Internet safety digital citizenship assembly for all students</p> <p>GO Guardian</p> <p>COVID protocols, all staff rose to the occasion. Deep cleaning classrooms. Plenty of supplies for COVID.</p> <p>Security cameras</p> <p>Campus supervisors in good locations</p> <p>New fencing</p> <p>Report It (anonymous reporting)</p> <p>Campus landscaping</p> <p>Additional tables added, outdoor eating</p> <p>Ping pong tables</p> <p>Weather protection umbrellas on tables</p> <p>Teachers willing and available to help students. During COVID teachers made students feel comfortable and reached out to students when events are taking place.</p> <p>More signage for outside visitors/campus map</p>	<p>Student & Parent Handbook 2022-23</p> <p>Uniform Complaint Policy Website</p> <p>School Map</p> <p>Emergency Procedures</p> <p>Report It</p> <p>Digital Citizenship Slides #1</p>

<p>E2.2 OPHS is concerned with the needs of all students. The staff is concerned with individual needs of students, supports social emotional needs, and provides a culture that is conducive to learning. All of this is within a school culture of academic excellence and high expectations.</p> <p>Examples of High expectations and Concern for Students: Counselor and administration are available in times of crisis for student and faculty Advanced peer counselors available Awareness week Social emotional assemblies Campus clubs Mental health awareness day/suicide awareness Identity showcase week Students meet one on one with counselors during the academic day. Presentations for Middle School students. One on one counselor meetings with Middle School. Future freshman night New student to the district welcome Kick back events at the start of the school year Accommodations and 504 plans Freshman orientation Access to counselors at nutrition and lunch and after school-drop in counselor availability Administration visibility on campus lunch, nutrition, before school. Emergency line on the phone rings on all office phones. High expectations, all unique learners are in the general education classes regardless of disabilities. Full inclusion special education program. Good for all students. Added Signage on buildings. Diversity and equity assemblies</p>	<p>Having Control of How You Feel (SEL Presentation)</p> <p>Suicide Prevention Presentation 2022</p> <p>Advanced Peer Counseling Website</p> <p>Awareness Week Website</p> <p>Mental Health Awareness Website (APC)</p> <p>Diversity Website (APC)</p> <p>Community Resources for Mental Health (counseling)</p> <p>Nondiscrimination Statement (OPUSD)</p> <p>Freshman Advisement Website</p> <p>Club List 2022-23</p>
<p>E2.3 OPHS strives for an atmosphere of trust, respect, and professionalism. Respect towards others is shown through numerous ways.</p> <p>Examples of an atmosphere of trust, respect, and professionalism:</p>	<p>Club List 2022-23</p> <p>Calif. Healthy Kids Survey CHKS District Data</p> <p>Advanced Peer Counseling</p>

<ul style="list-style-type: none"> -Open campus -Bell to bell instruction -Students get to class on time -Self assessment for COVID -Team building -Extra curricular activities -Students be more prepared for class (freshman classes) -7th period resource for extra help -Students turn stuff in-not a lot of theft -Lack of serious discipline-students get along well with each other -Students are respectful, thank teachers, and don't take things without asking. 	<p>Website</p> <p>Awareness Week Website</p>
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E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1 OPHS provides many academic supports. These supports can be personalized. Multi-tiered supports are throughout all academic subjects.</p> <p>Examples of Academic Supports:</p> <ul style="list-style-type: none"> -7th period support -Math Honors Society -Math skills lab -Home hospital -Paper online tutoring -Independent study -Differentiated instruction (non-CP, CP in heterogeneous classes) -Pacing plans designed to meet the different needs among students and classes -Grouping based on academic level -Non-College Prep pathway -Certificate of completion -Special education team, supports, services -Counselor one on one meetings and support -Counselor calling in students -National Honors Society -Weekly progress reports -CTE programs, different pathways -SST's, 504's, IEP's, -SAT Prep -Study Hall & Directed Studies class 	<p>Student & Parent Handbook 2022-23</p> <p>Paper Online Tutoring Website</p> <p>Math Honor Society</p> <p>SAT-ACT-AP Testing Information</p> <p>1:1 Chromebook Program</p> <p>Dual Enrollment Information</p> <p>Independent Project Proposal</p>

<ul style="list-style-type: none"> -One on one teacher support before and after school (outside 7th period); emails to teachers -Email online support -Google Classroom -Teachers' websites -College & Career Center's list of tutors -Future freshman night 	
<p>E3.2 Multi-Tiered support strategies for students are implemented throughout the school focused on learning and social emotional needs of students.</p> <p>Examples of Multi-Tiered Support Strategies</p> <ul style="list-style-type: none"> -Blended program with OPIS -Music with Middle School -Dual Enrollment -International students class -College and career fairs -Independent study -Social Emotional Learning Assemblies -Digital Citizenship Assemblies -Diversity & Equity Assemblies -Different levels of classes-students have optional level changes -Act and Sat prep -College Application bootcamp -Summer for remediation and advancement -Extended school year, 5th year -Awareness Week -Suicide Prevention Week -Freshman Mentoring Program - Advanced peer counseling, beginning peer counseling -Jobs for students with special needs -A lot of opportunities for school connectedness -Student Government / ASB, rallies, dances -Teacher referrals -Naviance -8th period classes 	<p>Calif. Healthy Kids Survey CHKS District Data</p> <p>LCFF & LCAP</p> <p>Digital Citizenship Slides #1</p> <p>Having Control of How You Feel (SEL Presentation)</p> <p>Suicide Prevention Presentation 2022</p> <p>Advanced Peer Counseling Website</p> <p>Awareness Week Website</p> <p>Mental Health Awareness Website (APC)</p> <p>Diversity Website (APC)</p> <p>Community Resources for Mental Health (counseling)</p>

<p>E3.3 School leadership and staff assess the effectiveness of the support systems and its impact on student success and achievement.</p> <p>Examples of Measuring Support Systems on Students Learning and Well-Being:</p> <ul style="list-style-type: none"> -Healthy Kids Survey -State testing -Graduation rate -California Dashboard -Progress reports- D/F list -SSTs -504s/IEPs -Bi-literacy rate -LCAP -Seals at graduation -Cum laude -Matriculation report -ELL class -Common assessments -Digital Citizenship survey -Sports attendance rule, grade rules- -Tracking attendance & tardies and specific consequences taken -Student behavior recorded on Q 	<p>Calif. Dashboard Data</p> <p>Calif. Healthy Kids Survey</p> <p>CHKS District Data</p> <p>LCFF & LCAP</p> <p>College Application & Matriculation Report</p>
<p>E3.4 OPHS has extensive co-curricular activities available to students including many clubs, activities, and teams. Clubs can be academic, service/philanthropic, career oriented, social/emotional, or physically active.</p> <p>Examples of Co-curricular Activities:</p> <ul style="list-style-type: none"> -ASB, rallies, dances -Big Sunday day -Dual Enrollment -Career Fair -NHS -Mock Trial -Debate -Talon -Yearbook -Journalism (The Talon) -Key Club -Literary Magazine (Veritas) 	<p>Freshman Advisement Website</p> <p>ASB Website</p> <p>Club List 2022-23</p> <p>Athletics Website</p> <p>Incoming 9th Grader Presentation for Athletics</p> <p>OPHS Talon</p>

<ul style="list-style-type: none"> -Science Olympiad -Math Honors Society -FBLA -CTE program -ROP -Naviance- letters of recommendation, surveys -CERT program -Teachers providing resources and ideas for careers in that subject -Advanced Peer Counseling/Beginning Peer Counseling -8th period classes -Model UN -I-search program/Job Shadowing -County art showcase -Band/Choir performances/Competitions -Robotics -Rocketry and Aerodynamics -OPPA (Drama) -Thespian society -American Math Competition 	
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ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Areas of Strength

1. Academic excellence & motivated students/teachers
 - a. College acceptance rates
 - b. Awards (Ex. National Blue Ribbon, CA Distinguished School, U.S. News Rankings...
 - c. Graduation rate
 - d. High honors and honors for graduating seniors
 - e. Test scores (Ex. AP, CAASPP, SAT, ACT...
 - f. Anecdotally students come back and report they do well in College because they are well prepared.
 - g. Eligible athletes for sports
 - h. Motivated students: high attendance/low tardy rates (COVID excluded)
 - i. Healthy kids survey
 - j. Motivated teachers-created an outstanding distance learning program
 - k. Teachers running clubs and extracurricular activities
 - l. Graduate profile
 - m. Attendance rates for teachers
 - n. Professional development for teachers; 21 hours annually
 - o. Teacher with advanced degrees
 - p. Scholarships
2. Diverse course offerings and opportunities (extracurricular activities) offered to all students (academic & social-emotional)
 - a. Social emotional-challenge success
 - b. [Activities offered at OHPS](#)
 - c. [CTE](#)
 - d. [Summer school opportunities](#)
 - e. Moorpark [Dual-Enrollment](#) (page 7) opportunities for courses not offered at OPHS
 - f. Other [dual enrollment](#) (page 7) opportunities
 - g. 8th period classes
 - h. FBLA, Rocketry, Debate, Mock Trial, Model U.N., Publications (yearbook, Talon; newspaper, Veritas; lit mag)
 - i. Department of rehab outside jobs provided for students with IEP's managed by the Special Education Department.
3. Community and parent support.
 - a. [PFA](#)

- b. OPEF (Friends of Oak Park)
 - c. OPPAA (Oak Park Performing Arts Alliance)
 - d. OPIMA
 - e. School Watch Newsletter
 - f. Athletic Boosters Club
 - g. Oak Park Community Center
 - h. Parent involvement on committees
 - i. Parent Square
 - j. Career Chat
 - k. Job Shadowing with community members
 - l. Teachers/Clubs organizing guest speakers and other opportunities to interact with community
 - m. Parent Volunteers (field trips, dances, sports, textbooks, registrations, Big Sunday, Recycling Day, annual faculty lunch, grad night,
4. Extra curricular activities for DOC and inter-district students to help with campus connection
- a. Peer counseling activities at lunch/assigned an individual peer counselor
 - b. Summer sports and activities
 - c. School tours
 - d. Future freshman night
 - e. Course advisement
 - f. Freshman orientation at registration
 - g. Club week in the Pavillion
 - h. New to Oak Park school district lunch on the great lawn
 - i. Open house
5. Safe, clean, supportive and beautiful environment conducive to learning and success
- a. Landscape
 - b. Hardscape
 - c. School garden
 - d. Solar energy
 - e. State of the art sport fields (football, softball, gym, cage, soccer, tennis courts)
 - f. Very little trash on ground
 - g. Picnic tables, umbrellas, and benches
 - h. Ping-pong tables
 - i. Recycled shipping containers used for I-buildings
 - j. Murals on walls
 - k. Open campus; but strategic fencing around school perimeter (active shooter)
 - l. Clubs raising money to make improvements around campus, senior gift
 - m. Senior donations (benches, memorials, tables)
 - n. Healthy Kids Survey
 - o. Pictures on website

- p. Tinted windows to keep classroom cool
- q. HVAC-filters
- r. Filtered water stations
- s. Trash & recycling bins located all around campus
- t. COVID cleaning & safety supplies (wipes, masks, shields)
- u. Safe campus-drug dogs monthly
- v. Report it
- w. Goguardian
- x. Vape sensors
- y. RAPTOR visitor screening/background check
- z. Video cameras
- aa. Safety drills
- bb. Safety supplies
- cc. CERT program at school
- dd. District Safety and Security Task Force
- ee. Director of Student Support and School Safety (Brad Benioff)
- ff. Crossing guards
- gg. Security guards at school dances, football games, & graduation

Areas of Growth

1. Extreme pressure/stress for academic competitiveness (college readiness)
 - a. Healthy Kids Survey
 - b. Q Minder tracks student visits to counseling
 - c. Counselor visits (data on nature of visits)
 - d. Social Emotional Assemblies and surveys taken (counselors)
 - e. Student Safety Plans (counselors)
 - f. Confidential Student Alerts (counselors)
2. Improve the perception/culture of ALL post-high school pathways (such as going to a junior college)
 - a. Students constantly comment on the “need” to attend a UC or high end university
 - b. Many students overreach by taking too many Honors/AP courses only to help their chances of getting into a high level university
3. Academic Dishonesty, Number of students caught for academic dishonesty
4. Social Emotional Learning could be better (live assemblies v. Zoom in class?)
5. Pressure to resume build (overscheduling of extracurriculars and its effects)
6. Do better implementing Challenge Success

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Oak Park High School's self-study process has included the examination of relevant student achievement data, site based surveys, student interviews, and focus group discussions. Through this process, we have determined the following goals to improve Oak Park High School's academic and support systems.

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

A component of LCAP Goal #2, #3 and #4; Moral Imperative #1, and 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.

A component of LCAP Goal #1 and #3; OPUSD Moral Imperative #1, and 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.

A component of 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.

A component of Moral Imperative #3 and 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.

A component of Moral Imperative #3 and OPUSD District Goal #4.

Chapter V: Oak Park High School Action Plan

Oak Park High School has, through our WASC self-study, identified five goals we will focus on to improve our school and our student outcomes in the coming years. These self-study goals align with the district goals, district moral imperatives, and other site goals (SPSA). The goals identified in our self study deal with student and staff emotional stress, informed improvements in instructional practice, student voice, communication to all educational partners, and implementation and adjustment to a state-mandated change in our bell schedule. We have already begun work towards the furtherance of these goals and will continue to do so in the years to come. What follows this narrative is a more detailed table outlining our current ideas about ways we can address these goals.

The goals we have identified are fundamental to our school with far-reaching impacts on every student and staff member. The goals identified in our self-study align with existing school and district goals or plans, and bring them into sharper focus for immediate action. Three of the five goals directly impact student learning. The other two goals involve the school's ability to equitably serve all students in our community. We believe our schoolwide action plan is adequate to address all of these goals in the coming years. These goals are achievable with our current resources but will take some time to address fully.

The most immediate goal is the implementation and possible adjustment of our bell schedule. The bell schedule impacts all aspects of school life. The new OPHS bell schedule was implemented in the fall of 2022. We have started internal analysis of how the schedule is working and collection of external options of possible alterations to consider for next year. The direct impact on student and staff stress will be an important component in the analysis.

Negative emotional states of students and staff are having significant impacts on OPHS. High levels of stress have been documented at OPHS prior to 2020 and upon return to in-person learning in 2021. OPHS opened a Wellness Center in Fall 2022 and has funding to staff it for the next three years. This center will help the staff and community understand the causes of stress and negative emotions as well as offer much needed counseling to students in need. We also know that over 90% of our graduates attend formal post-secondary educational institutions. Knowing this, we hired a full-time College Counselor to help our students and families. As we build this aspect of our program, we aim to reduce the stress associated with this complex transition to adulthood. Our budget has been adjusted to account for these additional costs. We have already dedicated space on campus for our new counselors. In addition to the allocation of resources to these, their success will tie into our other goals of student centered decision making and communication.

As above, the vast majority of our students attend formal post-secondary educational institutions. However, we want to make sure all students understand both these as well as other pathways available to them. An important mandate to the College and Career Counselor is to present options to students and parents. Clear communication is required to help students make informed decisions about their class choices and use of school resources. Our continued commitment to CTE offerings to help meet the needs of all students is imperative. With District support, we have begun looking at how we can increase our CTE pathways without diminishing our other academic goals.

Clear communication of the full list of school offerings is an area identified as needing improvement. The two first steps in this will be working with our District and our parent organizations to optimize our communication. Additionally, we have already begun to leverage both of these resources to highlight our work with Challenge Success to help families place their high school plans in the larger context of their students' lives. Additionally, the staff and administration at OPHS will continue to work with our counterparts at Medea Creek Middle School, Oak Park Independent School, and Oak View High School to improve student and parent understanding of the options available.

Helping our students feel part of the decision making processes and more deeply connect with the school will be a continuous process over the next several years. The most important resources to achieve gains in this area will be time and a commitment to understanding alternative viewpoints. Both of these have been in short supply coming out of the pandemic. Therefore, we are in the process of creating avenues for all students to have an opportunity to voice their opinions about some school wide topics. The first of these will be our bell schedule. Nothing is more impactful to students than the structure of their school day.

While our student academic outcomes are high, we aim to make sure our practices are reaching all students. Therefore, we are committed to increasing our ability to collect data about our outcomes and then finding ways to improve and differentiate our instructional practices as needed to help all students succeed. Because our academic outcomes are already high, finding ways to improve outcomes without detrimental impact will be challenging. This will begin with school and district explorations of the types of meaningful data we can collect without disrupting our current programs.

In conclusion, the goals identified in our self study align with existing school and district goals. These are recognized areas of need. Consequently, OPHS has begun to prioritize finding solutions to meet these goals. In the years to come, we will continue to utilize our resources to help our students be less stressed, more engaged in decision-making, supported instructionally, and more clearly communicated with as to their options at Oak Park High School.

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

Rationale: This goal is connected to LCAP Goal #1, #3 and #4. The OPUSD Moral Imperative #1 and OPUSD District Goal #2.

Action Items	Personnel Responsible	Resources/ Funding Sources	Assessment	Timeline
Survey student, parent, staff understanding of stress levels and triggers	Administration Counselors School Psychologist Staff	General Funds	Survey Results CHKS	Year 1
Open Wellness Center, begin SEL programs for students/parents/staff and grow supports	Wellness Counselor Staff	Grant Money	Survey Results Log of usage Program information	Year 1-3
Improve School Safety: presentations, analysis of needs	Administration District Staff Staff and Faculty Safety Consultant	General Funds	CHKS Surveys of students, staff, parents	Year 1
Improved Digital Citizenship lessons and techniques with appropriate training to staff. Improved continuity in subsequent years.	Administration TOSA Staff	General Funds	CHKS Surveys	Year 1-3
Continue Challenge Success including	Administration Staff	General Funds PFA	Survey Results Program Information	Year 1-2

conduct new survey and presentations				
Monitor the number, type, and frequency of counselor visits (LCAP 3.7)	Counseling Staff	General Funds	Logs of usage	Year 1
Provide staff PD on how to embed SEL activities into classes	Administration	General Funds	Presentation information	Year 2
Explore options of supporting staff with their stress during school hours	Administration	General Funds PFA	Survey Results	Year 2

Goal #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.

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

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Gather information on how teachers & departments already utilize data as an individual and as a team	Administration Teachers	General Funds	Work product	Year 1
Review and evaluate prerequisites for courses.	Administration Teachers	General Funds	Work product Course Catalog	Year 1-3
Research, plan, and conduct PD for staff to better understand a variety of intervention strategies and how they embed into a class period	Administration Teachers	General Funds	Presentations Surveys	Year 1-3
Promote “best practice” sharing during department meetings	Teachers	General Funds	Department Meeting Minutes	Year 1
Find collaboration time for 9th grade faculty to discuss intervention	Administration Counselors Teachers	General Funds	Work Product	Year 1

options for at-risk students				
Provide D/F Lists to teachers and Counselors. Discuss strategies for students with 3 or more D/Fs.	Administration Counselors Teachers	General Funds	D/F Lists Meeting Minutes	Year 1
Provide time for content-alike teachers to meet and align grading practices	Administration Teachers	General Funds	Meeting Minutes	Year 2
Introduce Instructional Rounds; seek network partners	Administration Teachers	General Funds	Presentation information	Year 2-3
Implement small group observational rounds	Administration Teachers	General Funds	Work product	Year 3

Goal #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.

Rationale: LCAP Goal #1, #2 and #3

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Collect Feedback from all educational partners on bell schedule	Administration	General Funds	Notes, work product	Fall 2022
Investigate options to bell schedule	Administration	General Funds	Notes, work product	Year 1
Implement new bell schedule if needed and continue to collect data	Administration Staff	General Funds	Surveys Meeting minutes	Year 2-3

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

Rationale: Moral Imperative #3, OPUSD District Goal #4

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Assemble a student council that will meet with Administration quarterly	Administration	General Funds	Meeting Minutes Survey Results	Year 1-3
Improved transparency regarding curriculum and school plans; including LCAP, SPSA, testing results, and board policies.	Administration Staff	General Funds	Meeting minutes	Year 1-3

Goal #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.

Rationale: Moral Imperative #3, OPUSD District Goal #4, LCAP #4, SPSA #3

Observable/Concerns:

- Better communication of options for pathways and post graduation options
- Concerns regarding outside courses (Community College, Dual Enrollment, Summer School)
- Public Image

Action Items	Personnel Responsible	Resources	Assessment	Timeline
Improve communications with students regarding options after graduation, including options other than college.	Counselors College & Career Counselor	College & Career Center General Funds PFA OPEF	Surveys	Year 1-3
Improve communications with parents regarding options after graduation, including options other than college	Counselors College & Career Counselor	College & Career Center General Funds PFA OPEF	Surveys	Year 1-3
Improve communications with parents and students regarding course options including CTE, Dual Enrollment, Summer	Counselors College & Career Counselor	College & Career Center General Funds PFA OPEF	Surveys	Year 1-3

School				
Improve communications with families whose primary language is other than English.	Administration District Personnel Counselors College & Career Counselor	College & Career Center General Funds PFA OPEF	Surveys	Year 1-3
Continue Challenge Success including conduct new survey and presentations	Administration Staff	General Funds PFA	Survey Results Program Information	Year 1-3
Joint communications and presentations with MCMS and OPHS regarding pathways to graduation including math and prerequisites to parents and students	Administration Staff	General Funds	Presentations Meeting Minutes	Year 1-3

Appendices

A. Local Control and Accountability Plan (LCAP): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

<https://www.oakparkusd.org/Page/10833>
[LCAP 2022-23 pdf](#)

B. Results of student questionnaire/interviews

[A Quick Survey \(Responses\) October 6, 2021](#)
[Learning Your Perspective \(Responses\) Survey November 17, 2021](#)

C. Results of parent/community questionnaire/interviews

[LCAP Survey Data Folder 2022](#)
[LCAP Survey Data Folder 2021](#)

D. The most recent California Healthy Kids Survey

[California Healthy Kids Survey 2021-2022](#)
[California Healthy Kids Survey 2020-2021](#)
[CHKS District Data Spreadsheet](#)

E. Master schedule

[Master Schedule](#)
[Bell Schedule](#)
[2022-2023 Block Calendar](#)

F. Approved AP course list:

<https://apcourseaudit.inflexion.org/ledger/school.php?a=MjMzNA==&b=MA==>

G. UC a–g approved course list:

<https://hs-articulation.ucop.edu/agcourselist/institution/2673>

H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID

[AP & Honors Courses Information](#)
[Course Catalog](#)
[Career Technical Education ROP](#)
[CTE Pathways and Course Descriptions](#)
[Student & Parent Handbook 2022-2023](#)

I. California School Dashboard performance indicators

[CA. Dashboard](#)

[Dashboard Data Spreadsheets and Charts](#)

J. School accountability report card (SARC)

[SARC](#)

K. CBEDS school information form

[CBEDS for October 2021](#)

L. Graduation requirements

<https://www.oakparkusd.org/site/Default.aspx?PageID=884>

M. Any pertinent additional data (or have on exhibit during the visit)

[Math Placement Data for 2021](#)

[Spring 2022 D/F Data](#)

[Spring 2021 D/F Data](#)

[Fall 2021 D/F Data](#)

[Fall 2020 D/F Data](#)

[OPUSD Organizational Chart](#)

N. Budgetary information, including school budget

[SPSA 2022](#)

O. Glossary of terms unique to the school.

[Glossary of OPHS Terms](#)