



Oak View Continuation High School SELF-STUDY REPORT

5701 Conifer Street

Oak Park, CA 91377

Oak Park Unified School District

April 24th - 26th, 2023

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

- 1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
- 3. The analysis of the California Dashboard indicators and additional data about students and student achievement**
- 4. The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
- 5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Oak View High School's Self-study was conducted by a committee of the whole: Principal, Kent Cromwell, Teachers, Susan Allen, Samantha Spitzer, Hannah Robinson, Counselor Jeremy Rogers, Office Manager Elinore Wight.

Over the past year, the process involved weekly meetings with teachers, principal, counselor, and at times district support psychologists. The staff analyzed test scores, student/parent survey results, classroom instruction, student behaviors and social needs in order to determine priorities. District and California State Standards also influence priorities and goals for our program.

Over the past two years, Oak View has seen a shift in staffing. Due to retirements, 50% of the Oak View staff has changed since 2021 (2 of the 3 teachers and the Office Manager). This factor had an effect on the total program immediately after the COVID experience. It was also a great time for the school to re-evaluate the program and the school's future goals. The team quickly bonded and began work on the new direction. We re-wrote the school Mission Statement and Goals which will be presented in this report.

Prior to COVID, Oak View was in the early stages of re-inventing our program to be a Nature Based program which entailed cross-curricular lessons based on environmental studies, issues, and concerns. The school had been funded by the district to allow for monthly field trips with an environmental focus. Some of those field trips included local agricultural businesses, an environmental restoration project on Anacapa Island, and a 5 day trip to Yosemite as part of a school education program. This was a positive drive and experience for the school until the COVID pan-demic.

Since the pandemic, Oak View has been slowly re-engaging in that focus. We have taken on projects like a watershed field trip following the local tributaries to the ocean, a monarch butterfly restoration activity, and nature oriented field trips. We have done this with minimal funding. We do, however, have a new staff with new and different ideas and we are currently in a very exciting period of time at Oak View where we feel that we have a fresh staff and support from the district and school board to drive Oak View forward in a very positive direction.

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

The most obvious significant change and development that occurred in the Oak View program since the last visit was the COVID experience. Many systems that were in place came to a stop and we are still in the process of reinstating many of them. The annual WASC reviews took a back seat to the school's continuous readjustments to the ever changing educational program during that time. The Nature Based Program, which was just getting up and running was not feasible. Many other aspects of the program were put on hold and are still in the process of being reintroduced.

Monitoring the action plan has resumed. The principal, office manager, teachers, counselor, and often the district psychologist meet weekly formally to discuss every aspect of student needs and achievement. Teachers plan joint lessons, share strategies and discuss motivational techniques that work best with individual students who are experiencing problems. Informal sharing is on-going among staff. The staff shares positive social and academic high points of students, celebrating their successes.

The school is also planning ways to optimize student academic performance with the CSI funds that will come to Oak View during the 2023-2024 school year. This includes professional development conferences, instructional materials, and personnel. The use of CSI funds has been written into the [2022/23 Oak View Site Plan \(SPSA\)](#).

Due to the small number of students enrolled at Oak View, even 2 or 3 suspensions can lead to a very high suspension percentage for the school. For example, last year, we had 5 suspensions and that put us over the threshold for the state accounting system in regards to too high of a suspension percentage. This is the reason that Oak View is registered as a CSI school for the 2023/24 school year. This year, we have been working on alternatives to suspensions to address the state's requirement.

The critical and key areas recommended by the WASC visiting committee in 2016 are in the Action Plan and, aside from the 2020-2021 COVID experience, had been reviewed each year in an Annual Report. This process is in the process of being reinstated. The entire staff will again meet at the end of each school year to discuss progress made in given areas and to discuss modifications to the plan.

Weekly meetings throughout the school year as well as a full WASC workday for staff included staff review of data, re aligning the Oak View Motto, Vision, Mission, and Goals in alignment with those of OPUSDs and the District's [Local Control and Accountability Plan \(LCAP\)](#), analysis and discussion of CAASPP test scores, review of [California Healthy Kids Survey](#) responses, School Survey distribution, updating the progress report, and up-dating of the Action Plan.

The Oak View High School staff has begun the process to again conduct yearly evaluations of its programs and progress toward meeting its Action Plan goals. An Annual Report reviews progress achieved for the critical areas for follow-up and for the key issues recommended by the WASC visiting team in March 2016. This will continue after the culmination of this review with the recommendations from the 2022/23 WAS Visiting Committee.

**KEY AREAS FROM THE WASC VISITING COMMITTEE REPORT MARCH 7-9 2016:
2016 Oak View High School WASC VC Report:**

Visiting Committee Report Key Areas for Improvement

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

1. Continue to meet with ASB students on a regular basis to discuss issues regarding student concerns about school policies.

- School policies, issues and concerns are able to be addressed during ASB meetings.
- The ASB has been integrated into a class and they meet weekly on Thursdays.
- ASB held Spirit Days, , Halloween, and gifts for children activities, Food Drives, Holiday Gift Distribution at Lokrantz School, Monarch Butterfly Day of Action, Field Day, etc. ASB is working to set up more spring activities in the future.

2. Continue to explore counseling opportunities to support the socio-emotional needs of students.

- Offerings of girls' empowerment groups.
- Offerings of boys' teen issues groups.
- Increased use of school psychologist to serve students with 504's.
- Clean Teen Programs
- Drug and Alcohol Awareness Presentations
- Therapy Dog Visits

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Key issues for Standards-Based Student Learning: Curriculum

1. Continue to expand the use of EADMS as data becomes available in social science and science courses.

- The district is not continuing to fund EADMS.
- Use of SBAC rubrics introduced.
- ERWC (Cal State Based ELA Curriculum) courses added to the English curriculum.
- New Benchmark Testing in core subjects.

2. Continue to expand the amount, quality and material resources that are necessary to support the NGSS standards for inquiry based and project based learning.

- Science teaching staff is fully trained in NGSS
- New science teacher won the IEEE award for efforts in developing and implementing a curriculum that is inquiry and project based.
- Science classes consist of lab experiments and group projects.

3. Continue to explore additional opportunities to increase student engagement in the ownership of their own learning as it relates to learning Goals.

- Student Personality Inventory
- Regular access to counseling supports
- SST meetings to discuss goals and issues.
- Regular Credit check-ins with counselor
- Quarterly Credit Check Assemblies.

4. Continue to expand the number of a-g approved courses and investigate ways to expand credit-earning opportunities for students.

- There is on-going discussion about expanding the A-G courses offered.
- Eng. Teacher submitted the ERWC English curriculum (CLU's Expository Reading and Writing Curriculum) for all grade levels. It was approved and she has been teaching this curriculum in English classes for grades 10, 11, and 12.
- Marine Science upgraded to A-G status.
- 4 currently taught English classes have been approved for A-G status.
- Biology, Health, Marine Science moved over to A-G.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Key Issues:

- 1. This small and cohesive team of teachers should continue to explore more opportunities to provide cross-curricular and interdisciplinary experiences and projects for students.**
 - New teaching team meets on Thursdays to develop cross-curricular lessons.
 - Cross-curricular lessons are implemented regularly in all subject areas.
 - Attendance at conferences are being planned by all teachers to develop more cross curricular ideas amongst other things.
- 2. The school could explore providing avenues for web publishing of student writing and presentations.**
 - Newsletter published poetry and other student work
 - Participation in community writing competitions like Rotary Club "4 Way Essay Contest".
 - Poetry Slam School Event
- 3. Continue to explore ways to expand access to Physical Education credit for all students.**
 - Implementation of Phys. ed. Class to schedule.
 - Access to Community College Phys. Ed. Classes for credit.

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

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- 1. Continue to expand the Data Management System to include the subjects of Science and Social Science.**
 - In House Benchmark testing
 - State testing

- 2. Continue to expand assessments in the direction of culminating projects and student portfolios and include them in your assessment plan.**
 - Assessments consisting of culminating projects are required in all academic courses.
 - Student portfolios are under discussion as to what they would look like and consist of.
 - Implement writing across the curriculum program, which includes continued collegial support from English teachers, weekly sharing of assignments and implementation, and interdisciplinary projects all based on CCCS.
 - Student chosen, self-directed culminating projects in English.

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

Key Issues

1. Continue to explore the expansion of career pathways that meet student interests and work place demands. Continue the dialogue between students, staff, community VCOE/VCI to identify these growth opportunities.

- VCOE/VCI program was discontinued
- Film Production and TV Movie Make-Up courses are offered on Fridays.
- A jobs class is being offered over 2 quarters to juniors, which includes such things as resumes and job interviews. The majority of juniors attend this class.
- Child Development internships beginning again at district elementary schools.

2. Continue to “market” OVHS to the broader community. OVHS is an asset to the broader community and with the majority of district residents not having school age children relies on a wide variety of information delivery sources. Getting everyone to know is the key and the efforts are on the right track. District, school and staff communications tools working in concert are making inroads.

- Added 150 followers to Oak View’s Instagram account.
- Updated Webpage.
- Newsletter copy is on the website in addition to copies being mailed.
- Acorn newspaper publishes descriptions of good deeds, community involvement.
- Videos, brochure, and letter to editor created in English to represent our program in the community.

3. Continue to provide targeted services and look for creative ways to address emerging needs, examples such as the Girls Group, Clean Teen and the community based mental health and VCOE/Behavioral services are models for future needs.

- Staff representation in the OPUSD Diversity and Equity Task Force (DETF)
- Added girls groups
- Boys’ groups
- Training staff in LGBTQIA awareness and educational support is still needed.
- Continue to seek and implement practices that address the needs of students with social/emotional challenges.
- Added LGBTQIA library.

Synthesized Schoolwide Areas For Follow-Up

1. Continue to expand EADMS as data becomes available in the subjects of Social Science and Science.

- The district is not continuing to fund EADMS.
- Use of SBAC rubrics introduced.
- ERWC (Cal State Based ELA Curriculum) courses added to the English curriculum.
- New Benchmark Testing in core subjects.

2. Continue to expand the amount, quality and material resources necessary to support the NGSS standards for inquiry based and project based instruction.

- Science teaching staff is fully trained in NGSS
- New science teacher won the IEEE award for efforts in developing and implementing a curriculum that is inquiry and project based.
- Science classes consist of lab experiments and group projects.

3. Continue to expand the number of A-G approved courses.

- There is on-going discussion about expanding the A-G courses offered.
- Eng. Teacher submitted the ERWC English curriculum (CLU's Expository Reading and Writing Curriculum) for all grade levels. It was approved and she has been teaching this curriculum in English classes for grades 10, 11, and 12.
- Marine Science upgraded to A-G status.
- 4 currently taught English classes have been approved for A-G status.
- Biology, Health, Marine Science moved over to A-G.

4. Continue to develop partnerships to support the academic and socio-emotional welfare.

- A jobs class is being offered over 2 quarters to juniors, which includes such things as resumes and job interviews. The majority of juniors attend this class.
- Oak View students earned 1st, 2nd, and honorable mention in the Rotary Club "4 Way Essay Contest".
- Local Author holds an assembly annually (Luc Bodden Day)
- Howard Group Substance Abuse presentations provided to the whole student body.
- TUPE program presenters on Tobacco/Drug Awareness provided

5. Continue to explore the expansion of career pathways that meet student interests and workplace demands.

- VCOE/VCI program was discontinued
- Film Production and TV Movie Make-Up courses are offered on Fridays.
- A jobs class is being offered over 2 quarters to juniors, which includes such things as resumes and job interviews. The majority of juniors attend this class.
- Child Development internships beginning again at district elementary schools.

6. Continue to “market” OVHS to the broader community to promote the positive image it brings to the Oak Park community.

- Added 150 followers to Oak View’s Instagram account.
- Updated Webpage.
- Newsletter copy is on the website in addition to copies being mailed.
- Acorn newspaper publishes descriptions of good deeds, community involvement.
- Videos, brochure, and letter to editor created in English to represent our program in the community.

2016 -2023 - OVHS Prioritized Areas of Growth Needs from Categories A through E

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

- **Possible assistance in the administrator and counselor's responsibilities via additional personnel.**
 - The administration / Counselor Ratio remains the same.
 - The District is aware of the responsibilities that the administration and counselor are overseeing.
- **Daily custodial service needed.**
 - A new custodian has been assigned to Oak View.
 - Custodial support occurs daily.
- **The one-to-one teaching in each class requires up-dated computers for 2 classrooms. COWs are needed in order for an entire class to work on assignments. A new Smartboard is needed in room 103. A class set of iPads is needed to rotate from room to room.**
 - All three classrooms have Promethean Boards
 - The District Technology Committee has agreed to supply the school with new macbooks.
 - We now have site representation on the District Technology Committee.
- **Counselor and teaching staff work to submit course descriptions in order to obtain core class classifications as a-g courses.**
 - There is on-going discussion about expanding the A-G courses offered.
 - Eng. Teacher submitted the ERWC English curriculum (CLU's Expository Reading and Writing Curriculum) for all grade levels. It was approved and she has been teaching this curriculum in English classes for grades 10, 11, and 12.
 - Marine Science upgraded to A-G status.
 - 4 currently taught English classes have been approved for A-G status.
 - Biology, Health, Marine Science moved over to A-G.

- **Continue to seek ways to increase the positive reputation of Oak View High School within the community.**
 - Developed and use Instagram account
 - Website Updated regularly
 - Newsletter copy is on the website in addition to copies being mailed.
 - Videos, brochure, and letter to the editor created in English to represent our program in the community.

Priority B: Standards-based Student Learning: Curriculum

- **Continue evolution to inquiry and project-based instruction**
 - New science teacher won the IEEE award for efforts in developing and implementing a curriculum that is inquiry and project based.
 - Science classes consist of lab experiments and group projects.
- **Writing across the curriculum**
 - Implement writing across the curriculum program which includes continued collegial support from English teacher, weekly sharing of assignments and implementation, and interdisciplinary projects all based on CCCS.
 - Benchmark Assessments are based on Claim Evidence Reasoning which is part of the Writing Across the Curriculum process.
- **Increased utilization of EADMS as it becomes available for all courses specifically history, science, and mathematics.**
 - Discontinued district funding
- **Additional lab equipment needed to support the growth of the student population as well as to implement NGSS inquiry-based instruction.**
 - 3-D printers have been added.
 - Makerspace has acquired Lego robotics, Cooking Supplies, etc.
 - Science materials for labs have been purchased and are being used regularly.

Priority C: Standards-based Student Learning: Instruction

- **Finish developing plan for fully funding the implementation of district technology standards at our school.**
 - Curriculum catalyst development of site-specific digital citizenship program.
 - Teachers collaborate and co-teach digital citizen classes throughout the year to the entire student body.
- **To develop a coaching cohort at OVHS to grow teacher practices based on individual teacher needs.**
 - Developing in Thursday Teacher meetings
 - Teachers coordinate daily
 - Weekly Staff Meetings

- **Continue existing practices that utilize instructional and evaluation tools to facilitate student learning outcomes.**
 - Expanded use of rubrics and operational checklists in English.
 - Benchmark assessments for all students.
 - Analysis of State testing data
 - IXL mathematics assessments
- **Maintain the current individualized teaching/coaching approach to continue to change students' lives from feelings of defeat to success.**
 - Journals
 - Regular meetings with the school counselor
 - SST meetings with staff and parents
 - 1st 5 meetings after the first 5 weeks for all new students.
 - Close staff bonds with students

Priority D: Standards-based Student Learning: Assessment and Accountability

- **Move toward NGSS lab notebooks in science classes.**
 - Science teaching staff is fully trained in NGSS
 - New science teacher won the IEEE award for efforts in developing and implementing a curriculum that is inquiry and project based.
 - Science classes consist of lab experiments and group projects.
- **Shift emphasis from testing to culminating projects for assessment.**
 - Project-based learning: Project-based assessment in Careers, Child Development, and 3 out of 5 English classes.
 - Science and History classes use combinations of both.
- **Increase student responsibility from staff for maintaining accountability regarding their transcripts and grades.**
 - Quarterly check-ins—students move icons on road to graduation in room 101.
 - Check-ins with counselor
 - Flex Friday makes students aware if they are missing work.
 - 1st 5 meetings
 - SST meetings
- **Continue the development of portfolios as a chronicle of student work and achievement.**
 - Inclusion of formative documentation in English portfolios.
 - Student portfolios are in the process of being developed for all students at Oak View.

- **Maintain adherence to the school's Assessment Plan. Expand the use of EADMS as subject specific resources become available for teacher use.**
 - EADMS is no longer available due to the district not providing it.

Priority E: School Culture and support for Student Personal and Academic Growth:

- **Increase administrator and counselor support perhaps through hiring a dean of students for Oak Park Independent School (OPIS-alternative ed) shared between OPIS and OVHS for curricular/attendance/ and behavioral support.**
 - The administration / Counselor Ratio remains the same.
 - The District is aware of the responsibilities that the administration and counselor are overseeing.
- **Maintain counseling services support i.e. increase girls' group counseling sessions from 4 to 8 conducted by substance counseling groups.**
 - Added girl's groups
 - Boys' groups
 - Continue to seek and implement practices that address the needs of students with social/emotional challenges.
 - Staff representation in the OPUSD Diversity and Equity Task Force (DETF)
 - Training staff in LGBTQIA awareness and educational support is still needed.
 - Added LGBTQIA library.
- **Acquire more support services for special education students.**
 - Special Education teacher no longer comes to Oak view 2 days per week to work directly with special education needs. There is no longer an
 - instructional aide who also works with students who need more one-to-one instruction.
 - Special Education teacher no longer comes daily to co-teach Algebra and run study skills class 3 days per week.
- **Consult with the district office about the addition of a bungalow to accommodate their training and staff development meetings, thus freeing up room 104 for Oak View needs.**
 - District needs for additional space has grown.
 - Room 104 is still a shared use space.
- **Grow the new career pathways program with its vocational training classes and potential internship opportunities involving parent, community members, and the Ventura County Office of Education's Venturalnnovates program.**
 - VCOE/VCI program was discontinued
 - Film Production and TV Movie Make-Up courses are offered on Fridays.

Oak View High School ACS WASC/CDE Self-Study Report

- A jobs class is being offered over 2 quarters to juniors, which includes such things as resumes and job interviews. The majority of juniors attend this class.
- Child Development internships beginning again at district elementary schools.

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

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

OAK PARK UNIFIED SCHOOL DISTRICT PROFILE

As of September 2022, approximately 4,300 students were enrolled in the Oak Park Unified School district. There are currently eight schools in the District: Brookside, Oak Hills and Red Oak Elementary schools (K-5), Medea Creek Middle School (6-8), Oak Park High School (9-12) and Oak View High School (continuation 10-12), Oak Park Neighborhood School (Preschool) and Oak Park Independent School (K-12 Independent Study).

Student achievement at all levels is high and over 95% of the graduating seniors go on to college. Brookside, Oak Hills, Red Oak, Medea Creek and Oak Park High have all been named California Distinguished Schools. Oak Hills, Brookside, Medea Creek and Oak Park High have received national recognition as Blue Ribbon Schools. Oak View High School has been recognized as a Model Continuation School.

Parents are very involved in the traditional schools of Oak Park. Traditional schools have a PTA, PFA or PFC, as well as active School Site Councils where parents participate in important decisions regarding their children's education and the school's programs.

Special Education services are available for K-12 students in the Resource Program and in Speech and Language. Special Day Classes serve students in grades K-12.

Oak Park Unified School District's motto is "Educating compassionate and creative global citizens." It has established itself as an excellent district with an enthusiastic, talented teaching, counseling, administrative, and support staff that is dedicated to excellence for all children. Current technology is a high priority and is available for staff and student use at all levels.

[Dr. Jeff Davis is Superintendent](#) of the [Oak Park Unified School District](#). Current members of the [Board of Education](#) are Denise Helfstein, current President of the School Board, Tina Wang, Vice President. Soyon Hardy, Clerk, Megan Lantsman, member, and Jim Moynihan Member.

OAK VIEW HIGH SCHOOL PROFILE

The Oak Park Unified School District was formed in 1979. Oak View High School was established in 1982 to serve as an alternative educational environment supporting the needs of students who require a more individualized approach to learning. The school is in a residential area and shares a site with the district's Administrative Support Services. The majority of students is Caucasian and come from middle to upper class two income families. Home values in the community have risen to the \$600,000-\$1,000,000 price range. There are several apartment complexes in the community as well.

In addition to being accredited by WASC over the past 20 years, Oak View High School has been recognized as a Model Continuation School several times, most recently in 2014 as one of 24 schools in California out of 479 continuation schools in the state.

Most students come to Oak View to make up credits necessary for graduation and to address personal and social issues that are challenges to their educational progress. Special Education, 504 and English Learner services are provided to students who qualify. These students use district adopted textbooks and supplementary materials based on district and state standards.

Oak View is known for maintaining high expectations and clear goals and objectives for students in a supportive environment. Problems normally associated with high school settings can largely be avoided. At Oak View High, one will find positive conflict resolution, appropriate behavior and language, a strong work ethic, a unified and knowledgeable staff, close relationships with and among students, and a positive, safe and healthy environment.

The dedication and commitment of our half-time Principal, three teachers, half-time counselor, part-time psychologist and office manager make Oak View a special place for students to become very successful. We strive to reignite a love for learning within each student. The staff works very hard to build a sense of "school family," as students demonstrate care and respect for one another.

Oak View High School has four portable classrooms, an administrative building and an athletic field to meet the needs of the thirty plus students enrolled. Currently, approximately 35% percent of our students are from Oak Park High School, the district's comprehensive high school, while 65% percent are inter-district transfer students. Our inter-district percentage has dramatically increased since 2016 and our OPHS (Oak Park High School) percentage has dramatically decreased. This is largely due to the lack of referrals to Oak View from OPHS and may be attributed to a 90% turnover of OPHS counseling staff in the past 6 years, as well as a new Principal at OPHS. We are currently working with the OPHS administration and counseling department as well as the superintendent to address this issue. For the past two years, the Oak View administration and counseling department arranged for counseling meetings with Oak View program presentations for OPHS. We have also offered to sit in on meetings with OPHS parents and counselors to promote our program for students with credit recovery needs. With those efforts, numbers are still not climbing up to what they used to be.

The school day runs from 8:35 a.m. to 1:40 p.m. on Monday - Thursday. On these days we have two 90-min and two 45-min periods. On Friday, we run from 8:35 a.m. – 11:45 a.m. The school

grading period is on a quarter system. Students earn one credit for every fifteen hours of positive attendance and completed work. Students have the opportunity to take a Work Experience class after school to earn credits for having a job.

By altering our schedule to free up Friday from standard classes, we are able to provide credit catch up and/or elective opportunities for our students. On Fridays, students can either participate in Career Class Electives or the Outlying Credit Program classes that we have introduced. Students who have displayed acceptable behavior, earned perfect attendance, and have completed all coursework for the week may elect to take the day off on Friday. The theory is that they have earned the day off through their actions during the 4-day school week. For those students who have not earned the privilege, we have developed an Outlying Credit Program. Here, the students attend school and spend the day in a teacher-run class. They work on incomplete assignments or on other work that will help these students accrue outlying credits. Finally, we have been able to work closely with outside community programs who have assisted us in providing exciting new classes (T.V./Movie Make-Up and Film Production) for our students during Fridays.

Our staff strives to connect with our student body and their families on a daily basis. For example, every morning, the principal and/or counselor greets the students as they are being dropped off for school. We joke about running a valet service for them and it boosts the morale to have this interaction at the beginning of every day. This lasts for a short five minutes, but we have seen a tremendous improvement in student interaction and overall behavior. In order to communicate with the families throughout the year, we send out Oak View's newsletter in the form of a flier that we send via mail and email. This helps to keep parents, students and staff connected on school activities and events. It is very helpful and informative. We also use our school website, the Parent Square on-line communication system, and this year, our new marquee. Being a small school that serves students who often struggle in the traditional school setting, the Oak View parent population is smaller and tends to be more difficult to acquire parent support groups, depending on the year, like Site Council, etc. We do however intend to make this a focal point for the future in our program.

Oak View High School meets all district graduation and CDE requirements. The Board of Education approved 230 credits for graduation from Oak View High School. Neighboring school districts require 230 credits. Teacher-directed instruction is district, state, a California Standards based, employing engaging, differentiated and critical thinking assignments through a variety of teaching strategies that include addressing learning modalities and motivation. Students at Oak View are encouraged to take classes through adult education, ROP and the community colleges depending on their individual needs or situations. Special Education, 504 and English Learner services are provided to students who qualify.

Accountability to standards is measured through formal and informal assessments, teacher designed formative and summative tests through benchmark testing, projects, and a variety of other means. Accountability measures include the monitoring of regular attendance, the California Standards and the CAASPP testing results, the benchmark assessment results, the [California Healthy Kids Survey](#), Naviance, Myers Briggs Inventory of Learning Styles and Preferences, and Children's Academic Intrinsic Motivation Inventory (CAIMI).

Unique characteristics of the school include the partnership of students, staff, parents, and district administration that has created an alternative education setting known for its academic

achievement, well-behaved students, and positive, healthy environment. There is an emphasis placed on the significance of developing self-worth within each of our students. This supportive environment has provided the structure in which all of our students are successful: one that fosters high expectations and a strong sense of family and mutual caring. There has been constant support from the Board of Education that has approved a 17:1 student teacher ratio, and has celebrated the many graduates from the school.

Evidence that this school performs above and beyond the performance of a normally effective continuation school include the fact that parents from other districts enroll their students here rather than in continuation schools in their own districts because of the excellent reputation Oak View High School has built; the fact that for 33 years it continues to graduate students with 230 credits who may have otherwise dropped out; academic growth of students calculated from grade point averages from enrollment and at graduation; the technology that the district provides teachers and students with which to expand learning experiences and be 21st century technologically competent; the close-knit family atmosphere that the talented staff creates in which they counsel, teach, and plan for the future with their students; a character building philosophy and programs that are aimed at the whole teenager, and community outreach efforts.

Another good opportunity for our students is that they are able to participate in extracurricular activities at Oak Park High School including: Drama productions, Choir, Band, electives, as well as having full use of the College and Career Center. Every Thursday students at OVHS are either in an ASB class, an activities class, or a makers class.

Our students and/or ASB host, participate, and organize several events during the year. We take part in a Thanksgiving donation drive and thankfulness activity “The Turkey Walk”, Halloween BBQ, Lokrantz gift giving community service to disabled youth, Field Day, Monarch Day of Action, Senior Dinner Roast (Teachers), and a Senior trip. We invite district office staff to many of these functions. It creates a sense of unity and pride in what we are doing.

Staff

Kent Cromwell became principal of Oak View High School in August 2018. His responsibilities include being principal of Oak View High School, and principal of Oak Park Independent School. He brought to these programs a long tenure (20+ years) of working with at-risk youth and alternative school programs. He works effectively with the school’s three full-time teachers to meet the instructional and personal support needs of students. He has initiated positive changes at the two schools, being the kind of leader who rolls up his sleeves and works along with his two staffs. He can and has had to make hard decisions when necessary. Oak View’s staff is two-thirds women. The attendance rate of the staff is high, which attests to their dedication; all actively support the concept of continuous improvement through a variety of staff development activities and classes. Mrs. Samantha Spitzer was hired in 2021 and has taught government, history, economics, math, and elective classes here. Ms. Susan Allen has taught careers, English, computer technology, consumer math, stained glass and yearbook here for 20 years. Mrs. Hannah Robinson joined our staff this year and teaches mathematics, physical science, biology, anatomy, and marine science. Our classified staff consists of one full-time office manager, Mrs. Elinore Wight, who joined us this year. Her support responsibilities include attendance, registrar duties, transcripts, and many daily acts of student assistance. Jeremy Rogers, our counselor, has been

working as a counselor for both OPIS and OVHS for close to 15 years.

Oak View shares a part-time custodian with the district Support Services Center. District grounds and maintenance crews who rotate among the six sites in the district handle routine repairs and grounds maintenance. Oak View also has access to a district maintenance person during the day in the event of emergencies. Over the summer of 2019/20 Oak View's buildings received renovations and equipment. The school has a small garden run by Ms. Spitzer with help from students enrolled in the gardening class, and with occasional help from the grounds crew from the district office.

District resources include part-time district psychologists, an inclusion specialist and a speech and language teacher. Gayle Tribe is the psychologist who regularly works with Oak View students. Oak View currently has special education case managers from Oak Park High School (OPHS) who have worked with students enrolled at Oak View who have IEPs. This has devolved over the past 6 years as we previously had our own 50% Oak View Special Ed. Case Manager assigned to all of our Oak View students with disabilities. We also had a part time Special Ed. Aide and a Directed Studies Class that met 3 days a week for SPED students. Those positions were eliminated, as was the class. The current status of the SPED services at Oak View is more difficult as the OPHS case managers are not on our campus and do not meet with our students as often. It is also more difficult for Oak View staff to coordinate with the OPHS Case Managers. The Director of Pupil Services, Marcus Konantz is always available to us. Under his leadership our program continues to provide the services the district offers to our students with special needs. We also have the services of a district nurse technician who is one of several who rotate serving all six sites in the district. She teaches smoking cessation classes and CPR when the school requests. Oak View has also had the services of a Ventura Workability counselor for the students who qualify.

School and District Motto, Vision, and Mission

OVHS Strategic Priorities

Our students -- student achievement and well-being

Our organization -- a culture and climate of care

Our resources -- time, talent, infrastructure, and finances.

School Motto

"Educating compassionate and creative global citizens through alternative methods"

District Motto

"Educating compassionate and creative global citizens"

School Vision

Oak View High School focuses on the whole student. We provide a rigorous and engaging curriculum in preparation for career and college, while also treating each student as an individual with particular needs, challenges, gifts, and interests. We do this within an inclusive and empowering community of care.

District Vision

Oak Park Unified School District will be a leader in public education, inspiring an inclusive learning community to provide innovation and excellence in academics, the arts, athletics, and activities, with a focus on the whole child.

School Mission

Oak View High School is committed to creating a respectful, tolerant, and academically challenging environment to educate our diverse student population. We provide students with the strong scholastic and social-emotional foundation necessary to reach their full potential as compassionate, self-confident, and qualified global citizens. We use alternative approaches to build positive character traits, inclusive collaboration, community service opportunities, and effective analytical skills across academic disciplines.

District Mission

OPUSD To provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.

OVHS Goals

1. Strengthen our students' high academic achievement in a Climate of Care by developing and promoting the factors that distinguish Oak View High School's mode of educating the whole child.
2. Engage all stakeholders more deeply in shared-decision making and improved communication with the school community.
3. Create partnerships between staff and students to evolve social emotional learning, diversity and equity practices, and provide a safe campus environment.
4. Deepen student learning through Nature-based Experiences and Environment Stewardship in all areas of the instructional program and foster creativity, play, experiential, and inquiry-based learning.

District Goals

1. *Increase academic achievement for all students.*
2. *Invest in student and staff safety and well-being.*
3. *Improve engagement with educational partners.*
4. *Utilize resources efficiently and responsibly.*

School and District Data

Total district enrollment 2022-2023 (as of March 2023)

School	Total
Brookside Elementary School	561
Medea Creek Middle School	1008
Oak Hills Elementary School	478
Oak Park High School	1434
Oak Park Independent School	207
Oak View High School	32
Red Oak Elementary School	587
Grand Total	4307

CBEDS 2019-2023

Oak View - CBEDS Total School Enrollment

2019-2020	44
2020-2021	20
2021-2022	33
2022-2023	32

Oak View CALPADS 2019-2020

Grade	Ethnicity	Female	Male	TOTAL
9th	White	1		1
TOTAL		1		1
10th	Hispanic	1	1	2
	White	4	4	8
TOTAL		5	5	10
11th	Hispanic	2	2	4
	White	9	7	16
TOTAL		11	9	20
12th	Hispanic		2	2
	White	3	8	11
TOTAL		3	10	13
Grand Total		20	24	44

Oak View CALPADS 2020-2021

Grade	Ethnicity	Female	Male	TOTAL
9th	White		1	1
TOTAL			1	1
10th	Hispanic		2	2
	White		1	1
TOTAL			3	3
11th	Hispanic	1	3	4
	White	4	5	9
TOTAL		5	8	13
12th	White	1	2	3
TOTAL		1	2	3
Grand Total		6	14	20

Oak View CALPADS 2021-2022

Grade	Ethnicity	Female	Male	TOTAL
9th	Black		1	1
	White	1	2	3
TOTAL		1	3	4
10th	Hispanic	1	1	2
	White	2	2	4
	Black	1	1	2
TOTAL		4	4	8
11th	Hispanic		2	2
	White	4	5	9
TOTAL		4	7	11
12th	Hispanic	1	2	3
	White	4	3	7
TOTAL		5	5	10
Grand Total		14	19	33

Oak View CALPADS 2022-2023

Grade	Ethnicity	Female	Male	TOTAL
10th	Asian	1		1
	White	2	5	7
TOTAL		3	5	8
11th	Hispanic	2	1	3
	White	6	3	9
	Asian		1	1
	Black	2	2	4
TOTAL		10	7	17
12th	Hispanic	1	1	2
	White	1	4	5
TOTAL		2	5	7
Grand Total		15	17	32

Oak View's student population currently consists of, 61% of the school population is Caucasian; 55% of students are male, 45% of students are female. There are 8, 10th grade students, 17, 11th grade students, and 7, 12th grade students.

Oak View High School is an alternative high school program, which serves grades 9 to 12 student population with a capacity of approximately 50 students. As of January 2023, enrollment has seen a decline which can be attributed to the COVID pandemic and new educational options, like Independent Studies, that were not options in the past. Typically, Oak View's enrollment numbers gradually increase from September to April and stabilize near the end of the school year. We anticipate that our numbers will increase gradually as the state of the educational system begins to stabilize.

Inter District Transfers 2019-2023

Inter-district Transfers

2019-2020	2020-2021	2021-2022	2022-2023
27	22	26	20

Inter-district Transfers

During the 2022-23 school year, there were 20 inter-district students out of a total student population of 32. Permit families report that OVHS has a reputation of being a “kinder, gentler, and nurturing” continuation school as compared to their home district counterparts.

Since the last WASC visit in 2016, our OPHS (Oak Park High School) percentage of students referred has dramatically decreased from 68% to 35% - currently, the majority of whom are students with IEPs. Our inter-district enrollment percentage has dramatically increased to 65%.

The above data reflects a steady decrease of OPHS referrals since 2019 as well. We believe that this is largely due to the lack of referrals to Oak View from OPHS and may be attributed to a 90% turnover of OPHS counseling staff in the past 6 years, as well as a new Principal at OPHS. We are currently working with the OPHS administration and counseling department as well as the superintendent to address this issue. For the past two years, the Oak View administration and counseling department arranged for counseling meetings with Oak View program presentations for OPHS. We have also offered to sit in on meetings with OPHS parents and counselors to promote our program for students with credit recovery needs. With those efforts, numbers are still not climbing up to what they used to be.

Special Needs Students

Special Needs Students

	2019-2020	2020-2021	2021-2022	2022-2013
IEP Students	10	7	9	11
504 Plan Students	7	1	4	4
ELL	0	1	0	0
Gate	1	0	0	2

IEP Students

Students with learning challenges succeed at Oak View High School due to the teacher directed classrooms, one-on-one assistance, direction/instruction from their teachers, in addition to the weekly support available to them from their Case Managers. Oak View currently has special education case managers from Oak Park High School (OPHS) who work with students enrolled at Oak View who have IEPs. This has devolved over the past 6 years, as we previously had our own 50% Oak View Special Ed. Case Manager assigned to all of our Oak View students with disabilities. We also had a part time Special Ed. Aide and a Directed Studies Class that met 3 days a week for SPED students. Those positions were eliminated, as was the class. The current status of the SPED services at Oak View is more difficult as the OPHS (multiple) case managers are not on our campus and do not meet with our students as often. It is also more difficult for Oak View staff to coordinate with the OPHS Case Managers.

The numbers of students with IEPs has remained fairly consistent, at approximately 30% of the school enrollment, over the past 4 years. Students with anxiety, depression, ADHD, and bipolar disorder among other issues, come to Oak View because the district psychologists and special education teachers have seen success with these students while here.

504 Students

During the 2022-2023 school year there were 4 students with 504 plans. Since 2019, there has been a reduction of 3 students. Success at Oak View for 504 students can be attributed to the access to the curriculum that is available to these students. Accommodations are part of what we do here.

ELL Students

Over the past 4 years only 1 student identified as EL has attended Oak View High School. Typically, EL students enrolled at Oak View have been classified RFEP and do not require EL services. OPHS staff annually coordinate EL testing for any Oak View student who needs testing.

GATE Students

Although we have had 3 GATE qualified students over the past 4 years, Oak View High School does not typically attract GATE identified students. However, there are many students whom teachers regard as highly talented and extremely intelligent. They thrive in this environment that encourages creative critical thinking and dialogue.

Graduates

2019-2020	13
2020-2021	16
2021-2022	16
2022-2023	3 (as of March 2023)

Yearly Graduates 2019-2022

Students can enroll and exit our program at any time during the school year, but normally will do so at the beginning or end of a grading period in order to maximize credit acquisition at the previous school. There is support for students to return to the high school once they have met the criteria of recovered credits and have demonstrated acceptable behavior and attendance. One or two students elect to do this each year.

There are a few students who elect to remain at Oak View for a fifth year in order to complete graduation requirements and this is proving to be a good option. These students typically are positive role models for the other students as demonstrated in their behaviors, determination, and work ethics.

Oak View has a very stable student population and once students arrive at Oak View, the majority elect to stay until graduation, usually an average of 8 quarters. Students complete requirements at their own pace. This graph shows that the numbers of graduates for the past 3 years have been 13, 18, and 11 last year. It is hoped that the new career pathway program attracting more students will increase the numbers of graduates.

Drop-Outs

2019-2020	0
2020-2021	0
2021-2022	0
2022-2023	1

Drop Out 2019-2022

The number of dropouts over the past 4 years has remained low. Typically, students who attend Oak View realize their goals and become comfortable with the support that the school offers. Unfortunately students who exit based on completion of the CHSPE or GED are categorized as dropouts by the state for the school. This state decision can skew data to lead to the perception that a school has had a drop out when in fact, the efforts of the school have succeeded in allowing a student to pursue their ambitions by passing the CHSPE or GED. Fortunately, as can be seen in data above, Oak View does not have many students taking the CHSPE or GED which does not allow that factor to skew our dropout data.

California High School Proficiency Exam and GED**California High School Proficiency Exam (CHSPE)**

	Number of Students
2019-2020	0
2020-2021	0
2021-2022	0
2022-2023	0

GED

Year	Number of Students
2019-2020	0
2020-2021	0
2021-2022	0
2022-2023	0

We have not had any students complete the GED or CHSPE over the past 4 years. We currently have 1 student preparing to take the exam this year (2022/23).

Unfortunately, students who exit based on completion of the CHSPE or GED are categorized as dropouts by the state for the school. This state decision can skew data to lead to the perception that a school has had a drop out when in fact, the efforts of the school have succeeded in allowing a student to pursue their ambitions by passing the CHSPE or GED.

Suspensions

Year	10th grade	11th grade	12th grade	Total
2019-2020	1	4	5	10
2020-2021	2	2	0	4
2021-2022	1	2	2	5
2022-2023	2	1	0	3

Table 8 Suspensions 2019-2022

(Total number students with out-of-school suspensions)

Although the percentage of suspension is above the state average due to the small student population at Oak View, the number of suspensions has decreased consistently over the past 4 years. We believe that this is due to the presence of the counselor and principal on campus. They provide a more proactive than reactive environment in which to constructively help students who are involved in disciplinary issues. The school's girls' empowerment group, boys' teen issues group, and drug prevention group are part of the positive redirection approach.

Due to the small number of students enrolled at Oak View, even 2 or 3 suspensions can lead to a very high suspension percentage for the school. For example, last year, we had 5 suspensions and that put us over the threshold for the state accounting system in regards to too high of a suspension percentage. This is the reason that Oak View is registered as a CSI school for the 2023/24 school year. This year, we have been working on alternatives to suspensions to address the state's requirement.

Attendance

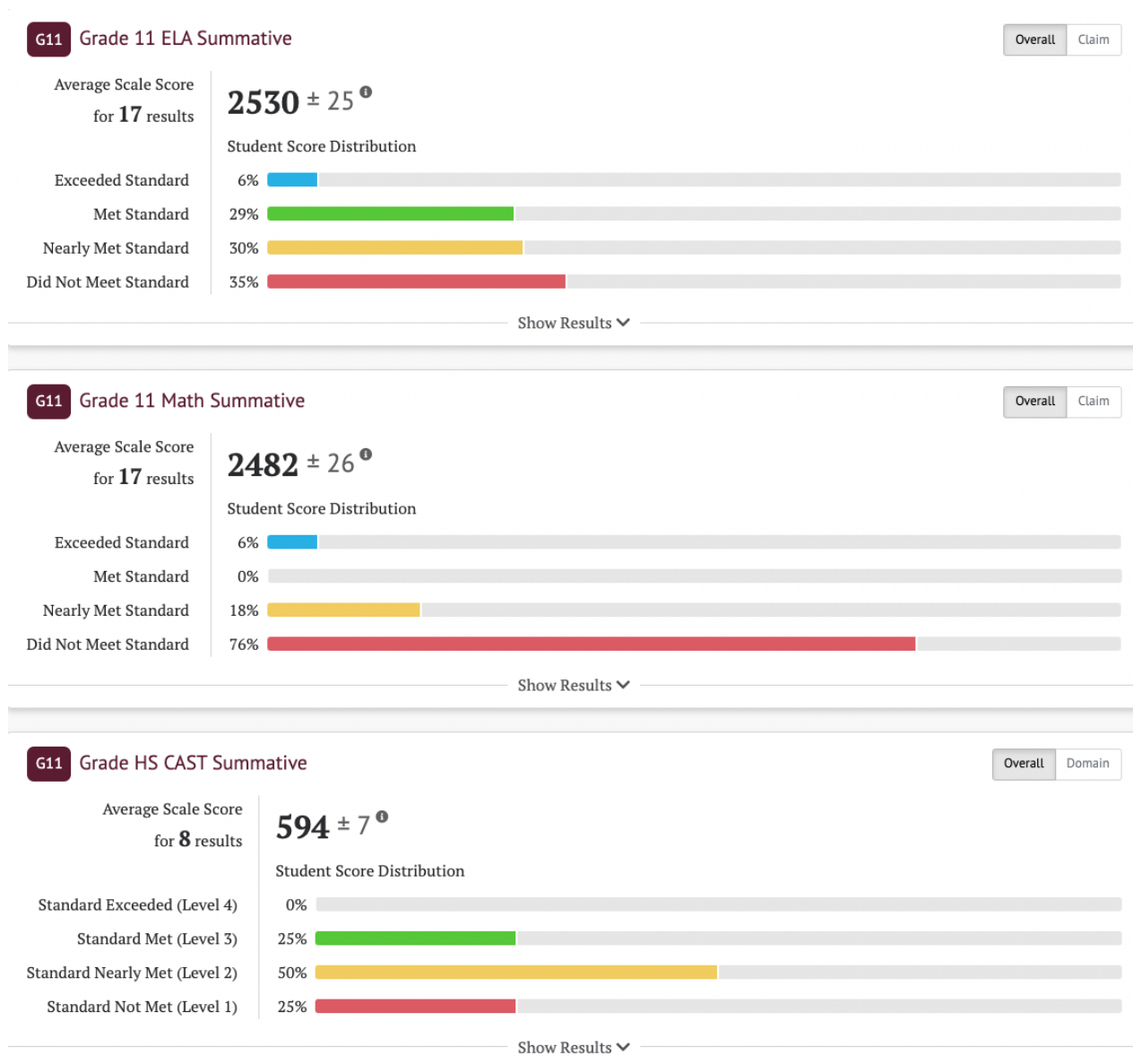
Attendance Ratio

	2019-2020	2020-2021	2021-2022	2022-2023 (up until 02/23)
Enrollment	44	20	33	32
ADA (P2)	37.29	N/A	29.86	23.70
Ratio %	84.75%	N/A	90.48%	74.06%

Students' attendance has historically been high. Oak View's daily attendance is an important indicator that positively affects student academic achievement. Students are motivated to attend school. Our Office Manager personally calls parents or guardians if a student is tardy or absent. We are concerned that this year's attendance rate is low. We attribute this to the lack of a district SARB option. Without the SARB option, there are no hard consequences for students with school refusal issues. The district is currently working on this issue with the county. We hope that with an improvement in the SART/SARB process within our own district, we will see attendance improvement in the future.

Academic Data

2018/19 Exceeded or Met Standard (ELA 35%, Math 6%, Science 25%)



G11
Grade 11 Math Summative

Overall
Claim

Average Scale Score
for 17 results

2482 ± 26⁰

Student Score Distribution

Show Results ▼

G11
Grade HS CAST Summative

Overall
Domain

Average Scale Score
for 8 results

594 ± 7⁰

Student Score Distribution

Show Results ▼

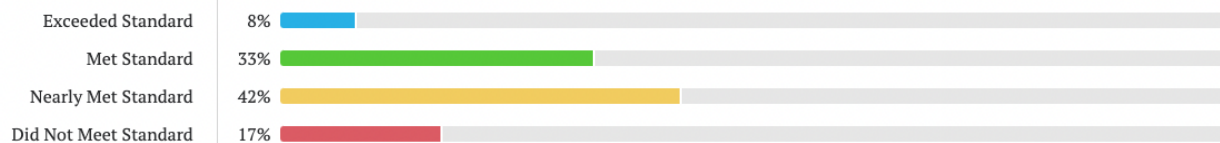
2019/20 – No Data

2020/21 Exceeded or Met Standard (ELA 41%, Math 10%, Science 27%)**G11 Grade 11 ELA Summative**

Overall Claim

Average Scale Score
for 12 results**2565 ± 31¹**

Student Score Distribution



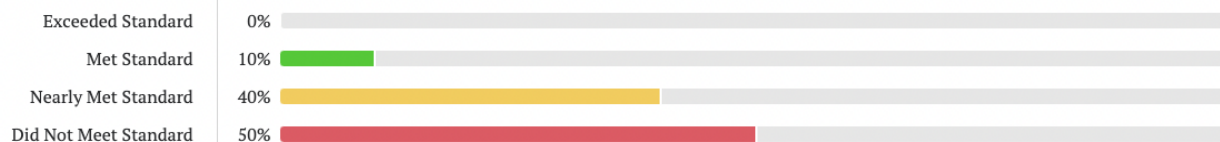
Show Results ▼

G11 Grade 11 Math Summative

Overall Claim

Average Scale Score
for 10 results**2519 ± 36¹**

Student Score Distribution



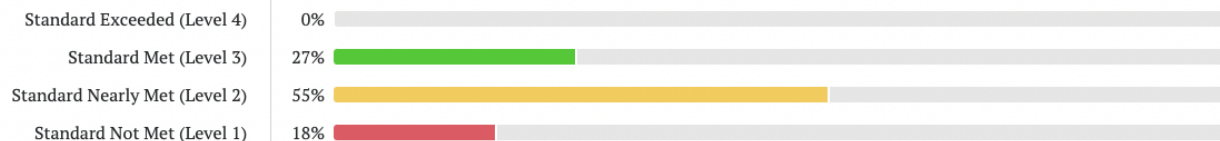
Show Results ▼

G11 Grade HS CAST Summative

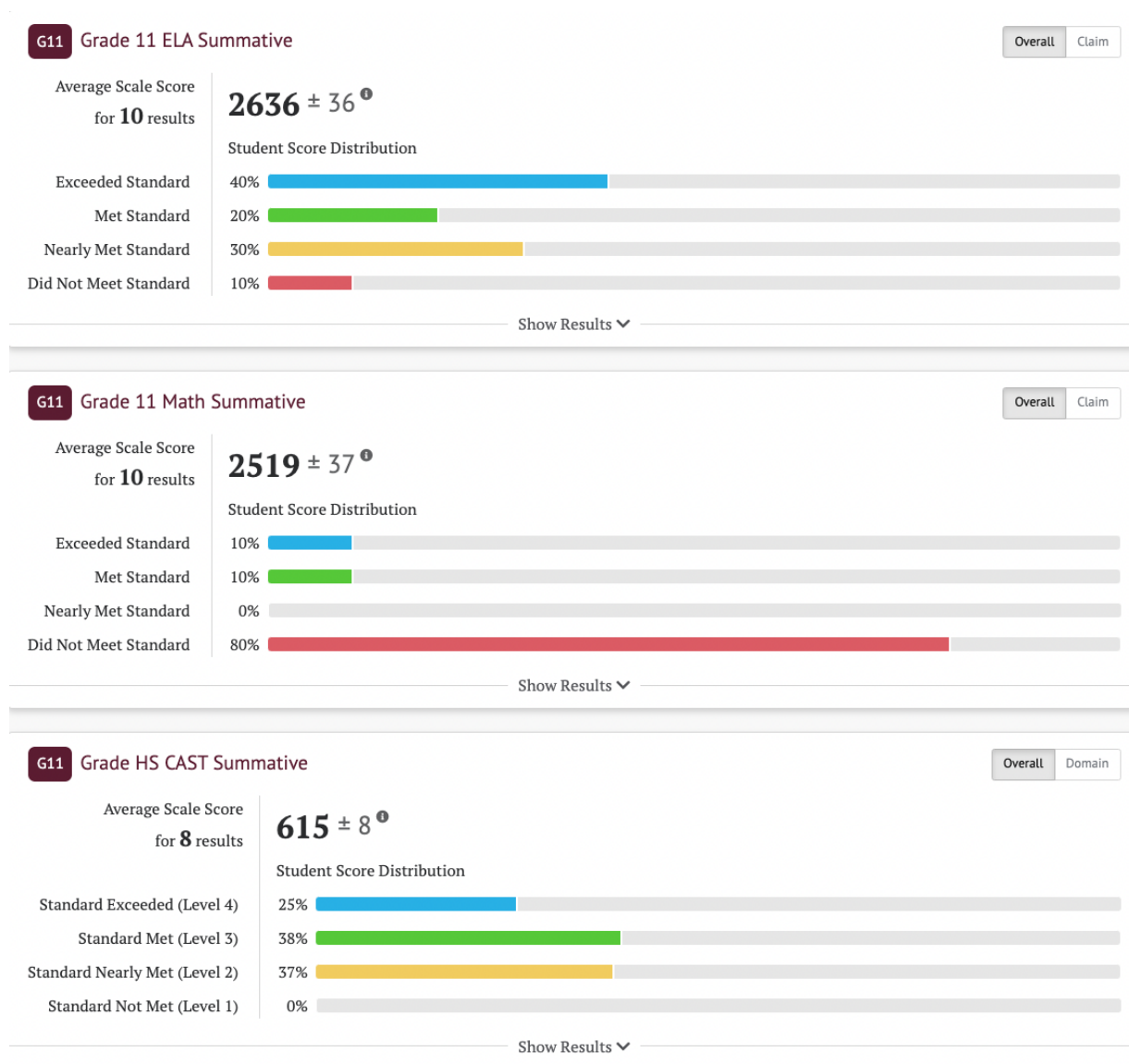
Overall Domain

Average Scale Score
for 11 results**599 ± 6¹**

Student Score Distribution



Show Results ▼

2021/22 Exceeded or Met Standard(ELA 60%, Math 20%, Science 63%)**ELA**

Over the past three years, Oak View's ELA scores have shown steady improvement moving from 35% exceeded or met standard to 60% exceed or met standard. This progress is good but we would like to see greater improvement in future years and would like to eventually see all of our students meet or exceed standards.

Mathematics

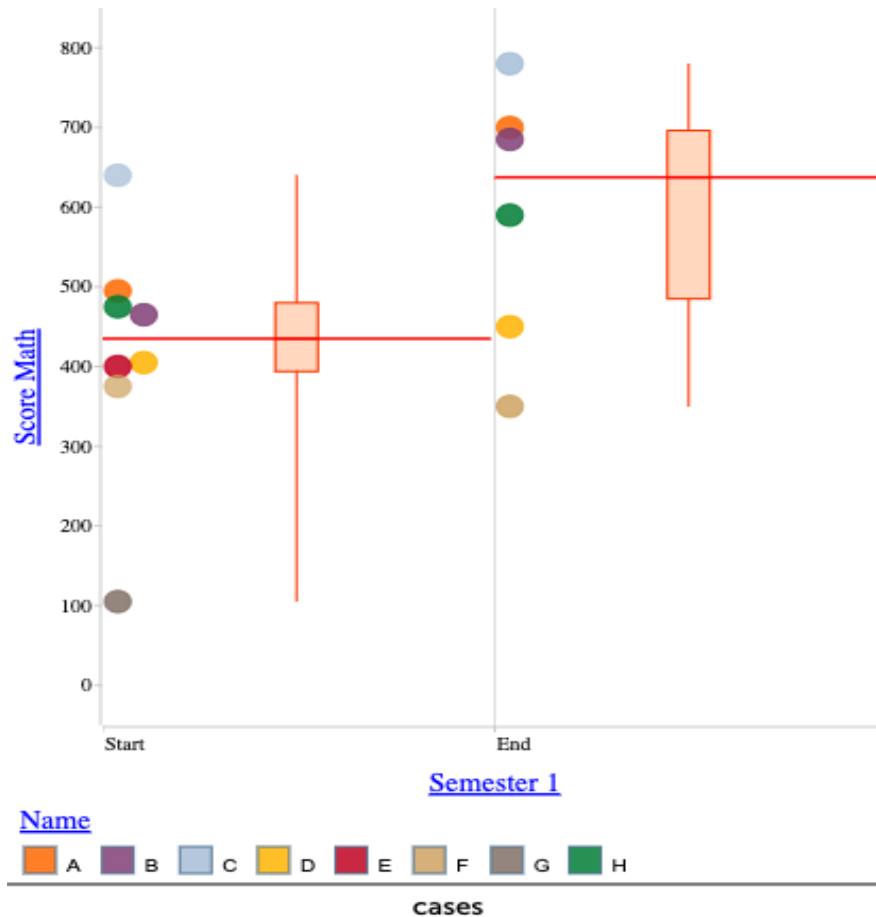
Over the past three years, Oak view Mathematics scores have been low but have shown steady improvement moving from 6% exceeded or met standards to 20% exceeded or met standards. Although there is progress, these scores are too low and we are engaging in program strategies to improve these scores over time.

CST Science

Over the past three years, Oak view Science scores have been low but last year have shown significant improvement moving from 25% exceeded or met standards to 63% exceeded or met standards. We will be monitoring the score from this year's test closely. Recent changes in the Science department should yield better test results. We are confident that we are moving in the right direction.

IXL Mathematics Benchmarks

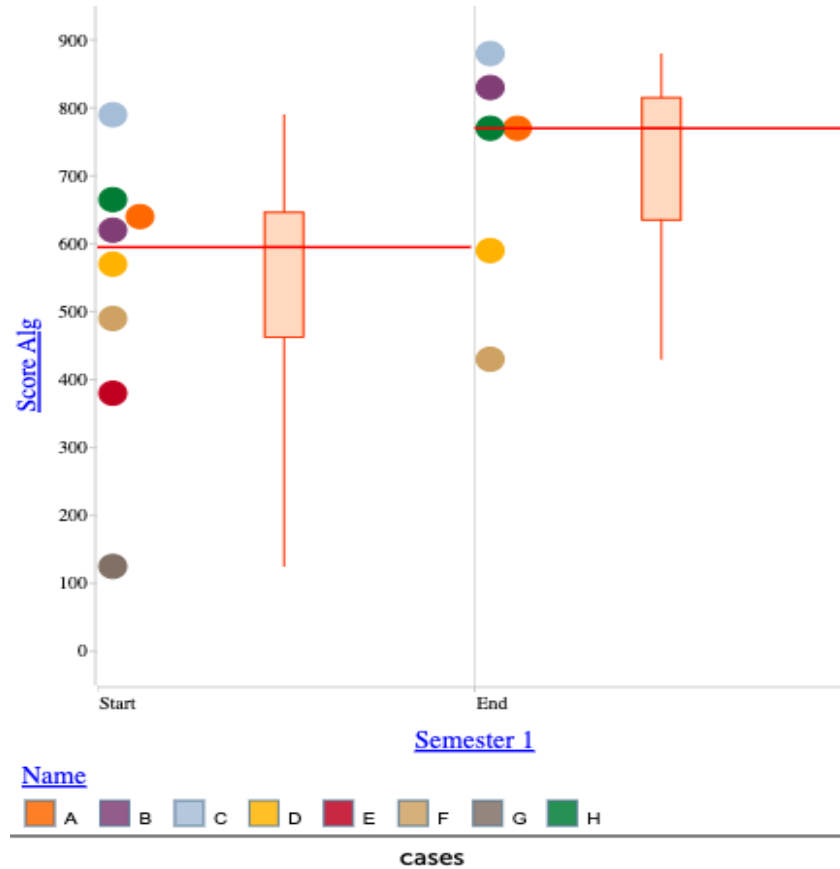
IXL benchmarks (“diagnostic test”) of students in Algebra 1 were analyzed at the **start** of their course and at the **end** of the first semester, analyzing their overall math level and the subset of specific algebra skills. Each 100 corresponds to one grade level.



Overall math skills for algebra class IXL diagnostic

Group median at start: 435 (= 4th grade)

Group median at end: 638 (= mid 6th grade)



Algebra skill subset scores IXL diagnostic
 Group median at start: 595 (= 6th grade)
 Group median at end: 770 (= upper 7th grade)

1. Low overall grade 4 math skill level on entry to OVHS (435 indicates a median math skill-set of grade 4).
2. Improvement by an average of 1.8 – 2.0 grade-levels over Semester 1, for algebra & overall math skills in this class.

Parent Surveys

Oak View had 32 students enrolled in November 2022 and 13 parents (46%) completed an anonymous on-line survey rating Oak View High School's program according to the WASC criteria. Of the twenty responses, 62% of parents responding had students who had been enrolled 1 year, and 38% had students who had attended Oak View for 2 years.

Of the 16 WASC related questions, all criteria were rated 100% Strongly Agree & Agree responses. The criteria ranked highest at 100% were A.1, A3, A4; and C.1.

Follow this [Survey Link](#) to View the entire survey results.

The narrative responses emphasized the following:

The main reason their student came to Oak View High School:

- Social anxiety at high school
- She needs specialized one-on-one attention and academic help.
- My son has attendance and work completion issues.
- My child was really struggling with the rigor and academic pressure and demands at OPHS. There is a culture there that is not conducive to his learning style and is not empathetic to "outside the box" learners. OPHS pushes students to attend 4 year universities and does not put honor or pride into a trade program, job, or community college choice.
- The academic program is unparalleled
- Anxiety
- He struggled with mainstream academics and needed smaller class size with individualized attention
- Academics

The most important things Oak View has offered their students:

- Inclusivity
- Teachers that are able to get to know her better, hands-on education such as gardening, and technology de-construction, more attention from counselors, principal, etc.
- Accountability and flexibility.
- A safe haven! It is a place he can be and feel himself and a place where he feels like his

teachers and peers truly care about him.

- Scholastic
- Caring
- A positive environment to thrive and feel good about himself
- Focused educational supports

Differences Oak View has made in students' lives:

- More confident
- She likes school and has opened up more to trusted adults at Oak View (such as Mr. Rogers).
- Still in progress.
- My child has grown leaps and bounds since switching to OVHS. He is less stressed about school work and homework which in turn creates a less stressful environment at home. He feels better about himself and his academic achievements which results in a more positive self-image.
- There are no longer the struggle over homework or grades
- Increased independence and initiative
- Much less quarreling over homework and grades
- he is able to manage the workload

Additional comments:

- Have a drama/performing arts class. It would benefit less academically (but more artistically) inclined students.
- We love being part of the OVHS family:)
- In house therapists would be great like they have at Oak Park, maybe a mandatory or voluntary visit twice a week would benefit the teens.

Student Surveys

The anonymous on-line student survey given in November 2022 returned responses from 23 students. 52% of the responding students indicated that they had attended Oak View High School for 1 year. 48% had attended for 2 years.

Follow this [Survey Link](#) to see the entire survey results.

The following are excerpts taken from comments made by students in the survey:

The main reason I enrolled in Oak View High School's program:

- I was too stressed out at Oak Park and Oak View was able to make school less stressful
- I had fallen behind in school work
- Credit recovery
- Oak Park high school was giving me a lot of stress, I also have severe depression disorder along with other major health issues that caused me to miss my entire junior year of high school.
- because it is my only way of being able to graduate
- I enrolled to earn credits that I failed to complete at Oak Park
- Oak Park was not a school that taught in a way I could understand and Oak View did
- ADHD and silly things going on in my head.
- The easy curriculum and shorter days to do outside activities like work or play sports.
- needed a smaller environment that suited best for my learning style
- Oak Park High School was occupying the majority of my time that I could be spending with my family, friends, or being creative and doing what I love to do. That's why I came to Oak View, to feel less stress and more happy, while still being social rather than being at home all the time.
- I never went to school had barely any credits needing extra support to push me
- Because trying to balance my first year back from COVID, with going into my first year of high school and also playing football was too much to balance
- Oak Park high school failed to prioritize both my academic and personal needs. Since moving to Oak View, I've opened up so much more than I ever did in these four months compared to my two full years at OPHS.
- Wasn't excelling at Oak Park High School
- Depression, which causes attendance issues throughout any school so it doesn't really help to be here over any other school:/

- I was failing all of my classes at Oak Park High School, My social connection was low, and I had no understanding of any material whatsoever to the point of me being so behind I would have to be held back. I couldn't find anything positive in my schooling there. Even the teachers weren't equip to handle my panic attacks and my social anxiety. I needed a way of schooling that would actually allow me to succeed, and Oak View helped me with that.
- Small class size & alternative learning
- I felt that traditional high school did not suit me. I felt overwhelmed, and I didn't have any resources to help myself.
-

The most important things that Oak View has offered me.:

- credits
- a good support system
- Challenging work that I still understand
- credit recovery and community
- Options to gain credit back
- shorter day, more one on one, positive community
- a good education and a positive environment away from home
- A safe and helpful place for me to complete my school work
- I chance to graduate
- Ability to graduate early.
- Family structure
- A great education with the same outcome as any student at Oak Park High School would get and a great community of people and new friends that I feel comfortable around.
- they've offered me many ways to get my credits up and graduate on time and they are supportive in whatever i want to do
- a plan to get me into another school
- Multiple persons I can rely on and talk to about pressing issues in both my academic and personal life. I've been provided with so many tools from both fellow students, peers, and other staff members. The pace of classes and academic material has transformed me and my grades. I genuinely love being here.
- Guidance/assistance
- Getting in trouble for not being able to fix my mental health.

- Oak View has offered me a place I can call home. I have been so stuck in this state of unknowing and fear because of my conditions (Being hit by a car earlier in the year), but they have worked through things with me and actually make me feel like I've been accepted. I've been treated well here and Oak View has offered me much for my future as well. Teachers are willing to help with job applications, are willing to help with college applications, etc. You can't find many schools who can help you with that.
- Opportunities to grow
- Oak View offers an amazing structure in which students feel that they belong, and they are encouraged to succeed by everyone around them.

Including home life, in what ways do you feel that you have grown and changed since attending Oak View? In other words, what differences do you see in yourself?

- I feel better mentally
- I have become much happier
- yes my grades have improved drastically
- Personally I do not see or feel any differences, I am still getting good grades as I normally would have. I am just doing my best to get my credits.
- i have been actually coming to school
- i feel like i have more confidence in myself
- Less stressed and more happier than i was at oak park
- I understand myself more
- I've become less stressed because of the easy work load.
- Becoming a significantly more well rounded student
- I feel as though I have been kinder to my family and more motivated to help around the house with chores or with my siblings because I'm not so stressed and focused on what things need to be done for school.
- I see a difference in my social skills i have less social anxiety i don't get anxiety coming to school anymore its made me want to learn and push myself way more and step out of my comfort zone
- I think that I've really mostly grown in literature and writing essays
- I talk to other students and staff members. My grades have vastly improved.
- I value learning a lot more and I see that I am willing to put in effort.

- Nothing.
- I've grown in the way where I have been accepted for who I am, allowing me to reach my full potential and grow in a way that would make me succeed in the future. I'm gaining help with things I wouldn't be able to ask for at home and I'm so thankful to the teachers for allowing me to succeed and grow.
- My writing has improved, my outlook on education has improved, overall I am happier and far less stressed.
- Test
- I have changed a lot since attending Oak View. I am more confident, I am much happier, and I feel more satisfied in life.

Additional comments:

- I believe there should be more alternate assignments for people who are unable to do certain ones
- behave, do not get caught, be good, don't lie to authorities, be nice to everyone, do not shame someone because there's so much behind the reasons they do certain things and it's the best they know.
- Aside from being a clean teen, Oak view is a good place and people who have physical or mental struggles can use the school as a safe place.
- I'm so grateful and happy to be attending this school and all the friends and teachers that I have here have really made a positive impact on my life!
- I think they are doing good I don't have any comments
- No suggestions from me, just Kudos for being a fantastic school, program, and community that I can rely on.
- I absolutely love this school and am SO thankful I had the opportunity to come here.
- In some cases student/teacher communication needs improvement, and upperclassmen need to be given more autonomy and responsibilities in some classes.
- Oak View is an amazing place for everyone.

Parent and Student Surveys

The overall feedback from the surveys was supportive and showed that the parents and students felt that the school was addressing their needs appropriately. The specific feedback that was given was and will be used to influence program decisions and guide the staff to focus on areas of need reflected by the student input. This input was used while completing the Self Study Findings portion of this report.

Summary

What are the implications of the data with respect to student performance?

- CAASPP Math scores are low); Teacher created benchmark pre and post tests as well as the nex IXL program will provide students and teachers with meaningful performance data that can be used to improve performance and instructional strategies.
- Language Arts Common Core Summative scores were acceptable but also will hopefully rise as benchmark pre and post tests are administered and used to improve student performance.
- Special needs students high success rate academically and personally
- Attendance rate is dipping this year
- Clean Teen Program is a success
- Students with IEPs need a Case Manager on site and a Directed Studies class.
- Enrolment has been low since COVID.

Questions:

- What options are available for district wide benchmark tools?
- How will benchmark data be utilized?
- Are other types of “in-house” assessments available?
- What can be done to enhance the mathematics program at Oak View
- How can we further develop the ELA program?
- What are the needs from the various departments?
- How can we further develop our Career class options?
- Will funding be available for arts and music programs at Oak View?
- What are ways to address the attendance decline seen this year?
- What are other ways to promote referrals from Oak Park High School to Oak View?
- What are ways to showcase Oak View within the community?
- Can we reinstate the 50% on-site SPed teacher and Directed Studies Class?

Priorities:

The Oak View team discussed the need to remain focused on the priorities that we had initiated pre-COVID as we were in the process of addressing them prior to the pandemic and we are just now beginning to regain traction in that regard. The two main focus priorities at this point in the process are below:

PRIORITY 1: To increase knowledge and skills of Oak View High School students in mathematics, English language arts and literacy in history, social studies, science and technical subjects.

PRIORITY 1.A: Mathematics: to create critical thinkers and problem solvers through the skills of logic and mathematics.

PRIORITY 1.B.: To create effective communicators by raising reading and language arts skills.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

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, including equity, diversity, and inclusion, 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 stakeholders 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 stakeholders 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
<p><u>A1.1</u></p> <ul style="list-style-type: none"> • Responses to the parent and student surveys reflected: 100% of parent responses and 87% of student responses agreed that Oak View has a clear vision and purpose based on student needs, educational research and the belief that all students can achieve high academic levels. • Staff revised the mission and goals to align with the District goals and LCAP. • Weekly Staff meetings and weekly teacher meetings with the learner outcomes and school mission and goals as a driving force. 	<p><u>A1.1</u></p> <ul style="list-style-type: none"> • Student / Parent Survey • The school's mission statement is regularly reviewed and edited to reflect changes in the school's programs and is aligned with the district mission statement. Curriculum is based on the California State Standards and A-G certified courses • Instruction is student-centered with in-person teachers, strengthened by individualized instruction, and adjusts rigor to the capabilities of each student, while still holding all students to a high standard. • Student Portfolios show project work and assessments that are aligned to State standards • The Careers Class is a Pathway to future occupations and/or education/training post-high school. • Faculty incorporate the use of technology in their classrooms in the form of student computers and access to alternative educational approaches to learning complex topics, such as the use of Explore Learning Gizmos, LabXchange, Data Nuggets, and Concord Consortium simulations for inquiry-based learning of NGSS science concepts. • Engagement in academics is enhanced through field trips, in-class activities, museum visits, and school visits, such as in 2022 to the Getty Museum, a Water Treatment Facility, the Ronald Reagan Library exhibit, the Japanese American Museum (virtual), and Lokrantz school. • In alignment safety standards, a complete chemical inventory was taken for room 102 science in summer 2022, and Materials Safety Data Sheets (MSDS) were obtained for all chemicals. Acids and flammables are stored in separate locked cabinets. Safety goggles are used by students who are trained in safety precautions. An inventory of science materials, supplies, and equipment was also made in summer 2022 in order to ensure and increase hands-on labs so they can be done nearly every

<p><u>A1.2</u></p> <ul style="list-style-type: none"> ● Oak View's Staff reviews changes and refinements made to Mission Statement and Goals and incorporates input from stakeholders in doing so. ● The design of the career focus involves discussion, input, and participation from the entire school, material support and programmatic guidance of district office personnel, and full support of the Oak Park Unified School District Board of Education. <p><u>A1.3</u></p> <ul style="list-style-type: none"> ● The vision and mission of Oak View High School is supported by the Oak Park Unified School District's administration and board of Education.. 	<p>day in science classes.</p> <p><u>A1.2</u></p> <ul style="list-style-type: none"> ● Parents and community members regularly communicate with school staff and give input through meetings with the administration, counselor, and teachers. ● Teachers serve on the Tech Committee, the Curriculum Council, and Sexual Health Committee to ensure district and site are always in alignment and can take advantage of all that is on offer from the district. ● Oak View's School Website has been revamped to contain student and family focused information and recruiting materials. Here you will find our calendar, bell schedule, course lists, etc. as well as student testimonial and embedded profiles from our Instagram and Twitter accounts. Advised by Ms. Spitzer - ASB Coordinator. ● Oak View maintains an Instagram account which connects to the community and to our families with posts regarding student accomplishments, new classes on campus, and school wide information. Examples include: RC Airplane Flight, Ludington Foundation Visit, and Welcome Back Night. On Instagram we focus on connections with students including all posts from Instagram listed above as well as fun shorts in class and with staff to showcase our campus culture. Advised by Ms. Spitzer. ● A newsletter is published several times a year and sent to parents as well as other parties and is posted on our school webpage. <p><u>A1.3</u></p> <ul style="list-style-type: none"> ● Parents and community members regularly communicate with school staff and give input through meetings with the administration, counselor, and teachers.. ● Students feel that they have a voice in the school program and are able to provide input through ASB and communication with the counselor and principal.
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<ul style="list-style-type: none"> • Enrollment at Oak View has a high percentage of students from outside districts because the school has a strong reputation in the community for its vision and purpose. 	<ul style="list-style-type: none"> • Teachers promote student voice with administration when issues arise. • Information about the school through its newsletter <i>Oak Views</i> is sent home via mail and available on the school website. • The local newspaper, <i>The Acorn</i>, covers activities of the school. • The school's website and social media accounts provide on-going information about current activities and accomplishments of Oak View and its students to the community at large. The Oak Park Unified School District's administration and Board of Education support Oak View High School through continuous technology materials and support; attendance at school functions such as barbeques, graduation, celebrations, and slam poetry contests; frequent drop-ins at the school site; and participation in shared projects such as gardening, Monarch Day of Action, and Lokrantz Gift Giving.
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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 stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders 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><u>A2.1</u></p> <ul style="list-style-type: none"> ● District goal setting involves specific needs of each school in the district. ● The school board and leadership team meets annually and reviews school site needs and proposals for their approval. ● District Committees receive input from sites based on their needs and addresses supporting those needs. 	<p><u>A2.1</u></p> <ul style="list-style-type: none"> ● District supported the podcast unit in the 2022/23 school year. ● The district approved Oak View's change of its Friday schedule to accommodate the Careers program as well as continued expansion and adaptation of the program. ● The district provides psychological services assistance to students when requested. ● The district provides case managers to assist students with IEP's/504 plans who come to the school and work regularly with students. ● The superintendent and assistant superintendent met with staff twice in the previous school year to obtain input from staff. ● The district has provided new office and classroom furniture, building upgrades, and technology to the school.

<p><u>A2.2</u></p> <ul style="list-style-type: none"> • 100% of parents and 83% of students surveyed agreed that the governing board of the Oak Park Unified School District supports the mission of Oak View High School. • The school board meets monthly. • The governing board takes an active interest in Oak View High School's program and events. <p><u>A2.3</u></p> <ul style="list-style-type: none"> • The school board has a governance handbook which is posted on the Oak Park Unified School District website entitled the <i>Uniform Complaint</i> form. • Conflict resolution issues are dealt with within the school itself. Open communication exists among all school personnel which historically have precluded governing board involvement. 	<p><u>A2.2</u></p> <ul style="list-style-type: none"> • Student / Parent Survey • The governing board of the district has historically supported Oak View High School since it was created in 1982, and has continued to fund the program to keep it going. • Board members attend school functions and make visits to the school to observe and interact with students and staff. The superintendent works directly with students. • Board members attend special events and contribute to the annual toy drive. <p><u>A2.3</u></p> <ul style="list-style-type: none"> • The civility complaint form is on-line—the Williams Uniform Complaint form. • The Parents' Rights and Responsibilities Handbook is on-line.
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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, Inclusive, and Collaborative: The school's broad-based, inclusive, 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><u>A3.1</u></p> <ul style="list-style-type: none"> 100% of parents and 83% of students agree that Oak View meets this criterion. There is a weekly staff meeting as well as a weekly teacher meeting in addition to informal discussions that occur daily among staff. Weekly staff meetings and teacher meetings involve evaluations of programs and student 	<p><u>A3.1</u></p> <ul style="list-style-type: none"> Student / Parent Survey Schoolwide student benchmark assessments Assessment of data leads to program development and implementation of program needs for academic as well as socio-emotional. Counselor communication with staff and student support - Comprehensive counseling support for all students. The school counselor supports each student's individual needs and collaborates with the school team and outside community supports to ensure each student's needs are being addressed. Weekly staff and teacher meeting agendas reflect collaboration and discussions regarding program needs.

<p>accomplishments.</p> <ul style="list-style-type: none"> • Informal daily staff interactions and discussions. <p><u>A3.2</u></p> <ul style="list-style-type: none"> • The school's 2022/23 Oak View Site Plan (SPSA) includes goals from its Self-study. • The staff continues to support and implement an intensive career experiences program. • The teaching staff has implemented a portfolio project that targets key standards that are taught and assessed in each classroom. <p><u>A3.3</u></p> <ul style="list-style-type: none"> • There are 2 weekly staff meetings in addition to informal discussions that occur daily among staff. • Teachers serve on the following district committees: Tech, Curriculum, Diversity and Equity, Ethnic Studies 	<p>Science goals at OVHS focus on skills SEP 4 analyzing and interpreting data (tied to our reading benchmark ELA RL.5.1. and RL.5.2) and SEP7 Engaging in argument from evidence (tied to writing benchmark ELA W.5.1 A, B) with scaffolding from CCC Cause and effect.</p> <ul style="list-style-type: none"> • Math goals at OVHS focus on MP1 Make sense of problems and persevere in solving them, and MP5 Use appropriate tools strategically. <p><u>A3.2</u></p> <ul style="list-style-type: none"> • Priorities for the next 6 year were determined by the school staff and goals for achieving them are listed in the new Action Plan. • Oak View Mission and Goals are aligned with the District's mission and goals aligned with the Local Control and Accountability Plan (LCAP). • Student interest and motivation have increased due to the combined academic and career focused program. Enrollment at Oak View has increased since the beginning of this program • Changes in the school schedule to allow for more academic time in core classes. • Student Portfolios <p><u>A3.3</u></p> <ul style="list-style-type: none"> • One staff meeting is to discuss issues of upcoming events and strategies. Collaborative discussions of how to best meet student needs occur. • Thursday meetings are for teachers to plan collaborative cross-curricular projects and activities. • Teachers coach each other regarding technological innovative programs. • Teachers share instructional strategies particularly writing strategies. • Teachers collaborate on cross-curricular learning including field trips and course work, as well as writing that displays development of skills as determined by the benchmark testing and chronicled in the portfolios.
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<p><u>A3.4</u></p> <ul style="list-style-type: none"> • There is a weekly staff meeting as well as a weekly teacher meeting in addition to informal discussions that occur daily among staff. • Weekly staff meetings and teacher meetings involve evaluations of programs and student accomplishments. • Counselor, principal and teachers discuss specific strategies for individual students' enhanced learning and socialization skills. 	<p><u>A3.4</u></p> <ul style="list-style-type: none"> • One staff meeting is to discuss issues of upcoming events and strategies. Collaborative discussions of how to best meet student needs occur. • Thursday meetings are for teachers to plan collaborative cross-curricular projects and activities. • Collective problem solving occurs during staff meetings. Communication occurs formally during meetings, and informally among teachers and counselor and/or principal. • Principal and counselor maintain open door policies and facilitate communication among all staff and students.
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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><u>A4.1</u></p> <ul style="list-style-type: none"> 100% of parents, 87% of students agree that a qualified staff facilitates achievement of the academic standards at Oak View High School. All staff have participated in the ongoing diversity and equity work led by the Howard Group. Teachers collaborate on Thursday afternoons to work on curriculum and class content/cross curricular assignments, as well as development of student portfolios. Thursday teacher collaboration meetings have identified shared Common Core skill goals across 4 disciplines that support student academic growth in close reading, writing for argumentation, and analysis. 	<p><u>A4.1</u></p> <ul style="list-style-type: none"> Student / Parent Survey All teachers are designated as highly qualified in their subject areas. Teachers attend trainings and conferences to broaden their knowledge and instructional skills on a regular basis as is documented in the Support of Professional Development section of this Criterion. Principal holds a Masters degree in Teaching and the counselor holds a Masters degree in counseling. Susan Allen -Eng. teacher is credentialed in English and World History, Masters in Educational Psychology, certified ERWC instructor, CTE certification in Education, Child Development, and Family Services in process Samantha Spitzer - History Teacher Masters in Teaching and Learning with a Single Subject Credential and entering Administrative Credential Program in Fall 2023. Hannah Robinson - Science Teacher Masters in Curriculum and Instruction with Single Subject science credential and CLAD. Teacher notes from curriculum/collaboration meetings.

<p>A4.2</p> <ul style="list-style-type: none"> • The staff is highly motivated to implement instructional strategies that they learn in professional development classes and share ideas. • The Oak Park Unified School District conducts professional development training within the district. • OPUSD pays for professional development training for teachers. • OVHS schedule embeds regular work time for teachers every Friday to engage in PD and curricular improvements. 	<p>A4.2</p> <ul style="list-style-type: none"> • Every Thursday afternoon teachers conduct cross- curricular collaborations, for example economics, science and English collaboration lessons were designed. • Every Friday at 12:00 there is a staff meeting. • Other staff development: • Science teacher Hannah Robinson attended 2-day Amgen Foundation PD on biotechnology, and will receive significant fully funded equipment and materials for biotechnology units/program as a result. • All 3 teachers implemented lessons consistent with Common Core Standards. • Teachers collaborated on teaching cross disciplinary CCSS and NGSS standards: English goals (benchmark) Social Studies goals (dept) Science goals at OVHS focus on skills SEP 4 analyzing and interpreting data (tied to our reading benchmark ELA RL.5.1. and RL.5.2) and SEP7 Engaging in argument from evidence (tied to writing benchmark ELA W.5.1 A, B) with scaffolding from CCC Cause and effect. Math goals at OVHS focus on MP1 Make sense of problems and persevere in solving them, and MP5 Use appropriate tools strategically. • Benchmarks supporting the cross disciplinary standards were measured at semester (see A.4.3) • All 3 teachers collaborated and taught an interdisciplinary project beginning with a field trip to the Long Beach Aquarium, and • All 3 teachers teach Makerspace with a focus on their own particular areas of
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<p><u>A4.3</u></p> <ul style="list-style-type: none"> ● Benchmarking measures student achievements linked to teacher PD and collaboration. 	<p>interest and education: these include but are not limited to 3-D printing, digital heat transfer, sewing, podcasting, robotics</p> <ul style="list-style-type: none"> ● Work teachers have done to upgrade their classes: Room 102 was upgraded in 2022 with new desks to promote collaboration, rolling chairs to help students see lectures in front of them and rotate to activities at science stations behind them, wobble stools for kinesthetic learners, arm chairs at round table to promote student dialog, academic bean bags with lap desks to engage students in positive environment. Room 101 has been upgraded since the last WASC with a variety of bookcases to house our expanded library, new teacher desk, and new student tables and chairs to enable fluid grouping and collaboration. ● Classroom updates include differential seating based on student choice, student work displayed as art work, neutral tones to create a peaceful ambience. The district has started the transition from Smart Boards to Promethean Boards in rooms 103 and 104, 101 and 102 to be updated upon need. ● The Science teacher participates in the Committee on Sexual Health including the 2022-3 training in the Positive Prevention Plus program. The district provided substitute support so she could participate in the Health Instruction Review program with other district health teachers in January 2023. <p><u>A4.3</u></p> <ul style="list-style-type: none"> ● Benchmarks measure the effectiveness of teacher PD actions and teacher collaboration on student performance. The reading and writing benchmarks are shared across disciplines and are graded
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<ul style="list-style-type: none"> ● Use of CAASPP Data to drive instruction. ● Weekly Staff Meetings to discuss student progress and modify instructional practices. ● Weekly teacher collaboration meetings to discuss strategies to address student needs. <p><u>A4.4</u></p> <ul style="list-style-type: none"> ● Goal setting conferences with each teacher by October 6, 2022 ● Formal classroom observations 	<p>by all teachers collaboratively. The English benchmarks apply across the curriculum and measure student mastery of finding and using effective evidence to make claims and support a thesis.</p> <ul style="list-style-type: none"> ● In response to weak school CAASP mathematics performance, the internal school math benchmark process was changed in 2022 to IXL, and teachers collaborated on building effective test-taking skills. Unlike CAASP that provides results that are delayed and general, IXL provides benchmark results that are immediately actionable and also provides online remediation activities tailored to each student that supplement in-class instruction by the teacher. ● Evidence (to be updated for all students in December): For an individual algebra student, the IXL benchmark shows overall math level at <u>grade 4 in August improving to grade 6/7 in November</u> with algebra sub-strand improving from grade 4.9 in August to grade 8.4 in November 2022. ● Evidence of PD on teachers' development of robust math curriculum (adjusted in SY 22-23) was the algebra SY 2022-23 data that showed improvement from group median of 595 (grade 5) to 770 (grade 7+) in one semester. Overall math level starting at 435 (grade 4). ● Staff Meetings to discuss student progress occur weekly ● Teacher collaboration meetings occur weekly. <p><u>A4.4</u></p> <ul style="list-style-type: none"> ● Final evaluation: ● Progress made toward achieving the established achievement goals. ● An overall evaluation of the certificated employee's total performance.
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<ul style="list-style-type: none"> ● Observation summaries with teachers. ● Teachers have options of alternative evaluations. ● Extended evaluation: If a teacher has 5 or more years in the district. <p>A4.5</p> <ul style="list-style-type: none"> ● Board policies are on-line. ● Oak View Student Handbook is on-line. ● School handbook reviewed throughout the year to make appropriate changes and reviewed by Site Council and Board of Education. 	<ul style="list-style-type: none"> ● Peer assistance and review referral if necessary. <p>A4.5</p> <ul style="list-style-type: none"> ● Teaching Operating Manual: ● Each teacher has classroom procedures that are discussed prior to the school year and presented to all students when school begins and as needed during the year. ● Weekly staff meetings ● The counselor hosts quarterly updates on policies about credits and graduation. ● The staff hosts a policy review assembly during the first week of school ● Principal has an Open Door policy ● Principal is often out walking and spending time with students, and teachers. ● Principal checks in with all teachers every morning.

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

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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</p> <ul style="list-style-type: none"> 92% of parents agree and 78% of students agree that the resources are sufficient and utilized effectively. The school district is generous in its financial support of Oak View and its programs. The district has supported the need at Oak View High School for a full time counselor and has financed the hiring of the counselor. Ventura County provides equipment, personnel and materials to the school. 	<p>A5.1</p> <ul style="list-style-type: none"> Student / Parent Survey Oak View High School's parents historically would like to see the school receive more funding. All the teachers and the school have to do to receive what they need is to request it. The district respects the staff and the nature of its material and equipment requested needs. District gave us ELO funds to support our new Makerspace course and other projects. The Ventura County Office of Education has provided the school with a workability counselor.
<p>A5.2</p> <ul style="list-style-type: none"> Procedures have been set up by the Oak Park Unified School District: Oak View High School has procedures in place that state that employees are not to sign off on checks and collecting materials received. There has to be two different signatures for both jobs. All checks have to be cleared 	<p>A5.2</p> <ul style="list-style-type: none"> The district office has 3 different levels for handling purchases. The district receives purchase requests from the principal who has reviewed requests. The funding of instructional materials, textbooks, computer hardware and software is generous and comes from the district. OVHS ASB Books OVHS Requisition Books

<p>through the District Office, unless it is through ASB. ASB purchases are for student related items only and require the signature of two employees for approval.</p> <ul style="list-style-type: none"> • The district office has several checks and balances and we work with them on our annual Audits. 	
<p>A5.3</p> <ul style="list-style-type: none"> • The district office supports upkeep and renovation efforts to create a pleasant, attractive school site. 	<p>A5.3</p> <ul style="list-style-type: none"> • The District has worked to make the physical appearance of the school pleasing, through recent painting of all of the buildings, maintenance of air conditioners and heaters in all classrooms, and landscaping. • During the summer of 2020 the buildings were re-sided and painted. • New furniture for teachers. • Maintenance of the school garden with district office support.
<p>A5.4</p> <ul style="list-style-type: none"> • Oak View does not have department budgets. Teachers make requests for instructional needs as they arise to the principal. Requests are evaluated and provided. • The district generously provides the materials and equipment that the school needs as requested. 	<p>A5.4</p> <ul style="list-style-type: none"> • Students are 1:1 with Chrome Books and there is a set of 20 Mac Airs in the English classroom available to all users. During the pandemic, each classroom was set up with cameras, Mac desktops, ear-buds, and other technology for distance and hybrid learning and is still in our classrooms. The district has also provided us with two 3-D printers, an additional set of 5 mechanical babies (with all accessories) and 1 additional pregnancy vest. • The district facilitated the growth of our library (through state grant money) with clerical support and new bookcases. • Science textbooks and lab equipment supplied as per request following submitting courses of study to the school board and their approval. • <i>History Alive</i> used for History classes.

<p>A5.5</p> <ul style="list-style-type: none"> Resources are made available to support Oak View High School even though operating this small school is expensive. The governing board and district office have historically been advocates for an alternative educational opportunity with the school district 	<ul style="list-style-type: none"> IXL purchased for Benchmark Math testing and ongoing learning. English textbooks/novels with books on tape purchased as needed. Curriculum Council evaluates requests of some materials and approves their purchase. New Promethean for history classroom. <p>A5.5</p> <ul style="list-style-type: none"> Even though we are currently at half of student capacity, the district is steadfast in its continuance of our program. This speaks to the governing board's support of Oak View High School since it was started in 1982. The district includes the Oak View staff in all staff development trainings. Both our English teacher and Social Science teacher were asked to serve on the district committee that will write the Ethnic Studies curriculum. Our English teacher has participated with teachers at other sites in upgrading our district MLA guide. The district has facilitated her attendance at 2 NCTE conventions, 1 ILA convention, 3 CCEA conventions, 1 Financial Math convention, and 1 CTE convention since our last WASC. All teachers have participated in Diversity and Equity professional development provided by the district by The Howard Group This ongoing series of training and educational sessions supports work we are conducting in our own collaborative teacher meetings. The district sponsored our English teacher in 2 weeklong D&E PD series over the summer as well -- one with The Howard Group and one through UCLA Center X. The district continues to support our Careers program with further development of our current Child Development class into a CTE pathway as well as funding our Friday, Foods, and Makerspace classes. A one-semester Careers class is a graduation requirement for seniors.
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Preparing students for post high school life both social emotional and academic.
2. Creating and adjusting clear pathways for every individual student to meet Oak View High School mission and goals.
3. Emphasizing the program needs to ensure that all students truly become global citizens.
4. Passionate highly qualified educators who are committed to creating the best learning environment and curriculum for students through collaboration, professional development, continuous improvement, and strong communication.

Areas of Growth

1. Consistent funding source for extracurricular and curricular educational opportunities.
2. Full inclusion in all district initiatives when programs are developed and launched.
3. Implementation of the district/school board plans to develop our physical plant.
4. Reinvigorate Site Council.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

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.

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.

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.

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.

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

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.

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

Findings	Supporting Evidence
B1.1 <ul style="list-style-type: none"> 100% of parents agree and 83% of students agree that all students participate in a rigorous, relevant, coherent, and careers readiness standards based curriculum that supports the achievement of the academic standards and the expected school-wide learning results. 	B1.1 <ul style="list-style-type: none"> Student / Parent Survey CTE Career Pathway class in Education has been designed by Science teacher and English teacher, approved by Curriculum Council, and is awaiting School Board approval. Instructional materials reflect rigor e.g. science, history-social science, and mathematics classes use the same cp textbooks used at Oak Park High School. English instructor teachers Jobs course to be

<ul style="list-style-type: none"> Continued improvement of best practices. Continued development of career pathway program based on research that students need career related experiences. Algebra 1 was adjusted to incorporate a research-based unit that resulted in a significant increase in student engagement and reduction in student misconceptions regarding pre-algebra concepts. District initiative to focus on SEL to increase student engagement with the program and academics as well as reduce disciplinary issues. Science classes incorporated an increase in the frequency and percentage of hands-on activities, as research has shown that this engages this particular school community. District initiative to incorporate diversity and equity practices in our program. 	<p>taught in preparation for internships and employment.</p> <ul style="list-style-type: none"> Expository Reading Writing Curriculum makes up much of the English instruction. All other courses are A-G certified. Updated OVHS library expanded with new volumes (fiction, non-fiction, poetry, plays, audio books, graphic novels) that are reflective of the US population for gender, sexual orientation, race, ethnicity, etc. geared toward student interest and supportive of all subject areas. Updated and expanded staff professional library The biology and earth science textbooks have career information at the end of each chapter that the students and teachers read and discuss. Students discuss careers in mathematics, History-Social Science, English and Career classes. Informal discussions occur focusing on personal characteristics and attributes that would contribute to successful careers related to the various subjects. The Careers class is a required one semester intensive personalized career search and scrutiny of personal interests, characteristics and attributes that would ensure satisfaction and success. CASEL 5 competencies of SEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) are embedded in our classroom instruction. Teachers have replaced traditional testing with the following practices: UDL, portfolio task metacognitive review, and skills development. Teachers support each other in implementation of literacy across the content areas tasks. Other embedded practices include: growth mindset training, maker learning, digital citizenship, diversity and equity instruction, soft-skills training, hands-on learning, independent and group learning, We introduced a new Algebra 1 benchmark
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<p>B1.2</p> <ul style="list-style-type: none"> • The California Standards for Common Core, the Next Generation Science Standards, and the History-Social Science and English Language Arts/English Language Development Framework, relevant ISTE standards, the National Standards for Personal Finance Education are implemented and assessed in 	<p>(IXL) that clearly showed a significant increase in grade level achievement related to incorporation of research-based strategies in the Mathematical Mindset Algebra 4-week introductory unit.</p> <ul style="list-style-type: none"> • Science hands-on activities are posted on the Instagram account regularly. • Embedded SEL throughout the curriculum in each teacher's classes with a saturation in the first week of classes at the beginning of the year and the semester change. • Students engage in wellness activities that build lifelong coping skills such as Gardening, Fitness, Cooking, Crafting, etc. Courses can be viewed on OVHS Course List. • Counselor facilitates Boys Group, Girls Group, and inclusion of speakers and presentations based on students' SEL needs. • Library revised and increased to include a diverse range of reading materials and authors. Reading materials include fiction, non-fiction, recorded materials, and graphic novels. Authors reflect the makeup of our nation. • Increased inclusion of diverse authors and reading materials in the English curriculum. • In collaboration with the district office we are piloting the new Ethnic Studies class which will meet the state requirement for 2030 graduation. Both English and Social Science teachers will serve on the 2023 summer committee to write formal curriculum. <p>B1.2</p> <ul style="list-style-type: none"> • Standards and college-career readiness standards are built into the textbooks, assignments, and projects within each class. • Teachers collaborated and established school-wide math goals. • Science department NGSS goals were established. These goals were specifically selected to support and align with cross-departmental CCSS goals in Social Studies and English. These science goals are evaluated using the schoolwide internal
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<p>each applicable subject area.</p> <ul style="list-style-type: none"> ○ ● Currently, all core classes and multiple electives are A-G designated courses. 	<p>Benchmark assessments as well as the science courses' unit assessments.</p> <ul style="list-style-type: none"> ● As a district and site, our return to campus has focused on student's social emotional wellbeing covering state specific standards such as Science NGSS, Geometry and Algebra Framework, History-Social Science Framework, English Language Arts/English Language Development Framework, and Common Core Curriculum subject wide. ● There is a fully equipped science classroom where wet labs are conducted for both Oak View High School and Oak Park Independent School students. ● All science courses are "lab courses with at least 25% curriculum lab based. Chemistry & Biology are now approved UC a-g (d) courses, Environmental Science is an approved UC (g) course.
<p>B1.3</p> <ul style="list-style-type: none"> ● The required Careers class for seniors demands that students rigorously investigate 3 careers in which they are interested and evaluate their strengths for pursuing the chosen careers. The strengths are based on assessments that are in line with realistic achievement of those careers. ● Portfolio Program -- Currently in development, this will be a collation of evidence from all core classes of engagement with Benchmark standards. ● Career classes available to all OVHS students include TV Movie Make-up and Film Production and Child Development. ● CTE Education Pathway course is nearing completion of the 	<p>B1.3</p> <ul style="list-style-type: none"> ● Portfolio Program currently in stage one. Benchmark standards testing program has been created and implemented. In all classes portfolios of major papers and projects are kept. Rubrics have also been developed. ● Enrollment in Friday Classes and Child Development course. ● CTE Education Pathway course will be taught via an A-G certified English course and a non-CP Science course. Rigorous Careers class is required for all seniors with public presentations of their career choices, their talents, strengths, passions, academic skills required of the particular careers. ● Jobs class required

district approval process and is on our master schedule for the 2023/24 school year.

B1.4

- During weekly teacher collaboration meetings on Thursday afternoons, they plan interdisciplinary lessons and activities that meet the California Standards and SEL.
- Integration of life skills in core curricular courses.

B1.5

- Career preparation has been offered to seniors for years in a Careers class. The Career program allows students opportunities to be fully prepared to enter the job market upon graduation.
- A Jobs class has been added for juniors.
- Child Development course allows for students to see career pathways in this area while getting real-world practice.
- Continuous articulation with Oak Park High School.

B1.4

- Examples of cross-curricular collaborations:
 - Makerspace
 - Podcasting --
 - JANM virtual field trip
 - Benchmarks
 - Poetry and Creative Writing in History
 - Economics Personal Finance Plan and Consumer Math/Careers
 - Portfolios (under construction)
- Computer literacy, organizational skills, professionalism, in verbal and non verbal communication, daily connections between current learning goals and future success in college and career.

B1.5

- Groups of students have been taken to Moorpark Community College and California Lutheran University for tours for many years by teachers and the counselor.
- Students are given information as to registering for college and the resources for academic assistance that are there should they need them. This includes guidance in applying through FAFSA.
- Alumni news is printed in the newsletter *Oak Views*. Each year graduates return to Oak View to inform staff of their post-high school education and work experiences.
- Recent Oak View graduates have attended Moorpark College, Pierce College, El Camino College, Oregon State University, Texas Tech University, College of Staten Island, and Lane Community College in Oregon.
- Alumni report that they are doing well academically and trace their success to Oak

<ul style="list-style-type: none"> ● Counselor works with seniors to fill out Financial Aid forms and enroll in local Community Colleges. 	<p>View's program and its teachers.</p> <ul style="list-style-type: none"> ● Career classes give students exposure to many different careers and training schools are made known to them. ● Child Development students volunteer regularly at our partner elementary school. Students are able to continue throughout the school year. ● Meetings with the Oak Park High School Counseling Departments and administrations. ● FAFSA Parent/Student meetings and trip to Moorpark College to enroll students.
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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.

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.

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. Course enrollment patterns reflect the diversity of the school's students.

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.

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.

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

Findings	Supporting Evidence
<p>B2.1</p> <ul style="list-style-type: none"> ● 100% of parents and 78% of students surveyed agree that students have access to a program that prepares them for pursuit of their academic, personal, and school-to-career goals. ● The school staff has designed career pathways programs that have been approved by the district governing 	<p>B2.1</p> <ul style="list-style-type: none"> ● Student / Parent Survey ● Careers class for seniors in which they explore in detail several possible careers in which they are interested. ● Jobs class for juniors in which they learn skills related to applying for and retaining jobs. ● Career Program on campus that includes courses provided by outside professional instructors and Oak View staff designed

<p>board and administration. Staff has modified the weekly schedule to accommodate the addition of the career related classes which provide hands-on experiences, job training, shadowing and internships. The goal is to grow the program.</p> <ul style="list-style-type: none"> • A variety of elective programs are available for students to learn skills that they can use to develop hobbies and even careers. <p>B2.2</p> <ul style="list-style-type: none"> • A rigorous, relevant, and coherent curriculum is accessible to all students through all courses/programs offered • Historical thinking skills are assessed by application to current world events. • Science courses incorporate real-world issues including NGSS engineering and human impact on the environment standards. • Students have access to materials and curriculum that address their diverse needs. 	<p>courses.</p> <ul style="list-style-type: none"> • The local elementary provides opportunities for student volunteering and internship programs. • Visits to Moorpark College and California Lutheran University are conducted. • Teachers regularly include career exploration in their core subject matter classes. • In addition to the core classes, we offer Stained Glass, Design Crafts, Film, Art History, TV and Movie Makeup, Film production, Child Development, and Psychology as well as Directed Study for particular areas of interest (small business creation, writing, podcasting). • All OVHS students will attend a college and career presentation by Mr. Rogers. At that time they will be provided access to the Naviance college and career online resource. He also arranges for a FAFSA presentation and registration. <p>B2.2</p> <ul style="list-style-type: none"> • Students with IEP's and 504 plans are successful at Oak View High School due to the individualized instruction that they receive. Common IEP accommodations are embedded in standard classroom practices and protocols. • Differentiation of instruction is a strength of the teachers and this assures academic success. • Students with special needs receive additional help from case managers who keep track of their progress through our online grade reporting system, Google Classroom, and teacher communication. They also visit regularly with students on their caseload. They work with special education students on study and executive function skills and help them work on class assignments. • Benchmark tests are given to ascertain
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<ul style="list-style-type: none"> Teachers share personal and professional histories through Welcome Back Night and our teacher webpages linked to the school website. Additional connections are made as appropriate through shared life experiences. 	<p>academic needs of students at the beginning of the school year and when later enrollees begin with us and ensure their learning needs are met throughout the year and that all students make adequate progress toward mastery of standards.</p> <ul style="list-style-type: none"> All students are given a learning style inventory and a personality indicator in order for them to take charge of their strongest learning styles and understand how their personality affects learning and operating in various environments.. World History Final asked students to apply their knowledge from the course to predict the outcome of the conflict in Ukraine through a historical research paper. Counselor-led groups help students with emotional problems such as depression/anxiety and substance abuse issues that affect motivation and wellness. A real-world biotechnology lab unit has been added to the Biology and CTE Education curricula to align with Moorpark College's expanding biotechnology program and related employment opportunities in the area. CTE Education pathway students are prepared to become teacher aides in a science lab school environment as well as in a general classroom. The biotechnology unit is sponsored by Amgen Foundation that supplies the materials and equipment. Science content relating to human impact on the environment include subjects such how parachuted cats in Borneo solved an environmental problem caused by humans. Significant access to technology supports different ways of learning and processing information. Curricular materials are available in multiple formats (audio, graphic, textual) and from diverse authors and creators. Teacher Webpages <ul style="list-style-type: none"> Susan Allen
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<p>B2.3</p> <ul style="list-style-type: none"> ● The school shares information constantly with parents through meetings, phone conversations, emails, SST meetings, the newsletter, the marquee, Attendance calls, etc. ● First 5 meetings for all new students allow for check-ins to ensure that all students are off to a solid start at Oak View. ● Attendance calls home for all students by the Office Manager to ensure that parents are aware that their student is absent and to ensure students attend school regularly. 	<ul style="list-style-type: none"> ○ Hannah Robinson ○ Samantha Spitzer <p>B2.3</p> <ul style="list-style-type: none"> ● School staff collaborate with parents regarding credits, emotional needs, testing, treatment and counseling options, including emails about students' social, emotional and academic needs on a regular basis. ● Teachers email parents keeping them up to date with students' academic accomplishments and needs. ● The counselor meets with all seniors about their post high school plans. ● The principal and counselor provide emails to and phone conversations with parents regarding student credits, attendance, and behavior issues. ● Parents are kept informed about the exploratory career pathways courses through the school newsletter <i>Oak Views</i>. ● Parentsquare district parent communication forum is consistently utilized to inform parents about school happenings. ● All students and their parents participate in a First 5 meetings during which staff proactively relates student strengths (and possible areas of growth) and all engage in a discussion of school enjoyment, student goals, and how staff members can further engage with and support students. ● Staff holds SST meetings as needed and regularly contacts parents about progress and positive actions by students. ● Counselor provides quarterly credit checks, regular credit updates, and detailed senior progress reports. ● New marquee has been purchased to
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<p>B2.4</p> <ul style="list-style-type: none"> • The entire school staff is involved in assisting students plan for their post-high school transitions. • Personal finance is explored multiple times throughout enrollment at OVHS. 	<p>communicate current school events to parents and the community</p> <p>B2.4</p> <ul style="list-style-type: none"> • The counselor meets with each student several times throughout the school year to discuss student credit accruals and post high school plans. • The goal of the design and implementation of the Career Program is to better prepare our students for positive post-high school transitions. • The Careers and Jobs classes are required classes for senior and junior students respectively and help prepare students for post-high school options. • Alumni Updates are in the school newsletter <i>Oak Views</i>. Graduates update the school on their college, training, and job experiences. which validate the impact of the Oak View academic program. • All seniors are enrolled in Economics where a personal finance plan is created exploring their future paths. Seniors complete at least one semester of Consumer Math to become proficient in finance skills necessary for financial independence.

ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. Resources - the knowledge, experience and dedication from our award winning staff and the resources provided by the district office.
2. Focus on literacy standards
3. Focus on practical application of academic knowledge and connections to real world experiences.
4. Up to date with current educational thinking within all classrooms including Universal Design for Learning (multiple modalities) and Diversity, Equity, and Inclusion.

Areas of Growth

1. Development of a consistent funding stream for our core curriculum and extracurricular courses.
 2. Cross curricular collaboration is in the beginning phase due to the evolution of the teaching staff and has exponential opportunities for growth.
 3. Development of our CTE and Biotech programs.
 4. Development of a resource to more robustly collect information from alumni.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

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 in an equity-centered learning environment.

Indicators

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

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

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1.</p> <ul style="list-style-type: none"> 100% of parents and 87% of students agree that all students at Oak View are involved in challenging and relevant learning experiences. Teacher collaboration occurs weekly to review student achievement and plan strategies to enhance student learning. The instructional program of Oak View High School follows a traditional model. The program is not packet driven but teacher directed learning with related assignments and cooperative learning experiences. Group problem solving Personal Finance Plan in Economics 	<p>C1.1.</p> <ul style="list-style-type: none"> Student Survey Link, Parent Survey Link Teachers are constantly monitoring student work in their classes and engaging them in instruction. The curriculum is driven by the California Standards and the CAASPP assessments. All 3 teachers implement lessons aligned with Common Core Standards and Next Generation standards Revised benchmark testing design is assisting teachers in planning lessons that support focus on literacy standards (reading and writing) across all subjects. Teachers provide individual instruction and clarification during classes and also during the Friday Study Hall sessions in which students can complete outlier credits or work on additional work to earn additional credits. All teachers utilize their Promethean boards and students work on ChromeBooks or MacAirs depending on the class. The science courses include wet labs and college prep textbooks. Three dimensional NGSS assessments are incorporated. Interdisciplinary/cross curricular lessons are being created by the teachers. Students are understanding the relationship between learning in the classroom and the transference of skills needed for various careers through their experiences in the school's careers courses.

<p>C1.2.</p> <ul style="list-style-type: none"> • The California Standards drive the standards-based instruction in all courses. • Learning goals discussed at the start of units in Geometry and History courses • Student's self assess comfort with material before moving on. • Rubrics are written to assess content and literacy skills that align with cross curricular CER and Inference Goals. 	<ul style="list-style-type: none"> • Escape rooms in history courses, table work in geometry, algebra data unit gathers and analyzes information about student and local population topics • Economics personal finance plan curriculum and student samples. <p>C1.2.</p> <ul style="list-style-type: none"> • Standards are embedded in textbooks. • Students are given rubrics to guide them in completing certain assignments. • Students are shown examples of assignments and/or projects to help clarify assignments. • Writing samples are collected in all classes and writing for various genres is taught in all classes with coaching from the English teacher. • Instruction is based on student levels of knowledge. • Science, Geometry, and History Notebooks and Slides aligned to standards • Student self assessment rubrics • Rubrics for unit assessments
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, 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.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1.</p> <ul style="list-style-type: none"> • The instructional content is driven by the California Standards. • The instructional program of Oak View High School follows a traditional model. The program is not packet driven but teacher directed learning with related assignments and cooperative learning experiences. • Variety of assignments and assessments in all subjects that include technology, art, writing, etc. 	<p>C2.1.</p> <ul style="list-style-type: none"> • CAASPP results are examined and IXL and English Benchmark tests are being used for pinpointing areas for instruction as well as remediation. • Teachers use project-based instructional strategies. • Students are engaged in collaborative group projects in all courses. • Prometheans in all classrooms. • Google Slide presentations used/created by teachers and students. • Imovies are created and presented. • COWs, CAHOOTS, simulated labs, LabXchange, Phet, Amgen Foundation, internet research projects • Video for how to make an iMovie being created. • History and English teachers taught an interdisciplinary Greek mythology and World History research –based project: their classes visited the Getty villa, and gave oral presentations about historical/fictional characters from the ancient world. • incorporating economics, marine science, and

<p>C2.2.</p> <ul style="list-style-type: none"> ● Critical Thinking skills are incorporated into lessons in all subject areas. ● Students have the use of various types of technology in all of their classes and are taught how to utilize that technology ● In History classes students do escape rooms, History Alive Activities, teach lessons to the course, and other innovative tactics. ● In Geometry students work to master multiple skills through Mike Peterson's renowned program and then work together on multiple step equations that require perseverance and critical thinking. <p>C2.3.</p> <ul style="list-style-type: none"> ● Teachers in all classes give assignments that allow students practice in all of the learning activities they engage in. ● A major goal is to give students experiences of different ways to do research in each subject area. 	<p>business writing culminating with a field trip to the Long Beach Aquarium.</p> <ul style="list-style-type: none"> ● Student work samples ● Project directions <p>C2.2.</p> <ul style="list-style-type: none"> ● Students analyze and write about primary source documents in history and science courses. ● Students compare primary source information with textbooks and other sources in history and social science classes. ● Research assignments are given in English, science, and history/social science courses. ● Field trips: ex. Getty Museum, Long Beach Aquarium, Port Hueneme, local plays etc. ● Local library is available next to Oak Park High School. ● Career projects produced in career classes. ● History Alive ● Lesson Plans ● Geometry Notebooks <p>C2.3.</p> <ul style="list-style-type: none"> ● Science labs, discussions, with group and individual writing assignments. ● Research papers/assignments in English, science, and history/social science classes. ● Eng. Teacher is developed a writing curriculum that involves the teaching of writing instruction in all core subjects. ● Teachers are testing out a variety of writing strategies/ideas in their classes.
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<p>C2.4.</p> <ul style="list-style-type: none"> ● The staff has developed and implemented a career oriented program. It includes a jobs class, a careers class, and multiple electives that allow for career exploration. ● The entire school staff is involved in assisting students plan for their post-high school transitions. 	<p>C2.4.</p> <ul style="list-style-type: none"> ● Careers Class ● Jobs Class ● Counselor has students do the Naviance College and career inventories on-line. ● Student presentations in their individual career clusters and personality inventories in the spring for juniors and seniors as a culminating project for the required careers class. ● Students are taken to Moorpark College for tours and California Lutheran University. ● The consumer math class is a mini-class program that includes how to get a job, on-line training to complete job applications, resumes, and interview skills. ● Career options relating to science courses are woven into instruction and discussions. ● Mock interviews conducted with staff; resumes and job applications are done by students in preparation for these practice interviews in the Jobs class. ● Extra credit is given to students who go to real job interviews. ● Incentive Program connected to student enrollment in internships and shadowing experience.
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. High expectations and high levels of social emotional and academic support.
2. Knowledgeable and experienced staff coach each other in their individual areas of expertise.
3. District support for curricular growth and program development.
4. Proximity and positive relationships with the district office for programmatic support of learning and teaching.

Areas of Growth

1. Find and engage in opportunities to showcase student work in the community.
 2. Credentialed teachers for music, arts (DBAE), and for physical education.
 3. Development of exemplars for our portfolio project.
 4. Reinvigorate the Nature Based Program and interdisciplinary staff development in that regard.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. 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 and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

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
<p>D1.1.</p> <ul style="list-style-type: none"> 87% of parents agree and 92% of students agree that the school uses a professionally acceptable assessment process and reports data to all stakeholders. Yearly data is collected, analyzed, and compared to previous year's data. This is included in the Annual Report which is conducted in May of each year. This analysis includes addressing all areas from the previous WASC Visiting Committee recommendations. Annual Benchmark assessment for literacy standards and cross 	<p>D1.1.</p> <ul style="list-style-type: none"> Student / Parent Survey The school has an Assessment Plan that describes the school's summative, formative and other assessments, and reporting and communicating test results. CAASPP testing Benchmark assessments are being used by all teachers. We look at multiple measures including the following: assignments, essays, projects, pre and post tests in courses, student surveys, collation of IEPs and addressing student needs in their IEPs, attendance, referrals, improvements in GPAs, outside credits earned, Healthy

<p>curricular goals of Claim, Evidence, Reasoning, and Inferences.</p> <ul style="list-style-type: none"> ● CAASPP Testing ● IXL Math Benchmark Quarterly and progress reviewed with students 	<p>Kids Survey results, EAP college writing readiness assessment, API and AYP criteria analyses, dropout students, GED students, benchmark testing, on-going formative assessments in all classes including chapter and unit tests, Myers Briggs Typology Indicator (MBTI), Multiple Intelligences Survey, Clean Teen program participation, credit completion, IXL math analysis benchmark, Senior Exit Survey.</p> <ul style="list-style-type: none"> ● Intake interviews are used to help give a clear picture of the various student needs and circumstances. ● Benchmark assessments and rubrics ● CAASPP testing results ● IXL progression of student understanding
<p>D1.2.</p> <ul style="list-style-type: none"> ● The basis for the determination of performance levels is based on differentiation. Teachers assess student skill levels and adjust requirements on that basis. ● Grades are based on student ability and growth/improvement. ● Benchmark testing ● First 5 goals ● Weekly collaboration meetings to strategies individual student needs 	<p>D1.2.</p> <ul style="list-style-type: none"> ● Benchmarks are created based on the California State Standards (Common Core) to teach target areas. The curriculum is modified to meet those standards for low achieving students. ● 15 hours of productive work school-wide is required to earn 1 credit, documented by teachers. ● One-to-one instruction is very common in all classes. ● Assignments are accommodated for students with IEPs. Informal accommodations are made for students without IEPs as needed. ● Differentiation of instruction occurs for all students. Instruction occurs at various levels from instructing students with low skills to students with high skills. For example, writing instruction is based on present skill level, teaching occurs based on growth in the zone of proximal development, and assignment scores are

<p>D1.3.</p> <ul style="list-style-type: none"> • There exists a continual comprehensive staff communication that is supported by a planned meeting structure but also a persistent collegiality. • Staff meets weekly for staff meetings to discuss student progress and support needs. • Teachers meet collaboratively weekly to coordinate lesson planning. • Quarterly credit checks • Senior meetings • Student one on one meetings • First 5 meetings <p>D1.4.</p> <ul style="list-style-type: none"> • Additional teacher collaboration time has been implemented to enhance program analysis and development. • Staff meetings weekly allow for continuous reflection and refinement of school program. • Open door policy with leadership • Weekly staff meetings discuss individual student needs • Staff evaluations 	<p>based on growth toward standards.</p> <ul style="list-style-type: none"> • Science students who are ready for the challenge are offered additional material through Harvard's LabXchange program. • Consistently honors students for achieving credit recovery. • AAA awards to students earning the most credits. <p>D1.3.</p> <ul style="list-style-type: none"> • Weekly staff meeting and weekly teaching planning meeting. • Weekly teacher collaboration. • Quarterly credit checks for all students. • Special education case manager communication among principal, counselor and teachers occurs weekly • Teachers assess behavior as well as grades. • All issues regarding monitoring student growth are brought to staff meetings. • Meeting Notes from 504, SST, and First 5s <p>D1.4.</p> <ul style="list-style-type: none"> • Education Pathway and our growing biotech curriculum in science. • The district administration and governing board has approved the program and is participating in some aspects of it. • The careers class continues to be a very important class for seniors as does our class for juniors that helps students gain and maintain employment. • Staff is currently working with the district
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<p>D1.5.</p> <ul style="list-style-type: none"> • Multiple aspects of the school program are based on data assessment from benchmark assessments, CAASPP results as well as data from assessments done in each class. • Surveys, new student essay prompts, journals, and other formal and informal requests for information from students also guides program direction and changes. • On the spot teaching strategy adjustments based on current student understanding level. 	<p>office to hire a part time credentialed Art teacher to teach VPA art and music focused courses.</p> <ul style="list-style-type: none"> • Teachers meet one day per week to plan cross-curricular lessons and activities and to implement relevant strategies, and incorporate shared teaching practices. • Staff meetings allow for reflection of program and development of new and collaborative program designs. • Students participate in a career focused curriculum • Our career focused program for students continues to grow with our new CTE <p>D1.5.</p> <ul style="list-style-type: none"> • Professional Development activities are based on reflection of program needs - CTE Certification program, Bio-Tech. Conference, etc. • Funding for materials in all classes has been allocated when needed. • Benchmarks are given to teach target areas. The curriculum is modified to meet those standards for low achieving students. • One-to-one instruction is very common in all classes. • Formal and informal accommodations are made for all students including students with IEPs and 504s. • Differentiation of instruction occurs for all students. • Instruction occurs at various levels from instructing students with low skills to students with high skills. For example, writing instruction is based on present skill level and teaching occurs based on where a student should be. • Use of learning style and motivational inventories to inform teaching and understand the learning patterns of their students.
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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>D2.1.</p> <ul style="list-style-type: none"> Formal and informal assessments given midpoint and at conclusion of units in History and Geometry. Skills assessed in a variety of ways and adjustments made to curriculum and approaches through review of results. The parent survey statement "My child/children's teachers employ a variety of assessment strategies, (i.e. written tests, oral tests, reports, essays, projects, lab experiments, simulations, computer technology, individual or group projects) to evaluate student learning," received 100% agreement with parents and students at 87% agreeing. 	<p>D2.1.</p> <ul style="list-style-type: none"> Student Survey Link, Parent Survey Link Examples include bell work, student journaling to explain their understanding of concepts. KAHOOTS, Quizziz, Padlets, Quizlets, which teachers use to create warm-ups, bell work reviews. Textbook generated tests. Dialectical journals mini-analyzing done by students to see how students' analysis skills improve. Students are given rubrics to guide them in completing certain assignments. Students are shown examples of assignments and/or projects to help clarify assignments. Writing samples are collected in all classes and writing for various genres is taught in all classes with coaching from the English teacher. Science labs, discussions, with group and individual writing assignments. Research papers/assignments in English, science, and history/social science classes. All teachers collaborate on the teaching of writing in all core subjects. Google Slides presentations used/created by teachers and students. Research assignments are given in English, science, and history/social science courses. Creative assessments ie. cause and effect chain assessment, podcasts, spoken word poetry, notebook

<p>D2.2.</p> <ul style="list-style-type: none"> • Work reviewed weekly prior to flex friday to allow for reteaching and make up work • Oral interviews after assessments at start of courses to fill in the blanks • Geometry math test corrections • Feedback from students is solicited through various means throughout the year. • The most powerful feedback comes from comments that students have made on the student survey in which students express gratitude for Oak View High School and its staff whom they credit for changing their lives from hopeless to positive toward their educational experiences here. They state the confidence that they have gained while here. 	<p>collections of student work, posters, oral interviews, student led instruction, portfolio building, artistic representation and other vehicles are used to evaluate student learning.</p> <p>D2.2</p> <ul style="list-style-type: none"> • Informal feedback is ongoing on a daily basis between students and all staff members. • Students are asked for evaluations of the challenges of various projects. • Informal feedback occurs in assemblies ex. Student feedback with food petitions. • Teachers connect daily with what content skills relate to real world experiences/careers. • English teacher has students participate in a feedback opportunity weekly titled "Comments, Questions, Concerns, and Kudos." • Senior survey • Classroom surveys in classes such as math, social science, science, and English classes.
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Constant formative feedback in the classroom to and from students and teachers that results in flexible adjustment of coursework to meet student needs and increase summative progress.
2. Small class sizes allow for individualized assessment processes (UDL).
3. Collaborative monitoring of student growth through first five meetings, annual formal counselor meetings, quarterly transcript review and celebration and quarterly senior check ins toward graduation.
4. Self and peer assessment practices integrated into the school writing program.
5. Standards based assessments are integrated into all core courses.

Areas of Growth

1. Professionally acceptable assessment process beyond school wide benchmark program.
 2. Development of the student self-assessment piece of the Portfolio Project (UDL goal 9.3).
 3. New IXL benchmark allows for evaluation and immediate remediation of achievement of Algebra and Geometry standards and this may be expanded to support the State testing results.
 4. Staff involvement in more professional development activities.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

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 culturally sensitive 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</p> <ul style="list-style-type: none"> 100% of parents and 82% of students agree that the school leadership employs a wide range of strategies to encourage parental and community involvement in the teaching/learning process. Social Media interactions School Website School Newsletter Parent Square NEW Marquee Oak Park Weekly 	<p>E1.1</p> <ul style="list-style-type: none"> Student / Parent Survey Career oriented classes include volunteers from the district office personnel, alumni, community members. Parents are encouraged to be members of the school's Site Council. Parents and community members contribute to school organized special events with donations, food, and gifts for our community service projects. Parents are invited to special events and celebrations: Back to School Night, Open House, Halloween, Turkey Walk, Lokrantz School gift delivery field trip. Teachers, counselor, principal, and office manager contact parents via phone calls home, on-line communication, and in person meetings regularly. Newsletter <i>Oak Views</i> provides comprehensive information about the school and its students, activities and accomplishments. Parents of special needs students are supportive of the school and the school has demonstrated helping these students achieve success. It has a strong reputation for meeting the needs of students with a variety of special needs. Principal makes all-call messaging to parents about current, important issues through Parent Square. Parents are invited to see Careers class student presentations.

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| | <ul style="list-style-type: none"> Progress reports are sent to parents every 5 weeks. |
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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, equity, 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 All Students: The school culture demonstrates caring, concern, and high expectations for all 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, equity, 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</p> <ul style="list-style-type: none"> Oak View received renovations over the summer of 2020 including new siding, paint, and foundation work. There is a District Safety Coordinator who works with local agencies and the schools to address safety concerns and needs. Digital Citizenship Curriculum Clean Teen Program to promote Healthy Life Choices Work with District Leadership regarding Safety Plan. 	<p>E2.1</p> <ul style="list-style-type: none"> Oak View High School has a disaster protocol that is part of the district office's plan and practice drills are conducted during the year. Teachers provided a school-wide safe digital citizenship program for all students that aligns with Chavez Bill AB307 State requirements for Ethical Use of Technology, Internet Safety, Plagiarism, Copyright, and File Sharing. Teachers have high expectations for students, but just as important, encourage students to have high expectations of themselves. The learning environment is orderly with classes being teacher directed and interactive with students. Internet safety is insured through adherence to district technology regulations as seen in the student handbook. All student use of technology is monitored with very strict filters in place. In addition to the filters, our Technology

<p>E2.2</p> <ul style="list-style-type: none"> • Student GPAs show increases from when they entered Oak View and their graduation GPAs. The longer students are here, the greater the increase seen in their academic achievement. • Oak View provides many ways in which students can earn credits. • Office breaks and walks as needed for students to use as a way to release anxieties. • SST meetings with students and families when students are showing lack of achievement. • Personal connections between staff and students. 	<p>Department can provide student-use reports.</p> <ul style="list-style-type: none"> • There are Technology Safety standards in place. • The firewall has been redone to meet federal laws. • Lockdown/surveillance policies set by the Oak Park Unified School District. • The staff has given input regarding acceptable use policies which were studied before being brought before the school board. • Practice drills conducted each year include: 5 fire drills, 2 earthquake drills, and 2-3 lockdown drills at all schools in the district. • Administration and Counselor has access to Go Guardian safety monitoring system <p>E2.2</p> <ul style="list-style-type: none"> • Narrative comments from parents and students in the surveys consistently thanked the staff for being so caring, and for working with each student individually. • Special needs students thrive at Oak View because they receive so much one-to-one attention and academic help from all of the teachers, counselor, office manager, and principal. • The Honor Roll is included in editions of the school newsletter <i>Oak Views</i>. • The school counselor works with each student to maximize their educational, emotional and social growth along with the teachers, principal and office manager. • The Step-Up Awards recognize individual students' contributions and achievements. • In the directed study program there is leeway for students in choosing projects. • There are opportunities for student choices in classes i.e. Google Slides, Imovies, website design, and other projects. • There is an outlier class /study hall in which students can make up credits. • Students are encouraged to chronicle activities outside of the school day and use Directed Study (DS) to earn elective credits.
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<p>E2.3</p> <ul style="list-style-type: none"> ● Professionalism is demonstrated by the school staff's collaborative efforts to utilize best practices in their instruction and in their constant caring and concern working to find the most meaningful ways in which to help students who have emotional and academic problems. ● The Oak Park Unified School District administration demonstrates its respect for the school in its involvement in school activities, its continual financial support for the school, and its support for program changes. It has supported Oak View High School very well for 40 years. ● Students over the years have thanked the staff and caring teachers for changing their lives 	<p>They can also use the program to earn credit in core classes for special projects, with teacher approval. PE credits are earned by students participating in athletics, working out in gyms, and performing other physical activities chronicled through DS.</p> <ul style="list-style-type: none"> ● External credits can be earned through support attendance such as AA, NA, and personal counseling. ● Good news postcards are sent to parents when students do well. ● Messages/notes in student mailboxes. ● Girls empowerment group work to teach skills with which to deal with challenging issues. ● Boys' issues group gives students opportunities to voice their concerns and receive positive ways in which to deal with challenging issues. <p>E2.3</p> <ul style="list-style-type: none"> ● Welcome back challenge ● Whole school social events ● Pancake breakfasts ● Slam Poetry Readings ● Student led petitions to advocate for change ● Parent comments validate the extreme positive changes in their students' lives when they attend Oak View. Some say that they wish their children had enrolled earlier. They speak to the issues of decreased anxiety and depression when attending school here. ● Student Comments on Survey
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and helping them graduate when so many thought that they could never achieve that goal. Student built culture	
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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 an equitable 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 all 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.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

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</p> <ul style="list-style-type: none"> • Staff and leadership work together to make sure that all academic needs of students are met. • Feedback from parents support appropriate academic support and intervention to help ensure school, college, and career success. • Students with special talents and/or needs have access to a system of personal support services, activities and opportunities at the school. 	<p>E3.1</p> <ul style="list-style-type: none"> • Weekly Staff meetings to discuss student academic and socio emotional needs. • 1st 5 meetings for all new students • SST meetings for student progress monitoring • Principal, Counselor, and staff hold a school wide assembly at the beginning of each quarter to review transcripts, credits earned, graduation requirements, and opportunities for credit recovery. At this time students receive an updated transcript and move their icon along the road to graduation. • Narrative survey comments from parents state that since their child has attended Oak View that the student's behavior at home has become more positive; motivation to do academic work has increased thus increasing confidence; students seem happier once enrolled here. • 30% of the student body has a special needs identification. Their parents receive complete communication and updates of student successes and challenges. These students consistently do well at Oak View. • The counselor meets with each student several times throughout the school year to discuss student credit accruals and post high school plans. • The Careers and Jobs classes are required classes for all students and help prepare students for post-high school options.
<p>E3.2</p> <ul style="list-style-type: none"> • Multi tiered socioemotional supports and programs are an integral component of the Oak View program. • Opportunities for appropriate support services such as school counseling, chemical dependency pullout counseling as appropriate, special 	<p>E3.2</p> <ul style="list-style-type: none"> • The counselor meets with each student several times through out the school year to discuss student credit accruals and post high school plans. • Counselor led groups help students with emotional problems such as depression/anxiety and substance abuse issues that affect motivation and wellness. • Parents are contacted by the principal and counselor and informed of positive interventions rather than frequent suspensions when disciplinary issues arise. • Students have access to counseling regarding

<p>education services are available and at the school and within the community.</p>	<p>chemical dependency, testing, and rewards through the school's Clean Teen program such as field trips.</p> <ul style="list-style-type: none"> • OVHS provides two 10 week counseling groups throughout the school year - girls empowerment workshop and a teen issues group. • • OVHS promotes a drug • free campus through the TUPE program, educational resources, and the OVHS clean • teen program. OVHS program rewards students, who volunteer for the program, • with quarterly rewards for testing clean on their drug test. This would • include field trips and lunch of their choice. • • OVHS brings in guest • speakers to support student needs. On 9/29/22 two Therapists from • Ludington Institute with expertise in substance abuse provided a school wide • information presentation to OVHS students. Areas of focus include • substance abuse, addiction, and fentanyl trends and concerns. • • OVHS conducts a yearly • senior exit survey that gathers pre and post OVHS enrollment educational, • career planning, and social/emotional ratings. • • Oak View conducts • several hands-on vocational classes on campus.
<p>E3.3</p> <ul style="list-style-type: none"> • The school staff meets weekly to discuss student and program needs. • The teachers meet weekly to coordinate efforts and provide tailored instruction to all students. • Site based and district leadership meetings to discuss needs to support program. 	<p>E3.3</p> <ul style="list-style-type: none"> • Weekly staff meeting Minutes. • Notes from Teacher meetings • Updates from case managers on student progress or regression. • SST notes • 1st 5 notes • IEP notes • 504 notes • Leadership team agendas and notes • Administrative meeting notes

<ul style="list-style-type: none"> ● Regular communication between site staff and case managers. ● Director of Pupil Services provides support as needed and troubleshoots placement of highly impacted students. 	
<p>E3.4</p> <ul style="list-style-type: none"> ● Students participate in a variety of co-curricular activities designed to provide a wide range of experiences. ● Staff develops activities that promote student participation in district wide programs. ● Oak View staff organizes events which involve community and district support. 	<p>E3.4</p> <ul style="list-style-type: none"> ● ASB activities ● Community events (Monarch Restoration Day) ● Moorpark College Visits ● Guest speaker presentations ● Access to OPHS activities ● School-wide community service activities such as food drives and the Lokrantz gift-drive. ● Individual outside participation to fulfill our one-credit community service requirement. ● Students volunteer as classroom aides at the district preschool and Brookside Elementary. ● Participation in our Work-Study program.
<p>E3.5</p> <ul style="list-style-type: none"> ● Student participation in school decisions is encouraged. ● Staff meet with students in quarterly Credit Checks ● Counselor is available for all students. ● Student are encouraged by teachers to provide input. ● Students involved in school policy changes ● Students involved in planning and organizing events and activities. ● Students involved in curricular decisions. 	<p>E3.5</p> <ul style="list-style-type: none"> ● Credit Check assemblies ● Counselor meetings ● Students giving input to staff on school policy change possibilities. ● Students provide input to teachers in regards to things that they would like to learn. ● Senior Planning class -- students worked together to plan the class gift and end-of-year senior activities ● Petition to change the dress code. ● Two students wrote a plan for a podcast session the of Internships class and launched the podcast within teacher and district guidelines. They have also taught students in English class how to make podcasts for a section of Creative Writing. ● Classes led by students daily through President sign ups in Social Science and Geometry classes.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Enhanced safe and comfortable spaces & seating for students.
2. Flexibility within the school program, inside and outside of the classroom, to address student socioemotional needs.
3. Significant differentiated academic supports throughout the entire school program (UDL and more).
4. Development of school culture through ASB activities and program.
5. Administrator and Counselor have an open door policy.

Areas of Growth

1. Develop consistent support and communication from all case managers of our students with IEPs.
2. Expand Counseling and Administrative supports.
3. Paid Development opportunities to grow restorative justice practices.
4. Development of parent and community assistance in classroom activities.
5. Growing school communication and expanding student voice through social media, podcast, newsletter and yearbook.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A - E

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

- Consistent funding source for extracurricular and curricular educational opportunities.
- Full inclusion in all district initiatives when programs are developed and launched.
- Implementation of the district/school board plans to develop our physical plant.

Category B. Curriculum Summary, Strengths, and Growth Needs

- Development of a consistent funding stream for our core curriculum and extracurricular courses.
- Cross curricular collaboration is in the beginning phase due to the evolution of the teaching staff and has exponential opportunities for growth.
- Development of our CTE and Biotech programs.
- Development of a resource to more robustly collect information from alumni.

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

- Find and engage in opportunities to showcase student work in the community.
- Credentialed teachers for music, arts (DBAE), and for physical education.
- Development of exemplars for our portfolio project.
- Reinvigorate the Nature Based Program and interdisciplinary staff development in that regard.

Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

- Prioritize the growth areas from the five categories.
- Professionally acceptable assessment process beyond school wide benchmark program.
- Development of the student self-assessment piece of the Portfolio Project (UDL goal 9.3).
- New IXL benchmark allows for evaluation and immediate remediation of achievement of Algebra and Geometry standards and this may be expanded to support the State testing results.
- Staff involvement in more professional development activities.

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

- Develop consistent support and communication from all case managers of our students with IEPs.
- Expand Counseling and Administrative supports.
- Paid Development opportunities to grow restorative justice practices.
- Development of parent and community assistance in classroom activities.
- Growing school communication and expanding student voice through social media, podcast, newsletter and yearbook.

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

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

Oak View High School Critical Academic Needs and Priorities 2023-2029

Analysis of the data by the staff produced agreement that Priorities 1.A, 1.B, and 2 need to be the areas of academic focus of the next 6 years. These are the first 3 priorities in the Oak View Action Plan. The staff agreed that Priorities 3,4,5,6,and 7 are important additional priorities to continue to address.

Critical Academic Needs: Priorities 1.A, 1.B, and 2

Additional Priorities: Priorities 3, 4, 5, 6, 7,

PRIORITY 1: To increase knowledge and skills of Oak View High School students in mathematics, English language arts and literacy in history, social studies, science and technical subjects.

PRIORITY 1.A: Mathematics: to develop student abilities to make sense of math problems, persevere in solving them, and use appropriate math tools strategically.

- *California Assessment of Student Performance and Progress (CAASPP) and maintained through 2029 with at least a 10% increase in the numbers of students performing at standard met/nearly met on the CAASPP Math test each year. (SPSA Goal 1)*

PRIORITY 1.B: To create effective communicators by raising reading and language arts skills.

- *By June 2023, the majority of students will score at nearly met or above, on the California Assessment of Student Performance and Progress (CAASPP) and maintain through 2029. 90% scored at nearly met or standard exceeded in 2022 test. (SPSA Goal 2)*

PRIORITY 2: 21st Century Learners: To develop skills and knowledge for success in work and life in the 21st century and to increase our focus on career education, awareness, and exploration for all students.

- *The goal is to have every student who graduates from Oak View, having been enrolled for at least one year, attend a career education type class (CTE pathway, Jobs, Careers, Child Development, Friday Classes)*

PRIORITY 3: Increase Professional Support Services to enhance our existing program that assists all students at all grade levels enrolled at Oak View High School.

PRIORITY 4: To support and promote Healthy, Productive and Accountable Citizens who make responsible choices and show caring and respect for others.

PRIORITY 5: To enhance teaching and learning collaboration and professional development.

PRIORITY 6: Increased Parent Support and Involvement will assist students in achieving our school and district mission and vision.

PRIORITY 7: To formalize and increase our assessment program.

The following Chapter's action plan will address the team's approach towards accomplishing the goals and priorities that we have identified. The process by which this will occur has been written into the action plan. Oak View High School's Action Plan will be used to guide the school over the next 6 years in order to make program adjustments and changes as determined by the Oak View team. We consider this a "living document" where changes will be made as needed over time.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Chapter V: Oak View High School's School-wide Action Plan 2023-2029

Oak View High School's data and evidence have been examined during daily staff touch-base exchanges and weekly staff meetings. The staff has determined that the following critical learning priorities will be emphasized for the next 6 years. They include 2 critical academic needs: Priority 1.A and 1.B. In addition we have identified 4 additional major needs goals.

Critical Academic Needs

PRIORITY 1: To increase knowledge and skills of Oak View High School students in mathematics, English language arts and literacy in history, science and technical subjects.

PRIORITY 1.A: Mathematics: to develop student abilities to make sense of math problems, persevere in solving them, and use appropriate math tools strategically.

- California Assessment of Student Performance and Progress (CAASPP) and maintained through 2029 with at least a 10% increase in the numbers of students performing at standard met/nearly met on the CAASPP Math test each year.

SPSA Goal 1

Statement: Improve student achievement of math course content standards.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress
1. Use diagnostic assessments to determine gaps in basic math skills and to provide remedial assistance. Pre and post testing	<ul style="list-style-type: none"> ● Acquire and implement a professionally acceptable assessment process, beyond the schoolwide benchmark program. ● Students will demonstrate increased knowledge of mathematics. 	<ul style="list-style-type: none"> ● Benchmark assessments are given to all students. ● Criterion- referenced remedial math materials. ● Interactive notebooks utilized in Algebra & Geometry. ● IXL benchmark used for Algebra and Geometry. (May be expanded to support state testing results.) 	<ul style="list-style-type: none"> ● August, February, & May pre-and post-testing ● On-going 	<ul style="list-style-type: none"> ● Benchmarks: progress in pre/post formative testing. ● Students use the interactive notebooks in Algebra and Geometry classes. ● IXL benchmark shows 1.8-2.0 increase in grade-level achievement in first semester of Algebra 1
2. Focus on CCSS Mathematics and Mathematical Practices and Content Standards.	<ul style="list-style-type: none"> ● Students will demonstrate critical thinking. 	<ul style="list-style-type: none"> ● Textbooks align to California Standards 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Emphasis on critical thinking skills. ● Teachers creating new assessments.

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<p>3. Utilize a useful on-line math support program for the course skills.</p> <p>Utilize visual and verbal knowledge of math via interactive notebooks.</p>	<ul style="list-style-type: none"> ● Effective support programs will increase student interest and motivation. 	<ul style="list-style-type: none"> ● Introduce and utilize IXL mathematics online supplemental and remedial program. 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Acquisition and implementation of materials ● Increased benchmark test scores. ● Implementation of the use of Interactive notebooks.
<p>4. Consumer math course.</p>	<ul style="list-style-type: none"> ● Increased student test scores and demonstrations of knowledge via benchmark pre and post testing. 	<ul style="list-style-type: none"> ● Implementation of assessment materials. ● Next Gen Personal Finance curricular materials. ● OVHS Staff 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Increased student test scores and demonstrations of knowledge via benchmark pre and post testing. ● Acquired instructional materials for the Consumer math course.
<p>6. Reinforce the philosophy of accountable talk, clear expectations and academic rigor in all core classes.</p>	<ul style="list-style-type: none"> ● Staff redirects language when overhearing inappropriate talk about drugs, alcohol, sex talk. 	<ul style="list-style-type: none"> ● Site Team ● Instruction in Peer Editing protocols that reinforce academic speech. 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Student inappropriate talk lessons in frequency. ● Students self-correct/self-filter with increased frequency. ● Utilize the “How AM I Feeling?” form introduced by school psychologist Gayle Tribe. ● Peer edits from student writing.

PRIORITY 1.B.: To create effective communicators by raising reading and language arts skills.

- By June 2023, the majority of students will score at nearly met or above, on the California Assessment of Student Performance and Progress (CAASPP) and maintain through 2029. 90% scored at nearly met or standard exceeded in 2022 test.

SPSA Goal 2

Statement: Improve student achievement of content standards.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress
1. Reading program has been re-designed to increase student engagement and facilitate college and career ready reading and writing skills.	<ul style="list-style-type: none"> • Implementation of Common Core reading standards, across the curriculum. • Acquire and implement a professionally acceptable assessment process, beyond the schoolwide benchmark program. 	<ul style="list-style-type: none"> • School library with • a variety of genres of interest to students in English classroom. • Professional development (including convention attendance) • Professionally acceptable assessment tool • Donations to library • Mac Airs • English teacher • ERWC program containing specific reading instruction. 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Students will demonstrate high rates of proficiency in Common Core standards; baseline is 90%.
2. All students will engage in specific instruction for Claim/Evidence/Reasoning writing in all classes.	<ul style="list-style-type: none"> • Strengthen student writing skills in all courses. 	<ul style="list-style-type: none"> • Teacher collaboration meetings • Benchmark Testing • Professionally acceptable assessment tool. 	<ul style="list-style-type: none"> • school year 	<ul style="list-style-type: none"> • Benchmark testing • In class assignments, papers, and projects • Portfolio Project

	<ul style="list-style-type: none"> Strengthen student analysis skills. 	<ul style="list-style-type: none"> ERWC and other lessons are subject relevant. Computers 1-1 ratio CER rubrics All teachers 		<ul style="list-style-type: none"> Students will demonstrate high rates of proficiency in Common Core Standards; baseline is 70%
3. Benchmark standards will be used to measure reading ability until professionally acceptable assessment tool can be identified and acquired.	<ul style="list-style-type: none"> Increase in reading levels and student monitoring of their own improvement. 	<ul style="list-style-type: none"> Teacher collaboration meetings Benchmark Testing Curricular materials School library English teacher 	<ul style="list-style-type: none"> school year 	<ul style="list-style-type: none"> Benchmark testing In class assignments, papers, and projects Portfolio Project Students will demonstrate high rates of proficiency in Common Core Standards; baseline is 90%
4. Students will evaluate their own literacy improvement, and that of their peers, using clear expectations, rubrics and model papers as guides.	<ul style="list-style-type: none"> Increased competencies in self and peer evaluation of writings. 	<ul style="list-style-type: none"> Benchmark writing assessments Peer writing groups Subject specific rubrics All Teachers 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Student writing samples that meet rubric criteria in all courses. Increased peer editing skills Portfolio Projects Summative assessments in English courses

PRIORITY 2: 21st Century Learners: To develop skills and knowledge for success in work and life in the 21st century and to increase our focus on career education, awareness, and exploration for all students.

- The goal is to have every student who graduates from Oak View, having been enrolled for at least one year, attend a career education type class (CTE pathway, Jobs, Careers, Child Development, Friday Classes)

Statement: To prepare students for post high school	Goals	Resources/Responsible persons	Timeline	Evidence of Progress
1. Increase student competencies in computer technology and digital literacy	<ul style="list-style-type: none"> • Equip students with computer technology knowledge and skills. • Continue to implement the Digital Citizenship Program in alignment with district and state requirements. 	<ul style="list-style-type: none"> • Chromebooks • Increase inventory of MacAirs. • Digital Citizenship coursework • Embedded technology instruction in all courses • District sponsored technology training sessions. • Pilot programs for the school district. • All Teachers • Google Suite (Google Classroom, Slides, Email, Docs, etc.) 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Improved skills as evidenced by student projects and presentations and ease at operating hardware, software, and programs. • Student papers, presentations, and other work product • Successful completion of Digital Citizenship coursework. • More MacAirs in classrooms • Google Classroom, Slides, Email, Docs, etc.

2. Use online programs for enhanced math and science instruction and individual acceleration.	<ul style="list-style-type: none"> Strengthen student computer skills and provide course content support. 	<ul style="list-style-type: none"> IXL and ALEKS (math) NOAA Educational Resources, NASA Educational Resources, California Education and the Environment Initiative, LabeXchange 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Increased student performance in classroom assignments and tests. Selected on-line course work helps students to complete unfinished partial credits. Student completion of upper level math courses not available in our master schedule.
3. To increase our focus on career education, awareness, and experiences for all students.	<ul style="list-style-type: none"> Provide a CTE Education Pathway program, as a concrete preparatory avenue to post high school careers/jobs. Reinvigorating our student instructional volunteer program at the elementary and preschool level. Provide music and art instruction by a certificated teacher for our Friday classes 	<ul style="list-style-type: none"> CTE coursework to be written with district support by science teacher and English teacher. CTE funding Assistant Superintendent of Educational Services as expert and guide through the process and in acquiring funding Art, Music, Instructional Materials Discretionary Block Grant funds Amgen Foundation biotechnology resources and unit. District elementary teachers OVHS counselor 	<ul style="list-style-type: none"> 2023-2024 school year On-going 	<ul style="list-style-type: none"> Implementation of the two Educational Pathway and Friday Music and Art classes. Enrollment in and completion of Friday Classes, student instructional volunteer program, and CTE Education pathway program. CTE credentialing completed for two OVHS teachers. Launch of biotechnology unit supported by Amgen Foundation that prepares students in up-to-date science lab practices.

		<ul style="list-style-type: none"> • art and music teachers • CTE/Science teacher • CTE/English teacher 		
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Additional Major Needs Goals

PRIORITY 3: Increase Professional Support Services to enhance our existing program that assists all students at all grade levels enrolled at Oak View High School.

Statement: To ease the transition to the alternative high school and provide on-going social, psychological, and academic support to all students.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress
<p>1. Rebrand Alternative High School reputation in the community.</p> <p>2. At the beginning of the 2018-2019 school year Oak View adopted a nature based program emphasis on students being involved in sustainability activities. During COVID, that faded. This is an area that we would like to re-grow.</p>	<ul style="list-style-type: none"> • Showcase strengths of Oak View High School to feeder schools, community members, and families. • Reinvigorate the Nature based Program and interdisciplinary staff development in that regard. • Promote earth sustainability 	<ul style="list-style-type: none"> • Student voices in community communication <ul style="list-style-type: none"> ○ Podcast ○ Social Media ○ Newsletter ○ Website ○ Yearbook • Multiple staff advisors • First 5: parent, student, staff meeting at the end of first 5 weeks of school for new enrollees. • District Nature based funding support. 	<ul style="list-style-type: none"> • on going • 5 weeks from student start date 	<ul style="list-style-type: none"> • First podcast posted 2022-2023 school year • 94 Instagram followers • 53 Twitter followers, 56 tweets • Newsletters posted to website • Nature Based Curriculum and Field Trips • Parent feedback. • Completion of benchmark testing in a timely manner.

3. Provide regular check-ins with all students regarding academic and socio emotional needs.	concepts in students. Educate them as to their environment and the world they live in.	<ul style="list-style-type: none"> Principal / OVHS Staff Nature-based English courses District Office 	<ul style="list-style-type: none"> TBD on funding 	<ul style="list-style-type: none"> Beginning of the year team building activity across the whole school. During the first week of school, all students take the Myers Briggs Multiple Intelligence Survey, Grit Survey, Growth and Fixed Mindset Survey, Brain training and transcript planning for all students.
4. Develop focus activities.	<ul style="list-style-type: none"> To inform students about career and future training options open to them. Growing school communication and expanding student voice through social media, podcast, newsletter, and yearbook. 	<ul style="list-style-type: none"> Naviance Career Inventories Transcript planning meetings for all students conducted quarterly Career class for seniors Jobs training class for juniors., preparation for Careers class. Counselor meets with all students several times throughout the year about credits and post high school plans. District funding had been given for multiple nature related field trips which 	<ul style="list-style-type: none"> September, January, and May 	<ul style="list-style-type: none"> Increases in the numbers of students meeting graduation requirements. Increased motivation and positive attitude. At the end of each quarter external credits are examined and placed in transcripts. Participation in nature related field trips throughout the year. (English) ERWC courses Course 2 Literature selections include <i>Wild</i>

		are integral parts of the curriculum for a Nature Based Program. Is that funding currently feasible?		and <i>Into the Wild</i> .
5. "Road to Graduation" credit check assemblies for all students informs them of the remaining credits needed for graduation and continuous counseling regarding completion of credits.	<ul style="list-style-type: none"> Increased motivation, awareness, planning, and involvement of all students in achieving their graduation requirements and participation in post high school exploratory career experiences. 	<ul style="list-style-type: none"> Individual Graduation Status tracking sheets that the counselor uses with each student in keeping track of their credits and course completion needs. Individual credit summaries posted Quarterly all school assembly to review credits and graduation status. Seniors meet with counselor each quarter to review credits and graduation plan. Students move their "icon" on the road to Graduation in English classroom (quarterly). <ul style="list-style-type: none"> Counselor, Teachers & Principal, Business and district office personnel 	<ul style="list-style-type: none"> On-going updating of charts and transcripts throughout the school year. On-going individual appointments and group meetings throughout the years. 	<ul style="list-style-type: none"> Comparative GPA charts indicating students' achievement growth from entering and graduating from Oak View High School. Increases in the numbers of students taking care of meeting graduation requirements such as directed studies, adult ed classes etc. Our counselor meets with seniors at the beginning of each quarter to map out students' credit needs for graduation. Information is mailed home to parents. He advises students about ROP, work experience, courses available through adult education and on-line course options.

				<ul style="list-style-type: none"> • Tours of the ROP center, Moorpark College, and California Lutheran University conducted by counselor is to encourage students to enroll in these institutions' supplemental instructional courses of study. • At the end of each quarter external credits are examined and placed on transcripts.
6. Inform parents about OVHS program and ways to earn credits for graduation.	<ul style="list-style-type: none"> • Continue to inform parents about their students' progress toward accruing 230 credits for graduation. • Coverage of Oak View events by the local newspaper, <i>The Acorn</i>. A reporter attends and writes articles about the school. 	<ul style="list-style-type: none"> • The counselor notifies parents by mail of senior graduation credit status. Parents are welcome to make appointments to discuss these reports. • The principal and counselor work closely with Oak Park High School's counselors to recruit students into attending Oak View. • The principal and counselor regularly attends SST meetings at Oak Park High School to explain Oak View's setting and credit recovery options. 	<ul style="list-style-type: none"> • At enrollment • On-going • Yearly 	<ul style="list-style-type: none"> • Handbook—return of agreement pages • Newsletter <i>Oak Views</i>. The newsletter is available online. • Numbers of parents who respond to special notifications and who attend functions. • Parent testimonials about their student's experience at Oak View High School added to the school website. • Recruitment presentations to explain the Oak View program

		<ul style="list-style-type: none"> • Counselor • Teachers • Principal • School Psychologist • Office Manager 		occur regularly as needed. Students are invited from OPHS to obtain information about the school and its programs.
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PRIORITY 4: To support and promote Healthy, Productive and Accountable Citizens who make responsible choices and show caring and respect for others.

Statement: To support all students in their personal lives and relationships.	Goals	Resources/Responsible persons	Timeline	Evidence of Progress
1. Maintain focus on services to special needs students.	<ul style="list-style-type: none"> • Develop consistent support and communication from all case managers of our students with IEPs. • To facilitate student academic success and emotional well-being. 	<ul style="list-style-type: none"> • Case managers from Oak Park High School share Oak View student's IEP caseloads. • IEP summary sheets given to teachers • OVHS teachers share the teacher lead in IEPs and summarize learning plan information for teachers. • Workability Specialist • District psychologist serves Oak View High School at 20% of her time 	<ul style="list-style-type: none"> • On-going: • Special ed. Case managers are off the Oak view campus but attempt to meet with students according to their IEPs. 	<ul style="list-style-type: none"> • Meeting progress toward IEP goals. • Pupil support is ongoing within the community and district support staff. The Director of Pupil Services meets with the Oak View staff when needed. • Resource teacher from Oak Park High School comes to Oak View and supports special education students in the classroom. • The staff works closely with the special education department to provide better services and clear plans for IEPs and 504's. The

		<p>and Oak Park Independent School 20%.</p> <ul style="list-style-type: none"> • District psychologist has set up a communication system between students and staff to identify feelings and problem solving skills. 		<p>resource specialist meets individually with special ed. students each week.</p> <ul style="list-style-type: none"> • The Workability Specialist works with special ed. students individually.
<p>2. School group support structure that offers personal and social mental health assistance to support all teenagers.</p>	<ul style="list-style-type: none"> • Increased self-understanding and self-respect among all students. 	<ul style="list-style-type: none"> • Principal conducts Thursday Gotcha Awards assemblies in which teachers and staff give recognition to students who have demonstrated positive attitudes and support for others. • Gender-based teen groups led by school counselor. • Girls Empowerment Group • On-going individual and group counseling • Awards and verbal praise reinforce and recognize positive peer relations through • Senior Exit Survey to gain data about ways in which students have changed since attending Oak View. • With the Principal and staff, the Counselor creates a 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Counselor conducted groups for boys and girls concerning teen topics such as “at-risk” behavior and risk factors, media influence, conflict resolution, and goal setting throughout the school year. • Student self-referrals to see the counselor by signing in on a list on the counselor’s office door. • Counselor credit checks with students. • A district school psychologist, case managers, and the director of pupil services are responsive to requests from Oak View. • Partnership with Ventura County Crisis Intervention Team in response to suicide/self harm incidents in the community. • Triple A (AAA) and Step-Up recognition award certificates given at school assemblies four

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		<p>comprehensive intake checklist to help identify special needs. This is used to offer more complete personalized services to students.</p> <ul style="list-style-type: none"> Teachers & Principal 		<p>times per year. Students who exhibit positive attitudes, attendance and achievement in each class are honored. Recognition is for growth in character, polite, kind behaviors, and for staying clean from drugs and alcohol.</p> <ul style="list-style-type: none"> Decreased in discipline issues in classrooms. Improvement in grades and credits earned.
3. Continue to fine-tune tardy policy.	<ul style="list-style-type: none"> To emphasize attitude, attendance, and achievement throughout the school. 	<ul style="list-style-type: none"> Policy for students to be dropped from a class after 10 tardies except for reviewed special circumstances. Staff reinforces the negative consequences of tardiness, but realize that tardiness will always be an issue. SARB resources Site Team 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Attendance data Decreased tardies
4. Support for drug/alcohol dependent students.	Identify and bring awareness to drug and other substance abuse issues.	<ul style="list-style-type: none"> Clean Teen program Accountable talk school policy 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Elective credits given to students who make positive choices such as attending NA, AA, or therapy meetings..

		<ul style="list-style-type: none"> ● Counselor attended a Ventura County sponsored workshop on drug addiction/use and detection of being under the influence. Triage is the goal in helping students. ● Site team ● Principal ● Janet Vandruff, Ventura Behavioral Health 		<ul style="list-style-type: none"> ● Expanded Clean Teen groups ● Attendance at Clean Teen trips: ● Numbers of students qualified to be rewarded with lunch from a local restaurant, bowling, attending movies and in-house Clean Teen activities for rewards i.e. games, movies, talent shows. ASB is involved in selecting and planning.
5. Anti-bullying activities	Staff awareness and Immediate intervention.	<ul style="list-style-type: none"> ● Guest speakers to address the issues of drug use, bullying, and harassment. ● Interface Children & Family Services. ● District's digital citizenship training fully implemented at Oak View. ● District cyber bullying policies. ● Site Team 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Decrease in referrals ● Integration of student at lunch tables ● Healthy Kids survey results ● Each student develops affirmations to support our goal. ● On-going counseling, behavioral referral intervention conferences, parent contacts, possible suspensions, mediation process with school counselor. ● Talk about bullying, harassment as aggression in the Boys and Girls counseling groups. ● Staff reinforcement zero tolerance regarding bullying and harassment.

6. Community Service Leadership Opportunities	<ul style="list-style-type: none"> • Positive experiences of students in community service and charity projects. 	<ul style="list-style-type: none"> • ASB arranges charity and social events throughout the year. These include the Canned Food Drive for Manna Conejo Valley Food Bank, Monarch Day of Action, and gift collection and delivery to the Lokrantz School for Developmentally Challenged Children, which Oak View has been doing since December 1996. • Student instructional volunteers at non secondary district schools. <ul style="list-style-type: none"> • ASB Advisor • CTE/English teacher • CTE/Science teacher • Daily Class President in history classes 	<ul style="list-style-type: none"> • Annual November • Annual December • On-going 	<ul style="list-style-type: none"> • Credits earned for community service. • Participation in charity activities and projects. • Numbers of tutors who volunteer at schools.
7. Self-direction and planning skills assisted by continuous counseling toward credit completion.	<ul style="list-style-type: none"> • To develop individual goal setting abilities within students. 	<ul style="list-style-type: none"> • Accrual of 230 credits toward graduation • Teachers, Counselor, Principal 	<ul style="list-style-type: none"> • On-going individual meetings with each student. 	<ul style="list-style-type: none"> • Careers class • Jobs class • Monitoring of credits earned each quarter by students. • On the school's Road to Graduation symbols are moved as credits are earned. • Graduation of seniors with post high school plans.

<p>8. Improve intervention strategies for students involved in chronic peer disturbances such as gossiping, complaining, and disrespecting.</p>	<ul style="list-style-type: none"> ● Paid development opportunities to grow restorative justice practices. ● Staff awareness and immediate intervention ● Expand counseling and administrative support. ● Teaching coping strategies and student self-directed modifications of these types of behaviors. 	<ul style="list-style-type: none"> ● Boys counseling groups ● Teen issues groups for boys and girls ● OPUSD leadership team ● Counseling intervention. ● Peer mediation ● Possible initiation of a 504 plan. ● Restorative justice practices implemented. ● Site Team ● Counselor ● Principal ● District 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Philosophy of accountable talk being reinforced by staff and demonstrated by students. ● Decreased referrals ● Increased attendance ● Decreased suspensions ● Communication system implemented between psychologist and staff to use same strategies with students needing behavior modification help. ● Staff collaborates at staff meetings and informally regarding most effective approaches to students exhibiting issues of concern. ● Restorative justice training attendance by staff. ● Increased Admin / Counseling staffing.
<p>9. Workability program to support job skill and placement for special needs students.</p>	<ul style="list-style-type: none"> ● SELPA teacher's resources ● Ventura County SELPA teacher 	<ul style="list-style-type: none"> ● Student resumes ● Student job placements 	<ul style="list-style-type: none"> ● Meets when needed 	<ul style="list-style-type: none"> ● Students are enrolled in the Workability Program each year. ● Career exploration and support for special needs students with IEPs.

<p>10. Leadership opportunities within the school and classroom and beyond.</p>	<ul style="list-style-type: none"> ● Empowerment of students to become involved in meaningful activities beyond the classroom. 	<ul style="list-style-type: none"> ● Organization of and participation in school and charitable events. ● ASB activities ● Other OPUSD schools ● Outdoor Education counselors, tutors ● Students in the Gardening class maintain a small garden of flowers and vegetables. ● Yearbook team. Yearbook editor and co-editor. ● Students place the flags each day, and patio awning if needed. Students serve as office and classroom aides. ● Student aide/instructor in classroom. ● ASB arranges charity and social events throughout the year. These include the Canned Food Drive at Thanksgiving, and gift collection and delivery to the Lokrantz School for Developmentally challenged children, which Oak View has been doing since December 1996. 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Participation in the programs offered. ● Attendance at ASB events and in ASB projects. ● School Culture reflected positively. ● Students teach lessons and act as aides in the classroom (English and Stained Glass)
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		<ul style="list-style-type: none"> • Students serve as office and classroom aides • ASB advisor. 		
11. To maintain field trips, outdoor activities and art/music experiences.	<ul style="list-style-type: none"> • To expand student cultural, historic, and scientific experiences as part of students becoming life-long learners. 	<ul style="list-style-type: none"> • Budget • Moorpark visit • Field trip to Camarillo water treatment plant • Field trip to Port Hueneme deepwater harbor • Field trip surveying Medea Creek for environmental science • Academic field trips: Santa Barbara Zoo, Ronald Reagan Library, Getty Villa, Japanese American National Museum (virtual) • Site Team • Credentialed teachers for music, arts (DBAE), and Phys. ed. 	<ul style="list-style-type: none"> • Calendar of out of school experiences for the school year. 	<ul style="list-style-type: none"> • Evaluations of experiences and alignments of experiences to standards. • Field Trip attendance.

PRIORITY 5: To enhance teaching and learning collaboration and professional development.

Statement: Staff commitment to implementing the most effective instructional practices.	Goal	Resources/Responsible persons	Timeline	Evidence of progress
<p>1. Teach to the preferred learning styles of students and stretch to career and college-ready learning styles.</p> <p>Research appropriate trainings and conferences to assist in the process.</p> <p>Full Inclusion in all district initiatives when programs are developed and launched</p>	<ul style="list-style-type: none"> Optimizing student learning through student/teacher understanding of learning styles. Staff involvement in more shared and individual professional development activities. Develop a consistent funding stream for our core curricular and extra curricular 	<ul style="list-style-type: none"> Staff and students take Myers Briggs Typology Inventory Multiple Intelligence Inventory Adjust curriculum to students' needs Teachers create directed-study learning opportunities for individual students Professional Conferences District trainings VCOE conferences and trainings Teachers 	<ul style="list-style-type: none"> On-going At the beginning of each school year, and for new enrollees. 	<ul style="list-style-type: none"> Improved grades Evidence on the MBTI for students and teachers to use in their respective classes. Increased understanding of student learning styles and designing instruction to help optimize student learning. Attendance at Conferences and trainings.

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	courses.			
2. Improve intervention strategies for students involved in chronic peer disturbances such as gossiping, complaining, and disrespecting.	<ul style="list-style-type: none"> Creation of a school environment of mutual respect. 	<ul style="list-style-type: none"> Staff development conferences CCEA Convention Special education resources in the district. On-going counseling office manager, counselor, principal, and teachers. Concerns are addressed at weekly meetings. Site Team Counselor & school Psychologist 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Emails from teachers to parents. Parent/staff/student meetings Fewer referrals Staff awareness and immediate intervention. Students remain until graduation. Staff collaboration as a team to intervene quickly.
3. Examine and interpret individual and group reports for state testing including CAASPP.	<ul style="list-style-type: none"> Utilize student assessments to strengthen student learning. 	<ul style="list-style-type: none"> Focus on student growth Disaggregated data Syllabi Teaching and learning plan Technology Teachers & Principal 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Teachers examine group and individual CAASPP results in September. Friday study hall for make-up work or extra work.

Oak View High School ACS WASC/CDE Self-Study Report

<p>4. Improve the alignment among assessment, texts/materials and curriculum content, sequence and pacing, using the California Standards to drive the process.</p>	<ul style="list-style-type: none"> ● Continue to use benchmark standard assessments to monitor student progress. ● Integration of cross-curricular subject areas of nature-related study. ● Cross-curricular collaboration with teachers in multiple subject areas. 	<ul style="list-style-type: none"> ● Incorporation of instructional techniques and strategies into each other's classes. ● Benchmark testing, but also for bell-work, formative and summative assessments in classrooms. ● Teacher collaboration time on Thursdays for one hour. ● Writing across the curriculum. ● Teachers ● Principal 	<ul style="list-style-type: none"> ● Weekly, formally during staff and teacher meetings and informally. 	<ul style="list-style-type: none"> ● Better writing scores. ● Increased writing in all core classes. ● Teachers work together to accomplish this goal. ● Increases in benchmark testing scores. ● Increase in California State Standards Test scores. ● Students write journals relating to the curriculum in English classes. ● Openers are being introduced as recall assignments in social science classes. ● Student work samples to critique at teacher collaboration using shared rubrics. ● Open-ended assessments ● Teacher collaboration meeting notes.
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PRIORITY 6: Increased Parent Support and Involvement will assist students in achieving our school and district mission and vision.

Statement: Increased parent support and involvement will assist students in achievement.	Goal:	Resources/Responsible persons	Timeline	Evidence of Progress
<p>1. Share information constantly and invite parents and community volunteers onto campus. i.e., parent conferences, Field Trips, Open House, Back to School Night, Student Careers presentations.</p>	<ul style="list-style-type: none"> • Continue to explore ways to continually inform parents about student progress and school events. • Development of parent and community assistance in classroom activities. • Development of a resource to more robustly collect information from alumni. • Reinvigorate Site Council. 	<ul style="list-style-type: none"> • Hard copies of Progress Reports are mailed 4 times a year at mid quarters. • Newsletter • Good news postcards • All-call telephone notifications • Emails sent to parents • Q makes communication with parents easier and more effective. • Report cards are available on-line. Hard copies available upon parent request. • Parents participate in staff recognition and appreciation efforts. • Parents collaborate with school staff regarding emotional needs, testing, grades and credits. • Parent and community involvement in field trips and classroom activities. 	<ul style="list-style-type: none"> • On-going invitations to recurring and on-going special events such as Turkey Walk, holiday gift giving to special needs children, open school events and fall semester student careers project presentations 	<ul style="list-style-type: none"> • Parent attendance at Back to School Night and Open House. • Participation of parents and alumni in Halloween festivities, holiday gift drive to Lokrantz school children, Manna food drive, barbecues, field trips, and special events. • Good attendance at First 5 Meetings. • Continued evidence that parents are more proactive than reactive. • Parents attending field trips. • Parent/teacher/student emails • Parent and community involvement in school activities. • Alumni Inventory

		<ul style="list-style-type: none"> Teachers, principal, counselor 		
2 A newsletter, <i>Oak Views</i> , produced by Eng. Teacher is sent to parents and community supporters informing them of activities, accomplishments, and honors earned by students.		<ul style="list-style-type: none"> English Teacher attaches the school district superintendent's budget updates to the school newsletters or budget reports are sent to all parents. Computers Teachers, students, principal, parents, district office personnel. 	<ul style="list-style-type: none"> 5 issues per year 	<ul style="list-style-type: none"> Mailing of newsletter and feedback

Priority 7: To formalize and increase our assessment program.

Statement: Continue formalizing the comprehensive assessment program that is in place.	Goal	Resources/Responsible persons	Timeline	Evidence of Progress
1. To formalize an assessment plan, using a data set of major indicators of student achievement and annually review these data for achievement trends, needs, and modification of instruction. Report to parents periodically.	<p>Acquire a professionally acceptable assessment tool for literacy standards</p> <p>Finalize and develop exemplars for our Portfolio Project.</p> <p>Development of the student self-assessment piece of the portfolio project (UDL goal 9.3)</p> <p>Reintroduction of School Motivation and Learning</p>	<ul style="list-style-type: none"> ● Review of CAASPP test data in teacher/staff meetings. ● Written plan with an analysis of data. ● Modifications in instruction based on data results. ● Assessment instruments include benchmark tests, CST science, student pre/post admission GPAs, # graduates per year, ADA rates, ASAM indicators, dropout rates, and numbers of 90 day enrollees. ● Assistant Superintendent of Educational Services ● MBTI ● Multiple Intelligences Survey ● SMALSI ● Assessment Plan 	<ul style="list-style-type: none"> ● On-going 	<ul style="list-style-type: none"> ● Improvement in mathematics and English CAASPP and test scores in all courses. ● Assignments, essays, projects, student surveys, collation of IEPs and addressing student needs in their IEPs, attendance, referrals, improvements in GPAs, outside credits earned, Healthy Kids Survey results, dropout students, or GED students. ● On-going formative assessments in all classes including chapter and unit tests, ● Clean Teen program participation, credit completion, ● Senior Exit Survey ● Adherence to assessment plan ● SMALSI Data produced and utilized.

	Strategies Inventory (SMALSI)	<ul style="list-style-type: none"> Site Team 		
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FOLLOW-UP PROCESS:

On a yearly basis we will evaluate what we have accomplished for each critical learning and support priority. Revisions and changes will be an on-going element during weekly staff meetings.

Progress regarding Oak View High School's Action Plan is reported to stakeholders in the following manner:

- School Board reports
- Data and evidence shared routinely with stakeholders
- Staff meetings
- Progress reports in the school newsletters
- Updates to students through class discussions
- Parent meetings
- The staff will prepare annual reports with goal setting for the next school year.
- All-call and all emails
- ASB meetings

In order to monitor the progress on improvement, the following is implemented:

- The staff team meets weekly and regularly to plan activities to meet the goals.
- Discussion and feedback will be provided to the School Site Council.
- Maintain alignment with the Single School Plan
- Adhere to Assessment Plan

Oak View High School **Assessment Plan**

Purpose and Goals

Assessment results demonstrate the level of attainment of our School and District Goals. Progress towards learning 21st century skills is a focus in the analysis of both formative and summative measures. Our goal is that all Oak View graduates are college and career ready.

- Student self concept as *life-long learners*, rather than *just a student*
- To assess student progress and monitor achievement over time
- To determine the effectiveness of the instructional program
- To inform and modify instruction
- To identify the needs of individual students
- To identify students in need of remediation and/or specialized programs
- To communicate results to students, parents, staff and the Board of Education.

Focus on Student Learning through Assessment

Oak View High School will continue to move towards a student-centered approach that addresses 21st century skills and the California State Standards. Thus, classroom projects and collaborative learning experiences that resemble real-life work will continue to be developed. Students receive continual information and feedback about their learning progress. Authentic learning receives more emphasis. We will focus on the intrinsic value of learning from a task and the assessment. Students are asked to participate in setting their learning goals, and monitoring these goals and those of their peers.

Types of Assessment

Formative

Formative assessment occurs before and during a unit of study. Formative assessment can gauge prior knowledge and readiness, as well as monitoring progress. The information gives teachers and students the guidance needed to modify instruction as necessary and to improve learning. Our students grow as learners when the formative data is used constructively to meet their individual needs and to help them become self-directed learners. By using formative assessments, students develop the skills to become self-directed learners. Further, teaching is effective as they differentiate instruction by using formative assessment results.

Strategies include, but are not limited to:

- Assessing baseline reading and basic math skills pre and post tests.
- QUIZZ practice program on-line. It retests until mastery is achieved.. Students like this.
- Kahoots! quizzes to check for understanding
- Socrative allows for group practice and shared responses
- Determining thinking, personality and learning styles
- Peer editing -- informal and formal
- Examining student work
- Self-assessment
- Observation
- Anecdotal notes
- Student journaling
- Questioning and interviewing
- Attendance and behavior data
- District office collaboration.
- GIZMO on-line interactive labs from Explore Learning
- IXL on-line mathematics computer aided program to benchmark and prepare individualized online instruction to supplement in-class activities.

Summative Assessment

Assessment done after the fact, after the unit, is summative. The results enable teachers to identify learning areas to address in more depth or with alternative strategies. The ever-present grading requirements are measured through summative assessments. Additionally, overall school performance is measured, in part, through the statewide testing program, a summative assessment of progress towards the California State Standards.

Strategies include, but are not limited to:

- Quizzes and tests
- State-wide assessment i.e. CAASPP test scores
- Pre-post reading inventory
- Products (projects)
- Oral presentations

- Essays and summative research projects
- Labs
- Notebooks

Reporting and Communicating Results

Assessment results are communicated through a variety of means. Students, parents, staff and district personnel are updated through such means as:

- Parent on-line access to progress and grades
- Email and telephone communication
- Face to face conferences
- Good news postcard notes and award certificates sent home
- Attendance calls to parent
- Behavior issues notices and conferences
- School assemblies recognizing progress
- Student work displays
- School newsletter
- Open House
- School Board Reports by principal
- Board of Education on campus visits.

Narrative Summary

California State Standards Analysis

At the beginning of the school year we review and analyze the standardized test results for the prior spring administration. benchmark tests inform instruction through its pre and post-tests. We examine both group and individual results, including subtest results. We discuss how to modify our syllabi to better address the key standards as measured by these summative assessments. Next, teachers discuss the results with students and we recognize individual accomplishments on the tests.

Assessments in the Classroom

Throughout the school year, the formative and summative assessment strategies described earlier, are administered in the classrooms. Benchmark tests aligned with the California Standards are utilized to assess student skills and growth. Teachers include California Standards in assessment rubrics.

Staff Meeting and Teacher Collaboration Agenda Items

Each Friday afternoon, the Oak View staff convenes for a staff meeting, teachers meet on Thursday, and informal conversations about student issues occur daily. The agenda regularly includes a review and discussion about various assessment results. Next, the staff will plan and implement strategies, such as:

- Student Concerns
- A review of attendance and behavior data may result in having parent conferences, classroom interventions, counseling, referral to support agencies
- Action items based on current events

- Participation in district initiatives
- Field trips
- WASC (as needed)
- ASB updates
- Student Good News
- ❖ The teachers plan writing across the curriculum activities
- ❖ We convene to look at student work together
- ❖ Planning school wide assessment events
- ❖ Based on data and assessment, teachers consult with each other for feedback and suggestions
- ❖ Cross-curricular /interdisciplinary planning of lessons, assignments, and projects.

Appendices:

- A. [Local Control and Accountability Plan \(LCAP\):](#)
- B. Student [Survey Link](#),
- C. Parent [Survey Link](#)
- D. 2022 [California Healthy Kids Survey](#)
- E. [Master Schedule](#)
- F. [UC a–g approved course list:](#)
- H. [2022/23 Oak View Site Plan \(SPSA\)](#)
- I. [School accountability report card \(SARC\)](#)
- J. [Graduation requirements](#)
- K. [School Website](#)
- L. [Budgetary Information - School Budget](#)
- M. [OPUSD Calendar 2022-23](#)
- N. [OVHS Bell Schedule](#)
- O. [Oak View Student Handbook](#)
- P. [Oak View Calendar of Events](#)
- Q. [Slide Show: summary of Oak View High School.](#)
- R. [Click to listen to the "Introduction to Oak View High School Podcast!"](#)
- S. [Course List](#)
- T. Newsletter Sample: [October 2022](#)
- U. District website: [Oak Park Unified School District](#)
- V. OPUSD [Board of Education](#)
- W. [Dr. Jeff Davis is Superintendent](#)
- X. [OPUSD District Dashboard](#)
- Y. Teacher Websites - [Susan Allen](#) [Hannah Robinson](#) [Samantha Spitzer](#)

