SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

OAK PARK HIGH SCHOOL

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Chapter I

Oak Park High School is located in Oak Park, California about 40 miles north of Los Angeles in Ventura County. Oak Park High School (OPHS) serves students in grades 9 - 12, and was established in 1978. The city of Oak Park is a tight knit community yet as part of California's District of Choice, fifty percent of the students who attend OPHS come from surrounding communities. OPHS has a reputation of a rigorous, college preparatory high school and offers a range of Advanced Placement courses, multiple CTE pathways and a full inclusion for special education. Over the past five years, the CTE pathways that OPHS implemented include PLTW Engineering and Design Pathway: Engineering, Design, Robotics, Mechatronics, Software and Systems Development Pathway, Design, Visual & Media Arts Pathway, and Architectural Design Pathway.

OPHS has experienced several significant changes in administration including a new principal in July 2021 who replaced a longtime principal, as well as a new assistant principal in July 2019. Additionally, at the District office, a new superintendent joined OPUSD in July 2021. The OPHS counseling department has seen significant changes due to the retirements of longtime counselors and veteran counselors seeking new opportunities.

In response to letters written to the Board of Education, a Diversity and Equity Task Force (DETF) was formed by the District (OPUSD) in the Fall of 2020. The DETF has several task forces that meet to discuss issues of diversity. Additionally, since the last self-study, OHPS has experienced several events which affected the entire school community. These include the mass shooting at the Borderline Bar and Grill, the Wolsey and Easy fires, and the Covid-19 pandemic.

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

Through the WASC process, the school identified the following as initial student learner needs:
1. Overall academic achievement is high, but specific subgroups of students need additional support.
      a. Students with Disabilities are performing a significantly lower rate than their peers.
      b. Low socioeconomic students are an increasing population and the trend shows that they are not performing at the same level as their peers.
      c. D/F rates indicate higher rates for 9th grade students and males.
2. Student stress remains an issue with its various causes and implications on success at school.
3. School performance measures and decision making processes need to be clearly communicated to all education partners, including data trends and the creation of the LCAP and the SPSA.

The current enrollment at OPHS is 1406 students. OPHS has seen a decline in enrollment even with significant efforts to increase/maintain enrollment the past few years from 1560 students in 2018 to the current enrollment of 1406 in the 2022-2023 school year. Most subgroups have remained constant with the exception of low socioeconomic students (SES on chart) with an increase of 7.5% and Asian subgroups showing an increase of 9% and white students showing a decrease of 14%.

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								

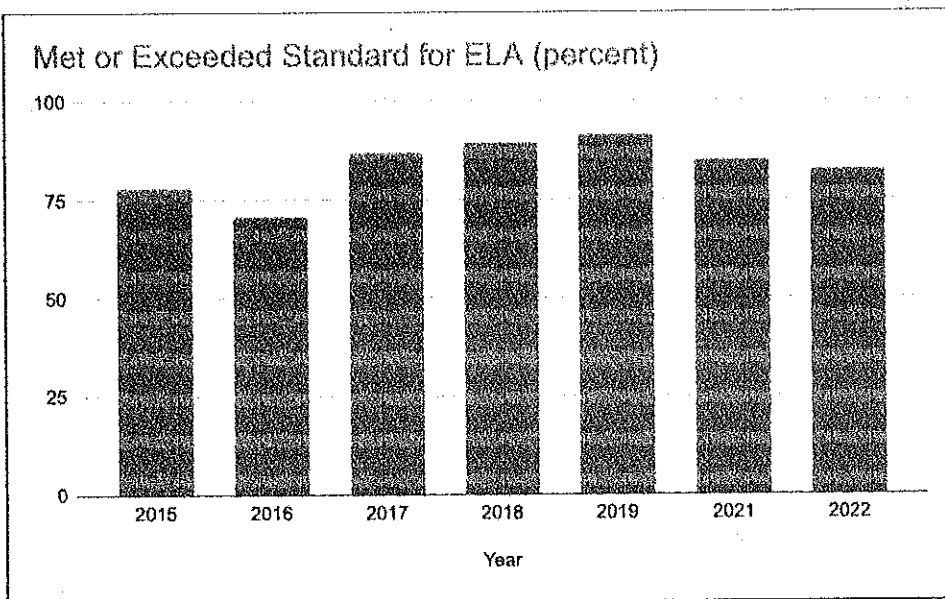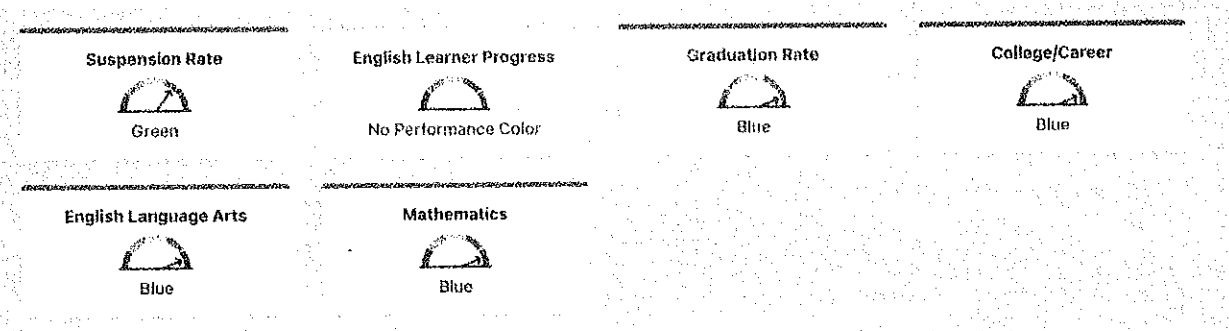| Year	Total	African American percent	American Indian (percent)	Asian (percent)	Filipino (percent)	Hispanic (percent)	Pacific Islander (percent)	Two or More Races (percent)	White (percent)
2017	1518	1.3	0.4	16.1	0.8	8.9	0.2	2.8	69.6
2018	1560	1.2	0.3	17.6	0.6	11	0.1	4.2	64.9
2019	1551	0.8	0.1	18.8	1.1	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

Performance Indicators

OPHS uses a variety of state and local assessments to monitor student achievement and to inform decisions including AP test scores, D/F rates, A-G C or higher pass rate and math placement data.
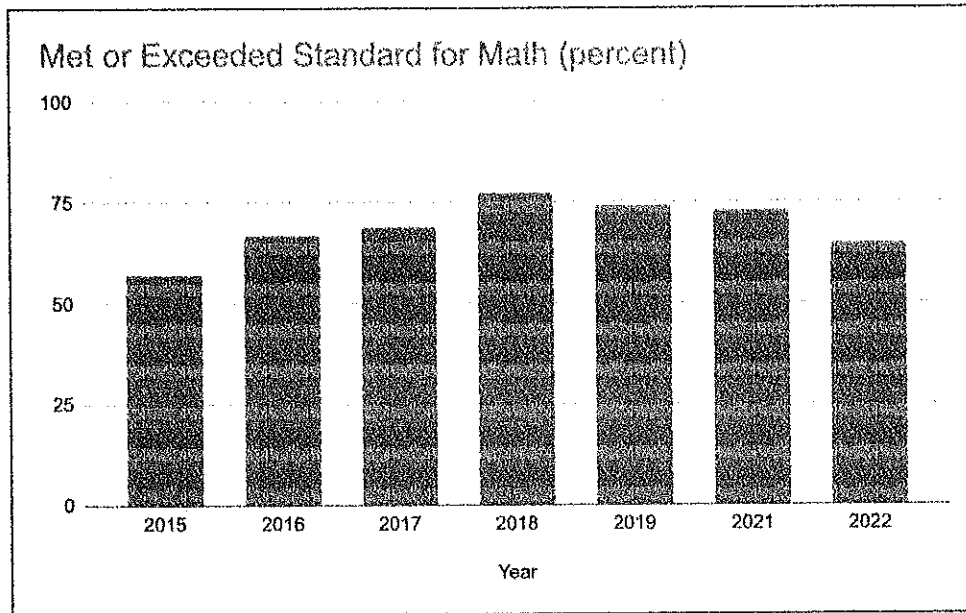
State Indicators and Assessments

The majority of Oak Park students continue to score above the State performance levels as indicated in the charts below. However, the data indicates a discrepancy in performance between students with disabilities (SWD) and other students in achievement in both ELA and math. Additionally, a disparity exists in achievement, not only with SWD, but also with Hispanic and low socioeconomic (SED) students in math achievement levels.

California Dashboard Data 2019 (Last date available on CDE dashboard)

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Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Green	No Performance Color	Blue	Blue

English Language Arts	Mathematics
Blue	Blue

Met or Exceeded Standard for ELA (percent)

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

Met or Exceeded Standard for Math (percent)

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

Graduation Rate and A-G C or Better

OPHS continues to have a high graduation rate for all students as indicated on the chart below. OPHS' graduation requirements do not include the UC A-G. Currently, 80% of students are graduating having met A-G requirements with a C or better. Yet, students with disabilities (SWD) and low socioeconomic students (SES) are meeting the A-G courses with a C or better at a much lower rate with SWD at 28% met and SES at 64% met.

Graduation Rate by Percent (all students)

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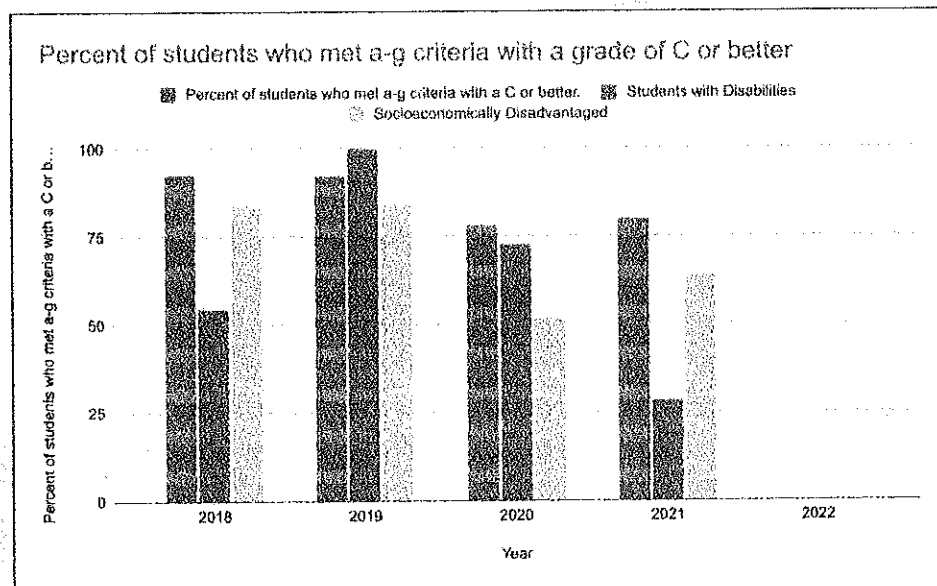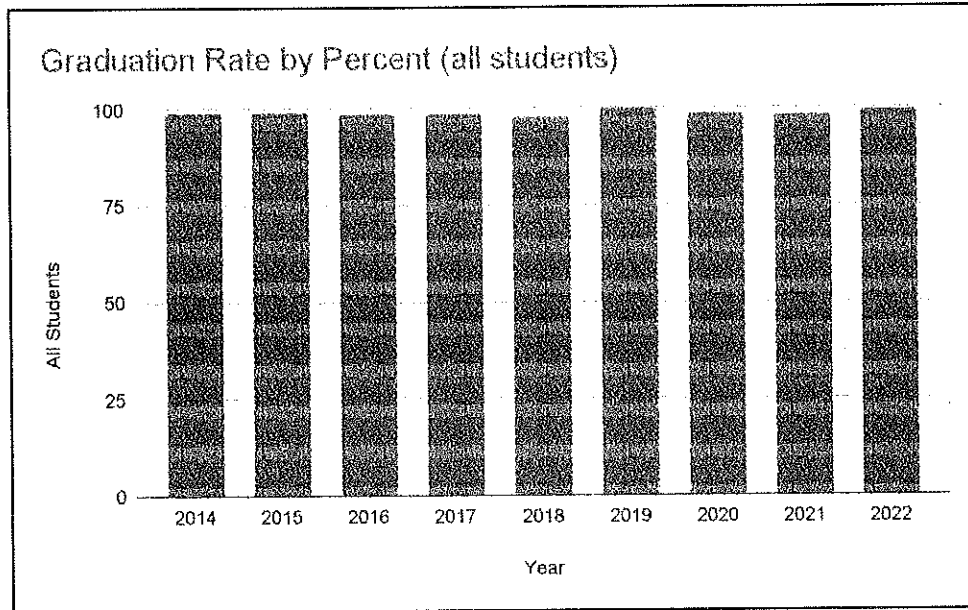
Year	Percent of students who met a-g criteria with a C or better.	Students with Disabilities	Socioeconomically Disadvantaged	Asian	Hispanic	Two or More Races	White
2018	92.7	54.5	83.9	100	93.9	91.7	90
2019	92.5	100	83.8	98.3	91.7	86.7	91.5
2020	78.1	72.7	51.6	86.8	76.7	90.9	74.9
2021	80	28.6	64	94.6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

Advanced Placement Data

OPHS offers approximately 21 AP courses and on average 35% of the students are enrolled in one or more AP courses. Students who take the AP exams pass with a 3 or higher at a rate of approximately 90%. However, enrollment in AP courses does not represent the school's demographics.

Unique Number of Students in AP Classes

School year	Number of Students in AP Class	Number of UNIQUE students in AP Class (% of student body)	OPHS Enrollment
2017-18	1270	493 (32.5%)	1,515
2018-19	1285	525 (34.8%)	1,510
2019-20	1132	496 (33.9%)	1,464
2020-21	1155	509 (36.4%)	1,398
2021-22	1206	528 (37.4%)	1,410
Current	1354	576 (41.4%)	1,392

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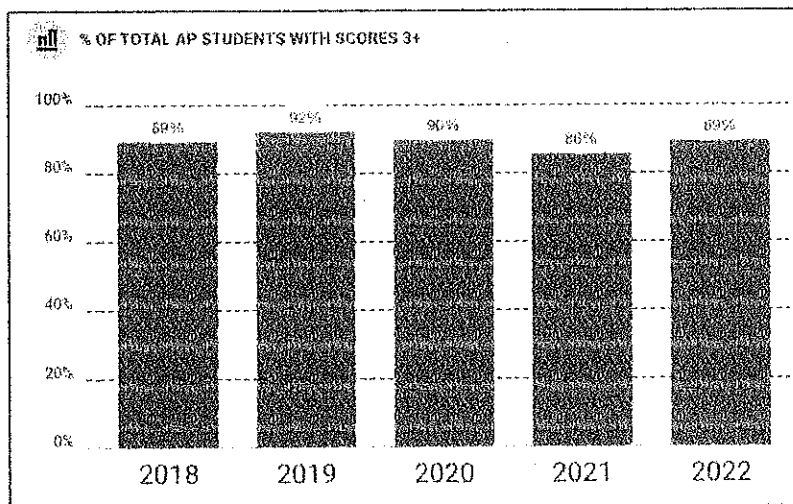
Total Number of Students Taking AP Exams

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

AP Enrollment by Ethnicity

Ethnicity

AP Course	American Indian/ Alaskan Native	Asian-Other	Pac Islander-Other	Filipino	Hispanic	Black or African American	White	Asian-Asian Indian	Asian-Chinese	Asian-Japanese	Asian-Korean	Asian-Laotian	Asian-Vietnamese	Pac 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

AP Enrollment by Socioeconomic Status

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

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School Suspension Data

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%

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

OPHS students are graduating at close to 100% every year and are maintaining above state averages on the Smarter Balanced Assessments in both ELA and math as well as have high pass rates on average of 90% of AP tests with a 3 or higher. In the area of math on the SBAC, a disparity exists in some subgroups and is an area of growth.

Chapter II

Since the last WASC visit in 2017, OPHS has made some progress on their critical areas for follow up. Although there have been changes in leadership at the district and school levels, and the school experienced the COVID-19 pandemic with the rest of the world, there did not appear to be an emphasis on the critical areas for follow up throughout the six years until recently. In the current school action plan, three of the below critical areas of follow up are listed by the school as current needs, and are reflected in the current school action plan.

#1 Develop a schoolwide emphasis on the practical application of all parts of the curriculum.
To address this area, OPHS grew their CTE pathways and worked to incorporate real world experiences in various courses. However, currently, OPHS is struggling with students wanting to enroll in AP courses vs. completing CTE pathways. To address this issue, OPHS is working to find ways to include the pathways in the core academic curriculum.

CTE Completers

School year	Architectural Design	Digital Media	Engineering*	Production & Management Arts**	Software & Systems	Total
2020-21	5	12	12	9	18	56
2021-22	1	8	14	N/A	21	44
Tentative for 2022-23	1	5	9	N/A	33	48

*Pending Credential for new teacher
**Capstone last offered in 2020-21 (Teacher retired)

#2 Develop a schoolwide focus on understanding the causes of, and methods to alleviate, student stress.
To support reducing student stress, OPHS has been involved with Stanford University's program, Challenge Success. Through the program, OPHS has implemented homework free breaks as well as moved their first semester end date to December. OPHS opened a Wellness Center for both students and staff to support dealing with stress and social emotional issues. The center is staffed with a counselor and clerk and provides a welcoming, relaxing environment. Although OPHS has strived to reduce stress, student surveys and interviews still reveal that stress has a significant impact on OPHS students. Currently, this is also true for staff at OPHS. OPHS has included this critical area for follow up in their current report and added both staff and students.

#3 Develop an organizational structure for decision making that is student centered, timely, effective, and includes appropriate educational partners' input.
To address this area, OPHS developed handbooks outlining job duties and responsibilities for administration and classified staff. Administration duties are reviewed yearly and shared with staff at the beginning of the year. Meeting agendas and materials are provided to all participants prior to the meeting for review. With the change in the district leadership and the school principal, OPHS is still working to implement consistent systems of communication and decision making. However, recent developments such as the Diversity Equity Task Force (DETF) and the bell schedule change meetings are examples of inclusive arenas for educational partners' voices.

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

Progress in this area is limited due to the current policy that states teachers can design their own professional development. There is no scheduled professional development time in the current schedule for the school to implement site-based professional development. Some teachers take advantage of staff and professional development opportunities offered by the district and Ventura County Office of Education. Currently, the district and teacher's union are considering new opportunities for a more unified staff development plan.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective** Ineffective

Narrative Rationale:

Although the school made some progress on the prior accreditation findings, there did not appear to be a focus on the previous findings until recently. Additionally, the school has identified many of the same goals that were left from the previous visit.

The WASC Visiting Committee (VC) found evidence that OPHS engaged educational partners in the WASC process by involving school leadership, teachers, staff, students and parents in the self-study process. However, the VC found that the participation of educational partners in the preparation of the self-study was limited. In the focus groups, there was little evidence of general awareness of their own category contents or what was in the overall self-study WASC report. Focus groups discussed "meeting two-three times" and "submitting documents" to prepare the self-study, however, there was minimal evidence that indicated there was a systematic process of program evaluation and assessment of overall student achievement.

OPHS is dedicated to a college preparedness curriculum that includes both college and career readiness as evidenced by their course offerings including CTE pathways and the achievements on the CDE dashboard as most indicators in 2019 were in the blue level. As a high performing school, the majority of OPHS students continue to meet or exceed state and national standards. OPHS gathered data on student achievement and school programs, however, the data utilized did not break down student achievement by sub groups in all cases. The VC recommends that school leadership conduct detailed data analysis for all sub groups to gain a true picture of student achievement at OPHS.

The school's action plan includes all the school's critical areas for follow up and has action steps under each area. As the self-identified critical areas for follow up mirror most of these left in the last self-study it is unclear if the school will be able to effectively reach their set goals. However, there is support from the district and many of the identified areas for follow up are addressed in the district's LCAP. The VC feels confident that if these critical areas for follow up are made school and district priorities, then the school can implement their action plan.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as

well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective**
Ineffective

Narrative Rationale:

The WASC Visiting Committee (VC) found evidence that OPHS engaged educational partners in the WASC self-study process. However, the VC found that the participation of educational partners was limited and many were unfamiliar with the contents of the report. OPHS gathered data on student achievement and school programs; however, the data utilized did not break down student achievement by sub groups in all cases to provide a comprehensive analysis of the entire school program.

Chapter III: Quality of the School's Program

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

A1. Vision and Purpose Criterion

OPHS's 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 them. Communication of the Mission Statement and Schoolwide Learner Outcomes to teachers is provided and discussed during staff meetings. However, the self-study revealed that the understanding of the mission statement, SLOs and District LCAP, and the communication of these areas is an area for growth with educational partners. Timely communication and increased efforts for student and parent participation in the LCAP process are areas being explored by the school and district. During the visit, both students and faculty shared that a possible reason for the low participation rates in LCAP surveys responding to the feedback is related to the uncertainty of what the catalyst for the change is and because the results of feedback are not always shared and evidence of the inclusion in the final product is inconsistent.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The mission statement and SLO's are present in all classrooms and faculty is aware of them. LCAP goals reflect the school's mission statement. Growth is needed in communicating the LCAP goals and process for soliciting input to reflect all educational partners' opinions.

A2. Governance Criterion

OPHS has all the essential pieces of governance and compliance addressed in their processes. However, there is limited evidence to demonstrate the involvement of the School Site Council in the comprehensive data review that informs the SPSA. There have been significant changes in the administrative structure at the site and district levels. These changes have been compounded by the impact of school closure during this critical time of leadership. The VC struggled to find evidence of the impact of these governance pieces on supporting the achievement of SLOs, academic standards, and college- and career- readiness standards; however, this was reported as an area of focus for both district and site level leadership. It was reported by many educational partners that there is confusion regarding where decisions come from and the reason for required changes. Little evidence was provided on how the professional staff is involved in the implementation of the policies. Educational partners report that there is a lack of engagement in processes regarding policies, and that the lack of engagement is also reported as being a byproduct of unclear communication regarding the impact of the feedback provided. The VC agrees with the self study finding that effective and genuine communication is a significant area of growth for OPHS.

The schedule of meetings includes time for staff, department, leadership, and "M" meetings. This process allows departments to discuss topics and for the department chairs to bring the input to the leadership meetings. The VC agrees with the self-study that this system of communication is not adequately meeting

the needs of the OPHS campus and is an area for growth. Uniform complaint procedures are posted in every classroom.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective**   Ineffective

Narrative Rationale:

Although the school continues to be high achieving, there are limited internal systems of communication. The governing structures are not effectively using data to inform decisions about the overall school programs and its impact on all students.

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

OPHS's self-study has revealed significant areas for growth in the area of communication and feedback that impact decision making. Input from all educational partners can be inconsistent. Staff, student, and parent survey participation tends to be low. The self-study process identified potential reasons for low participation as being laborious and complicated. OPHS has found that concerns are not fully understood and addressed by decision makers prior to action being taken. The self-study stated that meetings that are held do not fully engage all educational partners and shared decision making is an area for growth. The self-study did not address the school's planning process and there is no evidence of a clear process of assessing student needs, collaboratively determining and implementing strategies, and monitoring student results. The VC found no systems to allow for this planning process both in structure or data collection. The SPSA has a narrow impact on the school population due to the limited Title I funding. Due to this, the SPSA is not a widely distributed document at OPHS. Only teachers on the SSC appear to be aware of its purpose and review it annually.

The VC found limited evidence of collective accountability that supports student learning. The primary piece of data reviewed is D/F grade data. The review of data and adjustments to teaching based upon its feedback was not found by the VC. The data was reported to be used by the counseling team to provide support to individual students. The structure of the school day was identified by all educational partners as a barrier to collaboration. The VC agrees that a review of the school day is necessary to allow for collaboration between teachers, so that students can be further supported in their learning.

The communication systems that are present in the school have been found by the self-study process to be inconsistently used. Information and feedback regarding survey results is an area of concern for staff and a possible reason for low participation on staff/student surveys. All educational partners have reported this to be an area of focus as resolution to challenges continues to be needed.

Leadership: *Data-Informed Decision-Making and Continuous School Improvement* that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective**   Ineffective

Narrative Rationale:

Although the school has multiple data points that are reflected in the LCAP and the self-study, there is a

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lack of evidence that the data is used to inform decisions for all students. Processes and cycles of communication are not yet fully developed to address continuous school improvement needs and to share data with all educational partners.

A4. Staff: Qualified and Professional Development Criterion

The OPHS self study process revealed a highly qualified instructional staff. Many hold advanced degrees and certifications. Many educational partners shared that the support and development of new teachers is an area of growth for the school and the district. During the visit, the VC were provided feedback on the support of new faculty in certain departments being an area of strength, while other departments are more hesitant to provide assistance to colleagues in need of help.

Professional development is available to staff, and faculty share that they have the opportunity to attend. Due to the current structure of professional development in the district, professional growth is not universally embraced, as the responsibility of finding appropriate PD rests with the staff. 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 its effectiveness, nor is data collected in order to communicate to educational partners. The visiting committee has identified this as an area for growth for OPHS.

Additionally, because the system of professional development is not currently monitored for its measurable impact on student learning, there is a lack of evidence on the connection between professional development and high achievement of students. Many students are achieving at high levels, however the data reveals a lack of comparable achievement with growing significant subgroups (SED and SWD). The VC sees the further exploration of research based professional development to address the needs of significant subgroups as an area of growth.

Certificated and classified employees are evaluated at the mandated intervals. For certificated employees there is a self-evaluation component that includes an element of choice for teachers. Due to this employee choice, teachers may not be formally evaluated, and instead present a portfolio on a topic or instructional practice of particular interest.

OPHS has created multiple documents describing the responsibilities of various positions. School policies and procedures are communicated annually to both staff, faculty, and parents. Educational partners commented that many procedures and processes that were lost during COVID are returning. There continues to be a need to communicate effectively about the decision making process to all educational partners.

Staff: Qualified and Professional Development that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective**   Ineffective

Narrative Rationale:

Staff is highly qualified and engages in professional development based on self-identified needs, yet a professional development structure that is based on performance data and student need is not in place.

> The lack of a structured system makes the correlation to student learning difficult to determine.

A5.   Resources Criterion

Based upon the self-study, there is limited evidence of staff involvement in site-based resource allocation decisions. Uncertainty regarding the reasons for resource allocation decisions being made was shared with the VC. There is frustration over funding decisions that opt for resources that are not utilized (i.e. paper.co) over resources that are needed (i.e. updated textbooks). Due to the current principal being new to the process, the historical perspective of resource allocation remains unknown and a system to address allocation needs is an area for both growth and development. Individual departments are not provided with budgets for discretionary funds; however, educational partners reported that for department level needs, requests can be made to the Parent Faculty Association (PFA) and those needs are often met.

According to the self study, decisions surrounding the annual budget, the annual audit, and accounting practices are handled at the District Office. The school site then receives a lump sum of discretionary funds that are then distributed according to the needs of the campus.
The VC found little mention of facilities and the need of the school to ensure a safe, functional, well-maintained, and adequate learning environment. However, the campus is clean and inviting and the school is in a state of good repair and supports student learning. Each classroom is outfitted with interactive whiteboards and some classrooms have updated modular furniture to support student collaboration. There are some classrooms that have outdated technology and are in need of removal of excess materials.

Staffing at OPHS appears to be satisfactory to support student needs. Through the LCAP goals, OPHS has hired a new College Counselor with a PPS, as well as an additional counselor to staff the new Wellness Center. The school continues to support their CTE pathways through staffing qualified teachers, many with industry experience and currently some staff are working on obtaining their CTE credentials. Although there is not a systematic professional development plan in place, staff select how they use twenty one hours of professional development on their own. Many staff take advantage of offerings at the district and county levels, as well as attend both state and national conferences.

Resources **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective   **Effective** Somewhat Effective
Ineffective
Narrative Rationale:

The school is in general good repair and provides a clean and inviting atmosphere for both students, staff, and parents. Although there are some questions on how site-based resources are distributed, the LCAP supports the overall school program and student learner needs.

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. The OPHS staff is a very committed and highly qualified staff. Multiple staff members hold post graduate degrees and many have additional authorizations.
2. OPHS has a well-established reputation in the Oak Park community for high achievement.
3. 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).
4. OPHS has a clean and inviting, open campus that supports student learning needs.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Implement an effective method of shared decision making between all educational partners to review data, and collaboratively develop and refine shared goals that focus on the current action plan.
2. Develop a professional development plan that focuses on site-level instructional initiatives for continuous improvement that includes a structure to allow for collaboration among teachers to review data, and to refine instructional practices to positively impact learning and achievement for all students.
3. Create transparent systems around the availability of resources for site and department use to support school priorities to ensure continued achievement for all students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Classroom visits
- Focus group meetings
- Educational Partner meetings
- Self-Study report
- School website
- District website
- SPSA
- SSC meeting minutes

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

OPHS offers a variety of courses, which are aligned with the appropriate frameworks and content-area standards, including CTE and AP courses. Students are able to enroll in college-prep, Honors, and/or AP courses in core areas, world languages, and the visual and performing arts classes. Scores on CAASPP, CAST, and AP exams demonstrate that a majority of students are excelling in their courses.

In 2019, OPHS was awarded the CDE Career and Education Distinguished Program award for CTE programs, which includes the following pathways: PLTW; Software & Systems Development; Design, Visual, and Media Arts; and Architectural Design. The CTE pathways receive funding and support from community partnerships including local colleges, businesses, and organizations. Students have access to state-of-the-art technology in a variety of courses. These courses provide students with real world experiences through the educators, most of whom worked in the sector, through field trips and guest speakers, and through curriculum. There is an increased need for students to get information about the CTE pathways and vocational options in order to increase participation and knowledge about post-secondary options.

Course revisions have been completed in departments like Math and History/Social Science to courses like Data Science, Algebra 1A/1B, AP Psychology, and Economics: Geopolitics and the World Today. Discussions about the creation and implementation of the new Ethnic Studies graduation requirement is currently in progress. The science department has aligned their courses with NGSS with an emphasis on Science Practices and Cross Cutting Concepts. OPHS offers world language courses in Spanish, French, Chinese, and ASL, and has increased the number of sections to meet demand. New curricula and textbooks were recently adopted in Spanish and French, while Chinese is currently being reviewed. There is some evidence of cross-curricular planning between ELA and HSS courses (vocation project) and in the Environmental & Sustainability Program (Green Cord). Some departments, including math and ELA, communicate and collaborate with representatives from the elementary and middle schools to discuss vertical articulation. Each year there are some opportunities for students to take dual enrollment courses and some students choose to take concurrent enrollment courses and a community college.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

OPHS offers a variety of courses, which are aligned with the appropriate frameworks and content-area standards, including CTE and AP courses. Scores on CAASPP, CAST, and AP exams demonstrate that a majority of students are excelling in their courses.

B2. Equity and Access to Curriculum Criterion

OPHS students have many different options to meet the graduation and the A-G requirements through college-prep, honors, and AP courses. There are some obstacles for all students to access AP and CTE courses. The number of CTE pathways has increased in recent years, and some students take them in order to meet the college-and-career readiness indicator on the CA Dashboard. One barrier to student participation in CTE courses is the student desire to enroll in AP courses versus CTE pathways.

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The English, Social Science, and Math departments began discussions about creating tasks and selecting materials that connect to students' experiences and that have applications outside of the classroom. These include the use of more informational texts in ELA or math problems that are connected to practical topics like personal finance. Science uses a phenomena-based approach aligned with NGSS so that students see the application of concepts. Some examples of real world experiences include: projects in Environmental Science, a Modern Justice unit in ELA, and Music at the Movies in the music program; however, a limited number of students are enrolled in these courses.

With regards to accessing honors and AP classes, OPHS is reflecting on the strict pre-requisites that may limit access and prevent students who are interested from participating. Students who have an IEP/504 and identified as low SES are not completing graduation, A-G courses, or the CTE pathways at the same rate as other students. Students with IEPs have access to WorkAbility to support goals related to the transition from high school to adult life.

Students and parents have access to several meetings focusing on student academic progress and post-secondary options. These include Future Freshman Night, Open House, Back to School Night, and Parent Coffee. All students have personalized learning plans. The counselors and College and Career Center offer student support for college applications and financial aid information; however, time is limited during the school day to meet with all students. The school recognized the need for a full-time college counselor with a PPS and hired an additional one. Students also have access to Navience in order to review their academic progress in preparation for college applications.

> **Equity and Access to Curriculum that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one):** Highly Effective   **Effective**   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> OPHS students have many different options to meet the graduation and the A-G requirements through college-prep, honors, AP, and CTE courses. Students and parents have access to several meetings focusing on student academic progress and post-secondary options.

CATEGORY B: CURRICULUM
Areas of Strength for Curriculum:

1. OPHS has a rigorous curriculum that is challenging and students have access to many different course offerings, including college-preparatory, honors, and AP courses.
2. OPHS offers a variety of courses that provide real-world applications through CTE Pathways, electives (e.g., Journalism, Environmental Science, Mock Trial, Engineering, Sociology, Construction Tech, Geopolitics), and in some core classes.
3. OPHS has guidance counselors and a College and Career Center that provides students with information about course offerings, college applications, financial aid, and vocational options.
4. Guidance counselors meet with students to create and refine the personal learning plan and provide social and emotional support.
4. OPHS communicates with students and families, including incoming 9th graders, about curricular offerings, college-related information, and registration.

Growth Areas for Continuous Improvement for Curriculum:

1. Increase communication to raise awareness about CTE pathways, so more students are aware of the options and benefits of the programs.

2. Provide guidance counselors more consistent time to review post-secondary options, course offerings, and transcripts with students throughout the year to ensure all students are getting support in meeting their academic goals.

3. Evaluate academic performance, access to A-G classes, and the CDE College and Career Readiness Indicator completion for all sub-groups.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Master Schedule
- CTE Pathways
- A-G approved courses (UCOP)
- College and Career Center
- Naviance
- CAASPP/CAST/AP scores
- CA Dashboard data
- Classroom observations
- Curriculum focus group
- Student group meeting
- Parent group meeting
- Guidance group meeting

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion ·

At OPHS, teachers strive to implement a rigorous curriculum for all students to be college and career ready. Teachers, students, and parents value classroom instructional time. OPHS's reputation is that of a "high achieving, college preparatory" high school and teachers work to meet the demands of the high achieving student population with a challenging curriculum. Classroom observations and student work analysis provided evidence of standards-based teaching and learning; however, the implementation and instruction was inconsistent. In some classes, high level of student engagement with the curriculum and in the classroom setting was evident and in other classrooms this was not observed. English classes changed the novels used to make the curriculum more relevant to the students. Relevant work was also observed in the functional classes as well as a variety of other courses including social science, science and CTE courses.

Although some students said that the challenging environment provided for a competitive environment that motivated them, many students reported that the challenging curriculum at times caused them to feel "not smart" or "not good enough" as compared to their peers. Many students noted that the environment could be shifted to be more supportive of all students and to celebrate other areas of their success.

Most teachers provide detailed syllabi to support students in understanding class expectations and learning outcomes for the course. Many AP teachers provide detailed year long calendars outlining all the course requirements including exams, quizzes, and essays. The VC observed in multiple classes that students were engaged in the learning process and they were able to articulate what they were learning. Many students confused what they were "learning" with what they were "doing" when asked; however, there is an overall observed evidence of students engaged in the learning process.

Student Engagement in Challenging and Relevant Learning Experiences that supports **high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective   **Effective**   Somewhat Effective Ineffective

Narrative Rationale:

OPHS offers a challenging, rigorous curriculum across the content areas where students meet the academic standards and the college and career readiness standards as evidenced by classroom observations, student work, and interviews. Some courses provide relevant learning experiences.

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

In many classrooms, teachers act as facilitators as students integrate their learning into group projects and presentations, and evidence of rigor exists. Some teachers utilize research-based strategies including intentional student participation and discourse strategies and flipped classrooms. Throughout the campus, evidence of technology in terms of student Chromebooks/devices, interactive boards and Google classroom was observed on a consistent basis in most classrooms. However, the integration of Edtech tools such as Pear Deck, EdPuzzle, Jamboard, Geogebra, oPhysics, and Blooket were observed in limited classrooms.

To support students in critical thinking, students were engaged in group projects and presentations, team

assessments, collaborative group work, and time writing assignments in many classrooms. Through the CTE courses, there is evidence of students engaging in real world experiences, although not all students are enrolled in these classes. In other subjects, students worked in teams to analyze and/or research material, create Google Slide decks and present their learning to the class. Additionally, in some classes students acted as facilitators teaching the content to the class and some curriculum is tied to current events and daily life experiences. Courses beyond the CTE pathways in the master schedule including Mock Trial, Journalism, Yearbook, Speech and Movements in Society provide experiences beyond the textbook. The school also offers a three course career pathway in environmental sustainability.

Differentiated instructional strategies to support all students in meeting academic standards, including students with IEPs/504s and English Learners, were not observed in classrooms. Some teachers used student-centered approaches to engage all students in active learning.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The majority of OPHS students are high achieving and many teachers facilitate instruction that is student centered and utilizes a variety of resources beyond the textbook including EdTech tools to engage students and support student achievement. However, differentiated instructional strategies to support all students in meeting academic standards, including students with IEPs/504s and English Learners, were not observed in classrooms.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Teachers are better able to use the skills and techniques from distance learning to add primary and secondary sources to Google Classroom, and supplement meetings with Google Meet and/or Zoom.
2. The staff is extremely dedicated to the success of their students and students and teachers value the instructional time in class.
3. Many staff members implement Edtech tools in their classroom curriculum.
4. CTE pathways provide career preparedness and real world applications, and students are actively engaged in the learning process.

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Provide students more individualized feedback, and opportunities to relearn missed content.
2. Implement early evidence-based intervention for struggling students.
3. Utilize common assessments across content/departments to analyze student achievement and to inform instruction.
4. Increase the use of Edtech tools across all content areas and classrooms.
5. Adopt and implement intentional research-based strategies including differentiation to engage all students in critical thinking across all classrooms including lower level math classes.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- CAASPP/CAST/AP scores
- CA Dashboard data
- Classroom observations
- Student work artifacts
- Learning and Teaching focus group
- Student group meeting
- Parent group meeting

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

OPHS uses a grade program called Q where teachers, students, and parents can access student academic progress data. It was not evident that a plan or process was in place for the school to disaggregate and analyze school-wide student performance data. While teachers can access information about individual students, the faculty identified the need to review, analyze, and discuss larger data sets (e.g., CAASPP, CAST, ELPAC, grade mark, A-G, college-career readiness, etc.) more regularly. AP teachers receive score reports for their AP classes in order to review areas of improvement. Parents and students receive test scores through online portals for AP tests or mailed home for CAASPP and CAST. A majority of students meet the College-and-Career Readiness Indicator, but students with IEPs/504s, students identified as SED, and ELs need additional support.

The guidance counselors meet with students to discuss their academic progress and preparation for the next year's schedule using the personalized learning plan. They also meet quarterly with students who are earning a D/F in a class. The College and Career Center provides support for students to learn about post-secondary options including college applications, financial aid, and vocational information. Some teachers collaborate with colleagues to develop common grading policies, but it does not happen within complete departments, across courses, or schoolwide.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   Effective   **Somewhat Effective** Ineffective

Narrative Rationale:

While teachers can access information about individual students, the faculty identified the need to review, analyze, and discuss larger data sets more regularly. Some teachers collaborate with colleagues to develop common grading policies, but it does not happen within complete departments, across courses, or schoolwide.

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

Teachers use a variety of assessment types to evaluate student learning. These include journals, web-based applications (e.g, Kahoot, EdPuzzle, Quizziz, Socrative), quizzes, and exit tickets. A few teachers use programs like Peardeck to check for understanding. Additionally, some teachers build in time for students to explain their understanding during class through structured student talk or pair-share. Many AP teachers provide students with a calendar of assignments and assessments to help students prepare. Summative assessments in AP classes mirror question types on the AP exam. Music, Art, and CTE classes utilize project-based and performance-based assessments aligned with the course outcomes. More frequent checks for understanding are needed to engage students during the lesson and to adjust teaching based on information gathered. The VC did not observe consistent formative assessments in all classes. Some courses have common assessments, but it was not evident the extent to which all teachers within a course administered the assessment and then discussed results to inform planning. Teachers identified that lack of time to meet as an obstacle to collaborate on curriculum planning and assessment data review.

Parents and students have access to individual course grades and feedback through Q and Google Classroom. Most teachers update grades regularly and many use Google Classroom to provide feedback about specific assignments with rubrics and/or commentary. Teachers are responsive to students who request additional information or clarification about assignments and tests.

Some teachers provide flex time for students to work on assignments and to check in with students about their assignments and/or make-up quizzes and tests. Use of flex time was inconsistent, and the unstructured time did not seem to be utilized effectively by all teachers and students.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

More frequent checks for understanding are needed to engage students during the lesson and to adjust teaching based on information gathered. Some courses have common assessments, but it was not evident the extent to which all teachers within a course administered the assessment and then discussed results to inform planning.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Some departments use a variety of assessment types including performance-based, project-based, and written.
2. AP classes offer students practice assignments and assessments aligned with the end-of-course exam.
3. Individual teachers provide timely and accurate feedback through the use of Google Classroom.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Determine a process to collect, disaggregate, analyze and reflect on school-wide data to inform decision-making about programs and to support struggling students.
2. Create course-alike assessments to increase communication and collaboration among teachers and determine an appropriate structure to analyze the data to make instructional decisions.
3. Identify and implement more frequent checks for understanding during a class period that engage all students and provide information that informs instructional decisions.
4. Department and course-alike teams should review grading policies to ensure equitable access to courses and implementation of grading practices, including the determination of mastery criteria for identified skills.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:
- Master Schedule
- CTE Pathways
- A-G approved courses (UCOP)

- College and Career Center
- Sample course outlines and syllabi
- Edtech tools
- Classroom observations
- Curriculum focus group
- Student group meeting
- Parent group meeting
- Guidance group meeting

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

OPHS utilizes a variety of ways to communicate with its community, parents, and students in order to ensure involvement in the learning and teaching process for all students. Sample outreach includes PFA/Parent Square messaging (since 2019), the OPHS website, video announcements, weekly school bulletins, the *Talon* online (every other week), and social media platforms. Additionally, parents and families are kept informed of student progress through the Q learning management system. The majority of faculty include links to their course website(s) on the staff page at oakparkusd.org. There are multiple opportunities and events to involve the community in the teaching and learning process, such as participation in the Diversity and Equity Task Force, school board meetings, future freshman nights, and focus group committees.

Parents and faculty did share that there is a lot of one way communication from the school. Parents feel informed and involved in the school, but did mention not being certain that their feedback was included in school and district plans. Parents shared that communication regarding serious issues that impact students is not prioritized by OPHS. Communication is primarily regarding curriculum and school events. Concern was expressed regarding communication being available to parents in English only.
Email messages sent to staff are responded to within twenty four hours. Most teachers provide syllabi that have calendared all assignments and tasks, to be completed throughout the full academic year, at the start of each school year.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Educational partners have multiple means of engaging with the school including committees and task forces. The school uses the Q system to communicate with parents, but parents want reciprocal participation and the ability to provide input. Parents also stated that the use of Google classroom was effective.

E2. School Culture and Environment Criterion

OPHS is a clean and well maintained campus with existing policies and regulations. Resources are used to ensure a safe, clean, and orderly environment. OPHS is a small campus with an atmosphere where all students, employees, and visitors take pride in how the campus looks and is treated. The campus landscaping is well maintained. Students and staff participate in digital citizenship training and sign acceptable use agreements, and the Williams Uniform Complaint Procedures are posted in every classroom. The Acceptable Use Policy is posted on the login page for the learning management system and parent portals. *Beacon Alerts* go to administration when students log in to inappropriate websites on their school-issued Chromebooks. Safety and security procedures are reviewed and updated regularly. Campus supervisors and security cameras are strategically located across the campus. Campus supervisors (OPHS has nine that work in shifts of three) work very well with the students and get to know them by name. Drills for fires, earthquakes, and lockdowns are conducted annually. Students utilize *OPHS Report It* as an anonymous "see something, say something" text messaging system. Staff members report they

feel safe and secure on the OPHS campus.

The academic rigor and elevated level of academic achievement are prevalent at OPHS. Staff, students, and educational partners express concern for the level of stress impacting students and staff. Students refer to the experience as the "Oak Park Effect." Staff and students report that academic competition is fueled by student peers, parents, as well as by faculty.

Overall, OPHS does have a school culture that demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The VC observed that the care is reciprocal between staff and students. Some teachers were observed starting their lessons with SEL check in's. The newly created Wellness Center, run by counseling staff, offers a safe and welcoming space for students to decelerate stress and receive social and emotional support during the school day. Permanent table tennis tables are established in the quad and are used during breaks, nutrition, and lunch by students for much needed play time in the middle of their academic day. Counselors are available in times of crisis for students and faculty. Awareness Week is put on by the Advanced Peer Counselors who, through art and murals, bring campus awareness to current and impactful social issues relevant to OPHS students. Administrators maintain visibility and are available for staff and students throughout the day.

The atmosphere at OPHS is generally positive and void of serious disciplinary situations. Students are respectful toward staff. The diversity that has grown on campus over the past several years has brought new challenges to OPHS. Students report isolated incidences of social injustice in classes and on campus; however, they additionally report the positive direction of inclusion at OPHS following the DEI training from spring, 2022. Faculty also report that the culture at OPHS is getting better every year. Staff report generally positive relationships with administration. Students on certificate track and students with IEP's experience inclusion within general education courses. The campus is open and the students are trusted to stay on campus bell to bell, with the exception of seniors who may leave campus for lunch. Advanced Peer Counselors (27 students and two teachers) are trusted to work with student peers regarding social and emotional struggles. Student support staff and students acknowledge the need for balance in OPHS students' lives. This area remains a continued focus and different initiatives (e.g., Challenge Success, etc.) have been met with varying degrees of success.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

OPHS is an inviting, safe open campus that supports student learning both in and out of the classroom. Both students and teachers spoke highly of one another, and parents and students shared a sense of trust that the school and teachers were dedicated to high student achievement.

E3.   Personal, Social-Emotional, and Academic Student Support Criterion

OPHS specifically offers academic supports to students through the Math Honors Society, *Paper* online tutoring service, the flex period at the end of each block, the College and Career Center list of tutors, and Google Classroom. SST's and 504 Plan meetings are held to support students. Students on 504 Plans or with IEP'S are provided accommodations, as well as a Directed Studies course for support. Equity is

supported through one-to-one Chromebook distribution.

A new bell schedule for 2022-2023 was implemented, and the last twenty minutes of each block period is considered flex time. During this time, teachers allow students to remediate missing assignments, work on homework, or simply destress. Students report that not all teachers use the flex time in the same manner.

Counseling support is offered daily and there is a dedicated College and Career Counselor who works directly with students. Counselors inform teachers about struggling students who visit their offices through a confidential student alert. During registration, counselors discuss academic workloads with students, and they present a student/parent contract explaining the stress of academic rigor to students wanting to enroll in three or more AP level courses. The counseling staff also host a suicide awareness and prevention week on campus that provides information to students, as well as a hotline number (also on the back of student i.d. cards) and access information to third-party outside counseling agencies.

There are many co-curricular opportunities offered at OPHS. Club week at the beginning of the school year promotes student involvement in campus-based activities. Seventy-five percent of the clubs are academically focused. The Advanced Peer Counselors host "Kick Backs", which are activities intended to reduce stress, at lunch once a month. They also go into P.E. classes to motivate and build connections with peers. The Diversity and Equity Walk displays student art based upon themes relevant to social justice and current social trends. OPHS organizes a Fine Arts Assembly, which celebrates the accomplishments of students involved in band, choir, and VPA's. A senior assembly in May celebrates students' college admissions. Students report that a focus on marketing extra-curricular accomplishments within the community would assist in creating a more balanced view of the school priorities. This includes CTE pathways, athletics, and VPA programs.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective
Narrative Rationale:
OPHS has a full-inclusion program, Wellness Center, a variety of extra-curriculars, and flex time in classes. There is no evidence of a defined MTSS in place beyond the special education department.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. OPHS maintains academic excellence as evidenced by its graduation rates, college acceptance rate, and assessment scores.
2. A genuine care and concern for students is evident from all educational partners.
3. An extensive offering of extra-curricular and co-curricular activities that enhance the school atmosphere (clubs, sports, rallies, assemblies, awareness weeks, etc.) exist at the school.
4. The OPHS campus is a safe, clean, and supportive environment.
5. Students are supported through the Wellness Center, counseling staff, and the full time College and Career Counselor.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Prioritize communication to all educational partners regarding all opportunities and services available at OPHS.
2. Organize and develop a multi-tiered system of support for students, including the promotion of social and emotional strategies and student wellness check in's.
3. Implement strategies that encourage academic achievement and increase students' confidence and self-esteem, but decrease academic pressure and competition

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus group E
- Ad hoc student focus group
- Classroom observations
- Guidance focus group
- Parent focus group
- Self-study report
- Campus tour
- School calendar
- Club meetings and agendas

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. OPHS has a dedicated staff who are committed to high student achievement and upholding the school's mission of providing "a world-class educational experience as evidenced by classroom observations and school achievement data."
2. All significant OPHS student subgroups, except students with disabilities, reached 80% or above on the statewide Smarter Balanced Assessment in English Language Arts.
3. In response to student and staff stress, OPHS created and opened a Student Wellness Center to support social emotional needs.
4. OPHS maintains a safe and inviting campus. Campus security is dedicated to their roles and know the students by name.
5. On average 90% of the students who participate in OPHS's Advanced Placement (AP) courses, and take the AP exams, score 3 or higher.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

1. School leadership will analyze the sources of student and staff stress, and develop methods of mitigating stress by implementing social emotional development, including skills to support healthy identities, showing empathy, and achieving personal and collective goals.
2. Staff will utilize data analysis of assessments (formative, summative, common) to improve curriculum planning and instructional practices, including the implementation of research-based instructional practices, academic supports, and interventions to support all students including marginalized and underserved students in meeting the academic standards.
3. The school will perform regular reviews of their instructional schedule with all educational partners to support during the day intervention, instructional needs, and school wide activities.
4. The school will implement systems for student-centered decision making which include all student voices regarding the advancement of school goals, district goals, and student connectedness to the school programs.
5. The school will 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.

In addition, the visiting committee has identified additional growth areas that need to be addressed:

1. School leadership will work to support diversity and equity across the campus to ensure that all students have equal access to the curriculum, that all students are represented in the curriculum, and that all student subgroups are equally represented in all courses, including Advanced Placement courses.
2. School leadership will work to ensure that all students are achieving at comparable rates in the area of math as indicated by the Smarter Balanced Assessment on the CDE dashboard, and ensure that all subgroups are meeting C or higher in the A-G courses at a rate similar to their peers.
3. School Leadership will implement an effective structure for shared decision making between all educational partners to review data, and collaboratively develop and refine shared goals that focus on the current action plan and continuous school improvement.

Chapter V: Ongoing School Improvement

The VC commends the school administration, district leadership and the Board of Education for positively participating in the WASC process and supporting the school's action plan as a means of continuous improvement. The school is encouraged to develop a systematic process of goal review that includes all educational partners, and that will result in implementation of the school plan with direct impact on student achievement and well-being. Additionally, the school is encouraged to regularly review the progress with all educational partners to drive the improvement of the overall school program.

The action plan is aligned to the LCAP goals and delineates specific program areas that are in need of specific tasks including broad program implementation, support for counseling and student connectedness to school, increase CAASPP scores for all students, and implementing items in the Diversity and Equity report. All of the goals, tasks, and timelines are tangible, however, there currently is a disconnect related to the emphasis on the school's identified school wide areas for continued growth and successful implementation of these areas in the past.. The school is encouraged to review the action plan and update relevant goals that will take the school past the initial phase and use the plan to focus on future implementation and tracking of desired high-level outcomes, which are informed by holistic student data and are in alignment with their mission and SLOs.

It is the belief of the VC that the staff and administration can work collaboratively to accomplish the goals identified in their action plan. There is congruence between the findings of the visiting team and the school's self-study findings. As the action plan is currently written, there is a need to refine goals and monitor the progress towards those goals during each school year. The action plan will need to be reviewed as data is analyzed to include new accountability and timelines for measuring goals and monitoring the accomplishments of the school.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school's action plan reflects the need to review and analyze student data to inform instructional practices to support the achievement of all students. Additionally, the Action Plan is aligned to the LCAP goals.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

The expertise of the staff could support the implementation of the action plan, however, currently, the school does not have a system or a structure to monitor and implement their action plan.

Accreditation Status Factors Summary

The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.			X	
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.			X	
Vision and Purpose (A1)		X		
Governance (A2)			X	
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)			X	
Staff: Qualified and Professional Development (A4)			X	
Resources (A5)		X		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			

Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students	X			
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA			X	