

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

OAK VIEW HIGH SCHOOL

5701 Conifer Street

Oak Park, CA 91377

Oak Park School District

April 24-26, 2023

Visiting Committee Members

Maq McNair, Chairperson
Teacher, Hesperia High School

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ESL Dept. Chair/TOSA, Whittier Union Adult School

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
 - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
 - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
 - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.
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Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support 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 (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

Oak View Continuation High School (Oak View) has done their due diligence to align and exemplify the campus motto, vision, mission and goals set up based on the district focus and data collected as a result of the LCAP and CAASPP data in addition to the feedback from the California Healthy Kids Survey and other campus inquiries.

Oak View has undergone some staffing changes that has further caused them to reevaluate their approach to academic excellence for all students on their campus along with their necessary adjustments as a result of COVID and returning to campus with a sense of a NEW normal from the already ever changing needs of what will best serve students and their focus and commitment to this evolution is evident in their WASC self-study report.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Based on the criterion provided in support of the compilation of the self-study and the level of accuracy and thorough reflection exhibited in the documentation as well as confirming evidence through interviews resulted in the findings that the Oak View is indeed operating as it says it does! Thus the Visiting Committee's suggested rating.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

Since their previous visit back in March of 2016, Oak View has undergone some changes and has improved upon some of their practices that were working and eliminated some that didn't or whose funding source had run its course.

Where the biggest noted shift in operations came as a result of adjusting due to COVID, along with shifts in staffing, Oak View has been able to isolate what has worked well and what needs to be improved upon. There was a transitive focus on a Nature Based program..

Oak View has used the recommendations of their previous visit and the residuals of transition and growing pains to gradually work from where they left off before COVID to where they after they returned to campus

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

This rating is based on the feedback and criterion provided in support of the compilation of the self-study and the level of efficiency exhibited in the documentation in addition to the visiting team's confirmations through the survey of classes and conversations with stakeholders, school

and district personnel.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Oak View Continuation High School is located in a quaint community seated in between a park and a residential neighborhood. Oak View is an alternative high school that serves grades 10-12. It has been noted as a Model Continuation School numerous times, 2014 being the most recent year as one of 24 schools in California's 479 continuation schools statewide.

Oak View isolated several goals as prioritized areas of growth

- Additional personnel to include support for admin and counseling team
- More tech support for learning that include classroom upgrades and 1 to 1 devices
- Expansion of class certification for A-G and looking to include CTE course offerings
- Increase marketing of a more positive reputation of Oak View within and around the community.
- Continued evolution of best practices for inquiry and project-based instruction
- Continue development of fiscal plan to fund district's tech standards
- Continue to monitor and maintain what's working to best serve Oak View students
- Shift from a test rich focus to one of culminating projects as an assessment tool
- Increase student responsibility through accountability regarding their academic success and record keeping.
- Continue to develop student portfolios as a chronicle of their work and achievements
- Maintain commitment to Oak View's Assessment Plan now that EDAMS is no longer funded by the district.
- Increase logistics support of administration and counseling by potentially adding a dean of students to serve both Oak Vie and OPIS (Oak Park Independent School).
- Maintain counseling services support for students
- Acquire additional support for Special Education students
- Seek expansion plan details from the district to consider adding another bungalow for the sake of freeing up room 104 to best serve Oak View's site needs and allow for the district to have alternative space to conduct business while making allowance for Oak View to prioritize usage of room 104.

Chapter 3: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

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

A1. Vision and Purpose Criterion

To what extent a) does the school have 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?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

According to the self-study the mission and goals of Oak View were adjusted based on the district's goals and to align with LCAP. As well as with feedback from the family surveys given to students and their households it is evident that OVHS has continued to work at and evolve their Vision, Mission, Schoolwide Learner Outcomes to be reflective of what's needed and what is best for students. Along with developed campus improvements and District LCAP .

OVHS reviews, changes and refines its Vision, Mission, and Schoolwide Learner Outcomes on a routine basis in order to provide a current reflection of itself

The school's website and social media accounts enable the community to understand the OVHS's vision, mission, the schoolwide learner outcomes, and the district LCAP.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Based on the criterion provided in support of the compilation of the self-study and the level of accountability of the admin team on campus and thorough reflection exhibited regarding what Oak View has seen as the vision and purposes needed to be incorporated into the current focus and documentation. Thus the Visiting Committee's suggestion.

A2. Governance Criterion

To what extent does the governing board a) have 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?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

The governing board and the district supports OVHS though many ways including: the student podcast, allowing a change in Friday's schedule to accommodate the Careers program, new furniture and technology, and psychological service assistance to students.

The governing board has continued to fund this program while other districts have chosen to eliminate theirs.

Board members visit the school to observe and interact with students and staff. They

also attend special events and contribute to the annual toy drive.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Based on the criterion provided in support of Oak View's governance supporting the achievement of all students as exhibited in the documentation, the visiting committee's suggested rating is Highly Effective.

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

To what extent based on multiple sources of data, does 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?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based 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.

Visiting Committee Comments

Oak View consistently monitors and uses their planning to be that of a continuous cycle of improvement with constant consideration of what students' needs are.

OVHS has additionally considered what the data has yielded in accordance with LCAP scores and have made necessary adjustments to align with that data to better serve their students.

OVHS staff has continued to reinvent and collaborate with each other and satisfy the needs of their students by considering best practices, what accommodations students need, and what they can consistently offer their students as a means of ensuring that they are prepared for their future.

Oak View staff regularly checks in with students and each other to ensure that they are communicating students needs, successes and supports

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Evidence gleaned from their self-study and feedback given through conversations with the visiting team make it clear that Oak View pushes all students to excel and provides them with the support that will make them successful.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

All teachers are designated as highly qualified in their subject area. All certificate staff are in possession of Masters degrees.

Teachers at OVHS collaborate together every Thursday afternoon. Staff is also given time on Fridays to engage in PD and curricular improvements.

OVHS utilizes IXL to rapidly remediate benchmark deficiencies. Teachers utilize benchmark results to continue to develop curriculum and strategies to improve student

performance.

Goal setting conferences are conducted with each teacher by early October. Through formal observations staff members are able to display their progress towards/mastery of their goals. Peer assistance and review is offered if necessary.

Board policies and the Oak View Student Handbook are available on-line. Each teacher discusses the classroom procedures at the beginning of the school year and as needed during the year.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Oak View staff has continued to go above and beyond to get additional certifications and classifications to be able to better accommodate the needs of their student body.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources 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 the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school 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 staff for all programs.

Visiting Committee Comments

Results of the student/parent survey reveal that 92% of parents and 78% of students agree that the resources are sufficient and utilized effectively. The district has been generous in its financial support of OVHS including the funding of the Makerspace course and other projects.

District procedures are in place to ensure financial responsibility including several checks

and balances in the annual audit.

The facilities at OVHS are well-maintained, thereby creating a pleasant and inviting learning environment. However, it was made evident to the Visiting Committee that Room 104 should be an OVHS dedicated space as the VC was interrupted several times by non Oak View personnel.

Procurement of instructional materials and equipment is conducted in an effective manner. Once courses are submitted and approved by the school board, the district approves and funds the request. In addition the Curriculum Council evaluates requests of some materials and approves their purchase.

Although operating at 50 percent of its capacity, the district is steadfast in its commitment to the students of OVHS. Staff is included in all district staff development trainings. Teachers are invited to serve on district committees.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The Resources are conducive to supporting high student achievement. The Visiting Committee was interrupted several times during the visit by non Oak View staff.

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

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

Oak View's decision to revisit and align the campus vision and purpose with that of the district focus and campus need is spot on and will continue to serve the campus and OVHS's efforts well

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

Continue to vocalize the need to secure dedicated space and usage of the rooms on your campus as it makes for consistency and stability for Oak View students' success.

Continue to advocate for additional staff and a collective consistency for auxiliary staff to best serve students with special needs and ultimately help expand service and support for ALL Oak View students.

Continue to reachout to the community and to the vested interests of rebranding Oak View's perceived presence from outside the campus to provide as many opportunities for the truth of the wonderful happenings and service that OVHS provides students. Keep constant watch of ways to gain additional exposure so that Oak View is constantly SEEN and not just judged.

Continue to strengthen engagement with educational partners AND community by at the very least continuing to keep communication open and maybe even OVERLY done to keep those stakeholders and potential students and allies aware of what is happening on campus!

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

Oak View prides itself on putting students first and serving the needs of all students! This was evident as the Visiting Committee surveyed classrooms and held discussions throughout the visit. Admin greets students in the morning DAILY; There's constant communication among staff and what the needs of the students are as people FIRST then what will continue throughout their academic stay that will continue to challenge as they nurture and so forth!

The Visiting Committee REPEATEDLY saw that Oak View used their resources in the best interest of their students and provided for what they needed

Student's mental health and academic responsibility were visible daily priorities as evidenced by the entire staff! The students even made mention of how they felt seen and challenged and were appreciative of having a space they could thrive and feel protected.

The garden and other Nature-based opportunities both seen and alluded to spoke to caring for one's surroundings and sharing space.

The parents that met with the Visiting Committee were able to dialogue with, echoed how wonderful the Oak View High School has been for their children and absolutely LOVE the climate of care established! The students are known, cared for, supported and interacted with from all the campus persons and there's hopes that it will continue to grow to include those education partners from the neighboring schools and community.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 for Each Area: The school has defined academic 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. .

Visiting Committee Comments

Oak View High School provides a robust curriculum for all of its students which is evidenced through the Student/Parent Survey. OVHS utilizes the same instructional materials as Oak Park High School. The district initiative to focus on SEL and the CASEL 5 are embedded in classroom instruction. Both staff and student libraries have been updated. Literacy is coherently implemented across content areas. Teachers have replaced traditional testing with: portfolios and UDL (Universal Design of Learning).

Standards and college-career readiness standards are built into classroom assignments and projects. All English, History, Geometry, Chemistry, Biology, Algebra I & 2, Stained Glass, and Environmental Science are A-G.

All OVHS Seniors are required to take the Career class which ensures that they examine three careers of personal interest. All OVHS Juniors are required to take the Jobs class. Portfolios of student work are in the first stage of development.

Time is allocated every Thursday for teacher collaboration meetings. Topics of these meetings include: Standards Alignments; Cross-curricular interactions; SEL; diversity, equity, and inclusion; committee updates; calendaring of events; field trips; etc.

OVHS actively engages community partners to help prepare students for their future careers including field trips to local colleges. The school maintains communication with alumni to gauge the effectiveness of its program. Alumni news is printed in the newsletter *Oak Views*. 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, University of Hawaii.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The rigor within each class is clearly apparent. Curriculum is anchored in the appropriate standards along with each student having access to a-g courses.

B2. Equity and Access to Curriculum Criterion

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 career technical options 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.

Visiting Committee Comments

Students at Oak View High School are encouraged to explore various careers. 100% of parents and 78% of the students surveyed agree that students have access to a program that prepares them to pursue their goals. OVHS offers a one semester Careers class to Seniors to empower them to scrutinize their personal interests, characteristics and attributes to personalize a career search.

Students are provided with an opportunity to volunteer at Brookside Elementary School, giving them an opportunity to explore a career in education. In the 23/24 school year this will become a CTE Pathway in Education. Common IEP accommodations are embedded in classrooms. A biotechnology unit sponsored by the Amgen Foundation offers students the opportunity to explore possible careers in biotechnology. In Economics, students create a personal finance plan to budget their lifestyle out of high school. Students' third year of Math is a consumer finance course that prepares students for their adult financial life. This program is currently being adopted as one of the state's requirements for graduation. The Jobs class teaches students how to interview for and retain a job.

School staff, parents and students collaborate to ensure that each student is on track to attain his/her goals. This is accomplished via emails, phone calls, the *Oak Views* newsletter and First 5 meetings.

Students meet with the counselor several times a year to discuss student credit accruals and postsecondary plans. Sophomores attend a counselor-led presentation on College and Career Readiness. There they also receive access to Naviance college and career resources. Seniors are taken on a field trip to Moorpark Community College and all students complete applications for financial aid (FAFSA).

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

OVHS students are afforded the opportunity to select from courses that will lead them to both careers and postsecondary education.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

All students' learning is tailored to accommodate each student's learning style and socio-emotional needs.

Growth Areas for Continuous Improvement for Curriculum:

Continue to ensure rigor and expand CTE pathways in addition to other possible areas of focus in an effort to continue to offer additional academic options.

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

The rigor within each class is clearly apparent. Curriculum is anchored in the appropriate standards along with each student having access to a-g courses.

OVHS students are afforded the opportunity to select from courses that will lead them to both careers and postsecondary education.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Curriculum is driven by the California Standards and the CAASPP assessments. Staff has revised benchmark testing to assist in remediation. Analysis of student work along with classroom observations reveal a level of rigor paralleling or exceeding A-G requirements.

Students are provided rubrics to ensure self-evaluation prior to submission of

assignments. Examples of other students' work are made available to help clarify expectations.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Through classroom observation and the analysis of evidence folders, the Visiting Team was impressed with the level of rigor in every classroom.

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

To what extent do 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, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Teachers facilitate learning through the assignment of cooperative learning experiences. As a result of CAASPP results analysis, teachers assign differentiated project-based assignments which utilize a variety of technology including: COWs, Kahoots, History Alive, internet research projects and labs from the Amgen Foundation.

At OVHS, students are able to demonstrate their creative and critical thinking skills through their interactive notebooks, readers' and writers' groups. They also have individual and group presentations, Slam Poetry performances, and they build their skills through scaffolded activities. Additionally, there is a facilitation of teacher curriculum development and scaffolding through the Flex Friday scheduling of teacher release time.

Through discussions of science labs and individual writing assignments, students are able to demonstrate the depth of their acquired skills and knowledge of subject matter. Writers' groups give students an opportunity to apply their own knowledge in assisting peers in their own writing improvement. Collaborative learning is stressed throughout all classes at OVHS. Teachers enable students to apply their classroom learning to better understand real world

problems and occurrences.

Students at OVHS have access to many career preparation resources. These include: Careers class, Jobs class, a Consumer math class, mock interviews and real world job credit.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The staff at OVHS cultivate the students' creative and critical thinking skills through their employment of a wide variety of flexible instructional strategies.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

Students are highly engaged and are given educational opportunities normally afforded to only AP students at a comprehensive high school.

Growth Areas for Continuous Improvement for Learning and Teaching:

Continue to publish and present student writing in events such as local writing contests, community publications and the OVHS Slam Poetry Event.

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

Through classroom observation and the analysis of evidence folders, the Visiting Team was impressed with the level of rigor in every classroom.

The staff at OVHS cultivate the students' creative and critical thinking skills through their employment of a wide variety of flexible instructional strategies.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

OVHS utilizes a wide variety of assessment plans to gather, analyze and report student performance to all stakeholders. This includes: student/parent survey, the Assessment Plan, CAASPP testing, benchmark tests, intake interviews, exit surveys.

OVHS staff has created benchmarks based on the California State Standards (Common Core) to assess target areas. 15 hours of teacher documented productive work is required to earn 1 credit. Differentiation of instruction occurs for all students, including the accommodation of assignments for students both with and without an IEP.

OVHS affords staff weekly opportunities for collaboration, planning and the dissemination of information. Some special education case managers communicate with OVHS staff on a weekly basis. Students credit attainment is assessed on a quarterly and mid-quarterly basis.

Programs at OVHS are frequently assessed to ensure students are offered a relevant, challenging, and coherent curriculum. District administration highly endorses the courses offered at OVHS. In order to ensure students social and emotional wellbeing, there is a campus wide no homework policy. Qualifying students, those who are on track for graduation and current in their classes, can earn the right to work on additional assignments on a directed study basis.

OVHS utilizes formal and informal assessments to review and change its program, allocate professional development funding and to allocate resources. Recent changes include: the creation of a new CTE pathway, PD activities for CTE Certification, as well as the plan to hire a part time VPA teacher. Teachers discuss adjustments as needed in teacher meetings.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

All special education case managers need to have weekly communication to best support all students represented on campus.

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

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

OVHS staff utilize: surveys, dialectical journals, presentations, writing samples, textbook assessments, research papers/assignments, and science labs to adjust instructional and curricular approaches. Student self evaluations of current knowledge level and skill growth. In science, online simulations are used to provide students with feedback on real world science phenomena.

At OVHS students are given daily informal feedback to help them progress towards the attainment of learning goals, academic and college- and career-readiness standards, and schoolwide learner outcomes. Student input is obtained to evaluate projects in terms of the challenges encountered and to provide the English teacher feedback via, “Comments, Questions, Concerns, and Kudos.” Seniors are asked to complete an exit survey.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

At OVHS students receive feedback on a daily basis. Staff is constantly monitoring and adjusting the curriculum and delivery to ensure student success.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**Areas of Strength for Assessment and Accountability:**

Through the creation of the Flex Friday schedule, teachers are able to collaborate and confirm rigor.

Growth Areas for Continuous Improvement for Assessment and Accountability:

Continue to expand assessments in the direction of culminating projects and student portfolios and include them in assessment plans.

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

At OVHS students receive feedback on a daily basis. Staff is constantly monitoring and adjusting the curriculum and delivery to ensure student success.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**E1. Parent and Community Engagement Criterion**

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

OVHS actively solicits the participation of all stakeholder support groups. Parents, School Board members and alumni are all welcomed to have input into the teaching/learning process at the school. Parents routinely are involved with the many special events offered at OVHS. Parents and the community are kept informed of the school's activities via: the school's newsletter, *Oak Views*, Parent Square, Parent Connect (access to students' current standing in all classes and grades), phone calls, on-line communication, in person meetings, ASB activities and the new student created podcast. In addition the schools' Instagram, Twitter account and Website, provide timely information to all stakeholders.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

All stakeholders are kept informed and are invited to participate through a variety of methods.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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. OVHS has policies and regulations to ensure a safe, clean, nurturing and orderly place.

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

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

Visiting Committee Comments

Disaster, lockdown, fire and earthquake drills are practiced throughout the school year. All students are required to take the district's digital citizenship course which aligns with Chavez Bill AB307. In addition, the district has a firewall and strict filters to monitor students' appropriate use of the internet. Administration and Counselor have access to the Go Guardian safety monitoring system

The respect for individual differences along with the nurturing of students' social emotional needs is the bedrock of OVHS' school culture. The AAA (Attendance, Academics, Attitude) Awards along with the Step-Up Awards gives staff opportunities to praise every student.

The common thread throughout each conversation was the mutual trust and respect between staff, students, parents, alumni, district staff, and the OPUSD Board. OVHS is a place where all is welcome and all is provided a safe haven to grow, learn and excel because of the unwavering commitment and support of all of the staff.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Stakeholders testimonials to the Visiting Committee as well as survey results leaves no doubt of the school's commitment to educate, guide and nurture every student.

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

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do 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: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

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

E3.4. Co-Curricular Activities: The school ensures that 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.

Visiting Committee Comments

Weekly staff, 1st 5, SST, and counselor/student meetings ensure that all students' academic and socio-emotional needs are being met. The 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.

Counselor led groups help students with emotional problems such as depression/anxiety and substance abuse. In addition, 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 rewards students who volunteer for the program with quarterly rewards including field trips and lunch of their choice for testing clean on their drug test. Students are greeted every morning by the Principal and Counselor thereby creating a daily "litmus test" to ascertain each student's well-being.

Staff meets weekly to discuss student and program needs. Updates are received by **some** case managers on student progress or regression.

Students at OVHS have many choices of co-curricular activities. These include: ASB, yearbook, 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, the OVHS podcast, and volunteering at Brookside Elementary School.

OVHS actively encourages students to find their own voice through the proper petitioning of OVHS rules, Senior Gift planning and end-of-year activities, class leadership, ASB, and the student-led creation of the OVHS podcast.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

Although the staff at OVHS are highly effective in their efforts to ensure that all students receive the support that they need, OVHS needs district level support to help strengthen the timely articulation between Pupil Services student case management staff and OVHS.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

The campus efforts to nurture each student is evident.

Multiple supports are in place to ensure success.

The consideration of the students' overall health is continually monitored and includes academic success as well as socio-emotional health.

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

A plan needs to be developed so that all Case Managers are providing OVHS staff with updates.

District-led articulation between OPHS and OVHS to increase OPHS students' awareness of the opportunities offered at OVHS.

A rebranding of OVHS in order for the local community, general public and potential students to see the unique opportunities that OVHS can offer.

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

All stakeholders are kept informed and are invited to participate through a variety of methods.

Stakeholders testimonials to the Visiting Committee as well as survey results leaves no doubt of the school's commitment to educate, guide and nurture every student.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**Schoolwide Strengths**

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize school wide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who,What, and Why for each schoolwide strength.**

In coming to celebrate OVHS, the visiting committee has noted the following as your noted areas of strength that we wish to celebrate:

- 1)The Oak View Family is looking out for the needs of all of their students by providing a variety of opportunities for all students to feel welcomed and supported on campus with the understanding that they matter and have academic choices.
- 2)Oak View staff used the pandemic as a “restart”, which allowed them to focus on social-emotional and academic needs of all students in a continued collaborative fashion.
- 3)The Oak View Family is dedicated to making a difference in the lives of their students by offering as many student-centered, real world applications that connect curriculum with the legacies inclusive of their students’ heritage and cultural background into their approaches to instruction that supports the students as PEOPLE first.
- 4)The Oak View Family has implemented data driven SEL interventions and are looking to expand it.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school’s identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school’s continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

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

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

The visiting committee is in full support of Oak View’s areas for follow up where there is a consistency of continuous improvement and exploration in being more inclusive of Social and Lab Sciences which has included voluntary additional certifications with respect to NGSS standards; the growth of A-G approved courses and expansion of curriculum to include CTE courses in the near future. There’s also the development of partnerships to support the students’ academic and socio-emotional wellbeing as well as finding ways to aggressively market and rebrand OVHS to the local community, general public, and additional potential students in an effort to continue to promote the POSITIVES of Oak View the the Oak Park community through

its social media presence.

Additionally, the visiting committee would challenge the Oak View Mustang family to reach out and begin building bridges from campus to campus and begin to widen the levels of acceptance and understanding that there are great things happening at Oak View Continuation High School and the stigma associated with all the negativity surrounding “Continuation” school is not really the case for OVHS rather if given a chance they too would see that Oak View Continuation High School is the continuation high school that focuses on CONTINUING growth, acceptance, family and leads with LOVE!!

Keep pressing to gain more exposure of your positives, continue to encourage your students to reach out to their peers and advocate for themselves and their campus on THEIR terms! Perhaps create positive purposeful interactions so that more and more of the Oak Park negatives will be exposed to those positives and in so doing the Mustang Family is pressing their neighbors to acknowledge and see THEM for the hardworking, dedicated, inspiring students they are and possibly even see the Love that surrounds them when they come here rather it be for a semester, a year or their high school career, the major negative is NOT in going to OVHS, but in not giving a fair chance to those students that do!

Oak View High School is such a wonderful place for students to thrive, they just need the dedicated space and resource personnel to bridge the gaps and facilitate the additional support needed by showing up and addressing those pieces beyond what campus personnel is handling.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

Oak View plans to evaluate what they have accomplished for each of the critical learning and support priorities. Necessary changes and revisions will be on-going and made routinely. There's a system of evaluation in place to focus and monitor action items from Oak View's Self-Study.

To ensure that the progress is monitored appropriately, OVHS has implemented the following: Adhering to the Assessment Plan; maintaining alignment with the Single School Plan; continuous dialogue with the School Site Council (once reestablished) and various stakeholders; in addition to staff regularly meeting to plan activities to reinforce and meet these goals.

Not just that, but also: continue to promote academic excellence and growth; bettering and besting one's academic and socio-emotional development; all while expanding academically and logistically where possible!

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

The student body at OVHS are focused and determined to acquire exceptional academic and socio-emotional success. It is evident that they are held to high standards and expected to excel. Academics mirror college and career readiness as well as the makings of good humans. They appreciate their academic foundations and also note their progress and growth as good healthy people. Their social emotional health is addressed just as vigorously as their academics and that's what makes Oak View such a wonderful place for students to thrive, they just need the dedicated space and resource personnel to bridge the gaps and facilitate the additional support needed by showing up and addressing those pieces beyond what campus personnel is handling.

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Oak View Mustang Family has painstakingly aligned their efforts to make sure that ALL does include ALL in supporting the achievement of all of the OVHS students. There's a vision, shared focus and motto that grounds them to remember what's most critically important, the achievement of ALL their students and helping them to become wonderful humans along the way!

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

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

Oak View has repeatedly shown that they possess the capacity to implement and monitor their schoolwide action plan because of their diligence and thoroughness in analyzing what's needed to continue building upon the wonderful foundation in place.

OVHS is the continuation high school that is NOT your traditional continuation high school! At Oak View there's a shared focus and committedness to being that lighthouse for students who are in need of an alternative to the pressures and additional stressors of a more traditional high school campus where a great deal of students' needs are unnoticed, HERE at Oak View the light shines for all those students who could use a safe haven and a flexible learning environment that will also cater to what their individual needs are, challenge them to be their best and provide them with multiple opportunities to thrive.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	X			
Staff: Qualified and Professional Development (A4)	X			
Resources (A5)		X		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students	X			
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			