



# *Olympic Continuation High*

## **SELF-STUDY REPORT**

**2730 Salvio St, Concord, CA 94519**

**Mount Diablo Unified School District**

**Principal Lysie Castellano & WASC Chair Nancy Krajcar**

**February 25th- 27th, 2019**

**ACS WASC/CDE Focus on Learning Accreditation Manual, 2017 Edition (Edited for 2018-2019 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 support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

### **Stakeholder Support of Student Achievement:**

As a continuation high school focused on credit recovery, we understand that virtually our entire population is "Tier 3" status (below basic or far below basic) in academic performance and all classes support a variety of classroom supports and interventions. Our overall goal is to support students in their credit recovery efforts to move back to their comprehensive sites with sufficient credits to graduate or to graduate with us. The academic graduation requirements at Olympic match those of the comprehensive high schools with the exception of P.E. Any accumulated Physical Education credits are rolled over to Elective Credit graduation totals at Olympic.

The WASC process of continuous improvement has been fully embedded at our site since our last midterm review. Various meetings are held each Wednesday, our minimum day, on a rotating basis. Staff meetings, which include paid overtime for classified staff depending on agenda items, occur on the first Wednesday of the month. WASC committee meetings are attended by all teachers, administrators, and counseling staff and meet the second Wednesday. Staff self-selected their committee assignment: Curriculum and Instruction/Art and Science of Teaching, PBIS/Attendance, Safety/School Culture. The third Wednesday is devoted to department meetings which frequently work agenda items referred from other committees. The final Wednesday is our school Leadership committee. Leadership members serve the school in place of department chairs. The committee is composed of all administrators, volunteer teachers, School Counselors, and a Behavioral Health Specialist volunteer. The Leadership committee often drives agenda items at other meetings.

Topics for Staff, Committee, and Department meetings include evaluation of instructional

practices, identifying problems existing in classrooms, and providing professional development for instructional staff to strengthen strategies and techniques to increase student engagement. Staff meeting agendas are rotationally led by the 3 major WASC committees, but additional agenda items can be proposed by any staff member. For example, teachers finding success with a new technology tool can volunteer to demonstrate the app to all staff. Past workshops include engagement strategies, restorative justice, ELL scaffolds, IEP accommodations and supports, 504 data, instructional rounds summaries, evaluation of suspension data, graduation rates, attendance intervention, academic interventions, and curriculum development and collaboration. Monthly Leadership agendas are created by the Principal plus another rotating team member.

The Olympic Site Council meets monthly and is comprised of elected students, staff, parents, and community members. The Site Council provides input for the Single Plan for Student Achievement (SPSA) and the School Site Safety Plan and prioritizes and approves site spending.

Student input is also solicited through the self selected Student Leadership class and student surveys. Parental involvement has been historically difficult but in addition to Site Council and ELAC committees, we have modified our Orientation process this year to include informal time for parents and guardians to meet personally with the principal. Parent surveys are also conducted, and parent input is solicited at our Back To School and Open House nights, both of which have been reformulated to also include individual grad status reviews.

### **Schoolwide Learning Outcomes (SLOs) and Academic Standards**

SLOs had replaced ESLRs by last our midterm review. These SLOs were chosen to align with district LCAP requirements for our students and SLOs were incorporated into Unit Plan documentation of all teachers. The Curriculum committee requested that teachers collect work samples of student SLO achievements and review work samples regularly in department meetings. However, departments reported back that teachers were unsure how to evaluate SLOs consistently. The Curriculum team then developed school-wide Marzano scales for each SLO and rolled the standards out to all staff. In order to ensure that all graduates meet at least minimum SLO standards we have incorporated SLO's to Senior Portfolios beginning this year. Achievements demonstrating each SLO are now required for graduation. Teachers will identify key assignments by SLO, students will file their completed assignments in their school .net accounts, and finally the electronic SLO documentation will be reviewed as part of required English IV

class by a panel of teachers, staff, and administrators.

Academic standards continue to be measured by teachers via Marzano scales aligned with district a-g curriculum. The concept of Marzano scales are reviewed by the Curriculum Committee annually with staff and departments support new teachers in consistent implementation of the academic scales.

### **Analysis of Student Data/Achievement**

In addition to the revised internal analysis of SLOs and implementation of academic Marzano scales, Olympic uses a variety of District and site generated data to replace the statewide Dashboard data (reinstated for Alternative Education sites in December 2018). Most of our students in the Olympic program are Seniors and beyond the traditional testing windows scheduled in their Junior year. Olympic reviews the CELDT/ELPAC and the district approved i-Ready Diagnostic Assessment data for initial and ongoing placement in EL and Academic support classes. The i-Ready was adopted in 2016-17 to evaluate student skills in math and English and support redesignation of English Learners. Olympic Administrative staff was critical in this data addition, as i-Ready is also used in our EL reclassification data. One of our reclassification requirements was passage of the CAHSEE. When the CAHSEE was discontinued, we needed a replacement metric. When we initially compared the i-Ready scores to the CELDT data, we recognized that some students' scores on the i-Ready were lower than anticipated. We theorized that students may have struggled with the format of the assessment, and developed a presentation with sample questions to better orient students to the assessment before taking the test. Based on these scores, initial placement may be made in one of 4 EL English classes, or, at Alliance, an Academic Literacy (reading intervention) class. EL students are tested with i-Ready 3 times/year, and all other students are tested twice/year to monitor performance. The English departments review this data and monitors student placement and curriculum. For example, the English department was provided with Constructed Meaning training, a highly scaffolded spoken and written academic language support method for EL students. In depth use of the I-Ready is still a growth area for our site. While the i-Ready results can be analyzed for connection to Common Core State Standards, we have not widely implemented or utilized analysis at that level due to concerns about accuracy of scores.

In addition, we continue to give the On-Demand writing assignment twice per year to all students. This is an internal Olympic writing assessment based on a schoolwide writing prompt and geared to mimic the older CAHSEE and now the CAASPP testing. Students are evaluated on their ability to produce a draft essay in 1 hour, with introduction, body,

and conclusion, making a claim and supporting their position with examples. The On-Demand essay is scored by all teaching staff using a 1-4 rubric. Staff identifies areas of strength and weakness after scoring, and the English department uses this data to drive lesson planning.

The math department uses twice yearly i-Ready assessment to drive planning and instruction, and ascertain individual student progression in meeting math standards. IXL.com activities, an online platform with independent practice and guided practice is often used as intervention lessons, but other resources may also be assigned such as Khan academy, Desmos/Geogebra, Big Ideas Math, and Hotmath.com. However, at an alternative high school setting, i-Ready comes with a wide range of challenges:

- Some of our students exhibit poor attendance and will not be able to complete the test within the time period set by the district.
- Some of our students are unable to finish the test since they're involved with the Service Learning Program and are on campus only on Fridays (the i-Ready requires multiple days for full completion).
- Some of our students do not commit to taking the test seriously due to its length and their perceived relevance.
- Some of our students completely refuse to take the test.

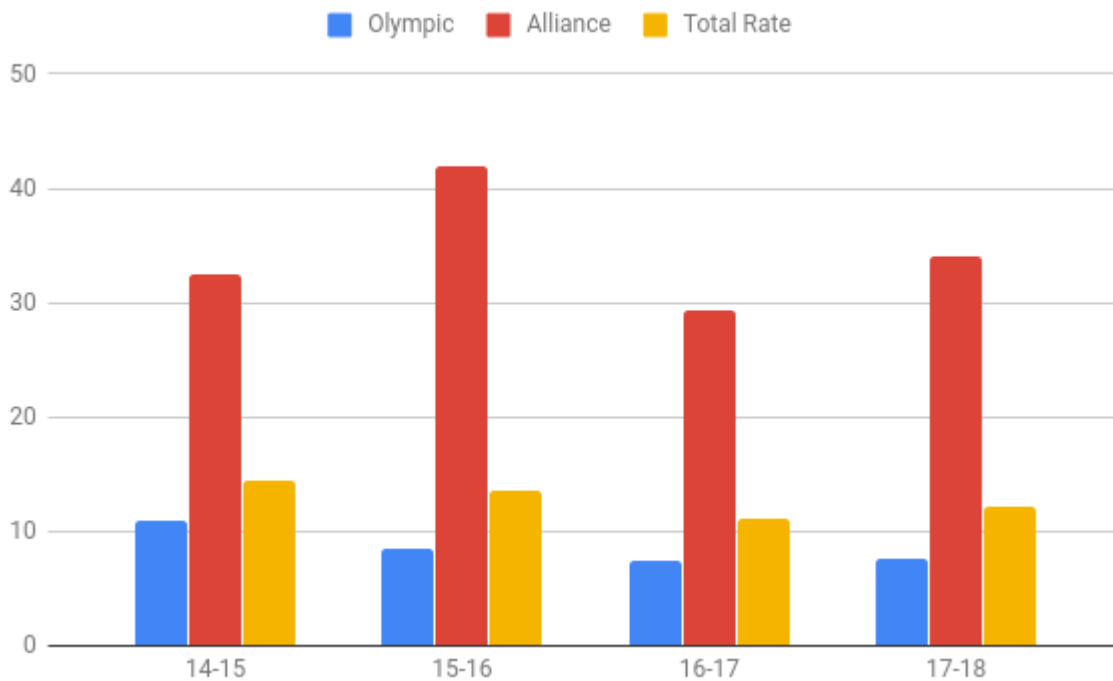
Olympic and District staff conduct assessments of students who qualify for Special Education services, or who are referred for assessment, as is required by Education Code and consistent with IEP timelines (such as review of qualification every three years). Selection of assessment tools will depend upon a student's qualifying condition or identified areas of concern. Assessments can include standardized batteries, such as, Woodcock Johnson IV, which provide information about a student's abilities in specific academic tasks as well as general skills that are relevant to an educational setting. Additional student data is gathered each quarter in order to report on progress on goals in each student's Individual Education Plan (IEP). The tools for measuring progress on goals varies based on the specific goals for each student. Student data is reviewed for each student in an IEP meeting at least annually.

All Special Education teachers at Olympic (Resource and Alliance Program SDC) teach an Academic Success class in which students who qualify for Special Education are able to access Specialized Academic Instruction services and targeted support in identified areas of need, including IEP goals. All students have an account to utilize IXL.com for Common Core-aligned individual practice and guided practice in English Language Arts and Mathematics. The results of i-Ready diagnostics include Common Core-aligned

areas of need, and Special Education teachers can utilize IXL.com interventions to assign specific problems related to a student's individual needs and to monitor progress in skill development. The use of technology within Academic Success also aligns with the SLO for 21st Century skills.

Olympic High School was recognized as a Silver level PBIS program in California. In 2016-17, we implemented school-wide values (PRIDE) and we recognize students for exhibiting these values by awarding them with raffle tickets and an Olympian recognition each term. We hold 3-4 major assemblies each year, hosted by the Student Leadership team, in which raffle winners received PRIDE themed items. The PBIS team also tracked the number of raffle tickets awarded by teacher to encourage all staff to remember to distribute the tickets, and staff both nominate and vote for the term Olympian award. The PBIS team is monitoring PRIDE program to identify any correlations in increase of credits earned, decrease in absences, increase in graduation rates, or decrease in discipline referrals. In addition to a school wide focus on Tier I interventions and incentives, the school PBIS team has refined Tier II systems to address targeted mental health, behavior, and attendance issues.

As a continuation school that serves at-risk students, a huge area of focus for Olympic continues to be student behavior and discipline. Refining our practices to include alternatives to suspension and a differential response to behavior that historically would result in suspension. Suspension rates reported to the state combine both the continuation education program at Olympic and the discipline data for the Alliance Program (a Mental Health collaborative Special Day Class program for students with a combination of academic, behavior, and social-emotional needs). Disaggregating the data is important to understand the differences between the behaviors and frequency of those behaviors. It also allows us to analyze where we should focus our efforts and interventions and refine practices. Lastly, it should be used to advocate for more resources in order to support the behavioral interventions needed in an intensive program like Alliance. Since the 14-15 school year, the suspension rate for the Olympic Continuation program has decreased from 11% to 7.67%, while the rate at Alliance has fluctuated from 42% to 29%. This data was pulled at the site level in order to make sure that only incidents occurring at Olympic were factored into the data.



School Year	Olympic	Alliance	Total Rate
14-15	11	32.5	14.5
15-16	8.4	42	13.6
16-17	7.5	29.3	11.11
17-18	7.67	34	12.11

*Suspension Rate by School Year and Program*

IEP data is used for placement of Sp.Ed. students. The district reduced Special Education resources from 3 to 2 Special Education teachers for the Olympic Resource program in 2018-19 and Sp.Ed. classroom aids were also necessarily reduced based on October census. However, past annual data shows that average caseloads maximize in mid-year. Three English classes and Student Leadership (which has a strong writing component) have support from a Special Education (Sp.Ed.) teacher in the classroom in addition to the fully credentialed teacher of record. Four math classes have Sp.Ed. teachers support. Eight other classes have Sp.Ed. classroom aide support. Sp.Ed. teachers work with General Education teachers to help modify assignments to meet individual student needs and to identify assignments on which specific students need support time in their academic support classes. Alliance case managers check in with the general education teachers on a weekly basis to monitor progress of students partially-mainstreamed in Olympic general education classes.



Credit earning/recovery is the prime precursor of “on time” graduation results. All students at Olympic, including Alliance students, can access opportunities for credit recovery, including Cyber High, Service Learning, JROTC, Independent Study, Independent Learning Contracts, Fast Track, Work Experience, Athletic teams, and extra curricular activities that are work-hour based. At Olympic, fourth period teachers work with individual students to complete a first level joint staff/student review of each students’ graduation status. At Alliance, this review is conducted by case managers during Period 3 Academic Success class in which only students from that case managers’ caseload are enrolled. In this process students review their personal Aeries generated grad status report and complete a standardized reflection in their student planner. Administration also provides attendance percentages to staff to discuss with students. The Registrar runs a report to clearly identify students who are “on track” and “not on track” for on time graduation based on total credits earned to date. Teachers refer “on track” students who are interested in returning to comprehensive schools to school counselors for a detailed transfer plan, or refer students that need more credit recovery intervention to counseling staff for schedule changes, class additions, or referral to concurrent enrollment in other programs. Referrals to counseling staff are documented in Aeries. Students are encouraged to bring the planner home for sign off and comments by parents, although this is not mandatory. We found that many parents had trouble deciphering Olympic report cards. A student could be doing quality work but maintaining only minimum levels of attendance in order to receive credit. Their grade may be C or above for the work they had completed, but they are not earning sufficient credit to graduate on time. In 2017-18 the Curriculum committee proposed and implemented a summary letter to be sent with all report cards to parents. The cover letter printed on green paper states that their student has finished sufficient credits to be on track for on time graduation. A cover letter printed on red paper indicates that their student is not currently on track and gives contact information for our school counselors for specific information or an appointment.

Attendance improvement was a major focus area last year as data shows that good attendance is the primary precursor to adequate credit recovery. The PBIS/Attendance committee agreed to focus on students who were “on the bubble” (70%-80% attendance for current term) to improve attendance from unsatisfactory to satisfactory, as identified on the Aeries based Master Attendance Trends Excel file. Students were divided between committee members, and students met with their mentor to complete an Online Student Attendance Support Survey. The survey gathers student input regarding attendance trends, consequences, and requests their input on how Olympic can help them improve their attendance. Each staff monitor submits a summary form for each student for the

reporting term. Data shows that overall attendance rate increased from 69 % in 2016-2017 to 72.4% during the 2017-2018 school year. Although the program was initially implemented by the attendance committee it has now been taken over by the PBIS committee as the “Check and Connect” program.

Alternative discipline such as referrals to school counselors through our Care Team, and phone calls to parents in lieu of suspensions have helped to close the Achievement Gap. The CARE team meets weekly to review tracking sheets for each student. Some students are placed in the CARE team on transfer to Olympic based on CUM data. Others are referred by teachers using a site standard referral form. The “Check and Connect” program has been implemented this year based on CARE team referrals. Appropriate students meet with a staff member in the morning and again at the end of the school day to identify issues, behavioral supports for success, and to monitor daily progress with a staff member. Data is collected by school counselors. Our staff prides themselves on the ability to create a welcoming, nurturing learning environment, as well as quickly forming meaningful relationships with all our students. Olympic understands and practices equity; we are cognizant of the needs of our students of color, and use our data and resources to keep them engaged in the classroom in an effort to continue to close the Achievement Gap.

<b>Description:</b>	<b>Total:</b>	<b>Active:</b>	<b>Radar:</b>	<b>Independent Study:</b>
<b>Number of students being seen by mental health professionals</b>	103	47	55	1

**Schoolwide Assessment of school program: WASC teams**

**Curriculum & Instruction / Art and Science team:**

The C&I/Art and Science team is continuing to use Instructional Rounds to drive increased academic rigor. An outside facilitator was used for the first 2 years of practice. We are now converting to an internally driven program and as a growth area this year we will expand the practice to observing classes at our largest feeder Comprehensive sites beginning in December (Ygnacio Valley) and January (Mount Diablo High). We will use Leadership teachers to participate in the off-campus reviews.

The C&I team is continuing to monitor and improve SLO implementation. SLO’s were identified in 2016-17 school year, but we did not have a method to show that SLO’s were

actually being implemented consistently in classrooms. The committee then asked each staff member to maintain a binder with examples of lessons aligned with SLOs and various student work samples (including Gen.Ed., EL, Sp.Ed., and EL+Sp.Ed. students) to show that all students were capable of implementing the SLO's as part of classroom assignments. Based on staff input, we also developed Marzano based scales so that staff members were consistent in evaluating student work with respect to the SLOs. Binders should be used in department meetings to share what worked well so that best practices can be replicated. We are expanding this concept in the 2018-19 school year to prove that EACH graduate can exhibit work samples across their Olympic classwork demonstrating each SLO. Their work portfolio will be kept under each students .net account, and evaluated as part of their English IV class as part of their Senior portfolio. This is now a graduation requirement.

The C&I team also standardized the credit process in 2016-17, then upgraded the policy in 2017-18 to include Fast Track requirements and the 0.5 awards for curriculum mastery and rolled the process out to staff, and to detail the maximum number of credits to be awarded in 4 week terms (2.0 credits) and 5 week terms (2.5 credits). Red or green status letters, in either English or Spanish, were initiated in 2017-18 to clarify to parents if their student is or is not on track for graduation. Included in the letters is contact information for counselors. In reviewing credit awards, we found that the ILC (Independent Learning Contract) was being inconsistently applied. The ILC is used for students that do not have room in their schedule for an additional class but need only a few more credits in order to complete a graduation requirement for a particular subject. The Curriculum team designed the ILC criteria and process and designed a form to document that the process is being followed. Credits are limited to 2.0 credits per contract, the student and teacher of record must document the assignment and define satisfactory completion criteria, the student must sign the contract and obtain signatures from an administrator, counselor, and the teacher of record. Finally, the teacher of record must document completion of each project item and meeting with student on the back of the form. A growth area this year is to follow up with the Registrar to ensure the revised process is being followed as designed. We have some reported exceptions or incomplete forms. A member of the Curriculum team will meet with the registrar and review ILC records. Additionally, we had an influx of new teachers to Olympic and Alliance this year. A growth area is to collect reflection data from various departments on consistency of credit awards per our policy, including Alliance teachers for Junior and Senior (credit recovery) classes.

During the past four years, Olympic High School 11th grade students participated in the Smarter Balanced Summative Assessments (CAASPP/SBAC). Although results from the

past four years have varied, overall participation rate has increased significantly from only 17% overall in 2014-2015 to 59% in 2017-2018. In terms of exact numbers, only 22 students took both the ELA and Math assessments in 2014-2015 (17% of the 11th grade students), in contrast, 75 students took the 17-18 Math assessments and 78 took the 17-18 ELA assessments (59% of the 11th grade students). While this is a huge increase, we recognize that participation remains a challenge for our site. In terms of performance, below are the mean scale scores for Olympic students in ELA and Mathematics for the past 4 years:

2014-2015- 2414.8 (ELA)/ 2389.2 (Math)

2015-2016- 2455.7 (ELA) / 2418.8 (Math)

2016-2017- 2450.9 (ELA)/ 2430.7 (Math)

2017-2018- 2439.8 (ELA)/ 2408.8 (Math)

All of these scores indicate that students at Olympic perform far under the district average. In fact, when looking specifically at the most recent data, 97.4 % of students at Olympic performed below standard (level 2) in English Language Arts, with the large majority falling far below standard (level 1, 75.32%). Math is even more alarming with no students meeting the standard and 100% falling below (97.33% far below). Although this data is concerning, Olympic specifically serves students who lack credit and have fallen behind at their comprehensive site. It is predictable that students meeting this criteria would struggle on standardized testing. In addition, a majority of students transfer to Olympic during their Junior year, leaving little time for test preparation on site.

Several testing strategies have been implemented and refined. Over the past 3 years the Administrative team, in partnership with the Leadership Team, have designed and trialed different physical structures for mandatory testing as more options became available with the use of chromebooks. Our students resist testing; they historically have not done well and there are no consequences to individual students if they refuse to engage in the test. When we were restricted to a single computer lab students were assigned test days. Most just refused to come to school, or left school during the brunch break and did not return. We trialed large testing environments in the cafeteria with breakfast and snacks, plus a reward of nachos served in a separate room when students completed their exam. We tried smaller settings with their teacher of record (for example, the i-Ready taken in their English class with their own English teacher). We trialed Sp.Ed. students testing with their Academic Success teacher and class. These both showed improvements in the number of students that actually completed the exam. In the 2017-18 school year, we tested on chromebooks in the OCC in slightly larger groups, with snacks and proctored by a team of two proctors, one of which was their teacher of

record. Elective credit was also awarded for students that completed the exam with some effort. This was the most effective option so far with General Ed and EL students. Sp.Ed. students continue to test with their Academic Success teacher who can ensure that all IEP requirements are met. In addition, increased familiarity with technology in the classroom and practice with online testing platforms have helped ease test anxiety. Data from the SBAC will continue to be analyzed school wide and specifically as it pertains to students who have not yet re-designated as English proficient.

The Individualized Learning Plan (ILP) was upgraded every year to include more information and reliable tracking. This year the student reflection piece was upgraded and a teacher and a parent comment section added. Our growth target this year is to evaluate implementation consistency. Teachers should be using 1 prep period to contact parents with data chats, either by phone call, email, text, or, per parental request, face to face meetings. Concerns regarding IEP students should be referred to case managers. We also need a process with counselors to make sure the planners containing the ILPs follow students to a new period 4 teacher when schedule change. A drop slip was suggested for all classes and will be designed by a teacher and counselor.

“Credit Crunch” sessions were initiated by the C&I Committee in 2016-17 to provide scaffolding for all students, particularly EL and Sp.Ed., in completing their “Fast Track” extra credit projects. Teachers volunteered to conduct Credit Crunch sessions. In 2017-18 normal Period 6 classes were repurposed to accommodate Credit Crunch sessions and the program was expanded to include Juniors. Data collection included student sign in sheets so we could evaluate who was using the program,. While some students definitely benefited from the program, other students who needed to use Credit Crunch had accepted their “not on track” feedback and chose not to attend. Staff observed that many of these students assume they will return as “Fifth Year Seniors”. This year we plan to include a student survey using google forms to include a specific plan for work completion and to have teacher confirmation of work actually completed for discussion with advisory teachers and counselors. “Fifth Year Senior” status needs to be clarified to students and their families. Requirements have been tightened and many students are basing their behavior on outdated information. Finally, we need to target and assign specific students to attend Credit Crunch as they would a normal required class with some method of follow up for their advisory teachers. .

Also to improve parent communication, the C&I team initiated a number of meeting opportunities with parents regarding graduation. In 2016-17 we held the first Grad Status Review Nights, where volunteer staff members and representatives from internal and external credit recovery programs (Adult school, Service Learning, Diablo Valley College,

etc.) met with students and their families to review credit status and design and document specific credit recovery plans for each student together. Originally, only parents of seniors who were not on track for graduation were invited. This was expanded in 2017-18 to include reviews during the school day for parents who worked in evenings, and all student families were invited. Our traditional Back to School nights and spring Open House events were converted to grad status review nights as well, although both of these events also include introductory information about Olympic as a whole. Follow through is still a growth area, however, This year we will add a google form for period 4 advisory teachers to use with students who are not on track to graduate, mirroring the CARE team tracker, to scaffold conversations with students and their parents and guardians. A similar form will be developed for students who are exhibiting class behavioral issues that will interfere with credit recovery (continual electronics violations, students who are consistently late and cannot finish classwork, etc.) Parental communication remains a growth area.

**Safety / School Environment team:**

Olympic had a major incident in November of 2017. A recently transferred student, one who possibly had had peripheral contact with gang related students at his comprehensive site, was followed after school and shot a short distance off campus but in full view of other Olympic students. The wounded student managed to make his way back to Olympic to get help. He collapsed on campus, we went into lockdown procedures, (the few 6th period classes were still in session), and administration called for medical and police emergency personnel. He was transported to the nearest hospital where he died from his injuries. This tragedy, combined with the mass shooting in Florida that took place 3 months later, had a profound effect on all staff and students and triggered a number of new action items in addition to standard safety activities.

Last year, local site administration provided expanded counseling services for both students and staff immediately after the event. The counselors provided staff with a self care presentation and were, of course, available throughout the next several days and after school to provide counseling to all students. Later, emergency kits, including emergency buckets, were provided for all classrooms to help cope with any future lockdown situations. Curtains and blinds were repaired to keep classrooms non-visible and more secure in the event of a shooter on campus. Staff noted that they had been given different training by the district; teachers were taught to go into simple duck and cover mode for their classrooms whereas classroom aids were taught "ALICE" procedures by the district. The Florida shooting also highlighted deficiencies in our fire evacuation process. At the time, the gunman in the Florida shooting was reported as having pulled a fire alarm to move students out of their classrooms. (This was corrected

in a later police report. The gunfire itself evidently created enough smoke to set off fire alarms in the Florida shooting.) We asked the district, through the local MDEA union, to reconcile the training and to provide consistent recommendations, as well as provide evidence based best school processes for entrance procedures (multiple entry points vs. single point of entry) surveillance camera upgrades, and silent alarm access for each classroom. The district personnel initially seemed receptive in a joint meeting but later failed to respond, instead directing us that this was part of our site safety plan. Administration conducted their own training research and selected H.E.R.O. training for our site, and presented the training to staff in our annual orientation. H.E.R.O. directs staff to react in multiple ways to a shooter; first hiding and evading, but, depending on the situation, evacuating students off site and, as a last resort, methods to fight back to disorient and delay a gunman on campus. The committee designed a revised H.E.R.O. presentation for staff to present to students and initiate classroom dialogue. Also, per recommendation of H.E.R.O. personnel, (police officers who have acted as first responders to school shootings), the safety team revised our fire evacuation process. Students and staff now stay in the classroom when a fire drill sounds until told to evacuate by coded administration announcement or a fire is actually visible. The intent is minimize exposure of students as potential targets by a shooter who pulls a fire alarm.

Administration research also indicated we should change our campus entrance practices. Originally gates at the front of the school and a very large gate plus a smaller gate between the cafeteria and the parking lot were left open all day. Beginning last year, the back gates are now locked after school begins and unlocked only after school. This was a difficult change as it conflicted with recommended fire department practices. However, administration successfully negotiated the changes with the local fire department after we could demonstrate that personnel could quickly communicate in the event of a fire and open the large gate immediately for evacuation in a fire related emergency. Walkie talkies were upgraded, and new walkie talkies were also provided to Crossroads administration so that both administration teams can clearly communicate in the event of an emergency.

Administration evaluated our surveillance cameras. There are areas that need additional coverage. Cameras providing coverage of the parking lot especially need upgrades so that license plate information is clearly visible. We believe the shooters were in our parking lot in the days prior to the actual shooting, but the license plate was not readable with the low resolution of our older cameras. If we had had that data prior to the shooting and been able to have the police discover the car owner perhaps the tragedy could have been avoided. A bid for additional cameras was submitted by the Principal to the district. Additional cameras have not been installed, however some cameras have been repaired

and upgraded from one lens to four angle lenses. Union representatives met with MDEA personnel and a letter from MDEA legal team has been sent to the district.

We believe a key safety issue is also to revamp our current district placement procedures to review students posing a potential safety threat. We have had significant push back from some district personnel over student assignment at Olympic. For example, the family of one of our female students was in the process of obtaining a restraining order against a male student that was scheduled to be transferred to our site, posing a significant safety issue. Redirecting the male student to another program was surprisingly difficult for administration. Our administration proposed placement into an alternative site to be determined in a joint meeting between district and administration personnel of various sites in order to find the best placement for each student. This seemed to be agreed to by the superintendent, but implementation has been stalled by the district.

The growth plan for the Safety committee in 2018-19 include:

- Evaluating “Snitch and Save Lives” prevention program by JROTC
- Research “Safety Day” event, including JROTC obstacle course
- Design Safety presentation for parent/student orientation
- Create a Safety Google classroom
- Design and issue safety survey to students and staff
- Evaluate suspension data for safety issues such as students who do not allow searches if they leave and attempt to return to school (this is a closed campus)

**PBIS / Attendance team:**

In the 2017-18 school year all PBIS interventions and action items were reviewed and many were upgraded. Ongoing programs include the TUPE intervention (Tobacco use and Prevention Education) for students found smoking on campus, SST process (Student Success Team) for behavioral issues, the Care Team for determination of mental health services, and the Sunshine committee, a staff morale building group, coordinating staff cooking cook offs, donations for students or staff in need, birthday celebrations, etc. New items that were implemented last year are the trial Check N’ Connect attendance improvement program, in which students chose a Check N’ Connect advisor who is trained in the program. During the typical 8 week program, data is collected as to outcomes relating to the student’s goal. Goals and approach to the student are modified as results are generated. The PBIS team coordinates with student leadership to design and perform recognition assemblies where Term Olympians receive certificates and PRIDE card drawings are held for small prizes such as gift cards to Starbucks, sports equipment, Olympic themed hoodies, etc. An average of over 400 PRIDE cards were collected for each term and data was gathered as to what staff issued



the card, and what behavior was the positive behavior displayed. Weekly PRIDE card drawings were held and 4 students names were announced to collect prizes from the main office. The PBIS team also issued attendance awards each term to students who achieved the target goal of 80%+ attendance for that term. New items last year also included “Welcome Wednesdays”. The adjusted schedule on Wednesday resulted in a short break between zero and first period which did initiate some negative student interactions, especially in winter months where many students gathered in the cafeteria. Welcome Wednesdays provide hot chocolate and games for students with staff participation, providing a space for staff to interact informally with students while also providing supervision. A review of suspension data show a reduction in student problems during this time period. Lunchtime (brunch) activities were introduced to include movies, games, video games, ping pong, and music.

Olympic’s School Counselors and Behavior Health Specialist implemented a few counseling groups this year. These mental health professionals have the ability to run skill building, process, and psychoeducational counseling groups to meet targeted student needs. Examples of groups started are “Boys to Men” (young men psychoeducational and processing group), Woman’s Group (young women psychoeducational and processing group), and Men’s Group (young men skill building and processing group). In addition, groups addressing executive functioning, harm reduction for substance abuse, grief, incarcerated parents, etc., have also been offered. Group topics vary upon the needs of the student population as identified in the CARE team.

The Alliance program has more PBIS options to support behavioral interventions. During each class period, students can earn up to 10 points aligned with specific areas of behavior: Present for Period, Respectful Interactions, Positive Response to Support, Appropriate Use of Technology, and Work Completion. Students can earn 2 points in each category for appropriate behaviors in at least 85% of a class period; students can earn 1 point in each category for appropriate behaviors in at least 50% of a class period. All students who average at least 60% of possible points in a week earn access to a student store where Alliance students can redeem points for snacks, earbuds, clothing, and other small items. Students can access additional incentive events and rewards for increased percentages of points earned each week and for sustaining increased earnings over consecutive weeks.

In 2018-2019, incentive events for attendance were added to the PBIS for Alliance in order to ensure students who were making progress in attendance were being recognized even if their success had not reached 60% of possible points to access the

Student Store. Alliance also implemented an excessive tardy intervention due to a few students having in excess of 70 tardies within the first 70 days of school. While students receive some accountability for attendance through site and District-implemented programs, the intervention provided an additional opportunity for a student to reflect on each incident of tardy arrival and how to make a change in behavior.

Another aspect of Alliance PBIS are targeted groups. Beginning in 2017-2018, Behavior Health Specialists at Alliance facilitated student groups to address specific social-emotional and behavior needs. Student enrollment in groups varied by term and occurred during Academic Success class. Most groups focused on developing and utilizing therapeutic skills within different contexts, such as, self-reflection and peer discussion, acts of service at a local elementary school program, and structured game play. Some students increased attendance and engagement in classes during terms when they participated in a BHS-facilitated group. For 2018-2019, the structure of groups has been revised, and we began implementing groups in the second semester.

Olympic also offers co-curricular programming that all students can access. There is a music studio staffed once per week by a community member who is a professional DJ. The students are able to record their own music, including original compositions, and can learn about the process of producing music. Requirements to be eligible for participation in the studio have varied over the years. For 2018-2019, students must sign up in advance and be passing the class they would miss in order to be eligible to participate. During 2016-2017, one of the Olympic teachers collaborated with a community member to offer African dance classes which culminated in a performance for African American History month. Beginning in the second semester of 2018-2019, we anticipate bike maintenance classes and boxing classes through collaborations with community members.

The PBIS growth plan includes:

- Improving and expanding the influence of Check N' Connect
- Expanding the Alliance Student Store model to Olympic
- Increasing the number of counseling groups (skills, processing, psychoeducational)
- Developing involvement in community activities
- Developing and administering a more comprehensive survey for student preferences for prizes and incentives

**The Leadership Team:**

The Leadership Team was established in the 2016-2017 school year and replaces the

traditional Department Chair committee. Teachers agreed on this switch to allow for more flexibility in fostering leadership among teachers within the same Department.

*Description of Leadership Team Function and Responsibility:*

*Teacher leaders are expected to meet monthly or bi-monthly, assist in school wide initiative roll outs, participate in professional development for instructional leadership, assist in creating agendas for school professional development and collaborate with the administrative team on school wide practices, policies and procedures, etc. In addition, Leadership members will serve as Department representatives at district level.*

*Detailed Job Description and Responsibilities of Teacher Members-  
Time Commitment:*

*An average of one meeting every three weeks. Meetings will alternate between minimum school day release time and after instructional time commitments (generally still within site time given our schedule but may extend past occasionally).*

*Teachers are expected to do additional work and outside of regular day and reapply each year. Additional time may be needed for observations, note-taking, and follow-through between meetings.*

*Scope of Authority:*

*-The Leadership Team has a monitoring and accountability function. The team facilitates meetings, prepares and plans staff professional development for other site meetings.*

*-The Leadership Team monitors the school site to insure more directly applied and specifically tailored accountability, supervision, and support to the school.*

*-Act as a Liaison to their Departments/Committees and the Leadership Team*

*The Olympic Leadership Team should operate in accordance with Mount Diablo Unified School District (MDUSD) policies and district goals.*

*The Leadership Team members are expected to act honestly, actively, and strongly engage with one another in focused evidence based monitoring of education practices. This entails having open conversations within the professional learning community aimed at working toward finding solutions. The Leadership Team will provide direction to, critique, modify, and monitor the SPSA (Single Plan for Student Achievement) to insure a focus on improved student learning.*

*Compensation:*

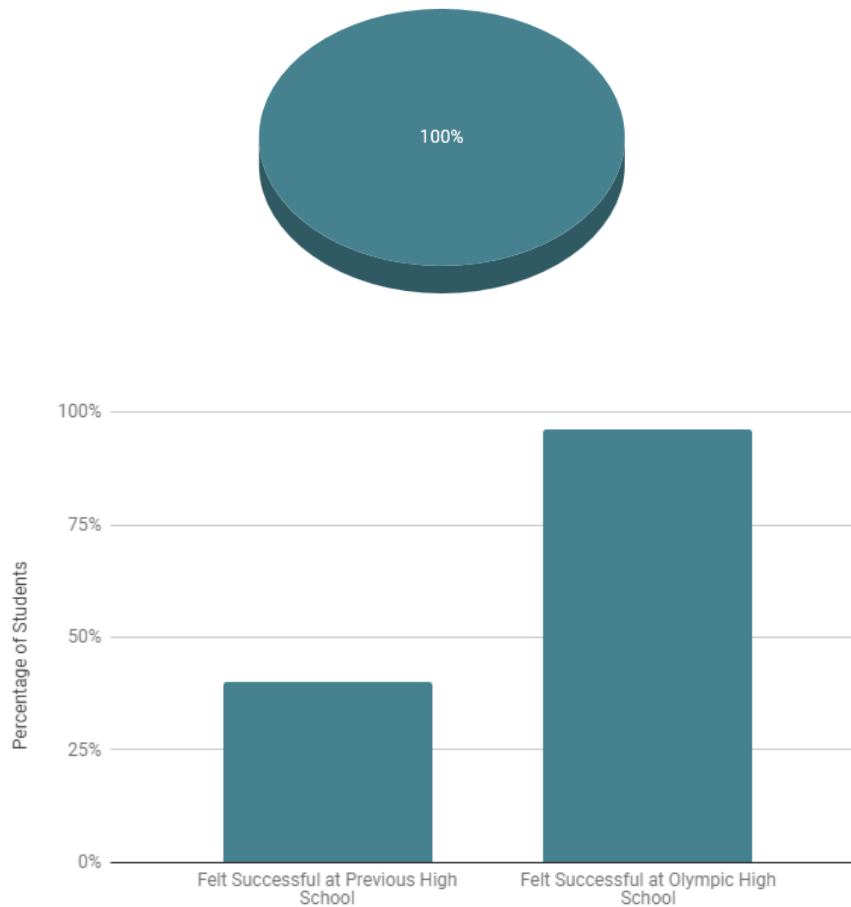
*Equivalent to district department chair stipends. Depending on size of the team,*

*determined based on the availability of funds and resources.*

*Appointment: All applicants will be reviewed by Olympic Administration and then be offered a position. The goal is to have a variety of teacher leaders with various backgrounds and skill sets serve on this team.*

The Leadership Team negotiated a new Orientation/Enrollment process over the past 2 years. Up until this year, students were transferred to Olympic throughout the term. New students could arrive at any time. Some students were enrolled without full cumulative file documentation. Most students entered Olympic in the middle of 4-5 week unit plans. Teachers reported student frustration or disengagement as they were dropped into classrooms without the scaffolding needed to allow them to be fully successful. The Orientation was a class within the multimedia class; students completed an online set of assignments geared to provide them information about Olympic High School, how to earn credit, graduation requirements, plus diagnostic testing in reading level. Some students completed the Orientation quickly, but others lingered in the multimedia class for an extended period of time. The Orientation process also missed the important parent/guardian connection. In the 2017-18 school year, the Principal and Leadership team prepared an alternative process for enrollment to district Student Services. Olympic Academic counselors met with counselors at other MDUSD high schools to familiarize our feeder schools with application process for Olympic, Olympic credit recovery standards and appropriate “trigger” points of credit deficiencies with the goal that students are transferred to Olympic in time for them to recover credits and graduate on time. The district agreed to transfer students at the beginning of each term and the process was implemented at the beginning of the 2018-19 school year. Students and their parents and guardians attend a 2 day Orientation program together facilitated by our counselor team and the Career and College counselor prior to their actual enrollment. Attendance at the new Orientation program is a high 98% and post-Orientation surveys indicate that the information provided to new Olympic families is useful.

Number of students who understand and believe Olympic's Orientation information was necessary and helpful to know



The Leadership Team team presented a data dive of EL information in a 2017-18 staff meeting. Data chat forms, documented by a google form, were initiated with Period 4 teachers to encourage EL students to put their best effort into their upcoming reclassification exam. The intent was to promote the importance of reclassification and recognize student success in fully mastering 2 languages, an extremely valuable job skill in California. While teachers reported that the “chats” took place, the follow up documentation with google forms was inconsistent. This continues to be a growth area.

Major growth areas for Leadership team include in-depth evaluation of the recently posted CDE data (reinitiated for alternative education sites in December of 2018). Again, much of this data will need to be evaluated, “scrubbed” and disaggregated in conjunction with other reports in order to be made usable or develop new processes to support our students. For example, CDE suspension rates includes suspensions at other schools.

Graduation rate does not include "Fifth Year" Seniors, which appear to be primarily Sp.Ed. students. Until this year Adult School had insufficient Sp.Ed. support for transfer of our Sp.Ed. population and we routinely held over Sp.Ed. students through a full fifth year, but starting this year those resources in Adult Education while Olympic resource teachers have been cut by 1 FTE. Some students who are complacent about extending their career at Olympic may be more motivated to graduate on time if we begin to routinely transfer them to adult school at the end of four years.

**Long Range Action Plan: Alignment of LCAP/SPSA/WASC**

The process for developing Olympic's 17-18 SPSA began in the Spring and Summer of 2018 in coordination with analyzing data and writing our WASC Self Study. As part of the development process, the LCAP was reviewed at length and discussed at school site council meetings, Site Leadership team meetings, committee meetings (Instruction & Assessment, PBIS, Attendance Review Team/Safety), student Leadership meetings, Certificated Leadership team meetings, and with the staff as a whole. The staff looked at current practices and activities and evaluated effectiveness as they align to our site LCAP At-A-Glance. This allowed us to recognize our areas of strengths and areas where growth was needed. Increased clarity surrounding the LCAP provided a solid foundation for the writing of our WASC Self Study and eventually the development of our Single Plan. For the 2018-2019 school year, the SPSA was reviewed by the school's Leadership Team (comprised of teachers, Behavioral Health Staff and Administration) for input and edits. Some information for the Title I Needs Assessment was pulled from last years Model Continuation application. A shared Google classroom was created by members of the Site Leadership team and several staff members contributed to various sections of the application, eventually making its way into this year's Single Plan and WASC Self Study. Sections of that application used for SPSA development include: School Data Information Sheet, School Profile, School Management, Ways Credits are Earned, Staff Statement, Student Statement, Parent Statement, School Evaluation of Effectiveness, Student Assessment Results, Use of Additional Data, How Use of Data is Noteworthy, Quality Indicators and Exemplary Components. Additional data was pulled at the site level and analyzed due to the uniqueness of site and to guarantee that it was accurate.

After feedback from the teacher/staff Leadership team, a draft SPSA was presented and reviewed with the entire staff during an all staff meeting in October 2018. Staff ensured that goals and expenditures were aligned to the School wide Learning Outcomes (SLO's) that were established during the 2016 WASC mid-cycle review and aligned with the MDUSD graduate profile.

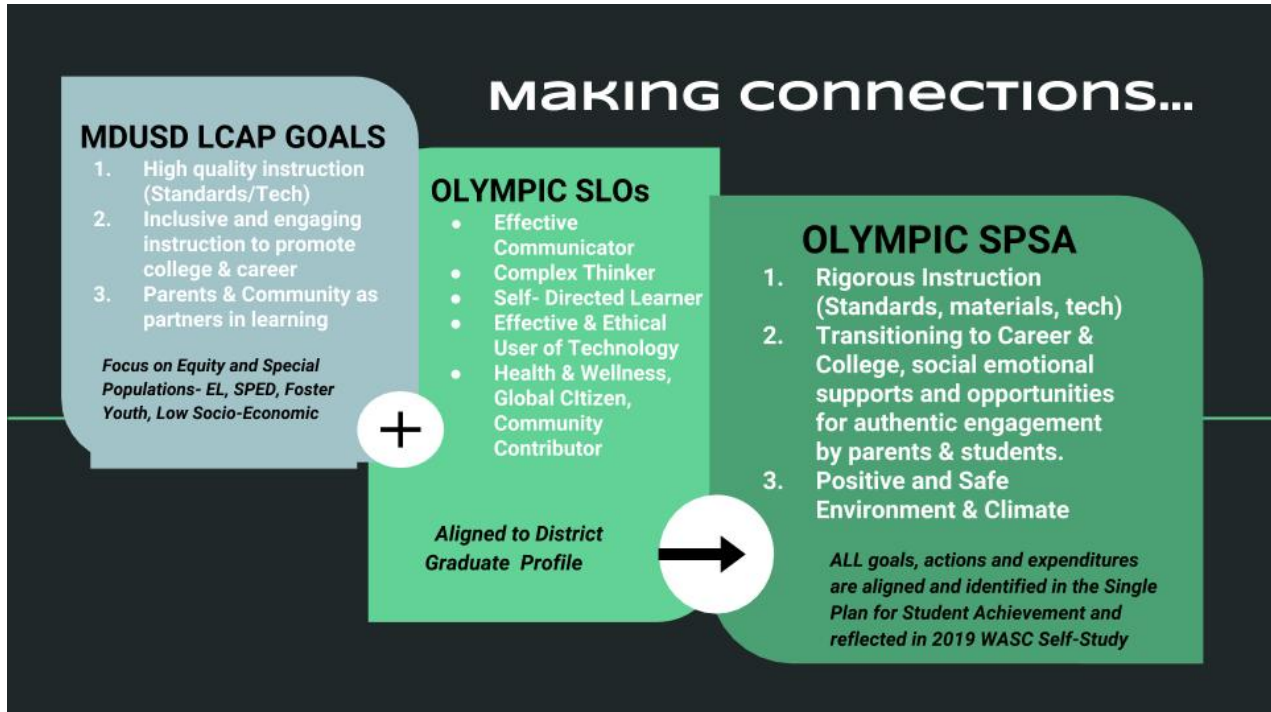
To involve the parents, students and community members, a draft SPSA was presented

to the Site Council on October 25, 2018 and feedback was elicited. The final SPSA was presented and approved by the School Site Council November 29, 2018. All expenditures therefore will support the School wide Learning Outcomes, aligned with the LCAP and graduate profile.

Through the lens of the Local Control Accountability Plan (LCAP) and Olympic's School wide Learning outcomes (SLOs), the 18-19 SPSA was further refined to address new priorities and reiterate continued commitment to others. In 2016, Administration felt it necessary to refocus goals and actions and align each goal to the newly developed school wide learning outcomes, the district graduation profile and the Local Control and Accountability Plan. Due to the forward planning of three years included in previous plans, the 18-19 plan is focused more on refinement than major edits or changes. Like the 17-18 SPSA, Olympic's 18-19 SPSA will continue to focus on academic rigor, social and emotional support and school wide safety. In addition to these areas, action plans surrounding attendance, increased mental health supports and increased opportunities for school activities outside of the school day were added.

The goal of the Olympic SPSA and WASC self-study is for it to be a true reflection and guide to the goals and actions items in progress or planned for the near future. Analysis of strategies and activities will be ongoing and adjustments will be made as needed in order for student's to receive the maximum amount of services and support to be successful at Olympic High School. The Olympic site Principal will continue to advocate for crucial resources and supports to meet the needs of the extremely at-risk population the program serves (Special Education, EL, homeless, Foster Youth, Mental Health clients, etc). In addition, a request to review the LCFF formula used to allocate funds was made in order to take into consideration the number of students served at Olympic throughout the year, and not use Fall numbers when enrollment is typically low. This would require a somewhat "alternative" formula for continuation schools due to their uniqueness.

In summary, the goals and action items in each of these documents are aligned in order to meet the needs of the student population at Olympic/Alliance and provide clarity for continuous improvement in practices and outcomes.





# Chapter I



## Progress Report

## Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

### **Goal #1: Curriculum: Establish a Process for Increasing Academic Rigor in all areas.**

Standardized Credit Policy: Olympic teachers are continuing their process to increase Academic Rigor. A standard credit policy is in effect and reviewed with all staff each year to ensure new staff members are in compliance. We have completed implementation of the standardized credit policy with Marzano based assessment scales for academic work. The Marzano scales are reviewed annually to ensure consistency across all new and continuing staff. Up to 0.5 credits can be awarded per term to students who demonstrate competency at the mastery level. Each department has documented its definition of mastery either in a traditional assessment or rubric based project. Whereas there is flexibility in the system to meet curriculum differences, each department has documented consistent credit/grading policies.

An administrative conducted review of credit awards/term showed that Fast Track (extra credit homework) was not always meeting the minimum 80% attendance criteria in the 2017-18 school year. This year, an attendance percentage report for the prior 2 weeks is pulled and distributed to staff each Monday by a Vice Principal. Teachers also receive attendance rates for the entire term. Students must be on the list in order for teachers to distribute Fast Track assignments to students. This should keep Fast Track use consistent school wide.

Instructional Rounds were fully implemented for 2 years. Instructional Rounds process include a facilitated question of practice that the rounds team would identify, classroom drop in visits in the morning, then reconvening to identify key learnings as a team in the afternoon. The final step is a read-out of findings at the next staff meeting. In the 2018-19 school year, we will continue the rounds process for new teachers, but expand the rounds (initially with Leadership team members) to our feeder schools. After several reschedule dates requested by the comprehensives, Ygnacio Valley High School will serve as our hosts for December, Mount Diablo High School in January with other schools to follow. Current staff feel confident enough with this process that we will continue the process with our Leadership team rather than an outside consultant.

The SLOs were rolled out to students in January 2016 and are reflected on both our website and our standardized teacher Unit Plans. The lesson plan for class discussion of the SLOs has been finalized and is implemented at the beginning of each semester. The Curriculum committee developed Marzano scales for each SLO and rolled the scales out to staff in the 2017-18 school year, with the intent that all

teachers evaluate the SLOs using a common rubric. The scales are reviewed with staff at the beginning of each school year, and departments will assist new teachers in implementing the scales. We also realized that simply collecting examples of student work to demonstrate the scale did not meet our ultimate goal that all Olympic graduates be able to meet our SLO standards. In response, in the 2018-19 school year students will begin collecting their own work samples of assignments from all subject areas under their .net school accounts. As part of their English IV classes, all Seniors will present an electronic portfolio of their own selected SLO assignments to a small panel of teachers and other staff members. This is now a graduation requirement for Olympic/Alliance.

The Master Schedule continues to be adjusted to meet the needs of our students based on various testing data.

In the 2015-16 school year we had no dedicated English Learner classes embedded into the master schedule. Additional periods have been added each year to support ELs and now in the current 2018-19 school year we have 4 EL ALD classes. Students are assigned to the classes through CELDT/ELPAC testing results as well as site administered i-Ready assessments. EL student growth are measured 3 times/year through i-Ready; other students are evaluated twice per year. EL teachers use Constructed Meaning techniques to provide extensive scaffolding in spoken and written academic language.

IEPs are monitored at Olympic by Special Education teachers and overseen by administration. After receiving feedback on areas of concern both at a District and site level in 2016-2017, administration met with Case Managers on a weekly basis alternating between campus-wide case manager meetings and separate Olympic Resource and Alliance meetings. During these meetings, administration and case managers reviewed student data, compliance, and action items. During 2017-2018, these meetings were held each term. During 2018-2019, administration met separately with Olympic Resource case managers and Alliance case managers due to a significant staffing change at Alliance (3 of 6 teachers) and a need to link case management practices with Alliance program needs.

Campus wide, case managers are asked to begin the school year by planning IEP meetings for the entire school year. All students at Alliance have an IEP with Educationally-Related Mental Health Services (ERMHS), and many case managers facilitate more than one IEP per student per year. 504s at Olympic are scheduled and led by one of our Vice Principals.

To support student success in all class, Alliance and Olympic case managers teach Academic Success classes. While the structure of classes may vary, this course allows for case managers to support students in IEP-designated areas of need as well as on assignments from other classes. At Alliance, all classes are taught by Special Education teachers and are considered a placement outside of general education. In the general education program of Olympic, resource teachers provide Sp.Ed. students access to 3 sections of English plus 1 section of Student Leadership (which

has a strong writing component) supported by a Sp.Ed. credentialed teachers, plus 5 sections of supported Math, including Algebra, Personal Finance, and new last year, Geometry. Two Academic Success classes are in place so students have access to additional support, plus additional time, to complete

Professional development continues to be provided to teaching staff and is a critical part of our Single Plan in support of our largely Tier 3 population. Our initial Instructional Rounds were implemented with the help of an outside consultant with the specific focus of increasing academic rigor. Monthly questions of practice were developed and observations were targeted at increasing student involvement, increasing student academic language use in both speaking and writing, and improving levels of student questioning. All teachers serve as observers and all teachers opened their classrooms to the observation teams. Observers document their results, then present their findings at the following staff meetings by sharing or demonstrating best practices. Instructional Rounds are continuing this year, but expanding to our comprehensive schools, administered by the Leadership team in place of an outside consultant.

The Curriculum team became the school “Art and Science of Teaching” representatives and completed the district provided training. “Art and Science of Teaching” focussed on student engagement methods, communicating high expectations for all students, developing effective, cohesive lessons, and establishing and maintaining a classroom environment to support student learning. Marzano scales are a key component of “Art and Science”.

The PBIS/Attendance team has completed district provided Tier 1 training, and is still attending Tier 2 and Tier 3 intervention training. The Olympic PBIS team won the Silver award for implementing our Tier 1 program.

Constructing Meaning (CM) classes were provided for all EL ALD teaching staff. Constructing Meaning is aimed at providing teachers with methods to support EL students in acquiring and effectively using the analytical language to meet Common Core standards in content area teaching to produce grade-level work. A refresher for CM training has been offered by the district for any person who has completed the CM trainings.

In August 2016, all Alliance teachers, Special Education Assistants, and Behavior Health Specialists were invited to participate in a 2-day training on restorative justice practices by a representative of the International Institute for Restorative Practices (IIRP). Community circles became a regular part of Academic Success classes at Alliance and continue to be utilized at least once per week to maintain a foundation of connection for restorative work. In 2017-2018, the lead Behavior Health Specialist and an Alliance teacher participated in additional IIRP training around restorative conferences and implementation of restorative conferences began in 2018-2019.

In 2017-2018, all Olympic teachers had an opportunity to participate in a training on

trauma and its impact on students. Teachers learned specific strategies to anticipate and address needs related to trauma. Staff continue to collaborate on trauma-informed practices that can promote safe, welcoming, and supportive environments in which all students can succeed.

Department based academic rigor is partly internally driven as the district eliminated curriculum management personnel several years ago. Course standards have not been updated to show Common Core. However, the English department meets as a team to define essential Common Core standards to be taught in each course while including standards corresponding to the existing district defined course of study. English classes use district adopted textbooks for each course plus supplementary novels and materials. English teachers have received professional development in Common Core, Constructing Meaning, Marzano, and ERWC.

The district also has not formally updated math course standards to show reflect common core guidelines. However, Olympic math teachers participated on design teams for both Algebra 1 and Geometry, which included inserting Common Core standards into pacing guides. Common Core standards are included in unit plans and standard district texts are used. Additional i-Ready “seats” were purchased and the Math department now also transitioning to the district i-Ready test this year as the standardized, online, common core aligned district standardized test. The math department will utilize the results of the test to drive planning and instruction, but the test comes with a wide range of challenges, as follows:

- Some math students exhibit poor attendance and will not complete the test within the time period set by the district.
- Service Learning students cannot complete the test because they attend Olympic only on Fridays.
- Some students do not commit to taking the test seriously due to its length and perceived relevance.
- Some students completely refuse to take the test.

The Social Science department has aligned Essential state standards with the most recent district course of study documentation. District adopted textbooks are used for each course, plus corresponding student supplementary workbooks and materials. All teachers received district professional development training by UC Berkeley entitled “Teaching American History for All” which includes specific supports for the common core standards. The training was implemented to help support teachers in improving student literacy skills in all social science classes and to encourage integration of information from diverse sources, both primary and secondary, into coherent student understanding of major ideas or events, noting discrepancies among sources.

The Science department has participated in extensive NGSS training and both Olympic staff members participated in district level NGSS committee work. One teacher served on the committee to review and select a 3 year NGSS curriculum model and roll-out plan. This was presented to the board of supervisors in January 2018. In addition, she is supporting the development of future courses “Chemistry in Earth Systems” and a general Physics based course. The second teacher was part of the curriculum development team for the new “Living Earth” NGSS course and is trialing the course this year, working with the district committee to modify the course and develop a draft pacing guide. Under the steering committee, NGSS training is now rolling out to all high school science teachers. So far this year training has been provided on NGSS based formative assessments, and NGSS based grading practice training is scheduled. All Science teachers also completed Flynn lab safety certification. Olympic teachers (who use chemicals in labs) completed mandatory district safety training. Every other year, science teachers on campus attend the California Science Teacher Association statewide conference to collaborate with teachers throughout the state and come back with new resources and lessons to use in their classrooms.

Other Professional Development classes include Sp.Ed. workshops and district provided Aeries and Google classroom. Finally, any teacher can request agenda time at staff meetings to present a useful classroom process. Examples include assessment tools such as Kahoots, classroom management tools such as Clasdojo, and transferable activities such as Challenge Statements. Teachers are supportive in providing one on one help in Aeries or Promethean board troubleshooting.

**GOAL #2: Assessment: Disaggregate and analyze student benchmark data to drive improvements in classroom instruction.**

The English department uses the On Demand school wide writing prompt and district standard i-Ready as summative assessments. The On Demand is based on the essay component of the CAHSEE. Students have 1 period to complete a draft essay responding to a common writing prompt. Evaluation is completed by all teachers at Alliance and Olympic based on a 1-4 rubric. The i-Ready was originally purchased as an evaluative tool for EL students, but we purchased additional seat licenses so that all students can be tested at least twice per year. The i-Ready diagnostic provides data that can inform instructional practices as well as evaluation of student mastery of Common Core aligned standards. Current implementation of i-Ready diagnostic assessment and On Demand Writing focus on fidelity of implementation and evaluation of accuracy of results. The English Department has discussed ways to identify threads of skills that can be reinforced through instructional tasks, but are not yet implementing that stage of intervention.

The Math department began i-Ready implementation began in October 2018. Testing will take place again in January 2019 in order to evaluate student progress towards

meeting standards and to obtain initial assessment data on students who enrolled since October. The test results are being used to drive planning and instruction. The initial assessment showed some students with a “flag” on their diagnostic meaning they took 10 seconds or less on average per question, which indicate that students were not taking the test seriously. Out of 204 students enrolled in math during October, 72 students completed the assessment (however, Personal Finance students were not required to participate). Of Algebra and Geometry students, 0% scored at or above grade level on all subsections (Algebra 1, Geometry, Number and Operation, and Measurement and Data). Of students that completed the test, 8% placed in the Geometry level, 8% placed in eighth grade math level, 4% placed in 7th grade, 50% in 4th - 6th grade, and 28% in K-3rd grade. Only 51% of students tested out of Numbers and Operations, 49% tested out of measurement and data, 4% tested out of Algebra. The math department is considering incentives to encourage students to take the test seriously, and offering remedial math courses are also being evaluated, including a class consisting of simple numbers and operations with measurement and data. In the interim, teachers are weaving numbers and operations/measurement and data concepts more explicitly within their lesson plans. IXL.com intervention is offered to students as both class assignments and Fast Track which allows for Common Core aligned practice as well as data to evaluate the accuracy of i-Ready diagnostic results.

The Social Science Department has no district approved summative assessment. Since the department has four instructors that teach four different subjects (World History, U.S. History, Economics, and Government) there is no adopted department wide process when it comes to administering summative assessments. Individual teachers are responsible for creating and administering assessments based on their course of study, essential standards, common core standards, SLO's and the particular need in the class. Accommodations and modifications are regularly taken into account such as extended time, shorter tests, and completing a certain percentage of the full assignment. Summative assessments are given at the end of the term or when a theme, standard, or unit is completed.

The Science Department is still in transition towards the new NGSS standards. All teachers have attended district provided NGSS training and the Olympic teachers have contributed significantly to district level NGSS design teams. The UC system is reviewing our recommended 3 course model for the new district course standards, but have not yet approved the course descriptions. However, the teacher led District NGSS Committee anticipates approval and is transitioning to the new course model. We are trialing the “Living Earth” course this year. One staff member is part of the design team for the second course, “Chemistry in Earth Systems” that will be trialed next year. Our site trialed the new CAST (NGSS based testing) last year. As of this writing results are unavailable. There were issues with the initial test. The district selected Seniors as the testing class. However, teacher data shows that a significant number of district students complete all Science classes by their Junior year. As part

of the steering committee we recommended that the testing be moved to 11th grade and the District has agreed for 2018-19 testing. As of this writing, the district has not increased graduation requirements to support a 3 course model. Currently students are required to only take 2 science courses in order to graduate, and, while district data shows that most MDUSD students take 3 science courses, alternative education students predictably will take the minimum 2 courses required for graduation in order to graduate on time. The old standardized benchmark based on the multiple choice CST are no longer in use and we have very limited examples of CAST questions. Site staff are converting to NGSS based short answer questions on benchmark exams, but these exams are still being modified from year to year to better match developing course standards. All teachers are transitioning to chromebook based assignments in order to build up student confidence and resilience in taking the on-line CAST. One teacher's tests are on a google form and a combination of multiple choice and short answer. Training in NGSS formative assessments was provided by district in October 2018 but there is a lack of any district benchmark teams as the courses are still under development. However, we expect the CAST testing to include more data analysis and use of graphs based on our limited information. The science department is working on incorporating these principles into assignments and unit tests. However, our internally based unit plans are beginning to stabilize and all now have Marzano based summative benchmark assessments. We are resuming benchmark analysis (formally based on the CST based benchmarks) which includes data disaggregation based on General Education, Sp.Ed., EL, and Sp.Ed.+ EL populations. Our goal is to ensure accessibility for all students by identifying areas for instructional improvement.

In Multimedia, the instructor stratifies authentic assessment results by EL, Sp.Ed., Gen.Ed. and EL and Sp.Ed. to determine if all groups have equal access to material and can master subject matter successfully. This year, Multimedia will use Google Forms to create a set of Summary Assessments to monitor phases of assignments that will also be stratified and analyzed to determine areas of concern. Development of a Robotics course is underway and expected to be finalized this year.

The Sp.Ed. teachers (Olympic Resource and Alliance SDC) help administer the CAASPP, typically administering tests to students on their own caseload. They are also responsible for administering the diagnostic assessments (such as, i-Ready and IXL Math) to determine class placement and individualized areas of need. Sp.Ed. teachers also administer the WJ IV and district standard achievement tests which are documented and monitored in IEPs. In Alliance Academic Success classes, students have opportunities to develop skills in individualized areas of need as well as class-wide activities. Students can demonstrate mastery of specific skills through project-based learning, computer-based tasks, and engagement in community activities. For many students, Academic Success tasks related back to skills necessary for success in life after high school, which is also a requirement of IEP



services at a high school level.

**GOAL #3 SCHOOLWIDE DATA: Disaggregate and analyze attendance, credit completion, and graduation rate**

Schoolwide data for all Alternative Education sites has been in abeyance since 2013 but was re-initiated in December 2018 with the introduction of the DASS (Dashboard Alternative Schools Status). Although the Department of Education released the California School Dashboard in the 17-18 school year, it only contained data for comprehensive schools. The burden to produce all of this data has been on the individual sites. During the interim, site administrators and clerical staff used our own Aeries database to produce reports for attendance, credit recovery, suspension data, and graduation totals. Report responsibilities are documented in appendices. Aeries data frequently needs to be “scrubbed” in order to be usable. For example, standard Aeries reports on number of suspensions assumes that a student attends the same school for his/her entire high school career. The Aeries report pulled at our site would include Olympic suspensions, but would also include suspensions incurred at comprehensive sites over which we had no control. An administrator needs to review each student entry in order to determine if the suspension should be included in Olympic data. Additionally, there usually is no mechanized method to separate Olympic and Alliance student suspension data, and these student groups need to be manually disaggregated to provide staff and teachers useable information for action plans. For example, suspensions are an important component of the Alliance tiered behavioral modification program which has a very proscribed protocol, whereas Olympic suspensions are determined by administration and can be more easily changed if needed.

Conversion to an 8 term process has solved some, but not all, problems with Aeries or ABI. Teachers are able to input grades directly into the system rather than relying on the Registrar. Most importantly, the important term credit reports line up with quarterly data without manual tallying by our registrar so report data is easier to access. Term credit recovery data is now available and collated with attendance data. Grade processes are in place and reviewed by administration prior to final posting into the system. For example, all “NM”s (no marks) or “F”s” must be accompanied by teacher explanatory notes. ABI reports are now generated at the end of each term to determine if students in general are or are not on track for on time graduation. This list is distributed to staff and will eventually celebratory lists of all students on track for graduation will be posted in the long hall. Each individual student works with their fourth period teacher to complete a credit check review in their planner. Teachers provide comments and the planner can be taken home to be reviewed by parents or guardians. However, many of our students are 18 and legally adults and guardian/parent sign off is not required. Fourth period teachers can refer students at risk of not graduating to counseling staff for intervention, but this was not being documented consistently in Aeries and is a growth area. Additional planning for these

students could involve schedule changes, additional classes, concurrent registration in adult school or community college, GED classes, or referral to outside job training programs that also offer high school diplomas such as East Bay Works, Job Corps, or the YES program. The student planner redirects more responsibility to students, although there is no translation available to Spanish speaking families within the planner. Teachers must trigger an administrator or another staff member to provide a Spanish contact. Administrators and counselors review credit totals/attendance data generated in ABI at the end of each term to determine if students remain appropriately placed in EL or support classes.

During each staff meeting, data related to the topic is pulled by administration and provided to teacher teams for further analysis and action ideas. For example, data “digs” have been conducted looking at English learning re-classification rates, i-Ready assessment scores, CARE Team data, grades, credit completion, suspension rates, attendance rates, safety concerns, survey results, etc. This information is further disaggregated by year in EL program, comprehensive school information, student demographics, type of behavioral incident, accommodations for special needs, teacher, department, etc.

Olympic is hopeful that the new DASS will be a more realistic accountability system for alternative schools. The original dashboard was designed for traditional schools and did not necessarily fairly evaluate the progress and success of continuation schools, including Olympic. Since the DASS was not made public until December 2018, the school site has not had the opportunity to analyze the data as a whole. Administration and Leadership have already begun to look at the data and make refinements to processes at the site level. In addition, suggestions have been made to the district in order to make sure that the data reported to the state is the most accurate and useable. The technical manual is also being referenced as a tool to support future practices at the micro and macro level.

The DASS has identified a graduation rate for Olympic and all schools meeting the “alternative” criteria (prior to this, the graduates were credited back to their comprehensive high school if completed within the four year cohort). This new method for calculating rate includes a grade level requirement, certificate requirement (diploma, GED, CHSPE, adult education diploma) and enrollment requirement. The formula also makes some exceptions for foster youth. The graduation rate is added to the LEAs overall graduation rate, however the comprehensive high schools are impacted negatively when sending students to an alternative site (those students are deemed non grads). Graduating 5th year Seniors do not currently count towards the graduation rate but are supposed to be reported out on separately in the near future.

According to the DASS, Olympics’ graduation rate for the 2017-2018 school year was 55.9%, an 8.4% increase from the 2016-2017 school year. The suspension rate was maintained at 12.5% (including the suspensions from the intensive Alliance Program) with highest levels of suspension for white, EL, and SpEd students. The DASS dashboard also include a College and Career indicator, although how that is

measured is still unclear.

After receiving this information, administration at Olympic requested CALPADs data regarding each student tagged as a graduate, date of enrollment, etc. The purpose was to analyze those counted into the graduation rate in order to inform both site and district practices. For those counted against the rate, we analyzed demographics, credits upon enrollment, sending school, etc. For example, it was noted that 9 students counted as “non grads” for Olympic were second semester transfers from other alternative sites within the district. This triggered further questions regarding placement practices at the district level, ability to graduate upon enrollment, etc. In addition, several students with less than 5 credits were rolled over into 5th year status. Because these students did not meet the August 15th deadline for graduating, they did not count into our graduation rate. This lends itself into further inquiry regarding summer school options for those students approaching credit completion. In addition, questions regarding whether the enrollment timeline begins at the start of Senior year or when enrolling at the site were also posed.

This information will be shared at the first staff meeting in January. Staff will be asked to look for patterns, look at current practices and offer suggestions for systematic changes to improve student outcomes.

Pre and post surveys are used at each on site Professional Development. For example, the Counseling department coordinated a Self Care presentation for all Olympic/Alliance staff following the shooting death of one of our students. Data is shown below:

Self Care Data

Percentages	Pre	Post
% ppl "very knowledgable" about self-care	51.50%	66.70%
% ppl "very confident" they understand the importance of self-care	69.70%	74.10%
% ppl who found presentation to be useful-very useful	n/a	75%

The counseling staff now regularly prepares detailed transfer plans for students who have recovered sufficient credit to successfully graduate from their comprehensive high schools. Each comprehensive has slightly different graduation requirements. For example, some require that government or economics be taken as part of a concluding schedule at their school in order to complete a traditional Senior project while others are require to take English IV semester 2 when they transfer back. All

require transfer at the semester break. Since comprehensives cannot issue partial credit and must award 5.0 credits/semester, school counselors ensure that each Olympic student transfer plan is based on our students finishing course credits in 5.0 credit increments at our site. Overall however, the number of students who actually transfer back to the comprehensives remains low, typically less than 1%. Some students prefer to graduate at Olympic in order to walk the stage with friends at our site, many will choose to graduate earlier in the year rather than wait until June for their comprehensive diploma. Most of our students simply need too many credits to transfer successfully back to the comprehensives. In 2017-18, 20 students requested transfer plans, but only 5 students actually transferred at a semester break. Overall, only .015% of students transfer back to their comprehensive.

CELDT/ELPAC scores are now monitored by administration in conjunction with the English department and reclassification procedures are back in place. Passing the CAHSEE was once one of the criteria for reclassification at Olympic, along with CELDT scores and English course credit. After suspension of the CAHSEE, our administration worked with the district to replace the CAHSEE component with i-Ready scores. At Olympic, 38% of students are identified as English Learners (EL) and are required by law to take the English Language Proficiency Assessments for California (ELPAC, previously CELDT) annually. Last year was the first year the new ELPAC was administered by the site, in partnership with the district Language Assessment Center. A total of 89 out of 102 students completed the 4 different tests. The new assessment gives an overall performance rating of 1 to 4 (1-minimally developed, 2- somewhat developed, 3-moderately developed, 4-well developed), broken down into two parts (oral and written language scale 1-4) and then further into 4 sub-tests (Listening, Speaking, Reading and Writing, scale 1-3). As this is a new assessment, our staff is just beginning to familiarize themselves with the reports and exactly what they indicate. New reclassification criteria has been identified by the district and mandates that the student obtain an overall score of 4 with a minimum of 3 in the oral and written language parts. Of our current students who took the exam, 18 students scored a 4 overall and are eligible for reclassification. Staff will work specifically with this group to provide intervention and support around areas of need in order to meet the i-Ready level necessary for reclassification. In addition to being used as a measure for reclassification, the ELPAC will be used as a placement predictor for support classes offered at Olympic. Students will be grouped according to their ELPAC scores and placed in one of four EL Academic Language classes and/or designated English and Math inclusion courses for increased monitoring and support.

Reclassification rates at Olympic have varied greatly over the past four years. In year 15-16, Olympics' reclassification numbers significantly increased, i.e, (1 student in 14-15 compared to 20 students in 15-16). Staff attribute this improvement to increased EL support (two additional EL sections in the master schedule), frequent data chats, and school wide recognition for RFEP. During year 16-17, reclassification

was greatly affected by the development of a new criteria established in the district after the CAHSEE was eliminated. This criteria relied solely on SBAC data for secondary reclassification (problematic in that it is only taken in 11th grade). Through persistent advocacy by Olympic administration to district leadership, i-Ready was adopted for all grades at the secondary level. Olympic first administered i-Ready in Spring 2017 prioritizing ELs. i-Ready was again given during the 2017-2018 school year to all new students as a placement measure and to EL students to use for reclassification. During the 17-18 school year, a total of 8 students were reclassified as English Proficient. These students were received certificates at school and graduates received recognition and medals at graduation.

We have completed the transition from a 6 to 8 week term and revised the Individualized Learning Plan (ILP) review each year. The ILP included in Aeries does not fit an Alternative Education environment and is largely a list of classes which assumes students will pass standardized courses each year. Instead, the Curriculum/Art and Science Committee has been continually modifying a term credit review for all students. This year, after upgrading the ILP yet again to add preferred learning method and add a teacher and parent comments section, we have incorporated the ILP into a student planner. The planner can also be used by students and teachers to identify specific credit goals per week, but more important, is in a form that easily follows students as their class schedules change multiple times per year, so that their fourth period advisory teacher and counselor have easy access to the completed ILP with parent comments for the entire year. Students self-monitoring for graduation status requires reflection from term to term. All 4th period teachers at Olympic conduct reviews each term. At Alliance the review is part of one on one meetings between case managers and individual students. Due to cost constraints, report cards were mailed home only 4 times per year through 2017-18 per district standard. However, this year report cards will be mailed 8 times per year in order to provide parents with additional feedback. Report cards have explanatory notes that are automatically printed in parent/guardian home languages. The notes provide notice to parents if any student is in danger of failing and reasons why (attendance, missing assignments, etc.).

**Goal #4: Increase parental involvement in school decision making, planning, and review of school functions.**

This continues to be a growth area for Olympic as it is at most continuation schools. Our Website has been completely remodeled to make it easier for parents and students to find needed information. Social media has been added including Remind and Twitter. A part time Community Service Assistant was in place in January 2016, but funding was redeployed to our SRO in the 2017-18 school year per Site Council vote. Site Council meetings are scheduled once a month and is staffed by teachers, parents, student, and a community representative. A total of 4 Site Council meetings were held during the 2017-2018 school year in which quorum was present and voting

occurred to make approvals. It continues to be a challenge to engage parents to participate. Since our school population is small, ELAC has deferred its responsibilities to Site Council. All meeting agendas and notes are posted on the website in English and Spanish in order to provide communication to parents and maintain compliance under Title I.

Communication home to parents and guardians can be key to student graduation.

Although parents have access to Aeries data via Homelink, the district processes do not allow Aeries to always classify VAPA/CTE/Language, Algebra 1A/1B, credits correctly. Graduation requirements can show that students have completed a credit category when actually they need additional credits for graduation but may have more electives than displayed in Aeries. Every student who is seen by School Counselors in an academic manner (vs social/emotional or college/career) have their graduation status reviewed. Students are informed of their current status of VAPA/World Language/CTE credits and what they need to earn in which categories to graduate on time. Additionally, every term, grad status reviews are held during 4th period advisory and school counselors roam every classroom to answer questions about requirements. In order to provide more access to parents, we converted the traditional “Back to School” and “Open House” to a grad status review nights with students and their parents. After brief overviews of school programs, parents and guardians review ABI grad status reports and develop a graduation plan individually with a staff member. Representatives are available for all academic departments, JROTC, our Career Center, Cyber High, Service Learning, and Loma Vista adult school. Students can turn in applications to various needed programs or pick up Fast Track assignments on that night. Parents can speak directly with staff to get answers to any questions they may have. We also continue to use the phone based school messenger system, school social media accounts, and our revamped school website to increase parental engagement. Homelink accounts are now automatically transferred to the Olympic Aeries database when students transfer to our site; no action is required by parents and guardians to set up new accounts. Homelink provides parents/guardians and students with direct access to attendance data, class schedules and individual student gradebooks (including missing assignments), and teacher contact information. Homelink will translate standardized teacher/counselor notes to the documented family home language. A growth area this year includes training for teachers to use text messaging for parents without using staff’s personal phone numbers.

For Sp.Ed. students who transition to Olympic from one of the district’s comprehensive high school programs, the student’s parent, guardian, and/or Educational Rights Holder will be part of the placement process through an IEP. Typically, these meetings are held at the comprehensive school where the student has been enrolled and an Olympic Resource Teacher and/or Administrator will participate. The IEP team is able to discuss features of the Olympic program and the appropriateness of that placement. If a student does transition to Olympic, parents and guardians sometimes attend the Orientation in order to learn more about the

program.

Because all students in the Alliance Program are placed through an IEP, the student's parent, guardian, and/or Educational Rights Holder participate in the placement process. Typically, the student and parent/guardian are invited for a tour of the Alliance Program in advance of an IEP to determine the appropriateness of placement. Some students matriculate from middle school mental health collaborative programs in the district, and the Alliance Program staff collaborates with teams at the different middle school programs to understand student needs and communicate recommendations to families. In Spring 2017, Alliance staff coordinated with district Special Education staff to plan informational nights for parents of middle school students; unfortunately, those meetings did not happen that year. In March 2018, Alliance staff hosted a parent information night, and an information night for Spring 2019 is currently being planned.

At Alliance, there has been a long history of awarding students points during each class period as a means of providing feedback, recognizing progress, and shaping behavior. In the past, these points were awarded by hand and tracked on individual weekly pages which were copied and mailed home each week. In 2016-2017, Alliance shifted point tracking to an online platform (LiveSchool) which allows parents/guardians to create an account and view student earnings. In 2017-2018, the process for creating a parent/guardian account was reviewed at Open House and forms were mailed home. In 2018-2019, there was a station at Back to School Night where parents and guardians could create an account. While the number of parents/guardians utilizing this feature remains at roughly 10%, the parents/guardians who access LiveSchool report appreciation for the information and ability to align home-based incentives and consequences with progress at school. This feature will continue to be discussed in IEP meetings and at Open House to encourage parent/guardian engagement. Alliance staff have also discussed ways to provide additional guidance to parents/guardians to make more sense of the data available through LiveSchool.

**Goal #5: First Step coverage has been completely rebuilt and is now conducted by our counselor team for all new students and their guardians.**

In Orientation, all of the following first step coverages are completed:

- Mission/vision statement and access to the website where these statements are housed.
- SLOs and SLO definitions
- Attendance and attendance processes (passes and when to get them etc)
- Physical safety such as when and how students arrive on campus (being searched, classes and their location, etc)
- Review of credits each student has completed (written and reviewed by them)

personally), what they need to earn each term, and what they need to focus on to earn said credit each term.

- Career exploration, including alternative career paths. Assessment is given and additional information is given for careers based on the results of the assessment.
- The Parent / Student handbook has been updated to reflect current information.

Attendance at the revamped Orientation process is consistently over 90%.

### **Goal #6: Document annual budget process, including annual audit**

Mt. Diablo Unified School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan (LCAP) and in each school's Single Plan for Student Achievement (SPSA). Olympic receives base funding, LCFF and Title I Funding. In addition, this year Olympic was given money to support College & Career readiness. Some additional funding is provided by the MDUSD Special Education Department utilizing mental health collaborative Medi-Cal funding to support operating costs and embedded mental health supports and services (Alliance Program). These funds will be used to support the goals of the Single Plan addressing instruction, parent involvement and school climate and safety.

The school site Principal has asked for the formula used by the district fiscal department to determine base and categorical funding for continuation schools such as Olympic to take into account the cumulative enrollment and students served throughout the year. Using CALPADS data to determine funding is not adequate. The student population served at continuation schools is very fluid and increases throughout the year. In addition, students graduate upon completion. A single day's enrollment in early fall does not account for the large numbers of students served throughout the year. For example, currently Olympic is funded at 196 unduplicated count. Last year alone, 510 students were enrolled and attended throughout the school year. The resources it takes to serve at-risk students, even for a limited time, is great and should be honored.

### **Other Recommendations:**

#### **1. Staff PD centered around CCSS, formative benchmark assessments and summative assessments such as the CAASPP.**

While Olympic schedules and assigns students to take the CAASPP, student participation remains low as our students have historically been unsuccessful in major assessments and students are well aware that test results do not impact either grades or their credit. Importantly CAASPP testing takes place in a students' Junior year per district choice whereas most students now coming to Olympic are Seniors. Their CAASPP scores, if available, may follow them to Olympic and should be retained as part of district totals, but the scores



represent their comprehensive school experience instead of Olympic. The exception is Alliance students. However, there is no mechanized way to separate Alliance from Olympic scores, and Alliance is a small enough sub site that it's data may not be statistically significant. In order to evaluate Olympic students, both English and Math departments have purchased additional seats for the district adopted i-Ready assessments with accompanying IXL interventions, but i-Ready is also a long, intensive assessment and our students will often avoid taking it. Additionally, staff have noted that the i-Ready scores often don't match student performance in the classroom. Students with very low i-Ready scores show much more advanced literacy and math skills in class, suggesting that they are not putting in much effort into the i-Ready. We need to address increasing meaningful student engagement in testing.

There is no state or district summative evaluation for Social studies. However, all Social studies teachers received UC Berkeley training, facilitated by the district, in common core standards with a focus on backward planning and academic reading and writing. One teacher regularly attends Constructing Meaning seminars with the English department to be abreast of district led support of ELD/ALD curriculum as used in the Social studies classroom.

The Science department has received district training for the new CAST test, general NGSS training, and general training in NGSS assessments. CAST results for our site are not yet available as we trialed the test last year. The state has not yet provided training on CAST disaggregation. However, we are disaggregating our unit assessments and sharing results in our department meetings. One department representative attended Constructing Meaning district training.

**2. Staff should use technology to combat standardized test fatigue, increasing OHS performance on major assessments and computer generated adaptive tests.**

All departments/subjects with the exception of Art classes have access to chromebooks. Most classes have 1:1 ratio of chromebooks to student ratios. Olympic science and math departments each share 1 class set of chromebooks between 2 classrooms. Technology classes have 1:1 ratio of desktop computers to students in order to provide access to more program options. Departments are largely converted to Google classroom environments. Students each have their own district .net accounts and regularly use technology throughout their school day.

Student survey results regarding technology use as well as testing is needed.

Many students do not have computers or chromebooks at home. In the future we would like to purchase chromebooks for student check-out. Technology use should be added as a data point to our Instructional Rounds protocol.

**3. Alliance program should engage in staff development that aligns each program with Common Core State Standards.**

Alliance teachers are more integrated into Olympic departments since our last review and are regularly scheduled for District provided Common Core standards. The barrier to full training implementation is Alliance staff size and district training schedules. District provided training usually occurs during district staff development days. This will require Alliance teachers to “choose” among various training sessions. For example, the Alliance Science/Math teacher would need to choose between Sp.Ed, Math, or Science professional development sessions, all being given concurrently at different sites. Alliance staff must rely on Olympic staff to pass on information shared in sessions they could not attend.

In 2017-2018, licenses were purchased for all Alliance students to utilize IXL.com for Common Core-aligned practice in ELA and Math skills. All case managers (Alliance SDC and Olympic ROther Professional Development classes include Sp.Ed. workshops and district provided Aeries and Google classroom. For the initial implementation through Academic Success classes, Alliance teachers collaborated on targeted skill areas and student progress was incentivized for both individuals and Academic Success classes; Olympic Resource teachers later utilized the same strategies when introducing students to IXL. While there was training in how to utilize i-Ready Common Core-aligned results to identify relevant tasks in IXL, this level of analysis and application was not implemented by all case managers. In 2018-2019, use of IXL has decreased across the entire campus. This shift in practice coincides with significant staffing changes. There is a plan for additional training for teachers as well as examples of how to utilize IXL within Academic Success to ensure students access Common Core-aligned content related to their IEP-designated areas of need.

**4. OHS teachers should be included in MDUSD inter and intra-departmental conversations about the latest cross curriculum changes.**

MDUSD provides three days of professional development each school year: one in August before instruction begins, one day in February, and one day in March. These District professional development sessions are aligned with subject area departments. Special Education teachers typically have professional development outside of subject areas, but sometimes the scheduling allows for Special Education teachers to also participate in subject area events.

Additionally, each year MDUSD facilitates Constructing Meaning cohorts which include teachers from different subject matter areas and grade levels. In these

cohorts, teachers collaborate on instructional practices and application of strategies to support student learning.

In 2016-2017 at Olympic, the Curriculum committee developed a site activity for teachers to collaborate on lesson plans that supported interdisciplinary activities. Teachers shared examples in staff meetings. This work evolved in 2017-2018 as teachers developed lessons aligned with SLOs.

# Chapter II



## Student/Community Profile

## 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 indicators 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 critical student learning 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.

**History:** Olympic started in the basement of a church in 1966 and moved to its' current site in 1974, the former site of Concord Elementary School. The “long hall” of the school, rooms 16-24, is all that remains of the original elementary school. Crossroads, a program for pregnant teens and teen mothers, is administratively independent from Olympic but was co-located to our site in the 2006-7 school year. The science classrooms and computer lab were built in 2006 with measure C funds with 3 additional classroom spaces completing in 2012-13. The Alliance Program was co-located on our site in the 1999-2000 school year, and was administratively independent through 2014-2015 school year; Alliance is now considered a program of Olympic.

Olympic serves the special purpose of fostering trust, responsibility, and academic accountability in students who are largely considered “at risk” and need an alternative school experience. Students are encouraged to make good decisions and are recognized for good behavior, good attendance, and good academic progress. Students attend Olympic after they have been unsuccessful in comprehensive high schools. The goal for all students is to graduate on time, and develop respect for themselves, the educational process, their teachers, and the community. Olympic emphasizes academics while retaining a culture which supports the whole student.

The school provides a shortened schedule day, as does most continuation high schools, which allows many students to work after school. Most students attend for five 45 minute periods per day while those maintaining good attendance may attend 6 periods. As students complete their graduation requirements their schedules are shortened to include

only classes needed for graduation. Students who recover sufficient credits have the option of transferring back to their comprehensive schools at semester breaks, but the majority stay at Olympic and can receive their diploma as soon as they meet district course requirements. Students who do not complete their graduation requirements on time can apply for “Fifth Year Senior” enrollment with the goal of completing their diplomas by January in the following year.

### **School Profile**

Olympic Continuation High School is located in the East Bay Area and serves students within the Mt. Diablo Unified School District. As one of the largest school districts in the state of California, MDUSD operates 30 elementary schools, 10 middle schools, 5 high schools, 1 charter high school, 7 alternative education programs and 1 adult education program. The district encompasses approximately 150 square miles and includes the cities of Concord, Pleasant Hill, Clayton, portions of Walnut Creek, Martinez, Lafayette, Pacheco, Clyde and Bay Point. Due to this large geographic region, the student population at Olympic is both culturally and economically diverse but has not had any dramatic shifts since our mid-cycle review. During the 2017-2018 school year a total of 80.7% of the student body were members of an ethnic minority- 62% Hispanic, 12% African American, 1% Filipino, 2% Pacific Islander and 3% two or more races. A total of 33% of our student body is female and a total of 76% of our students qualifying for free and reduced lunch (which we assume is underrepresented due to refusal to apply). Due to this large concentration of low-income students, Olympic became a Title I school in 2014.

Although Olympics’ average enrollment during the 17-18 school year was 311 students, a total of 510 students were enrolled throughout the school year. The district provides extensive support to the site by giving the staff freedom to develop innovative programs while expecting that the school’s agenda is aligned with district LCAP goals and graduation profile. It is a true collaboration and their increased clarity of vision has contributed to this. District support can be seen in trainings provided to all stakeholders, staffing allocations, budget for athletics, a focus on facility upgrades, technology in the classroom and assigning alternative education programs directly to the Assistant Superintendent of High Schools.

The instructional program at Olympic is supported by a master schedule which prioritizes flexible scheduling options, identified inclusion classes for resource students, sections of academic language development for EL students and a designated small learning community for students in the mental health collaborative. Students generally attend 5 classes either periods 0-4 or periods 1-5 (some take 0-6 or less if appropriate). Students can elect to take up to 6 classes. Credits are earned on an 8 term system. Students

graduate upon completion of the required 200 credits and must meet all district graduation requirements with the exception of credits in physical education. The following courses are currently offered: English I-IV, EL Academic Language, Algebra, Geometry, Personal Finance, World History, US History, Government, Economics, Biology, Earth Science, Art, Multimedia, Service Learning, Academic Success, Academic Literacy, JROTC, Personal Fitness, Ethnic Studies, Leadership, Work Experience and various courses through Cyber High. New for the 17-18 school year and continued for the 2018-2019 school year is an Independent Study program housed at Olympic and serving up to 20 students. We are excited to even further expand our program to meet the needs of our most fragile students, providing a variety of educational options.

Olympic has two full time Educational Specialists that serve Resource students with IEPs. Resource students attend one class a day with their case manager and receive academic support in an inclusion setting with a case manager and/or special education assistant (2 adults for support) for content area course specified as designated services on their IEP (primarily in English and Math).

Housed at Olympic is the Alliance Program, a Social Emotional Educational Collaborative (formally identified as a Mental Health Collaborative) designed to support the academic and mental health needs of qualifying students. Unlike general education and resource program students at Olympic, students in the Alliance Program are placed there via an IEP team decision process. Students are assessed and qualified under Educationally Related Mental Health Services (ERMHS). Alliance staff collaborate closely with Contra Costa County mental health staff for coordination of services. Olympic and Alliance students receive support from 4 administrators, 2 school counselors, 1 College & Career Advisor, 15 general education teachers, 2 resource specialists, 6 full time special education teachers (Alliance), 10 behavioral health specialists (9 Alliance, 1 Olympic), 2 part-time psychologists for a total of 4 days, 8 special education assistants, 5 office support staff, 1 part-time site tech and 2 custodians.

Multiple accountability measures are analyzed to determine student progress at Olympic. Goals were established in the Single Plan for Student Achievement and are aligned to the Local Control Funding Formula. These goals and action items are monitored and an evaluation of progress is submitted to the district and school board for approval. Measures for student progress also include graduation rate, EL redesignation or progress on the CELDT, CAASPP results, attendance percentage, suspension rate, i-Ready diagnostic data, On-Demand writing scores, credits earned per term, school climate survey, healthy kids survey, participation in school supplemental programs and activities, federal program monitoring for Title I, PBIS surveys, and regular site council meetings

with various stakeholders. Additionally, in 16-17, we were a trial site for the new California Science Test (CAST) for Next Generation Science Standards (NGSS) and continued administering the CAST during the 17-18 school year.

**Data Use:**

The master schedule is built to align with student needs. EL support classes are created for math and English based on the number of students with low CELDT/ELPAC scores, specifically Reading, Writing, and Overall scores. Reading intervention support classes were added to the Alliance master schedule for students who performed far below grade level based on the i-Ready assessment. Whenever possible, additional measures were utilized to verify assessments results and confirm areas of need, including other assessments, curriculum-based measures, and student work samples. An additional Algebra 1B (for students who are below basic in math) and Geometry class (for more advanced math students) were added this year.

School wide transcript audits were initiated to ensure that our students meet the specified graduation requirements. Transfer plans are now conducted by academic counselors to write student specific transfer plans. All EL students are reviewed by the ELRT and administration teams to review CELDT/ELPAC and credit progress towards reclassification. Students participate in graduation status reviews at the end of each term in their 4th period class. Two additional evening grad review nights were held for students at risk for not graduating and their families.

New reports were initiated using Aeries data for number of credits needed (for comparison to “on time” credit totals per each term), # credits earned per term, attendance percentages, which are distributed to all teachers and staff for counseling students. Students can be identified as “on track” or “not on track” for graduation and appropriate interventions held. Standard SART/SARB processes are in place but were not necessarily effective in changing poor student attendance patterns. The PBIS/Attendance committee has designed additional attendance tracking.

**Programs:**

Instructional programs at Olympic are supported by a master schedule with flexible scheduling options, inclusion classes for resource students, sections of academic language development for EL students. Alliance is a small learning community for students in the mental health collaborative which is an exclusively Special Education setting, though some students make sufficient progress to be able to mainstream to general education classes at Olympic or the school of residence. Students attend 5 to 6



classes daily. Resource students attend one academic success class daily for academic support, as well as their remaining classes in the general education setting.

Goals established in the Single Plan for Student Achievement are directly aligned to the district LCAP. In 2017-18 our Single Plan was named as an exemplar for all other sites in the district. These goals are monitored and periodic evaluations are submitted to the district for school board approval. Multiple accountability measures are analyzed to determine student progress at Olympic. Our primary goal is student graduation rate or student transfer back to comprehensive high schools after sufficient credit recovery. Since the last mid-term review Olympic has committed to reporting student progress to parents and guardians during each of eight terms. Students record their progress and complete a reflection each term in their planners. The most important precursor of credit recovery is regular attendance. Our PBIS team has taken ownership of attendance improvement.

In the general education program at Olympic, fourth period teachers review student graduation plans and refer students to further academic counseling as required. A multitude of courses are offered at Olympic to satisfy state mandates for a continuing education school. Students completing all required coursework excluding physical education classes, i.e., 200 credits can earn a high school diploma from Olympic. New at Olympic for the 2017-18 school year is an Independent Study program (based on the processes established in the district Independent Study school, Horizons) which served up to 20 students at any one time. Regular meetings attended by the Independent Study Teacher, an administrator, the Registrar, and a counselor are held to evaluate appropriate student placement in this class.

Credit recovery has been standardized across all departments. There is no credit given for "seat time" at Olympic, but all class credit is awarded for productive hours (in either project based or daily classroom assignments) and academic competency is primarily based on Marzano scales. Marzano scales have also been developed and are now applied to student SLOs, and examples of SLOs are now required in Senior Portfolios. Credit recovery can be customized for each student. For example, students with a minimum of 80% overall attendance can complete "Fast Track" or extra credit work or projects to speed credit recovery, participate in Service Learning, Work Experience programs and Athletic teams, enroll concurrently in Adult School or local Community Colleges, enroll in the campus based Cyber High, and or attend summer school. We have standardized the Independent Learning Contract (ILC) process, which allows students with full schedules but still needing only a few credits in a subject area to complete standards based projects or text based work for Olympic teachers without

enrolling in an Olympic class. Other key measures reported to the district and intended to support LCAP goals include attendance percentage, EL redesignation or progress on the CELDT/ELPAC, CAASPP results, suspension rate, i-Ready diagnostic data, On-Demand writing scores, school climate survey, healthy kids survey, participation in school supplemental programs and activities, federal program monitoring for Title I, PBIS surveys, and regular site council meetings with various stakeholders. Additionally, in 16-17, we were a trial site for the new California Science Test (CAST) for Next Generation Science Standards (NGSS).

The Mental Health Collaborative at Olympic, known as the Alliance Program, supports the academic, social-emotional and behavior needs of enrolled students. Each Alliance student is placed through the IEP process which includes identification of need for Educationally-Related Mental Health Services (ERMHS). Alliance serves students with a range of disabling conditions including Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Speech/Language Impairment. Staff collaborate closely with Contra Costa County (CCC) mental health staff for coordination of services. Alliance includes programmatic elements to address behavior and social-emotional needs, such as, daily points aligned with behavior expectations, incentive events and items, and weekly community building activities. Case Managers at Alliance see students on their caseloads for Academic Success class during Period 3 each day where college and career readiness activities occur. Each term, case managers support students in graduation status and credit reviews.

Olympic/Alliance students receive support from 4 administrators, 1 full time and 1 part time school counselor, 1 College & Career Advisor, 16 general education teachers, 2 resource specialists, 6 full-time special education teachers (Alliance), 10 behavioral health specialists (9 Alliance, 1 Olympic), 2 part-time school psychologists (3 days Alliance, 1 day Olympic), 8 special education assistants (6 Alliance, 2 Olympic), 5 office support staff, 1 part-time site tech and 2 custodians. These resources represent a reduction by the district from last year; 1 resource specialist and 1 classroom aid FTE were removed by the district in the 2018-19 school year based on initial enrollment data. Our past data shows that our initial enrollment numbers are always lower for all student populations and peak mid-year. Without these key resources our ability to enroll Special Education students in the Olympic resource program will be reduced this year.

**California Department of Education Dashboard Indicators:**

Dashboard indicators for all sites were suspended in 2013 as the state moved to the new common core standards and away from the traditional API score. While most campuses have had their indicators modified and reinitiated last year, Alternative

schools have just had the Dashboard indicators reinstated in December 2018. However, in the interim, we continued to use our own internally generated data and supports from Aeries, i-Ready, CELDT/ELPAC, etc. in order to meet our main purpose; providing all students with a pathway to a standards based high school diploma either by graduating with our site or transferring back to their comprehensive high school. A priority this year is to “unpack” the CDE indicators to comply with state definitions. For example, 5th year Seniors needing only a few more credits currently count as dropouts, including Special Education students; only students who complete credits by August 15th of their Senior year are included as graduates.

**Data Findings, Trends, Anomalies:**

The Bay Area has a diverse ethnic composition. Taking into consideration the 5 top ethnic groups in our district, Olympic has consistently higher populations of African American and Hispanic/Latino students than the district average, while having consistently lower percentages of Asian, Filipino, and White populations.

	<u>MDUSD</u>	<u>Olympic</u>
African American	3.7%	11.8%
Asian	7.4%	0.4%
Filipino	4.5%	1.2%
Hispanic Latino	42.3%	62.4%
White	30.9%	18.8%

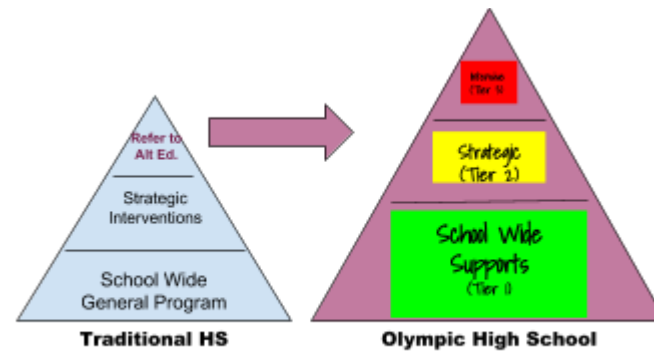
While overall our African American, Asian, and Filipino populations have remained fairly stable over the years, our Hispanic/Latino populations have increased while the percentage of white students have decreased.

Olympic population is essentially all “at risk” students with far higher than district average students in the following categories:

Socioeconomically disadvantaged	75.5%
English Learners	29.2%
Special Education (including the Alliance Program)	37.0%
Foster Youth	2.0%

Virtually all of these students, by the nature of their referral to a continuation high school, are considered to be Tier 3 “at risk” intervention students, with reading and math skills below or far below grade standards and behavioral and attendance challenges to match. Olympic therefore is charged with creating a school wide system that provides universal supports at the Tier I level, for students traditionally identified

as needing the most intensive supports at the traditional high school.



Olympic's entire system supports the Tier 3 students from traditional HS.

The master schedule under previous administrations was built and did not change significantly from year to year. Although the types of classes offered matched district graduation requirements, the schedule did not meet student needs in terms of student support to always fulfill those course requirements. Master scheduling is now built to meet student enrollment needs each year, including EL and SpEd supports based on CELDT/ELPAC scores, i-Ready assessments, and, when available, and CAASPP scores. CAASPP provides challenges for use at our site, as it is given only once in student Junior year, and most of our students see little to no value to the test and avoid taking it. At our last full WASC review there were no Academic Success classes or EL support classes. This year Olympic offers 4 EL ALD classes, 4 English Inclusion classes, 6 math inclusion classes (covering Algebra, Geometry, and Personal Finance) and 2 Academic Success classes. Alliance provides 1 ELA intervention class and 6 Academic Success classes. However, we currently can offer only a limited variety of CTE and VAPA courses and need to include PE courses, especially for Alliance Freshmen and Sophomores due to FTE limitations. In addition, Olympic staff volunteer to provide after school support in completing credit recovery “Fast Track” projects during second semester.

We are working to improve student completion of major assessments to their best efforts. Professional Development classes are provided to all teachers, but can still be improved to ensure our high EL, SpEd, and unengaged general education students are supported in all classrooms. All EL/ALD teachers attended and completed Constructing Meaning training provided by the district to implement ALD curriculum. Additional materials were also purchased, such as Upfront Scholastic Magazines to increase student engagement and provide additional informational texts and lab equipment for NGSS science labs. EL students meeting 2 out of 3 reclassification criteria were given i-Ready assessment. Increased monitoring systems need to be established and EL strategies should be expanded across all content areas. Counselors should continue to be trained in EL measures and reclassification criteria. Credit and attendance monitoring reports have been designed and provided to all staff to help monitor and encourage student attendance

and credit recovery efforts. The PBIS team has specifically targeted students that are “on the cusp” of sufficient attendance to graduate on time, and initiated a Check N Connect program to improve student attendance and ties to staff mentors.

At the last WASC, we had very limited student access to technology; essentially 1 shared computer lab for the entire campus plus one classroom for multimedia classes. Each year we have increased the number of chromebook deployments, beginning with EL and Sp.Ed. classes, until we now have 286 chromebooks for a near 1:1 student ratio in core academic classes. Chromebooks are still needed for student check out so that students without home technology can access google classroom and Fast Track options. Each classroom also has a smartboard or LCD projector for instruction, and some teachers use ELMOs.

This year, the Safety/Environment committee is providing H.E.R.O. training in response to the student shooting incident near our campus. This was in part driven by Healthy Kids survey, which generally indicated that students trust staff to keep them safe in an emergency, while after the student shooting near our campus, staff expressed concern with a number of safety issues. MDUSD has issued inconsistent instructions for school shooter emergencies. District provided teacher training emphasized simple duck and cover techniques while district training to classified personnel emphasized ALICE training. We asked the district to provide a research based Best Practice to all personnel, but after several months with no action, our own site administration and the Safety Committee provided H.E.R.O. (Hide, Evade, Run, Overcome ) training to all site personnel. This training was a review and upgrade of current emergency practices, conducted by consultants who were police first responders in actual school shooting incidents. Additionally, fire evacuation procedures were modified to include a verification step by administration. Students do not automatically evacuate on hearing a fire alarm unless teachers note actual flames or smoke. Without direct evidence of a fire, students and staff wait in classrooms for a coded verified administration announcement that there actually is a fire (or an announcement that this is a fire drill) before evacuating. After all staff received the training, the Safety Committee then modified the training for students. Teachers provided H.E.R.O. training in all advisory classes in November 2018. Additional training is planned for later this year.

### **Summary:**

Olympic has identified the following goals 1-3 aligned to the district LCAP, which are specified in SPSA and reflected in specific WASC focus group actions. The Leadership team and Administration will take on goal 4, addressing the new dashboard indicators and evaluating site and district processes associated with those scores.

- 1) All students will receive rigorous instruction aligned with Common Core state standards and Next Generation Science Standards. Instructional staff will have access to curriculum, materials, and professional development to help students

meet school wide learning outcomes. Students will develop effective communication skills, how to address complex tasks, and utilize self directed learning strategies. Staff will be highly qualified with appropriate credentials, training, and materials necessary to accomplish this goal.

- 2) Increase parent involvement: In order to build community, Olympic will provide parents/guardians with ongoing information, support, and increased opportunities for authentic involvement in school. In addition to parent support, Olympic will provide needed transition activities and training so our students can successfully transition into college and career. Each student will learn how to access necessary resources beyond school and work on ability to to manage obstacles and challenges through social emotional learning and development. School Attendance will improve as a result.
- 3) Create a positive safe environment: Create a positive, safe environment which is culturally inclusive and fosters relationships between all school staff and students. Improve school facilities to positively affect health, behavior, engagement, learning, and growth in achievement. Increased safety measures for students and communities members will detract students from leaving campus during the school day and prevent non-students from entering campus. Improve school experience with extra curricular activities and events to increase engagement in school.
- 4) Additionally, with reactivation of CDE dashboard, we must unpack the new dashboard indicators and examine district and site processes that influence these indicators, in particular those that directly affect graduation rate and our most important graduation rate precursors, attendance and term credit recovery.

Growth opportunities include: Continued professional development geared towards our at risk population of high EL, SpEd, and Foster Youth students.

Alliance classrooms need embedded mental health supports with space for students to practice positive coping skills.

We need more monitoring of EL students to support reclassification by improvement in ELPAC and i-Ready scores. Additional support classes should be considered each year.

A counseling/wellness center should be added for MSW interns, psychologist interns, and academic counselors. Students identified as homeless, foster youth, EL, and low socioeconomic status often experience trauma at a much higher rate than average and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services.

We need to expand CTE opportunities and after school programs based on student interests.

# Chapter III



## Self-Study Findings

## Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

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

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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## Chapter III: Self-Study Findings

### Category A: Organization: Vision and Purpose, Governance, Leadership and 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, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** 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, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

#### A1.2 Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.



**A1.3. Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>A1.1 - The primary goal of Olympic is to assist students in meeting district academic requirements in order to graduate.</p> <p>A1.2 The draft SPSA is completed in October, reviewed and upgraded by both Site Council and Staff in November, and the final document submitted to the district in December. The review process especially focuses on alignment of LCAP and the SPSA. The SPSA goals must clearly support LCAP goals in order for our site council to be able to approve funding. Otherwise special approval will be required. The Olympic SPSA was designated as an exemplar for the district in the 2017-18 school year. .</p> <p>A1.3 - The counseling department has revised the Orientation process for students and parents/guardians. After working with the district personnel, our administration has negotiated an agreement with district personnel to use standard alternative education practices in sending students at the beginning of each term this year as opposed to daily transfers in the 2016-17 and 2017-18 years. This allows small groups of students and guardians to meet with academic counselors to review orientation items, ask questions, and meet counselors and administrators. Counselors verify understanding of the material through a student "scavenger hunt" using material in the student/parent handbook.</p> <ul style="list-style-type: none"> <li>● At Back to School Night, parents and students completed the Back to School Night Survey - 20 parents (95% of the overall attendance) reported on a Likert Scale of 1 to 5 with 1 being completely disagree and 5 being completely agree that Back to School Night was 5/5 useful, well organized, they understood how many classes in which classes they need to graduate, and that they had enough time to have questions answered.</li> <li>● Additionally, the Principal presented the LCAP to parents and students. All individuals surveyed also reported 5/5 understanding of the material presented, and some parents provided anecdotal accounts of being grateful and appreciative for the LCAP presentation and its transparency.</li> <li>● The handbook is on the website and is accessible</li> </ul>	<ul style="list-style-type: none"> <li>● Student Performance Data</li> <li>● Student/Parent handbook</li> <li>● SPSA</li> <li>● Model Continuation Application</li> <li>● ELPAC Data</li> <li>● English Learner Database</li> <li>● School Website</li> <li>● Title I Parent Meeting</li> </ul>

<p>and presented to all students through Orientation.</p> <ul style="list-style-type: none"> <li>• During every Orientation, parents are screened by the Principal during a community outreach event.</li> </ul>	
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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 and its relationship to the Local Control and Accountability Plan.

**Online Programs: iNACOL Standard B: Governance Statement:** Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

**Indicators with Prompts**

**Governing Board and District Administration**

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>Olympic Continuation Schools' governance is based on open and clear communication with all parents, students, and community members. Olympic Site Council operates under published bylaws, MDUSD board policies, site based policies, Education Code, and the requirements of the Brown Act. Agendas and Minutes are translated into Spanish and posted on the school's website. In addition, community members have access to all board policies and administrative regulations online via Gamut Online. The School Site Council is composed of two parent/community representatives, two students, two teachers, one additional staff member, and the school Principal. Council members are elected and voted in yearly by the school community.</p> <p>Title I Parent meetings are held annually and parents are engaged in reviewing and refining the site based Parent Involvement Policy. Parents are provided with a copy of the MDUSD District Parent Involvement Policy during each registration.</p>	<ul style="list-style-type: none"> <li>• SSC agendas and minutes</li> <li>• SSC Bylaws</li> <li>• Brown Act</li> <li>• Olympic Student/Parent Handbook</li> <li>• LCAP</li> <li>• Uniform Complaint Procedure</li> <li>• Website</li> <li>• Title I Parent Involvement Policy</li> </ul>

<p>If a member of the Olympic community has a complaint, it is handled and processed through the Uniform Complaint Procedure, which is reviewed and approved annually by the School Site Council. The policy is posted on each school’s website. Olympic annually reviews MDUSD LCAP, Olympic SPSA and Site Safety Plan. After the SPSA and Safety Plan is approved at the site level, it then goes to the Board for review and final approval.</p>	

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>A2.1 Cyber High is the district designated online instruction vehicle. The high school curriculum that has been formatted into an online method for allowing students to progress at their own rate and is managed at Olympic as a class (2 sections) conducted by the technology teacher.</p> <ul style="list-style-type: none"> <li>● It is a competency-based methodology for students that have found the traditional high school curriculum has been ineffective. OHS School Counselors identify those students with credit deficiencies that can be addressed with Cyber High Courses that may not fit into a student’s current schedule. Students must possess literacy skills close to normal grade level in order to be successful. Students who are reading far below grade level are not enrolled in Cyber High as it has very few language supports.</li> <li>● The Google Classroom for Cyber High provides them with access to both the “Welcome” letter that describes the policies and requirements, along with the Student Quick Start Guide.</li> <li>● The Welcome Letter describes the process for completing their course assignments, including the Project Based lessons (PBLs), quizzes, and final exams associated to each unit.</li> <li>● The letter also describes how to differentiate course semesters (A &amp; B), and what’s required to get approval to take an exam, which if passed successfully, is when a credit for that unit is given,</li> </ul>	<ul style="list-style-type: none"> <li>● Cyber High Reports</li> <li>● Cyber High Training materials</li> <li>● Student Transcripts</li> </ul>

<p>along with any additional extra credit they may have won from PBL's.</p> <ul style="list-style-type: none"> <li>● Before a Final Exam can be approved for a Unit, the student's average of all quizzes (including the final quiz) must be at least 80% or greater.</li> <li>● Though an additional requirement of also completing at least 60% of their assignments needs to occur before the exam can be approved, OHS has been given District approval to forgo this for certain specific courses.</li> <li>● Cyber High, not Olympic, issues credit for on-line courses. Once all 5 Unit Exams are passed, Cyber High administration in Fresno forwards their official transcript to OHS Registrar for inclusion into the students transcript. An exception to this rule is if the student passes at least four of the five Unit exams are passed with a passing score, the average of the highest score for all five Units is considered passing.</li> <li>● Students that are not able to complete all 5 units within a Cyber High Course, need to ask for a "Partial Credit Request" in order to have those credits they've earned in Cyber High to be transferred into their Transcripts.</li> <li>● Current student PC login greets students every day, also reminds them of their responsible use requirements in access the net, and it's subsequent resources. Additionally, in their initial assignments, "Tagged" a video and worksheet assignment, requires students to understand the consequences of "sexting" and cyber-bullying. Finally, current district Internet Filters become immediately apparent to students when students attempt to select their favorite music (YouTube, or otherwise videos, and music websites)</li> <li>● All Students Complete and Sign An Acceptable Use Agreement for Technology upon Enrollment.</li> <li>● All students receive a mdusd.net account upon enrollment. Students complete coursework through this platform. All inappropriate language</li> </ul>	<ul style="list-style-type: none"> <li>● District Acceptable Use Agreement</li> </ul>
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<p>or use is emailed to school administration immediately. School administration responds with appropriate action depending on the level of misuse.</p> <ul style="list-style-type: none"> <li>● Tech policies are aligned with school wide SLO and reviewed with new students at orientation.</li> </ul>	<ul style="list-style-type: none"> <li>● SLOs</li> </ul>
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**Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>The Olympic Single Plan is jointly developed by administration and teaching staff, then reviewed and modified by parents and community members as follows:</p> <ul style="list-style-type: none"> <li>● Review process begins with review of the LCAP at a glance in school Leadership team meetings and Site Council meetings, established WASC committees, and student Leadership meetings, and finally with staff as a whole.</li> <li>● Areas of strength and areas of required growth were identified and included in a draft SPSA document.</li> <li>● Title I Needs Assessment is developed as a shared Google classroom. Items are appended to the SPSA by the School Leadership team are composed of administration, teacher, and Behavioral Health representatives..</li> <li>● The final SPSA draft is reviewed by the entire staff in November. Staff ensures that goals and expenditures are aligned to School wide learning outcomes (SLO’s) that had been previously established.</li> </ul> <p>This process ensured that the SPSA goals and action plan was elicited input and was reviewed by the following groups: Olympic staff, Site Council, Staff Leadership Team, Student Leadership group.</p>	<ul style="list-style-type: none"> <li>● LCAP</li> <li>● SPSA</li> </ul>

**Uniform Complaint Procedures**

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

**A2.3. Prompt:** Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).

Findings	Supporting Evidence
<p>A2.3 Olympic understands and utilizes the Uniform Complaint Procedures as specified in the California Code of Regulations. It states that the Superintendent or designee shall annually provide written notification of the Mt. Diablo Unified School District uniform complaint procedures (UCP) to students, employees, parent/guardians, the Mt. Diablo Unified School District advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties (5 CCR 4622). Olympic School Site Council members are provided with training on the UCP annually. School Site Council members are given written explanation and materials. The policy is posted on each school's website. Uniform Complaint Brochures are available at the school site.</p>	<ul style="list-style-type: none"> <li>● Uniform Complaint Procedures</li> <li>● CA Code of Regulations</li> <li>● School Website</li> <li>● SSC Minutes</li> </ul>

### 3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement 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 single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff

are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [INACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**Indicators with Prompts**

**Broad-Based and Collaborative**

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

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>Student placement has been standardized based on assessment data. The school master schedule is revised each year to reflect data based student requirements.</p> <ul style="list-style-type: none"> <li>● EL placement and progress is based on ELPAC and i-Ready scores taken at least twice per year. A growth area this year is to utilize the newly purchased i-XL intervention activities to scaffold deficiency areas in the i-Ready assessment.</li> <li>● Math placement and progress is based on i-Ready assessment scores conducted twice per year. Olympic secured additional seats of the IXL programs which provide intervention activities based on i-Ready documented areas of need for each student.</li> <li>● Departments regularly review assessment results and use data to increase teaching rigor/efficacy</li> <li>● Staff safety concerns and Healthy Kids student survey data resulted in major site changes to site safety plans.</li> <li>● Attendance is regularly reviewed. Attendance intervention is standardized by SART/SARB processes, but augmented by the PBIS team.</li> <li>● Credit recovery is regularly reviewed. Students not on track for graduation are identified by various teachers, counselors, and admin staff level reviews. Intervention meetings are conducted and documented in Aeries.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance monitoring reports from Attendance committee</li> <li>● Attendance Committee Classroom</li> <li>● Attendance Committee Process link</li> <li>● Student credit recovery reports</li> <li>● Aeries reports showing interventions</li> </ul>

<ul style="list-style-type: none"> <li>Note: Site CDE data has not been available for alternative schools since 2013. It was just reinitiated in December, 2018. We will be evaluating this data in detail this year and modifying our processes appropriately. However, both state/district reports must be “scrubbed” for Olympic/Alliance as students usually transfer mid-year. For example, suspension data at Olympic is mixed with suspension data at comprehensives. Additionally, Alliance has very prescribed processes for suspensions and follows a formalized process, and by its’ nature we expect Alliance suspensions to be higher than Olympic. Therefore Administration must review data on a student by student basis and produce site specific reports.</li> </ul>	
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**Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p><b>Please note: California Department of Education (CDE) data for Alternative Education schools was not posted between 2013 and December, 2018. In the interim, student data pulled primarily from local Aeries databases (which includes CELDT/ELPAC testing data), plus i-Ready information to determine student profiles and student needs.</b></p> <p>The current Olympic SPSA was created as follows:</p> <ul style="list-style-type: none"> <li>LCAP was reviewed at length and discussed at school Site Council Meetings, Site Leadership team meetings, and Staff meetings. The staff reviewed effectiveness of current practices as they align to our site LCAP At A Glance in order to come to consensus on areas of strengths and areas where growth was needed. The LCAP is the basis for our Single Plan.</li> <li>The SPSA was reviewed with the school Leadership Team for edits. Title 1 Needs assessment was reviewed and was incorporated into the SPSA. The SPSA was aligned with the</li> </ul>	<ul style="list-style-type: none"> <li>LCAP</li> <li>SPSA</li> <li>Title 1 Needs Assessment</li> <li>Meeting agendas / minutes</li> </ul>



<p>Model Continuation High School application sections: School Data Information Sheet, School profile, School Management, Ways Credits are Earned, statements from staff, students, parents and community members, Evaluation of Effectiveness, Student Assessment Results, Use of Data, and Quality Indicators.</p> <ul style="list-style-type: none"> <li>• The draft SPSA was presented and reviewed with the entire staff. Staff ensured goals and expenditures were aligned to SLOs. Students must now demonstrate achievement in each SLO with their own student work samples in order to graduate.</li> <li>• The draft SPSA was shared with parents, students and community members via Site Council meetings, Back to School night, and in parent/student orientation meetings. The Site Council reviews expenditures to ensure they appropriately supported SLOs, LCAP, and graduate profile.</li> </ul>	
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**Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** 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.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>• <b>Please note: California Department of Education (CDE) data for Alternative Education schools was not posted between 2013 and December, 2018. In the interim, student data pulled primarily from local Aeries databases (which includes testing data) was used to determine student profiles and student needs.</b></li> <li>• Various committees have input into school practices, programs, and actions to support student learning. Each committee meets a minimum of once per month.</li> <li>• <b>School Leadership Team:</b> Composed of administration and self-nominated teaching staff. Teacher members serve as points of contacts for their respective departments and WASC</li> </ul>	<ul style="list-style-type: none"> <li>• Committee Meeting Agendas/Minutes</li> <li>• Leadership Team Agendas/PD</li> </ul>

<p>committees and frequently take action items back to other work groups. (Teacher members of the Leadership team have replaced traditional Department Chairs.)</p> <ul style="list-style-type: none"> <li>● <b>Working Committees:</b> These originated as district training teams were linked to WASC functions to address key growth areas for our site. All administration, teachers, and counselors belong to one of these teams. Each team meets at least monthly:             <ul style="list-style-type: none"> <li>○ <u>Art and Science of teaching / Curriculum &amp; Instruction Team</u> - provides internal training on Marzano scales to increase curriculum rigor, credit standardization, SLO scales, and Unit Plan standards.</li> <li>○ <u>PBIS / Attendance Team</u> - responsible for identifying PRIDE behavior goals, implementing positive supports for PRIDE goals in student population, devising standardized interventions for student behavior issues. The PBIS</li> <li>○ <u>Attendance Improvement Team</u> - Low attendance is the strongest correlation to inadequate student credit recovery. Per district mandate there are no minimum attendance requirements for Olympic; non-attenders at comprehensive high schools can be sent here. We therefore have the highest percentage of students with attendance challenges in the district (homeless students, students with low literacy rates who tend to avoid school, students who must work or help at home to support families). This team is focusing on those students “on the cusp” - those with 60 - 80% attendance, and devising strategies to encourage students to improve.</li> <li>○ <u>Safety/Environment team:</u> Responsible for School Safety plan and monitoring and maintaining safe and welcoming campus environment.</li> <li>○ <b>Department Meetings:</b> Teachers meet in traditional department groups monthly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Department Meeting Minutes</li> </ul>
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<p>Agenda items are often driven by Leadership team or Working Group items. Alliance team members participate in Department meetings, although as a smaller staff, Alliance teachers may be members of more than 1 committee and must choose which department meeting to attend.</p> <ul style="list-style-type: none"> <li>● <b>General Staff Meetings:</b> All teaching and administrative staff meet once per month. These meetings exceed site time for classroom SEAs (Special Educational Assistants), but classified personnel are invited and overtime is allocated depending on agenda items.</li> <li>● <b>Alliance staff</b> additionally has multiple meetings for ongoing professional development, programmatic needs, and to support student behavioral goals within this program. Alliance teachers participate in school-wide subject matter department meetings and committee meetings. While no Alliance teachers currently serve on the Leadership team, they are eligible to apply.</li> <li>● Special Education has met in the past as its own department; however, during 2016-2017 school year the practice shifted to separate Special Education team meetings with Olympic Resource teachers and Alliance SDC teachers in order to conduct professional development, improve school-wide practices, and address corrective actions. By having a separate Special Education meeting, teachers could participate in department collaborations around subject-area specific topics and needs. In 2017-2018, the meetings were reduced in frequency due to improvement in practices and differing program needs (resource vs SDC). In 2018-2019, it was decided Special Education teachers would meet within programs rather than as a school-wide team in order to allow for more targeted action and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting minutes</li> <li>● Sign in sheets</li> <li>● PD materials</li> <li>● Google Drive</li> <li>● Digital slides</li> <li>● Alliance meeting minutes and agendas</li> <li>● Digital slides and materials</li> <li>● SpEd meeting agendas</li> <li>● Digital slides and materials from professional development</li> </ul>
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**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

Findings	Supporting Evidence
<p>The weekly “On Point” bulletin documents topics for Wednesday meetings, the agendas for which are often driven by Leadership agenda items. Joint assignments are coordinated using Google docs, Google Classroom and are jointly written by committee members. Data/minutes are shared via Google docs or standard EMAIL.</p> <p>The agendas for staff meetings consist of topics presented by the Leadership Team in collaboration with administration and include school wide initiatives, curriculum and instruction, data digs, etc. Leadership Team members are represented on each committee present at their designated meetings, although agenda items can be added by anyone. For example, a teacher who had success with a new technology tool can volunteer to share their information at any staff meeting.</p> <p>The On Point and school Google Master calendar document other events and reminders, such as safety drills, after school events, and regular meetings such as Site Council, CARE team, SARB/SART meetings. Additionally, specific student actions are documented for advisory teachers such as completion of term reviews.</p> <p>Alliance Leadership Team consists of two Administrators, one Lead Behavioral Health Specialist and one School Psychologist. Teachers are invited to attend as desired. Programmatic Needs are discussed and professional development for the greater staff are planned. Concerns and issues are addressed as appropriate.</p>	<ul style="list-style-type: none"> <li>● On Point</li> <li>● Google Classroom</li> <li>● Master Calendar</li>   <li>● Staff Agendas</li>   <li>● Alliance Team Meeting Notes</li> </ul>

#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates 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.

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

#### Indicators with Prompts

##### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members 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.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>All teachers at Olympic are fully credentialed in their specific subject area.. Many staff are dual credentialed which makes them more flexibly assigned to meet student needs. Teachers have earned one or more Masters degree in Education or Educational Leadership. 2 current teachers have been awarded “Teacher of the Year” for our large district. One teacher is National Board Certified.</p> <p>All science teachers are certified in basic lab safety. Those using chemicals in their curriculum attend mandatory district safety courses.</p>	<ul style="list-style-type: none"> <li>● Highly qualified Teacher Report</li>   <li>● Flynn safety class certification</li> </ul>

##### Defining and Understanding Practices/Relationships

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Olympic has created and annually revised a staff</li> </ul>	Staff Handbook

<p>handbook. The handbook is reviewed at the first in-service day of the school year, but policies are also routinely reviewed during other meetings. For example, departments annually review credit policies to ensure equitable credit recovery between subject teachers.</p> <ul style="list-style-type: none"> <li>• Teachers new to Olympic are also informally mentored by department team members.</li> <li>• Administration monitors various regular reports, some of which may pinpoint areas of compliance by all teachers to site policies. For example, reports showing number of credits earned per term will help ensure all teachers are complying with established credit policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting / Department meetings minutes and agendas</li> <li>• Aeries reports</li> </ul>
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**Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** 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. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Olympic/Alliance has been proactive in providing professional development opportunities for our teaching staff. Examples include:</p> <p>All EL support teachers attended Constructing Meaning training through EL Achieve.</p> <p>All PBIS (Positive Behavior Intervention and Support) team members attend district PBIS classes.</p> <p>District training in the “Art and Science of Teaching”, including Marzano scales, has concluded but the Curriculum Committee and Department resources provide examples and help to new teachers.</p> <p>All math teachers participate in district training in new math requirements.</p> <p>Science teachers all attended district training in NGSS standards and draft curriculum for NGSS courses. One science teacher was a member of the district NGSS steering committee, which developed and presented a recommendation to the board of education for new course graduation standards. One science teacher is on the curriculum development committee for the first NGSS course, the “Living Earth”, and is trialing the draft</p>	<ul style="list-style-type: none"> <li>• Model Continuation certification letter</li> <li>• Working with ED students Webinar</li> <li>• Google consultant</li> </ul>

<p>course this year. Science teachers also attend annual CSTA (California Science Teacher Association) conference.</p> <p>All resource teachers attend district provided IEP case management training.</p> <p>Teachers self-select annual attendance at the annual CCEA conference (California Continuation Education Association). Attendance at this conference spurred the staff to prepare for and apply for Model Continuation School Status, which was awarded to us in 2017.</p> <p>The district has provided general training in Google classroom and Aeries over the last 2 years. Most teachers have complete class sets of chromebooks and Google classroom plus other online resources as regular parts of their curriculum. Some teachers have developed more skills in certain areas and regularly assist other teachers in use of the Promethean boards, or are recognized experts in Google Forms, Aeries, etc.</p> <p>Other training provided include Trauma-Informed School Systems, CPI, Mental Health practices in Schools, various district provided Special Education workshops, Mindfulness (Alliance staff), Live school.</p> <p>The district provided i-Ready training for administration.</p> <p>Staff have attended other outside conferences in Academic counseling training, TUPE Coordinator training, and DBT skills.</p>	<ul style="list-style-type: none"> <li>● CCEA Conference Training</li>   <li>● PD agendas/ materials</li> </ul>
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**A4.3. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>The district has provided basic training in Google drive, including Google classroom. Most teachers provide some assignments via Google, but we have no full time online instruction classes. District training was general, but staff frequently provides internal support for each other based on self-made “subject matter experts”. For</p>	<ul style="list-style-type: none"> <li>● Master Calendar</li> <li>● Promethean Needs Assessment</li> </ul>

<p>example, some teachers are more proficient in Google forms than others and serve as resources for other staff members. Others provide troubleshooting for our aging Promethean smart boards.</p>	
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**Supervision and Evaluation**

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

**A4.4. Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Olympic complies with our district and union contract to provide comprehensive teacher evaluations every 2 years. Compliance requires a pre-meeting to jointly select focus areas, at least 2 direct observations, and a post meeting. Administrative evaluators observe for items selected in the pre-meeting, but also identify strengths and areas for growth in other areas critical to our school, especially student engagement and use of technology.</p>	<ul style="list-style-type: none"> <li>● Evaluation Timelines</li> <li>● MDEA Contract</li> </ul>

**A4.4. Additional Online Instruction Prompt:** *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>Olympic has no full time Online instructional staff. Our technology instructor administers 1 section of Cyber High. The Technology Instructor is also in the final stages of administration approval of a Robotics Course that meets Computer Science Principles and Framework Standards, including OHS SLO’s. This course introduces students to the working principles and foundational knowledge of robotics. Students learn to control a single robot by graphical user interface, and computer programs in Python. Python is a popular programming language, written on C. Its syntax allows programmers to write in fewer lines of code, and is easy for new programmers to learn. Students write robotics programs to perform various tasks based on the sensory information of robots. Robots are used as platforms to engage students in both personalized and collaborative learning computing, science, technology, and math concepts. This course emphasizes hands-on robotics activities by using mathematical modeling and</p>	<ul style="list-style-type: none"> <li>● Cyber High Training Manual</li> <li>● Robotics curriculum</li> </ul>



<p>computer programming for solving problems in math and science. As students' progress in their programming of the robotic "Finch's", students have the opportunity to also expand their basic Python Computer Programming skills to attain Certificates via SoloLearn Website. These students work on Python programming modules of key basic and advanced Python coding skills that will allow them to later expand into Game and Web Development and Pathways. Additionally, their work with Code.org's Computer Science Principles, students can complete their required knowledge of computers, networks, security, and signaling required by the associated common core, and CTE standards. The new AP Computer Science Principles course complements AP Computer Science A by teaching the foundational concepts of computer science as it aims to broaden participation in the study of computer science, while allowing teachers to choose their own programming code (i.e. Python) instead of only JAVA. Through these project based, learning activities, students develop critical thinking, problem solving, effective communication, and teamwork skills. The program interfaces with existing the existing Computer Applications &amp; Multimedia Courses thru it's 3rd Phase via the "Hour of Code" lessons. Those students who find they like Computer Programming, can continue to focus on the CS Pathway (Course Code 4619: Computing w/ Robotics. Both Multimedia /Graphic Arts &amp; Computer Programming/Robotics courses have also been included in the Districts Work-Based Learning (WBL) Plan to ensure job attainment opportunities for students thru various vendor presentations, field trips to both Colleges (LMC, DVC, Academy of Arts University) and industry Vendors (Electronic Arts,, etc.)</p>	
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**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.

**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

**Indicators with Prompts**

**Allocation Decisions and Their Impact**

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the school’s vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Extensive resources have been allocated to student access to technology. This is especially critical for our population with a high percentage of economically disadvantaged and homeless students. At our last full WASC review, we had 1 computer lab shared by all classrooms plus 2-3 older computers reapplied in some classrooms, and 1 multimedia classroom. We have now moved to chromebooks/google classroom model. Most classes have achieved our long term goal of a 1-1 chromebook to student ratio, with ELD, Special Education Academic Success, and English classes given first priority for deployment. Currently the Olympic Math and Science departments each have 1 classroom set, with each set shared by 2 classrooms. All classrooms are equipped with a Smart Board or LCD projector.</p> <p>All classrooms are provided with full sets of appropriate textbooks as designated by district course requirements. Supplemental materials are common for both student engagement and curriculum accessibility for our high EL/SpEd population; for example: Upfront Scholastic magazines were purchased for ELD classes to increase student engagement, other examples.. The current</p>	<ul style="list-style-type: none"> <li>● Chromebook inventory</li> <li>● Williams Act documentation</li> <li>● Site Council minutes</li> <li>● Site budget</li> <li>● Single Plan for Student Achievement</li> </ul>

<p>principal has been a strong advocate in site council to allocate additional funds for science labs in order to realign with the new NGSS curriculum. Williams Act documentation shows that all teachers report that they have the materials and resources to instruct their classes.</p> <p>Although we are a very large school for a continuation site, we are a small site compared to comprehensive schools. We have limited FTE and physical facilities for wide student choice in Career and Technical education courses and Visual and Performing Arts choices,. We currently no FTE for World Language courses.</p>	
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**Practices**

**A5.2. Indicator:** 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.

**A5.2. Prompt:** *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>The Olympic High School Principal and Office Manager attend yearly trainings regarding budget development and expenditures. All budgets are aligned with the district LCAP and documented in the SPSA. The budget is then presented to stakeholders for input and ultimately approved by Site Council. Budgets and Purchases are monitored by a number of district level directors, fiscal analysts, purchasing personnel, buyers, etc. All must go through an online “workflow” system before being approved.</p> <p>Departmental expenditures must be approved by Department Leads. Budgets are provided and reviewed at each Leadership Team meeting.</p> <p>All CalCard purchases and reimbursements include back-up documentation and justification for the purchase.</p> <p>Associated Student Body expenditures are approved by students and documented in writing.</p> <p>Office Manager utilizes Quickbooks to manage and track expenses and income.</p> <p>Principal and Office Manager meet with District auditor</p>	<ul style="list-style-type: none"> <li>● Business Plus</li> <li>● Quickbooks</li> <li>● Purchase Request Form/ Responses</li> <li>● MDUSD Website                         <ul style="list-style-type: none"> <li>○ Budget &amp; Fiscal Services</li> </ul> </li> </ul>

<p>to review procedures, systems and back up. A google form was created for all purchase requests to further increase transparency regarding money spent.</p>	
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**Facilities**

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

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The school library was drastically underused as a result of district/union agreement to prohibit IMA staff members from directly supervising students. The library was converted to a school collaboration center for use of students, parents, or staff and provided with tables and chairs, a projector, whiteboards, and chart stands. Spring “Credit Crunch” sessions are held here; students who are working on extra credit projects in can meet with teachers to receive help in researching topics and meeting project rubrics. Library books were reallocated to various classrooms.</p> <p>One area was temporarily reconfigured to provide a regular space for the psychology interns and regularly visiting personnel that are shared with other sites (school psychologist, school nurse, MSW interns, and Speech and Language Pathologist, and Community Health Educators). Room 16 is planned to eventually be converted to a student counseling and mental health center.</p> <p>The Alliance program is trialling “Mindfulness” spaces within the classroom beginning this year. The goal is to give students a positive space to calm themselves without having to leave their classrooms. Partitions are provided in each Alliance class to create a small, calm area in which students can practice mindfulness techniques until they are ready to rejoin their class.</p> <p>Funding was provided to purchase updated locking filing cabinets in the registrar’s office in order to fully safeguard student records. The garden areas were refurbished after drought water restrictions were lifted.</p>	<ul style="list-style-type: none"> <li>● Facility Site Plan</li> <li>● Site council minutes</li> <li>● Budget documents</li> </ul>

**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>All classrooms have been equipped with the district approved text for the course of study. Our general population is low income. Therefore all students are also provided with all classroom materials (binders, pencils/pens, etc.). We do not solicit parents for “lab fees” as is commonly practiced at the comprehensives. All classrooms have been provided with a base budget, but additional materials to support common core, special projects, and NGSS lab standards have been petitioned for by individual teachers and have been allocated by site council. Some staff members such as the Art and technology teachers make extensive use of outside funding sources for additional materials from the Mt. Diablo Alternative Education Association, Donors Choose. Donors Choose provides a significant portion of art materials and allows a range of art projects using more expensive materials such as a ceramics unit. Field trips are rare due to school bus costs. Because of our high proportion of economically disadvantaged students, Olympic has always refused to pass the transportation costs on to students as some other schools have done. Instead we have funded the transportation costs by bus scholarships, the Mount Diablo Education Association, or through our own site council, so all students can participate.</p>	<ul style="list-style-type: none"> <li>● Williams Act documentation</li> <li>● School budget data</li> </ul>

**Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school’s vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
<p>Funding/substitutes are provided for teachers,</p>	<ul style="list-style-type: none"> <li>● Model Continuation</li> </ul>

<p>administrators and staff to participate in educational conferences and district provided professional development opportunities to support LCAP and our own Single Plan. External conferences/training include: annual California Science Teachers Association conference. annual California Continuation Education Conference, the California Student Mental Wellness Conference. Benefits include self study, application, and achievement of Model Continuation School status and transition of science labs to the new NGSS model. All Alliance personnel were provided with training and resources to implement Restorative Justice Circles.</p> <p>District provided training includes Constructing Meaning classes for all teachers with ELD classes, IEP Case Management for all SpEd teachers, CPI Training (Crisis Prevention Institute, non-violent crisis intervention) , EL data classes for administration, Live School and i-Ready training for administration. The most overall impactful district training include Positive Behavior and Internal Support (PBIS) training for teachers and administrators. Outcomes of this training were the Olympic PRIDE behavior goals, which are reinforced to students with PRIDE cards to acknowledge positive student behavior. PRIDE cards are entered into a raffle and prizes are awarded at an assembly given 4 times a year. The PBIS committee has continued with student recognition for student improvement in credit recovery and attendance, and these awards are also recognized at the awards assembly. The PBIS team also initiated the “Olympian” award. At the end of each term each teacher nominates a student based on PRIDE criteria and the entire staff votes to select an Olympian for each term. Results show sharp decreases in required behavior interventions since the PRIDE program was introduced. The Curriculum committee attended the district provided Art &amp; Science of Teaching training which, combined with our site Instructional rounds, resulted in Marzano scale implementation to increase curriculum rigor and reward student achievement, plus schoolwide standardization and shared language for common classroom practices such as daily warm-ups, classroom credit, and Fast Track credit recovery options and procedures.</p>	<p>school award</p> <ul style="list-style-type: none"> <li>● NGSS compliant lesson plans and benchmark assessment data</li> <li>● i-Ready data for EL students</li> <li>● On-Demand writing scores for EL students</li> <li>● CELDT reclassification data</li> <li>● PBIS Silver award</li> <li>● PBIS teacher data</li> <li>● PBIS intervention data</li> <li>● Olympian award list</li> <li>● SLO Marzano scales</li> </ul>
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<p>Internal training is provided by our own staff and committees with results presented in our weekly minimum day schedule. Examples include: Instructional Rounds with information on engagement strategies, and staff recommended engagement strategies and technology tools and demonstrations, both for student use (Aeries use. Attendance is mandatory and agendas are provided in advance via the principal’s weekly “on point” notification.</p>	<ul style="list-style-type: none"> <li>● Staff/committee meeting minutes</li> <li>● Unit plans</li> </ul>
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**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The Mount Diablo Unified School District LCAP is a 3 year plan and is reviewed annually at Olympic to ensure congruence with our Single Plan. All funding decisions at Olympic must be approved by site council and meet Single Plan and LCAP goals in order to be approved. While we are confident that our fiscal plan at Olympic/Alliance ensures funds support student achievement and standards, we believe overall funding per student as allocated from the district is low. Administration is active in addressing these issues. In the past, Olympic budget per student was allocated based on September census while historically comprehensives did not begin to send us new students until after the “warm body” count in October. In this way the comprehensives were able to send the student to Olympic but keep the funding for their student at their site. Olympic administration has been successful in moving the per student count for funding out later in the year, but we still do not feel funding is adequately allocated to our site. In the 2017-18 school year Olympic was allocated funding based on student population of 261, yet we enrolled/served 510 students in that year. In addition, categorical funding was based on an unduplicated count of 196 students (per CALPADS). Again, due to the uniqueness of our site, we believe this is far below the number actually served.</p>	<p>SPSA Budget Olympic Budget SEIS Caseload Data</p>

<p>This census was also responsible for removing 1 FTE for a Special Education teacher and an associated classroom aide, although historical data clearly shows that by mid-year we will not be able to serve all Special Education students who will want to transfer to Olympic.</p> <p>A counseling/wellness center is designed and should be added. Additional MSW interns and psychology interns should continue to be utilized to offer student support for our very large at-risk student population. Having embedded mental health supports and systems is crucial to these students accessing the curriculum and raising overall academic achievement. Students identified as homeless, foster youth, EL, and low-socioeconomic status often experience trauma at a much higher rate than the average district student and therefore need additional counseling, college and career guidance, academic guidance, case management, and therapy services. This includes the facilities and the materials in order to access such services in a confidential setting.</p> <p>We feel other major expenditures for school safety are not adequately funded. Olympic was allocated partial funds for our S.R.O. as per the comprehensives. However, as a smaller site this represents 33% of our total LCFF budget as opposed to a comprehensive site of 15% of their LCFF budget. We had to release our part time Spanish speaking community outreach coordinator to be able to allocate salary funding for the SRO. We feel this is a major equity issue. After the school shooting near our campus we asked for additional school security cameras with increased resolution, in particular so that we can read license plates for cars entering our parking lot. Administration and teachers met with the school superintendent who seemed to agree with the funding requests, but no additional funding was released to our site. This and other safety issues have been referred to local union legal counsel for negotiation with the district.</p>	<ul style="list-style-type: none"> <li>● Conversion of room 16 to a counseling / mental health center.</li> </ul>



## A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

### Indicators with Prompts

#### Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

**A6.1. Indicator:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

**A6.1. Prompt:** *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
N/A	

#### Regular Accounting and External Audit Procedures

**A6.2. Indicator:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**A6.2. Prompt:** *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
N/A	

#### Processes for Implementation of Financial Practices

**A6.3. Indicator:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**A6.3. Prompt:** *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
N/A	

#### Budgeting Process — Transparency

**A6.4. Indicator:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**A6.4. Prompt:** *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
N/A	

#### Adequate Compensation, Staffing, Reserves

**A6.5. Indicator:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

**A6.5. Prompt:** *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
N/A	

**Marketing Strategies**

**A6.6. Indicator:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**A6.6. Prompt:** *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
N/A	

**Informing the Public and Appropriate Authorities**

**A6.7. Indicator:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

**A6.7. Prompt:** *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
N/A	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical learner needs)**

The governance, leadership, staff and resources is a major strength of Olympic High School which has repaired, refined and developed strong systems focused on students needs over the past 4 years. Olympic prides itself on providing a spectrum of services and supports for our diverse student population. Academic, co and extra curricular activities continue to be evaluated and adjusted as needed. using a wide range of academic and enrichment opportunities.

Administration has been transparent in presenting and providing data to staff, students and the community at large. Since Olympic is a Title I school, increased accountability measures are taken to insure that all actions and expenditures are aligned to overall student achievement, aligned to district LCAP and address the most underserved students. Olympic's SPSA has been presented to the board as an exemplary plan two times the past 3 years.

Engaging parents continues to be a challenge as Olympic serves a large majority of adult students, many of which do not consent to parent involvement. Olympic staff is creative and strategic in engaging a variety of support networks involved in our students lives. Still, there is room for improvement.

School wide learning outcomes are embedded into lesson designs and are showcased within the Senior Exit Portfolio. A continued focus on instruction remain a priority, while continuing to meet the social emotional needs of our students. A dedication to creating all systems with a trauma lens is a new challenge and one that has support from every stakeholder.

The school budget is fiscally sound and continues to support the needs of both staff and students.

Administration will continue to advocate for the unique needs of Olympic High School students and staff in order to create and design strong policies and procedures that promote and protect student needs.

### **Prioritize the strengths and areas for growth for Category A.**

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

- We have strong alignment between LCAP, SPSA, and WASC Goals to ensure

financial resources are allocated to prioritize student needs.

- The Master Schedule is revised each year to accommodate student needs for EL and Sp.Ed. support, and i-Ready literacy and math assessments. Geometry classes were added to comply with increased district requirements for math (changed from 20 to 30 total credits). We now have a total of 2 Academic Success classes for Olympic and 5 Academic Success classes for Alliance.
- We have largely transitioned to a Google classroom model with chromebooks. Since the last review, we have moved from a student technology inventory consisting one computer lab, plus one multimedia classroom (about 50 working desktop computers total) to a Chromebook platform of 286 student chromebooks plus one multimedia classroom. The computer lab space will eventually be reallocated to become a student counseling and mental health center.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- CDE data was suspended in 2013, revised, and just reinstated for Alternative education sites in December 2018 (DASS). We need to disaggregate and analyze this data in detail and review current district and site processes.
- Reclassification testing and criteria for EL students will change this year. Training for all staff is needed in the new requirements and methods to support EL student growth.
- Additional professional development addressing EL student needs should continue for all teachers in all content areas.
- EL students need additional monitoring to ensure accurate class scheduling. EL credits in English are limited to 10 of 40 total English credits.
- Alliance classrooms need modification in order to provide a space in the classroom that students can use to refocus and practice their mindfulness coping strategies.
- The Alliance program has both 9th and 10th graders which should have access to PE courses.
- Additional CTE (Career and Technical Education), VAPA (Visual and Performing Arts), courses are needed to provide more student choice. We do not have any

FTE allocated to offer WL (World Languages) at this time.

- Chromebooks for student check out are needed.
- Safety issues and funding for safety requires follow-up with the district.

## Category B: Standards-based Student Learning: 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 college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

#### Indicators with Prompts

##### Current Educational Research and Thinking

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.2. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Student SLOs were designed to meet district LCAP goals and 21st Century skills. Although teachers have integrated the SLOs in daily lesson planning, until recently we had no check on how individual students were able to use the skills in the SLOs prior to graduation. The Curriculum committee this year has initiated a graduation requirement that students must submit an electronic portfolio demonstrating SLO examples in their final (English IV) class. The portfolios will be reviewed by a small rotating group of administrators and teachers.</p> <p>All core academic classes offered at Olympic are district approved A-G courses, with the exception of the Science department, which are trialing the new NGSS based “Living Earth” curriculum. As of this writing, there is no</p>	<ul style="list-style-type: none"> <li>● Student portfolios</li> <li>● Teacher SLOs binders with student work samples</li> <li>● Master Schedule</li> <li>● Olympic’ “a-g” list</li> </ul>

<p>UC approved 3 year program for NGSS courses; the UC system is still evaluating course standards. However, approval is expected for both the CDE NGSS proposed 3 and 4 year models.</p> <p>Research based student supports in the classroom include:</p> <ul style="list-style-type: none"> <li>● SONDAY for students who need further instruction and remediation in reading/literacy</li> <li>● Annotation -way to support comprehension and practice skills used in college ELA classes.</li> <li>● Constructing Meaning in all EL classrooms</li> <li>● Various Kinsella and SLOP techniques in spoken and written vocabulary scaffolding</li> </ul> <p>We still struggle with evaluating student success after our pupils leave Olympic High School. Past student exit data reveals that most students planning on attending college have enrolled in one of our local Community Colleges, but of course, student data is confidential and we have no information on student success in this environment. Some students enroll in tech schools, but many will transition straight into the job market. This is a growth area. Exit interviews are conducted by counselors. We plan on collecting contact information on each exiting student (graduates and, as much as possible, non-graduates) and possibly conducting alumni surveys. We should, however, be able to collect some data for students who move on to the district adult school,</p> <p>Olympic offers career/college counseling with a full time career counselor aiding students in completing their required Senior Exit Portfolio. The Exit Portfolio is designed to provide an opportunity for students to demonstrate the skills necessary to move successfully from high school to post secondary education or career. The portfolio is kept at school and completed in English IV. The portfolio contains a cover page, table of contents, personal information/survey, cover letter, resume, references, and evidence of fulfilling the Olympic SLO's from a variety of classes.</p>	<ul style="list-style-type: none"> <li>● Senior portfolios</li> </ul>

**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** 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.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Olympic academic courses all conform with district course description requirements and standards with the exception of Science, but many courses at the district level have not been updated in some time. District administration was reorganized to eliminate curriculum administrators. Only relatively new courses have been fully updated to reflect common core. However, the district is now starting to address this issue with math and English coaches.</p> <p>The science department at Olympic have proactively begun transitioning to the new NGSS standards and participated in providing a recommendation to the board to change graduation requirements from the current 20 credits (10 life science, 10 physical science) to 30 credits with specific course recommendations (Living Earth, Chemistry in Earth Systems, and 1 science elective). As of this writing, the board has not yet voted on the teacher/TOSA let science steering committee recommendation, but as part of the transition we are moving to the Living Earth course this year using curriculum developed by district biology teachers and an NGSS based text book with labs in a trial mode. Earth Science II will be fully transitioned to Chemistry in Earth Systems next year but curriculum is being trialed within the Earth Science class this year (proposed chemical principles, Ocean Acidification and an expanded Astronomy unit of a 3rd year modified Physics class) . These new courses are fully expected to be given A-G status but both the CDE proposed 3 and 4 year science course models are still under review by the UC system at this time.</p> <p>Olympic has identified a requirement to reinstate an</p>	<ul style="list-style-type: none"> <li>● District Course of Study</li> <li>● Unit plans to reinforce the district course description requirements and standards for each department</li>   <li>● Unit plans</li> </ul>

Independent Study program. Prior to the last full WASC review the district Horizons Independent Study program provided one teacher at the Olympic site in order to better serve students who had to work during the day to help support their families (and could not attend school each day) or who were so deficient in credits that they could not graduate with a standard Olympic schedule. Horizons later cut back on this position due to budget cuts, but our population continues to have the same scheduling challenges. Last year we were able to re-initiate a joint Olympic/Horizons trial program on campus for an initial 20 students and the program reached capacity halfway through the year and consistently had a waiting list. This year the program is on pace to reach capacity at an even quicker rate showing the need for even more expansion. Horizons approved academic procedures are followed; students meet weekly with their instructor, complete standards based work and verify their academic understanding with standardized chapter tests or relative summative assessments.

As a credit recovery site, Olympic does not have sufficient FTE to offer a full range of classes as is available at comprehensive sites. World Languages are not offered as a classroom class here and is a growth opportunity, CyberHigh does offer a A-G approved course in American Sign Language. Most students meet the minimum VAPA/WL/CTE graduation requirement by completing visual arts courses (Fine Art) and CTE courses (Service Learning, JROTC) and Multimedia (can be applied to either VAPA or CTE). A robotics/programming course is being planned for next year. Last year a joint cooking/nutrition class was trialed but the part-time TOSA was recalled by the comprehensive site. We hope to re-initiate the program next year.

- Independent Study Student Tracker
- In total, the Independent Study program served 37 students during the 2017-2018 school year. Twenty-two (59.4%) of those students attended regularly and consistently earned credit at an adequate or above average pace towards a diploma. Of these 22 students, seven (7) transferred successfully to a different program and five (5) graduated with high school diploma.
- Of the 37 students served, six students (16.2%) attended regularly but earned credit inconsistently; however, for many students it is still more than they would have earned in their prior setting. Three (8.10%) students earned little to no credit, four (10.81%) students exited the program unsuccessfully and two (5.40%) students moved out of district.



	<ul style="list-style-type: none"> <li>● Master Schedule</li> </ul>
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>CyberHigh provides the only online curriculum/courses being offered to Olympic students at this time. CyberHigh is a non-profit entity owned and operated by the Fresno County Superintendent of Schools. CyberHigh offers interactive, Common Core and California State aligned courses designed to meet the needs of students and educators. However, it was not the first choice of on-line courses after evaluation by Olympic staff due to very low levels of embedded Literacy supports. Students must be at or close to grade literacy levels in order to be successful in CyberHigh and a large proportion of our population cannot access the curriculum, with the exception of the lowest level math course. Cyber High was the district choice of vendor largely due to low cost. Academic counselors and the Multimedia instructor evaluate student literacy information before assignment students to CyberHigh classes.</p> <p>Olympic offers two periods a day of CyberHigh, although students often work on CyberHigh lessons outside of school. However, all CyberHigh students are required to take all exams in a supervised classroom. CyberHigh actually issues the final credits per assessment results and the credits are then transferred to Olympic via a results letter to our Registrar.</p>	<ul style="list-style-type: none"> <li>● Cyber High website</li> <li>● Cyber High Curriculum</li> </ul>

**Congruence**

**B1.3. Indicator:** 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.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Student SLOs were designed to meet district LCAP goals and 21st Century skills. Although teachers have integrated the SLOs in daily lesson</li> </ul>	<ul style="list-style-type: none"> <li>● Unit plans of each department tied to SLO's and</li> </ul>

<p>planning, until recently we had no check on how individual students were able to use the skills in the SLOs prior to graduation. The Curriculum committee this year has initiated a graduation requirement that students must submit an electronic portfolio demonstrating SLO examples in their final (English IV) class. Teachers are asked to remind students to file assignments providing good demonstration of SLO achievements in their portfolios. The portfolios will be reviewed by a small rotating group of administrators and teachers.</p> <ul style="list-style-type: none"> <li>• Unit plans are discussed in Department meetings and include documentation on standards, SLOs covered, and SIOP support techniques planned over the 2-5 week unit. This year we were successful in convincing the district to send us new students only at the beginning of each term, so teachers can now plan to start a new unit at the beginning of each term and transferring students will transition at the beginning of units in their Olympic classrooms. Student learning for each unit is evaluated by a formal assessment OR project. The unit assessment is evaluated via the Marzano scale for the unit. The teacher of record then evaluates student performance against the Marzano scale by disaggregating data into (at minimum) General Education, EL, Special Education, and Special Education - EL student groups. A reflection of results should be shared for discussion in Department team meetings and the data is used to continuously improve unit planning, but this is still being applied inconsistently and remains a growth area.</li> </ul>	<p>district course description requirements.</p>
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**Integration Among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
A total of 8 Academic Success classes are provided for	<ul style="list-style-type: none"> <li>• Master Schedule</li> </ul>



established credit deficit triggers to initiate transfer conversations between students and comprehensive counselors to encourage them to transfer to Olympic soon enough in order to recover credit. However, some families and students still delay transfer. Transfer is almost completely voluntary. Additionally, Olympic administration also reviews general Olympic credit policies with counselors at comprehensives to ensure that counselors understand that good attendance and work completion are required to earn credit; there is no credit for “seat time”. Finally, after discovery of several mapping errors in Aeries for courses at comprehensives, our Registrar and counselors routinely verify Aeries grad status reports for all transferring students.

Alliance works directly with the MHC’s in the Middle school to properly place the incoming students from Middle school.

- This includes campus visit
- Review of IEP including data dive with the psychologist.

Olympic does not have any systematic method to track our students after they leave the school. This is a major growth area. It should be possible to get district information from the district adult school for the portion of non-graduates that attends there, plus graduation status for the small population that transfers back to their comprehensive schools. However, we cannot receive any structured data for individual students once they leave the district. A method to do so would be survey data based on student contact information we record in exit interviews. Also, most of our students that do plan on college initially attend Los Medanos or Diablo Valley Community Colleges. We plan to work through our administration and counseling teams to get getting grouped data from these sources.

- IEP data
- SEIS reports

**B2. 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.

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**Indicators with Prompts**

**Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** 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.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Olympic is primarily a credit recovery program. Students falling behind in credits are referred to Olympic by comprehensive high schools. Graduation at Olympic requires the same general coursework required at comprehensive high schools with the exception of 30 Physical Education credits.</p> <p>Because Olympic is a credit recovery program we focus on offering classes that directly apply to minimum district graduation requirements. However, students who sufficiently recover credits are able to transfer back to their comprehensive high schools during semester breaks and have access to more diverse curriculum available at larger schools. All courses at Olympic are available to all students, with the exception of specialized support classes (ELD and Academic Success). Students with sufficient credit recovery and a special interest in another program can sometimes be individually accommodated depending on comprehensive high schools. For example, in the past students who were originally part of the Mount Diablo culinary program were able to take morning classes at Olympic, with an afternoon class at the comprehensive. These are exceptions however negotiated between faculty and administration groups.</p>	<ul style="list-style-type: none"> <li>● Graduation requirements</li>   <li>● Student portfolios</li> </ul>

<p>At least 10 CTE credits (Career and Technical Education) are required for graduation by the district. These can be fulfilled at Olympic by Service Learning program, Multimedia, or JROTC classes. Service Learning students can concurrently complete a reflective journal for English credit as well as a weekly work skills class for elective credit.</p> <p>Additionally the College and Career center is available to all students and offers assistance in completing the student Senior portfolio including a current resumé, college applications, FAFSA and scholarship applications, job search/job applications, and internship information/applications. The career center also hosts field trips to local colleges and presentations by local colleges and employers, plus an annual job fair. Finally, this year the student portfolio will be mandatory, fully electronic, and provide student work samples to demonstrate proficiency for each SLO.</p> <p>A Work Experience class is offered once/week. Students with paid or volunteer jobs learn and improve employability skills for elective credit. The instructor is a district FTE shared with several sites.</p> <p>Student Leadership has been changed from an extracurricular activity to a formal class in 2017-18. All students can self select to enroll in Student Leadership although they must meet behavioral and productivity requirements to remain enrolled in the class. The Student Leadership class selects, fundraises, and implements various school activities such as the ice cream social, Thanksgiving feast, breast cancer awareness week, One Warm Coat program, spirit week, and prom.</p> <p>A culinary program began development last year and was resourced with kitchen equipment and tower gardens plus access to the central school garden area. The trialed program attracted significant student interest, but was suspended this year as the shared resource TOSA was pulled back by Mount Diablo High School. We hope to restart this program next year.</p>	<ul style="list-style-type: none"> <li>● District graduation requirements</li>   <li>● Student sign-ins</li> <li>● Master Calendar</li>   <li>● Master schedule</li> </ul>
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We have partnered with the Concord Community Bike project last year and a facility was completed in early fall. The project has begun this year as an after school program. Students learn to repair bicycles of students and local community members. We also have a small recording studio on campus where students can either perform or record music. Both of these options are staffed by volunteers. The music studio is extremely popular with some students. Participation is controlled by one of our V.P.s who ensures all students who attend have satisfactory attendance and productivity in all their classes before attending the weekly music sessions..

Olympic was able to partner with the district Independent Study program (Horizons) last year and reallocate a portion of a staff FTE to this student option. Horizons is a fully accredited district program in which students meet with their mentor teacher once per week. Students complete chapter work in standardized district course texts and must pass chapter exams in order to receive credit. The trial was successful as long as students were reading at or near grade level. This program is continuing and expanding this year to serve more students. Alliance has had a full time FTE devoted to Independent Study for a number of years.

“Credit Crunch” after school support is available for all students during the last semester of the year. Students trying to accelerate credit are working on a variety of “Fast Track” extra credit projects. However, teachers reported that many students (particularly EL and IEP students) were having difficulty in meeting the minimum rubric requirements for credit on their own. Olympic now teachers volunteer for a rotating schedule in the OCC (the former library) area where students can receive coaching in researching and documenting “Fast Track” projects during 6th period.

Growth areas for Olympic include offering additional CTE/VAPA and foreign language classes. In the past we have sometimes had teachers with multiple certifications and a foreign language class could be offered but currently we do not. Our only A-G World Language

- Students Sign-Ins

- Student Passes issued to studio

- Credit Crunch Schedule

- Master schedule

<p>option is currently offered through CyberHigh for American Sign Language. Elective classes such as guitar have occasionally been offered in the past depending on teacher credentialing and master schedule management. Currently Alliance is able to offer Psychology and Ethnic Studies.</p>	
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**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum across all programs that includes real world applications.

**B2.2. Prompt:** *Evaluate students' access to To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● All Alliance students and most Olympic Special Education students are assigned to an Academic Success class where they can receive assistance in completing assignments from other classes, take assessments using notes, or meeting other requirements in their IEPs. Additionally, Olympic Special Education teachers are “push in” to math and English classes at Olympic and are available to work with their students within traditional classroom environments. SEAs (Special Education Assistants) are available for all Alliance classes. Olympic has 2 SEAs that are assigned to classes with highest Sp.Ed. populations in science and social science, as well as providing additional support in Academic Success classes.</li> <li>● All Olympic teachers receive IEP documentation for their students, plus a “quick check” form for IEP accommodations for each SpEd and 504 student. Classroom teachers at Alliance are IEP student case managers and have in depth understanding of IEP requirements and regularly review these with all staff in weekly meetings. Accessibility requirements at Alliance can be more involved at Alliance, such as requirements for speech to text, text to speech, and document cameras.</li> <li>● Depending on individual EL testing data, English Learners are assigned to math and English classes with additional language supports. The Olympic Master Schedule has increased the number of EL support classes each year for the</li> </ul>	<ul style="list-style-type: none"> <li>● IEP data</li>   <li>● IEP data</li> <li>● SpEd checklist for student accommodations</li>   <li>● Master Schedule</li> </ul>



<p>past 3 years.</p> <ul style="list-style-type: none"> <li>• All staff have EL testing data and routinely build in language supports in other classes using direct vocabulary instruction, word walls, Kinsella language support options, SIOP activities, and Constructing Meaning. (Note: Students with very low EL assessment scores are all assigned to Mount Diablo High School “Newcomer” immersion classes and are not transferred to Olympic until language skills improve.) New this year is the requirement for all teachers to evaluate unit assessments by EL/SpEd/General Education student progress and reflect on unit presentation with their departments.</li> <li>• A weekly Work Experience class is provided for Service Learning students and any student currently using a work permit in the job market. Students discuss and complete assignments to build job skills. Work Experience classes was once restricted to students who were working paid jobs. Last year we expanded the program to include students working in voluntary positions, including our own Service Learning program.</li> <li>• Our Service Learning program is successful based on the number of students enrolled each year and credits completed. However, almost all Service Learning students are volunteering in district elementary schools. This is largely due to high insurance requirements for local businesses and charities to take on our student volunteers, but the Service Learning staff is working on expanding employment options. Other growth areas for this program is to integrate technology into the journaling component and the implementation of a pre and post program survey to gauge student skill growth.</li> </ul>	<ul style="list-style-type: none"> <li>• English Learner Database</li> <li>• Work Experience data</li> <li>• Aeries grades, Service Learning data</li> </ul>
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>All core classes at Olympic meet UC “a-g” requirements with the following exception:</p> <ul style="list-style-type: none"> <li>• Science classes are in transition to new NGSS standards. The board has not yet approved the</li> </ul>	<ul style="list-style-type: none"> <li>• Olympic “a-g” course list</li> <li>• Master Schedule</li> <li>• CyberHigh course</li> </ul>

<p>new courses as of this writing, but the course recommendations, plus increasing the minimum graduation requirement from 20 to 30 science credits, was presented to the board by the NGSS steering committee last year. The recommended course descriptions have been submitted to the UC system. As they are based on the State of California NGSS 3 year model and approval is expected later this year.</p> <ul style="list-style-type: none"> <li>● Personal Finance does not currently meet the Math Area “C” requirement, therefore students are not UC eligible</li> </ul>	<p>catalog</p>
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**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Students regularly review their graduation status with their advisory teacher (Olympic 4th period teacher, Alliance case manager) at the end of each term in a personal planner and can elect to take this plan home to evaluate with their parents. (18 year olds are legally adults and are not required to share grades with parents.) Since the last WASC review we have moved to an 8 term school year in order to give students and their families more frequent feedback. Olympic worked with our Technology Department and implemented a modified electronic report card, which is automatically printed in the primary language on record for student families. Color coded letters (green for students that are on track, red for students not on track) are sent to parents with each Olympic report card clearly stating if their student is projected to graduate on time based on current credit totals. Parents of students that are not on track are encouraged to call school counselors for further information and/or an appointment where specific credit recovery options can be discussed and a plan developed for their student. General graduation reviews are held at least twice/year in the evening. Staff are available to meet individually with student families to review graduation status and credit recovery options. Targeted</p>	<ul style="list-style-type: none"> <li>● Sample Graduation Status Reviews</li> <li>● Term Calendar</li> <li>● At-Risk Letters</li> <li>● Report Cards</li> </ul>

graduation reviews were held with students at risk for not graduating where credit recovery options and other programs can be reviewed (adult school, technical schools with concurrent high school completion). Teachers hold office hours for students after school on Tuesdays and Thursdays for extra counseling, guidance and tutoring.

Our online learning program, Cyber High, is an Olympic class alternative. Olympic staff reviewed various online credit recovery vendors and did *not* recommend this vendor to the district. This program is especially deficient in literacy support, critical for our student population, and the format between subject areas is inconsistent. This has been validated by student credit completion. By far the highest subject success in Cyber High has been Basic Math A and B courses which have the lowest amount of text. However, this vendor was selected by the district due to cost constraints. This is a growth area for our site and alternative vendors should be researched if funds are available. This issue is identified as a priority by site council.

The Olympic registrar and administration identified problems with student transcripts from some comprehensive sites; classes were sometimes incorrectly categorized impacting student graduation status. In 2017 Olympic conducted a schoolwide transcript audit and coordinated corrections with the comprehensive sites as necessary. Student schedules were updated to meet new requirements as required. All transcripts are now reviewed in detail on student entry.

Master Schedule Changes:

In our last full WASC review, there were no specific EL support sections, only a single literacy improvement class. We have added 4 ELD support sections for English.

i-Ready assessments are given to all EL students on entry. i-Ready and CELDT/ELPAC scores are used to determine if a student schedule should include ELD support classes. Newly enrolled students without a CELDT/ELPAC score are referred to the district language assessment center prior to starting at Olympic.

- Cyber High End of Year report

- EL assessment data
- EL reclassification data
- English Learner Database
- Master schedule



<p>the discretion of the student, normally once per term. Actual numbers of students transferring back however is very low, currently .015%, as students transferring back to their comprehensives must also add a separate course requirements for Physical Education. Additionally many students prefer just to graduate early; a viable option at Olympic but not possible at their comprehensive sites.</p> <p>Some students at Alliance mainstream to Olympic or to comprehensive high schools based on specific criteria determined by case manager administration, and informed by student/parent/guardian wishes. At Alliance, we use structures used in mainstream classrooms, such as warm ups/ do nows, note-taking, reading and annotating, explicit instruction in vocabulary, literary analysis of passages, writing essays, using technology, revising work, and completing projects so students develop the academic skills to successfully mainstream.</p>	

**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>A Senior Portfolio is required for all graduates. The portfolio is electronic and includes career/college information researched by the student, a cover letter, current resume, and letters of recommendation. This year we have upgraded the portfolio requirements to include work samples demonstrating student proficiency in each SLO. The student portfolios will be completed as part of their English IV class and reviewed by a small staff committee to ensure criteria have been met.</p> <p>The college and career counselor works extensively with students and their families to help prepare college applications, FAFSA applications, and scholarship applications. For Alliance students who have more significant needs, enrolling in services through the</p>	<ul style="list-style-type: none"> <li>● Senior Portfolios</li>   <li>● Parent Education Survey</li> </ul>

<p>Regional Center and Dept of Rehabilitation is an option. College field trips for community colleges and the CSU East Bay in Hayward are also available for all students.</p> <p>Tracking students after leaving Olympic is a major growth area. Students disburse directly to jobs, local community colleges, the military, technical schools, and, for non-graduating Seniors, to adult school or GED programs. Exit interviews were initiated last year. As part of our growth plan this year we will begin to collect contact information so we can send out periodic surveys. Another option would be planned community gathers or reunions for our graduates. In addition, the district is attempting to develop tracking data for 5 years post graduation, but currently no data is being compiled.</p>	
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## **ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.**

**Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical learner needs)**

All Olympic courses comply with district course requirements and most are A-G compliant. District course documentation is out of date for Common Core and NGSS requirements, but Olympic staff have incorporated these standards within the existing district course descriptions. Since we are a credit recovery site with limited teacher FTEs, we do have limited course options but students can complete all graduation requirements here at Olympic if they so choose. There are no “tracks” (college track, technical school track) at Olympic/Alliance. Students meet standard high school graduation requirements established by the district with the exception of Physical Education credits.

Under our current administration, the Master Schedule is built each year based on student needs as evidenced by test score data, as opposed to assignment of students within a static Master Schedule. Support classes are available for EL and SpEd students based on testing and IEP scores. Resource teachers provide support within English and Math sections, and SEAs are assigned to social science and science classes with higher EL/SpEd populations. We found that Fast Track (credit recovery) projects require

additional support for a large portion of our EL/SpEd populations and low literacy level students; Credit Crunch was initiated last year to provide after school support for students who need additional help in meeting project based rubrics successfully. The Independent Study trial last year was successful and Independent Study is offered this year using exclusively Olympic and Alliance faculty. New this year; graduates must include classroom work samples in their electronic Senior Portfolio that demonstrate individual competency in our SLO.

A major growth area for Olympic is to establish some method to track our students post-graduation. Most of our students who choose to attend colleges will go to Community colleges first due to cost savings; we will be working with these schools to obtain consolidated grouped data for our site. However, we also need to find a way to track student success among our students (graduates or not) that transition directly into the job market. We will also continue to look for ways to expand our credit and especially CTE opportunities, such as increased choice in Service Learning, re-establishment of a culinary/nutrition class, or after school options such as the new bicycle repair program.

**Prioritize the strengths and areas for growth for Category B.**

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Our Master Schedule has been upgraded each year to include more EL, Sp.Ed, and Academic Success classes for Olympic, based on student data. The Master Schedule will continue to be revised and is built each year based on current student testing scores and needs.
- Our Independent Study program trial last year proved successful and has been expanded this year.
- Almost all courses at Olympic are A-G course approved. There are no student “tracks” at Olympic and Alliance; classes are selected for each almost exclusively by credit deficiency status by the student working with his/her academic counselor and advisory teacher.
- This year individual graduates are required to demonstrate individual proficiency in SLOs.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- We have no methods for tracking students once they leave Olympic. We need to develop data sources for post-graduates to determine if our program allows our students to be successful in college, technical schools, or the world of work. Exit interviews have been initiated and alumni surveys are an option. We are working with community colleges to obtain some type of summary data for post Olympic students.

- We are committed to expanding Service Learning options employers or organizations outside the district although difficult due to insurance constraints.

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

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

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>In-house classroom rounds initially revealed weaknesses in student engagement and found lower levels of student questioning. Staff reported out on key observations and received training on modifying lessons to increase student challenge. This year we will move observations to classroom instruction at comprehensive sites so that we can compare student learning levels between the comprehensives and Olympic.</p> <p>Departments routinely review student work samples and lesson plans and provide feedback on techniques for student engagement that worked well. This year teachers are also using a form to disaggregate summative assessments to evaluate student learning as measured on unit Marzano scales which are tied to curriculum standards.</p> <p>Although students were taught and rewarded for SLOs, until this year they were not individually assessed on each of the skills. However, starting this year, each student will submit an electronic portfolio of work samples that show that are proficient in each SLO skill set in order to graduate. Teachers have been asked to</p>	<ul style="list-style-type: none"> <li>• Observation findings</li> <li>• Student work samples</li> <li>• Senior portfolios</li> </ul>



remind students to file examples of their work under their .net accounts. Evaluation of student SLO portfolios will be completed in Senior English IV classes.	
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**C1.1. Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
Online instruction via our only district approved program, Cyber high, is entirely self paced. Students complete readings and quizzes, and then summative assessments which must be passed for credit approval by Cyber High, then credit is transferred to Olympic high school via letter to our Registrar.	<ul style="list-style-type: none"> <li>● Cyber High manual</li> </ul>

**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Marzano scales are used in all academic classes to evaluate student performance in each unit and teachers review the scales with students. Some teachers post scales, ask them to be reviewed as warm up questions, or tape them to student desks. For project based work Marzano scales are converted to student rubrics.</p> <p>While covering daily agenda, teachers may highlight particular areas of Marzano scales (“The assignment today is part a level 3 learning objectives”.)</p> <p>Service Learning: Scales are integrated into the journal and concept of the service learning program. Every Friday, students are held in homeroom to develop their competency of the scales through whole class discussion, partner work.</p> <p>Art: Scales for each unit are taped to the classroom walls and are referred to when students begin a new unit.</p> <p>Multimedia: Scales for each unit are taped to the walls, and included in the Online files for Multimedia.</p>	<ul style="list-style-type: none"> <li>● Marzano scales</li> <li>● Unit plans</li> <li>● Classroom observation</li> </ul>

<p>A multimedia presentation is also available for student review that graphically depicts how the Multimedia content is designed to take advantage of assignments' skill sets spiraling throughout the school year in order to provide with the benefits of quicker completion of similar skill set assignments.</p>	
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**Differentiation of Instruction**

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>A variety of differentiation is used in classrooms and documented in unit plans. Examples of differentiation are:</p> <ul style="list-style-type: none"> <li>● Academic Language Stems</li> <li>● Direct vocabulary instruction / Word Walls</li> <li>● Rehearsal strategies / use of groups and pairs</li> <li>● Quick checks for comprehension such as Thumbs Up/Thumbs down, Take a Stand, Exit Tickets/Learning Logs</li> <li>● Teacher presented Graphic Organizers</li> <li>● Teacher modeling of tasks/assignments (I do/we do/you do)</li> <li>● Sample reading and binder quizzes, completed as a class, to provide modeling for individual student work</li> <li>● Questioning and linking reading strategies for students to use with their own books</li> <li>● Constructing Meaning language supports</li> <li>● Realia</li> <li>● Student Choice assignments</li> <li>● Note taking scaffolds / Cornell notes</li> <li>● Keep It/Junk It</li> <li>● English classes also routinely use Socratic Seminar</li> <li>● English classes us clips from films, documentaries, and youtube videos to teach theme, components of an expository essay (hook, introductory details, thesis, making a claim and backing it up with evidence, acknowledging and addressing counter argument, and having a</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● Unit Plans</li> </ul>

<p>strong conclusion.</p> <ul style="list-style-type: none"> <li>● English department uses many forms of multimedia to teach students how to read a variety of texts, including TV commercials, print ads, NPR news stories, and various content related documentaries <i>rhetorically</i> (identify and analyze.. intended audience, conversation and argument of text, evaluation of evidence to support the argument, and examine the use of ethos, logos, and pathos within the text)</li> <li>● Math teachers provide one-on-one instruction on a daily basis, sitting with individual students to guide them step by step through problem solving.</li> <li>● The district adopted math texts often do not provide enough language support for EL students and students reading far below grade level. As a regular practice, math teachers retype content from the adopted textbook in order to convey math standards in clear steps and simpler language.</li> <li>● Smartboards provide extensive use of visuals and students are encouraged to use it to demonstrate problem solving.</li> <li>● Math classes use IXL intervention, online Geogebra, Hotmath.com, Khan academy, and Desmos, plus Big Ideas Math (district provided on-line support).</li> <li>● Math classes use video clips from math-based programs such as In Debt We Trust, Pump, Youtube clips showing personal finance, geometry, and algebra applications in real life.</li> <li>● Math classes use graphing calculators to help students understand graphing data and functions.</li> <li>● Science classes use technology in virtual labs and activities such as pHET and HHMI, online simulations such as DNA simulations or Down2earth asteroid impact simulations, teacher created online games and reviews such as Kahoots, Windows to the Universe, or review games such as Jeopardy or “What’s my Volcano?”. Video clips are used to support phenomenon based learning, plus short presentations such as Bill Nye, Scale of the Solar System, and Nova ScienceNow.</li> <li>● All academic teachers have a Promethean</li> </ul>	
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<p>smartboard or projector. The use of technology makes education more accessible to all types of students. This includes students who are visual, auditory, and kinesthetic learners.</p> <p>Service Learning:</p> <ul style="list-style-type: none"> <li>● Friday in class discussion</li> <li>● Individual student/teacher interaction and interviewing every Friday</li> <li>● Daily check ins and life coaching while on the job</li> <li>● Use of groups/pairs</li> <li>● Quick Check for Comprehension</li> <li>● Teacher presented Graphic Organizers</li> </ul> <p>Growth area: While we have incorporated large amounts of technology based assignments and activities since moving to chromebooks, we do not yet have an evaluation to ensure that the technology actually helps students learn. Science routinely surveys students at the end of each unit. This year we will modify the survey to include student evaluation of the use of technology.</p>	
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## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

<p><b>Online Programs: iNACOL Standard K: Instruction:</b> A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]</p>
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### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Technology begins at Orientation with students accessing technology such as google classroom, chromebooks, google forms, and Homelink. Students are attuned to Olympic’s technology use to they can start</p>	<ul style="list-style-type: none"> <li>● Entrance Survey completion and housing of data gathered.</li> </ul>

<p>on the right foot after Orientation.</p> <p>Academic classes routinely use Google classrooms and each student has his or her own district provided .net account.</p> <p>We have observed that students were initially less resilient in the new statewide and district testing practices as these assessments were made entirely online. Our population, with it's large percentage of low income students, were initially visibly frustrated during online testing. Most of our students only had access to school computers within our single technology classroom and did not have laptops or computers at home. Since then, we have made a major effort to move to chromebook technology. Most classrooms now have a 1:1 chromebook:student ratio and students are much more accustomed to working extended periods of time on chromebooks. All teachers have received Google classroom training from the district and academic classes routinely use Google classroom assignments. Unit plans are reviewed in department meetings and submitted to administration. Overall student learning should be disaggregated and evaluated in Department meetings but we remain inconsistent in this step. This is partly due to subject matter taught. Although we are a large site for an alternative school, most teachers do not teach the same subject matter as any other teacher. For example, there is one Living Earth teacher at Olympic, one Art teacher, one Algebra teacher, etc. Although we can share general findings to spark new ideas for another class, there are few opportunities for identifying "Best Practice" in based on common benchmark data between 2 teachers.</p>	<ul style="list-style-type: none"> <li>● Pre/post test during Orientation indicating 100% of students that go through Orientation can access appropriate technology</li> </ul>
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**C2.1. Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Olympic does not offer its own online courses. Olympic offers students the opportunity to take courses through Cyber High, which provides common core aligned courses developed by fully credentialed teachers with proscribed assessments and advancement requirements. Olympic credentialed teachers serve as</p>	<ul style="list-style-type: none"> <li>● Cyber High Website</li> <li>● Cyber High Training Binder</li> </ul>

<p>an additional support for students taking online classes. Credit is essentially transferred from Cyber High (via letter to Registrar) after assessments are evaluated by Cyber High personnel.</p>	
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**Teachers as Coaches**

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teacher coaching strategies:</p> <ul style="list-style-type: none"> <li>● Science and Social Science                             <ul style="list-style-type: none"> <li>○ Think/Write/Pair/Share practices</li> <li>○ Faux Random questioning or random questioning with students having option to pass</li> <li>○ Direct Vocabulary instruction / Word Walls / popcorn vocabulary reviews</li> <li>○ Note taking strategies/scaffolds</li> <li>○ Teacher created graphic organizers</li> <li>○ Teacher modeling of student performance tasks (I do, we do, you do)</li> <li>○ Review games</li> </ul> </li> <li>● English Department                             <ul style="list-style-type: none"> <li>○ SSR techniques using student selected books to to build reading stamina, fluency, reading comprehension, vocabulary expansion.</li> </ul> </li> <li>● Math Department                             <ul style="list-style-type: none"> <li>○ Note taking</li> <li>○ Extensive modeling of student assignments</li> <li>○ Students demonstrate math skills on smartboard for additional points</li> <li>○ Students work in pairs/teams</li> <li>○ Random questioning, students have the option to pass</li> <li>○ Puzzles for vocabulary review</li> <li>○ IXL practice lessons</li> </ul> </li> <li>● Teacher provides on line or teacher created review games</li> </ul>	<ul style="list-style-type: none"> <li>● Unit plans, student work samples</li> </ul>

<p>Service Learning: Journal reflection</p> <p>Art: Projects that are modeled and then performed by students Demonstrations that are followed by student examples</p>	
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**Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students demonstrate that they are organizing facts and creating knowledge through a variety of classroom methods including:</p> <ul style="list-style-type: none"> <li>● Think/Write/Pair Share/ Write</li> <li>● Student created graphic organizers</li> <li>● Creating compare/contrast Venn diagrams</li> <li>● Answering Challenge statements</li> <li>● Answering quickwrites</li> <li>● Laboratory reports</li> <li>● Research projects/oral presentations</li> <li>● Group presentations / Gallery Walks</li> <li>● Students maintain an organized class binder</li> <li>● Students develop outlines in order to write several types of essays</li> <li>● Seniors develop a portfolio of their work</li> <li>● In English classes students write a variety of essays synthesizing information from multiple texts to formulate their thesis. Types of essays include response to literature, problem/solution essay, expository, compare and contrast, argumentative, and personal narrative essays.</li> <li>● In math classes student solve real-life problems based on concepts learned, search for articles to apply to math concepts and analyze them on how it applies to what they are learning and how it affects their community, work on projects to apply concepts to real life application (restaurant or bridge projects)</li> </ul>	<ul style="list-style-type: none"> <li>● Unit plans</li> <li>● Teacher SLOs binders</li> <li>● Student work samples</li> <li>● Classroom observations</li> </ul>

<ul style="list-style-type: none"> <li>● Close reading of text plus analysis which leads to class discussion and formulation of main ideas.</li> <li>● Students solve real-life math problems by creating tables, diagrams, and notes based on concepts learned</li> <li>● Students volunteer to demonstrate solving math problems and explaining their solutions to the class.</li> <li>● Personal Finance students review and analyze articles and can explain how concepts they learn affect their community.</li> <li>● Students evaluate bias in primary and secondary resources.</li> <li>● Students evaluate Supreme Court cases and take a stand for or against the decision</li> <li>● Students analyze models of different types of economies (command, mixed, free, socialist, traditional) and governments (Presidential, Parliamentary, Direct, Indirect, Single Party, Two Party)</li> </ul> <p>Art:                  Students each have portfolios                  Students put work on display in long hall                  Art vocabulary practice when critiquing other students work.</p>	
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**C2.3. Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Students demonstrate that they can effectively conduct research in project based lessons both in the classroom and as Fast Track extra credit. Teachers provide rubrics, and students display their learning in a variety of ways such as oral presentations, powerpoint/google slide presentations, websites, and essays.</p> <p>Service Learning:                  Students demonstrate ability by utilizing the service learning journal</p>	<ul style="list-style-type: none"> <li>● Google Classrooms for various classes</li> </ul>





<p>classroom to provide and collect assignments from students.</p> <p><b>Specific Multimedia:</b>          To combat standardized test fatigue, most Multimedia assignments not only have videos and presentations in addition to the instructional content, but it's "scaling", is based on how assignments are "spiralled" in order to provide students the use of different applications with objectives in the same skill set. For example:          Development of both text and image editing within the Microsoft Office (Word to PowerPoint, or Excel) that also are explored in Adobe Applications (Photoshop, Illustrator, etc.), as well as Google apps (Doc, Sheets, Slides, Sites, Forms, etc.) as well as recently added Paint.net (a free software that has a lot of tools and techniques used in Photoshop).</p>	
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>All academic subjects:</p> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● (with teacher approval) student cell phones</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>● SSR (Sustained Silent Reading books, provided by teacher)</li> <li>● Variety of electronic video clips for multimedia components of lessons</li> <li>● Subject specific binders</li> <li>● District adopted supplemental texts</li> <li>● Upfront magazines</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>● Students maintain their own binders</li> <li>● Students conduct lab investigations and modeling activities, some of which are hands on using traditional lab equipment, some virtual using technology</li> <li>● Students interpret various types of data - maps,</li> </ul>	<ul style="list-style-type: none"> <li>● SLOs binders</li> <li>● Chromebook inventory</li> </ul>

<p>diagrams, graphs, science related current events linked to unit standards</p> <p>Math:</p> <ul style="list-style-type: none"> <li>● IXL</li> </ul> <p>Service Learning: Service Learning Journal and internship placement.</p> <p>Art: Art supplies Paper Office supplies Ceramic tools and glazes Printmaking materials</p>	
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**Real World Experiences**

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Many of our students already work after school and participate in a weekly Work Experience class to discuss and improve general job preparation skills.</p> <p>The Career center hosts successful Alumni speakers.</p> <p>All students with IEPs receive transition planning services as apart of their focus as they approach graduation. Students identify interest areas and goals around those plans are created and monitored. The district Workability program works closely with site case managers to provide additional support and guidance</p> <p>This is definitely a growth area for our site. In general, the minimum district requirements for graduation are geared toward preparing students for college. Staff recognizes however that many of our students have little</p>	<ul style="list-style-type: none"> <li>● Work permits issued</li> <li>● Career Center calendar</li>   <li>● IEP Transition goals</li> <li>● Transition planning exercises</li> </ul>

<p>interest in standard college careers but may benefit from technical, hands on jobs. Additionally, students need exposure to different career options, preferably by someone who share their own backgrounds. The career center offers some job exploration activities, but career exploration within our classrooms are not offered in most classes. Job shadowing/internships/apprenticeships are limited due to insurance requirements by employers.</p> <p>Science: LIMPETs program - students are trained in data gathering for a local species of sand crab in order to monitor health of a beach ecosystem. The data is incorporated in a national database.</p> <p>Art: In collaboration with the College And Career Advisor, students are encouraged to attend Art Colleges and Programs. Additionally, there are events with Alumni who visit the campus and share their experience in Art College.</p> <p>Multimedia: Phase 1 of Multimedia incorporates job attainment skill lessons, including determination of the students Holland Code, creation of resumes and associated cover letters, and account creations and resume posting on job sites that provide job alert notifications to students' email addresses.</p> <p>Additional career integration available for Multimedia students via Junior Achievement in coordination with our Career Center, which have taken OHS students on multiple Job Shadowing field trips to AT&amp;T, and other corporations over the years.</p> <p>This year, MDUSD's Work Based Learning (WBL) Plan Team will be developing field trips for several of Multimedia's extended pathways in Gaming, Robotics, (expanded from Phase 3's "Hour of Code") and Graphic Arts (expanded from Multimedia Photo/graphic/video editing assignments) that our students can participate in to both community college &amp; universities (DVC, LMC, Academy of Arts University) &amp; businesses for both networking &amp; campus/course reviews.</p>	
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**C2.7. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online*

*instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
N/A	

## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

Olympic High School teachers and support staff utilize a wide variety of methods, strategies, and tools in order to provide high quality instruction promoting high accountability and embedded academic supports. Because our student population represents the most underperforming students in our district, teachers are challenged with scaffolding materials while remaining alignment to common core standards. Teachers need to continue expanding the use of universal screening assessments and utilize this information to inform instructional practices and intervention strategies. Teachers will increase integration of tasks and problems that correlate to college and career readiness, such as, scaffolding towards rigorous formal assessment prompts and real-world application of concepts and skills. Doing this will lead to increased student achievement on the CAASPP, ELPAC, and overall graduation rate. An area of growth is offering additional opportunities for students to move beyond the textbook and to engage in programs that prepare them for a postsecondary education and/or career. Olympic should expand its offerings of extra and co-curricular activities that support instruction, engagement and attendance. Olympic students will benefit from having access to technology outside of the classroom, so that they can meet the increased demands of online course assignments. Overall, Olympic strives to create systems and supports that allow all students access to high quality education in an alternative setting.

**Prioritize the strengths and areas for growth for Category C.**

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Staff is converting to Google classroom environments, normalizing the use of chromebooks and on-line supports for our students.
- Instructional rounds have provided a systematic way to identify and share best practices for our student population.

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Although we have significantly increased student access to technology in the classroom, we don’t yet have clear data that shows that this will increase test scores. Students report that the tests themselves are long (i-Ready may require up to 5 days of testing), boring, “talk down to them” and many still aren’t

motivated to do their best on long assessments as they see little benefit to doing so; their grades are not dependent on district or state assessments.

- While staff reports anecdotal evidence of the benefits of technology use in the classroom (initially many of our students could not send an EMAIL with an attachment), there is inconsistent data to prove the tech based lessons are increasing student engagement or learning. The Science department does use student surveys at the end of each unit, and students are able to provide direct feedback on the value of independent lesson plan designs.
- Expand Instructional Rounds to comprehensive sites this year and perhaps other Continuation schools next year.

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

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report 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.

**Online Programs: iNACOL Standard R: Program Evaluation:** A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

**Online Programs: iNACOL Standard S: Program Improvement:** A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

### Indicators with Prompts

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Statewide testing at Olympic includes the Smarter Balanced Summative Assessments (CAASPP/SBAC) for	<ul style="list-style-type: none"> <li>• Standardized testing results</li> </ul>

both ELA and Math, and is given to Juniors. Student testing at Olympic is difficult given that our classes are not organized based on grade level; additionally, the online test is long (up to 5 days) and frustrating to many of our students. Testing was first conducted in large groups and many students simply left during test breaks and did not return. In 2016-17 school year we moved testing into the classrooms so that students would feel more secure. Test completions increased but are still low, although credit incentives are provided to students who make an effort to focus through the entire test. Over the years, we have developed different strategies to more effectively support student engagement in and completion of formal assessments. In 2016-2017, we moved CAASPP standardized assessments into classrooms where students worked with a teacher with whom they worked on a daily basis. In this setting, there was a smaller testing group and an increased personal connection. In 2017-2018, we began to utilize a newly renovated space on campus (OCC) where a more formal assessment could be conducted. While using the OCC for assessment, students were provided access to food before the initiation of the test session and were grouped with two proctors to maintain a higher staff to student ratio. Teachers who served as proctors in the more formal setting noted an increase in student focus and engagement in the more formal setting compared to the classroom setting.

Olympic began utilizing i-Ready reading diagnostic in 2016-2017 school year to increase data about student skills including to support redesignation of English Learners. The i-Ready diagnostic is an adaptive online assessment that provides an opportunity for students to practice navigating an online platform and build endurance for more formal assessments. As a pilot in 2016-2017, students who joined Olympic High School completed both the i-Ready reading and math diagnostic assessments in the orientation class; additionally, there were multiple opportunities to complete the reading diagnostic in English and Academic Success classes.

i-Ready	# of students assessed
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- Student participation results

- i-Ready testing participation results

Reading diagnostic	2016-2017	2017-2018	2018-2019
Grade 9	3	7	8
Grade 10	24	17	6
Grade 11	52	116	19
Grade 12	33	55	80
i-Ready Math diagnostic	# of students assessed		
	2016-2017	2017-2018	2018-2019
Grade 9	0	0	5
Grade 10	0	0	4
Grade 11	3	1	17
Grade 12	2	4	48

In spring of 2018 we also tested students in the trial California Science Test (CAST) as Seniors. In the future, we will move testing science students to spring of the Junior year per district decision. This may impact viability of the data as pertains to Olympic classrooms; testing is based on a 3 year model and most students transferring to Olympic will not have completed their minimum science classes by the end of their Junior year. Trial testing was conducted within science classrooms instead of larger groups.

Olympic continues to work with all EL students through their Senior year in order to reclassify to fluent status. As data from the SBAC ends in the Junior year, our administration was proactive in working with the district to include i-Ready literacy scores as a determinant of reclassification for our site. i-Ready is given to all students on entry to Olympic, and all EL students are tested 3 times per year.

This data was used as a basis for establishing 4 EL

- CAST participation data - (no results available for trial testing)

- Reclassification data
- i-Ready data

- Master schedule



support classes in English.

Internally, On-Demand writing assessments are given to all students in both fall and spring. Students are ranked using a 0-4 scoring rubric which evaluates paragraph structure, examples, tone and audience awareness. Students take the exam during 3rd period on an extended assessment schedule. All staff score the writing samples and data is analyzed by the English department to drive instructional practices and enable teachers to create groups for diversified instruction and academic accommodations. Prompts for this writing assignment have been modified to conform to CCEA (California Continuation Education Association) scholarship essays, per teacher suggestion. In Spring 2018 one of our students was awarded a \$300 scholarship based on his essay response. To date this data has not been stratified by Gen ed, Sped, EL. In addition, it is important to identify the changes made to instruction as a result of this assessment.

Various surveys are regularly conducted at Olympic. The Mount Diablo Education Association (MDEA) is our district teacher union and conducts an annual teacher survey. The survey reviews school climate. The Spring 2017 survey had a completion rate of 65.4% with questions rated from a 1 - 10 score, 10 being strongly agree. Example questions are "The site has a climate that promotes fairness and respect." "Decisions that affect teachers are made fairly." The average score in 2017 was 8.0.

Parents, students and staff participated in the CA school Climate, Health, and Learning Survey (CAL-SCHLS) during the 2016-17 school year. A total of 77 families took the survey, of which 58% reported that their student received free or reduced lunch. Over 90% of parents agreed or agreed strongly that Olympic promotes academic success for all students, has an inviting learning environment, has a staff that cares about students, and that the school treats all students with respect. 88% of all parents agreed the school provides high quality instruction, is a

- On Demand data - English department
- On- Demand Survey results
  
- MDEA Survey results
  
- CAL-SCHLS survey results

<p>safe place for students, and provides quality counseling and supports for students with social or emotional needs. 79% agreed that the school provides quality sports or clubs. Less than 25% of parents believed that racial or ethnic conflicts or fights were a problem. However, almost half believed that alcohol and drug use is somewhat or a large problem .</p> <p>Parents also participated in the Title 1 Parent survey in 2015-16. Response rate was low (10% as the survey was given in late Spring). 52% of surveys received were completed in Spanish. Parents agreed that school staff that them with respect and courtesy and that they are satisfied with the quality and frequency of school communication. Most parents agreed that the school contacts them within 48 hours if they had a question or concern about their student. Parents commented that text messaging should be added as a communication tool. Scores for student safety were positive, but lower than communication scores. Safety is a major growth area for our site and we need to better discuss safety concerns with both parents and students.</p>	<ul style="list-style-type: none"> <li>● Title I Parent Survey</li> </ul>
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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Credits were standardized at Olympic High School in the 2015-16 school year by the Art and Science / Curriculum committee. The committee evaluated credit recovery by other continuation schools and affirmed that credit can be awarded either by the Productive Hour method or the Project/Unit method. Teachers at Olympic can select the credit method that best meets their own curriculum. In the Productive Hour method, 1.0 credit is equivalent to completion of 16 productive class periods (45 minutes each) or 12 clock hours of work. Productivity requires that minimum quality standards are met and that the work reflects academic growth. This method is in place for classes such as science and math, where students have a daily assignment. In the Project / Unit method, the value of the completed project is based on how long</p>	<ul style="list-style-type: none"> <li>● Our credit policy.</li> <li>● Scales in unit plans</li> </ul>

the average student requires for completion. There is no firm time limit associated with this method, but again, minimum quality standards must be met in order for any credit to be awarded. This method is used in Government classes, where students master overall units longer term projects. We retained a “Course Challenge” option, since this is an option at several Continuation schools. The Course Challenge is essentially a final built from standardized text-based assessment and the student must pass the exam in order to receive any credit. However, in the past 10 years at Olympic no student has been able to successfully challenge a course.

In reviewing the credit methods of other alternative high schools, most schools also provided a “Productivity” credit. At Olympic, we defined productivity as maintaining 80% attendance, on task behavior, plus specific department requirements. Productivity may vary between departments to fit with curriculum but is consistent within departments. For example, the Science department requires completion of daily warm-ups and Learning Log “exit ticket” statements.

Many alternative schools also provide credit for course mastery. The Art and Science team received training in Marzano scales and provided training to the entire faculty. As an incentive to students to go beyond the minimum learning requirements, students can be awarded extra unit points by demonstrating the depth of their academic understanding and critical thinking skills on unit assessments. Students who achieve the highest level (level 4) on the Marzano scale will receive an additional 0.5 credits on the unit. Requirements for this level of understanding is very high; typically only 5% of students will achieve this level. Most students will score a level 2 or 3, which are awarded 40 - 60 points (equivalent to 0.25 - 0.37 credits).

Administration and the Leadership Committee conduct regular reviews of term credit awards to verify that all teachers are complying with the established credit policy, especially as we have several new teachers this year. Leadership members will work with teachers who have

- Department credit policies

- SLO scales
- Department credit policies

- Credits earned report

questions or do not initially conform to the policy in order to modify their term credit awards.

At Olympic, 38% of students are identified as English Learners (EL) and are required by law to take the English Language Proficiency Assessments for California (ELPAC, previously CELDT). We also monitor Reclassification rates closely, but this measurement used to rely partly on CAHSEE scores. Through persistent advocacy by Olympic administration to district leadership, i-Ready was adopted for all grades at the secondary level to replace the CAHSEE reclassification requirement. A growth area is to increase student buy-in to testing results, and to better utilize newly received IXL interventions in math, English, EL Support and Academic Success classes.

Last year was the first year the new ELPAC was administered, in partnership with the district Language Assessment Center. A total of 89 out of 102 students completed the 4 different tests. The new assessment gives an overall performance rating of 1 to 4 (1-minimally developed, 2-somewhat developed, 3-moderately developed, 4-well developed) broken down into 2 parts; oral and written language (scale 1-4) and then further into 4 sub-tests (Listening, Speaking, Reading, and Writing (scale 1-3)). As this is a new assessment, our staff is just beginning to familiarize themselves with the reports and exactly what they indicate. New reclassification criteria for the ELPAC have been identified by the district and mandates that a student obtain an overall score of “4” plus a minimum score of “3” in the oral and written language parts. Of our current students who took the exam, 18 students scored a “4” overall are eligible for reclassification. Staff will work specifically with this group to provide intervention and support around areas of need in order to meet the accompanying i-Ready level necessary for reclassification. In addition to being used as a measure for reclassification, the ELPAC replaces the CAHSEE scores as a predictor for support classes offered at Olympic. Students are grouped according to their ELPAC scores and are placed in one of four EL Academic Language classes and/or designated English

- ELPAC /CELDT scores
- i-Ready results

- CELDT/ELPAC results
- Reclassification results



<p>be“scrubbed” for Olympic students. On the older STAR test for Science, only 6 testers actually finished an entire science course at Olympic; the remainder finished all or half of a course at the comprehensive site. While the test result data is still viable for use by the district, it is not useful to inform Olympic classroom practices. Benchmark data is now evaluated for each student completing a unit at Olympic. A report form was created for staff use, although more in detail report formats can be designed. The English department will continue to use the district standard i-Ready data and our site created On-Demand writing, and the Math Department will begin using the new seats for i-Ready data as primary assessment tools.</p>	
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**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● We served as a trial site for the CAST but no data has been supplied to our site as yet. However, science teachers observed that students quickly fatigued and struggled to read charts and graphs. As a growth area this year our in class activities/benchmarks have been adjusted to provide students with more practice in analyzing graph based data or authentic activities based on data.</li> <li>● New Aeries reports were initiated to easily track total credits earned / term vs. student attendance rates for Olympic. Alliance now has access to the grad status screen to monitor how many credits students attained last marking period and whether students are on track for planned graduation date.</li> <li>● Use of i-Ready 2x per year to track student growth in for all students (Olympic and Alliance) in both English and Math classes</li> <li>● Use of On Demand writing assessment 2x per</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson plans / student work samples</li>   <li>● Aeries data</li> <li>● Aeries report (credit/term, attendance)</li> </ul>

<p>year</p> <ul style="list-style-type: none"> <li>• Growth areas include bettering i-Ready participation</li> </ul>	
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**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.*

Findings	Supporting Evidence
<p>Standard district “gates” are in place for CyberHigh subjects taught in 2 CyberHigh periods. Students must pass standardized unit tests in order to progress and earn credit in a CyberHigh subject.</p>	<ul style="list-style-type: none"> <li>• CyberHigh testing results</li> </ul>

**Assessment of Program Areas**

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Graduation requirements align with district comprehensive high school requirements with the exception of 30 credits of Physical Education. At Olympic, PE is not required and any accumulated PE credits are moved to Elective totals.</p> <p>Course completion, attendance percentage, and credit totals are evaluated at the end of each term at minimum in assigned advisory classrooms (4th period classes at Olympic, 3rd at Alliance). In addition, the Registrar provides a quick look-up “On Track” graduation list. Additional evaluation will be part of student/school counselor discussions as course credit requirements are completed and students are ready for a schedule change. Special Education students also regularly review graduation course and credit status with their assigned Special Education teacher.</p>	<ul style="list-style-type: none"> <li>• Graduation requirements</li> <li>• Aeries reports</li> <li>• On Track graduation list</li> <li>• Student ILPs (Grad Status Review)</li> </ul>

<p>Students who are not in track for graduation as determined by the number of credits completed per term are brought in by school counselors or Administrators for discussion of credits, grades, next step plans, and to determine if other services are appropriate. Parents and guardians are invited to these meetings, and meetings are recorded under the counseling tab in Aeries.</p> <p>In our growth plan this year, we are initiating google forms for 4th period advisory teachers to refer students to counselors/administration and “not on track for graduation” lists so that data can be more easily analyzed. This is similar to the process we use for CARE team referrals.</p>	<ul style="list-style-type: none"> <li>● Counselor records</li> <li>● Counseling tab in aeries</li> <li>● Intervention tab in aeries</li> </ul>
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**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>CDE data has only just become available in December 2018 and unpacking and reviewing this data is a primary growth area for our site. We have not had time for in depth analysis but after initial review we expect the data will drive several process changes. For example, currently the district requires out of district alternative education transfers initially be assigned to a comprehensive high school for a minimum of 2 weeks. This is actually counterproductive to comprehensive grad rates. If the student is transferred to us too late in the process to be able to graduate on time, both the comprehensive and Olympic are scored with a “drop-out”. If we can graduate students by August 15th they will be counted as graduates. Currently our 5th year seniors do not count as graduates but drop-outs, as they did not graduate on time, even though SpEd students are entitled for support through age 22. This measurement is being re-evaluated by the state of California.</p>	<ul style="list-style-type: none"> <li>● CDE dashboard</li> </ul>



**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>Curriculum offerings are reviewed each year by Administration as part of building the Master Schedule. The Master Schedule is created to support the current student population based on testing results rather than fitting students into a static Master schedule.</p> <p>All courses offered follow published district curriculum descriptions and guidelines, plus common core and NGSS standards.</p>	<ul style="list-style-type: none"> <li>● Master schedules</li> </ul>

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Online Programs: INACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [INACOL Standard L, 2009]

**Indicators with Prompts**

**Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>In the past 3 years we have administered the Smarter Balanced Summative Assessments (CAASPP/SBAC). Results have varied and we initially were working to increase student participation rate. We also administer and regularly review CELDT/ELPAC data. Data Dive activities are conducted throughout the school year to share various measures, such as the new CDE data in general staff meetings as well as working group meetings. For example, EL performance Data Dives are conducted between administration and EL support faculty to verify appropriate student placement. Site specific measures are also analyzed and shared. On</p>	<ul style="list-style-type: none"> <li>● PD/Meeting Materials</li> </ul>

<p>Demand data is analyzed within the English department. i-Ready scores are shared within the English Departments and Math departments and used to verify student placement. A growth area is to use the new i-XL seats to assign remedial activities per identified individual weaknesses in the i-Ready scores. I-XL can also be used in Academic Success classrooms. Classroom observation data from lesson rounds is analyzed by the observing team and findings are presented at general staff meetings regarding the chosen question of practice.</p> <p>Title one requires sharing assessment information with a variety of stakeholders, including parents, faculty, and community members.</p> <p>Since the state data was unavailable between 2013 - December 2018, this area will be a key focus this year and will remain a critical component of our SPSA in the future. Measurement criteria have changed and are still somewhat fluid, but we anticipate revisions in current processes. As an example, current district practices mandate that out-of-district transfers must be assigned to a comprehensive high school for 2 weeks, then a student could be moved to Olympic. This might negatively impact comprehensive high school grad rates. In addition, some data will still need to be “scrubbed” in order to inform local practices. Suspension data, for example, still includes suspensions incurred at comprehensive sites after students transfer to Olympic. Finally, some data will have to be disaggregated not only between standard student groups, but between Olympic and the Alliance program whenever these two programs have significantly different practices such as triggers for suspension.</p>	
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**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Within Special Education Academic Success classes and Olympic Geometry classes, IXL.com is a resource for Common Core aligned Math diagnostic and independent practice in Math and ELA. Case Managers</p>	<ul style="list-style-type: none"> <li>IXL reports and usage summary</li> </ul>

<p>utilizing IXL in Academic Success have been able to increase understanding of student skills, including gaps in skills below grade level that require additional support or remediation. In 2018-2019 school year, Geometry teachers have utilized IXL for summative assessment. One benefit of the IXL format is that students receive a “Smart Score” based on problems completed; the score increases with consecutive correct responses to prompts and decreases with an incorrect response. When students provide an incorrect answer, there is an automatic redirection to an explanation through the correct process (similar to teacher-delivered guided practice) before the student can access the next prompt.</p> <p>There are some teachers who utilize online platforms for formative assessments, such as Kahoot.</p>	
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**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>At Olympic we evaluate our effectiveness in meeting student needs with a combination of student specific data as well as demographic data. In the past 3 years we have administered the Smarter Balanced Summative Assessments (CAASPP/SBAC). Results have varied and we initially were working to increase student participation rate. Our students tend to be “test phobic” and students were well aware that the tests did not impact either their grades or credit totals; as such students either avoided coming to school during test days or left during break. Testing on the computers also proved stressful for many of our students. We then moved the testing to smaller test environments and students usually test under the supervision of their own English, Math, or Special Education teacher. Teachers made an effort to increase chromebook use in classrooms as that technology became available, so students are more accustomed to working for extended periods of time on a computer. During testing, daily points are now awarded for students that make a sincere</p>	<ul style="list-style-type: none"> <li>● Testing completion data - student participation</li> </ul>

effort towards credit and participation rates increased. Overall scores are below district average, a significant proportion of our students come to us with below or far below grade level literacy and math skills.

35% of all students are identified as English Learners (EL). Students are grouped according to CELDT data and this information is used for placement in EL academic language classes and Math inclusion courses which are designed for increased language scaffolding, monitoring, and support. Reclassification for our students was not remarked upon 4 years ago, but we are now trying to recognize reclassification as a major achievement for our students. Being fully bilingual is a a major employment skill in our community. Teachers are encouraging students to achieve reclassification status, and staff provides special recognition at assemblies and announcements for those that achieve that goal. Graduates who have reclassified are given special medals for their graduation gowns. Master schedule changes have added EL support classes each year. Currently we have 3 EL ALD classes, 4 English Inclusion classes (3 classes fully supported by a SpEd teacher in the classroom), 2 Algebra, 1 Geometry, and 3 Personal Finance Inclusion classes in math, (4 fully supported by a SpEd teacher). For the first time this year, our Student Leadership class is also supported by a SpEd teacher as this class has a major embedded writing component.

Olympic administration advocated for i-Ready testing as an additional monitoring tool. i-Ready was approved by the district in Spring 2017 and is administered to all EL students 3 times/year. All teachers can view results for a student enrolled in her/his courses. Additionally, administration created groups to run reports in i-Ready (such as, EL, SpEd, Alliance) and can add teachers to view results and reports. Analysis of i-Ready diagnostic results have occurred at staff meetings, within departments, and with case managers. While administration provided professional development around running and analyzing reports, the format for i-Ready's website changed drastically since 2017-2018 and has impacted teachers in navigation of reports and

- Master schedule
- EL Database

- Professional Development materials
- i-Ready reports

resources.	
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**Teacher and Student Feedback**

**D2.3. Indicator:** 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:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● Teachers base summative projects or assessments based on unit Marzano scales, which are either posted in classrooms, taped to desks, provided as student handouts for binders, depending on classroom set-ups.</li> <li>● Science department uses term reflection results for our specific courses. Data is summarized for course modifications in following year.</li> <li>● EL support classes include regular “data chats” between teachers and individual students regarding testing placement and growth areas towards full bilingual reclassification. EL support staff and administration monitor appropriate student placement within the master schedule.</li> </ul>	<ul style="list-style-type: none"> <li>● SLO-aligned Marzano scales</li> <li>● Teacher SLO binders with lesson plans and student work samples</li> </ul>

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

### **Summary (including comments about the preliminary identified critical learner needs)**

Olympic has a standardized school-wide credit policy to provide consistency in accountability and credits awarded. Within Department teams, teachers collaborate on grading and assessment practices to provide consistency across subject area. Student progress towards mastery of state standards is measured through a combination of diagnostic, formative, summative, and standardized assessments. Teachers employ a variety of assessment tools within the classroom setting including project-based learning, presentations, and benchmark tests. Parents, students, teachers, counselors, and administrators are able to monitor student attendance, assignment progress and grades via Aeries; while some teachers utilize an Aeries gradebook for ongoing assignment tracking, other teachers upload grade information at the end of each term.

In general, students advance to the next course based on grades and teacher recommendation. The Master Schedule reflects student needs (based on assessment data and credits needed) and evolves through the school year to respond to student needs as enrollment changes. Counselors and Administrators examine student credit needs to identify students on-track for graduation within the 4-year cohort. Department teachers, Case Managers, Counselors, and Administration collaborate to identify students for interventions based on assessments, grades, credits earned, and progress with previous interventions.

Olympic staff has engaged in ongoing reflection and intervention strategies to increase student participation in assessments in both computer-based and written formats. The use of computer-based diagnostics and independent practice promote students skills that will hopefully increase participation and success in annual CAASPP. In Department, Leadership, and school-wide teams, teachers analyze student outcomes, evaluate the accuracy of results, and identify next steps to promote increased student success.

Teachers will continue to expand the use of universal screening assessments and utilize this information to inform instructional practices and intervention strategies. Teachers will increase integration of tasks and problems that correlate to college and career readiness, such as, scaffolding towards rigorous formal assessment prompts and real-world application of concepts and skills.

All teachers will establish and regularly evaluate a common set of essential skills aligned with common core standards and schoolwide learning outcomes.

**Prioritize the strengths and areas for growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- We have standardized our credit policy across the school, and departments have standardized grading policy.
- i-Ready testing seats have been expanded and are used for student placement. IXL seats were purchased.
- We have negotiated new EL reclassification criteria with the district so that our Seniors have an opportunity to earn reclassification status.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- The new CDE dashboard data (just made available for alternative sites in December 2018) needs to be unpacked and evaluated against our existing processes, both on-site and District practices.
- We need to explore disaggregating Olympic and Alliance data; these are two different populations with different drives and requiring different resources. Currently state and district data only provide intermingled data.
- We must continue to try to find ways to motivate students to put forth full efforts into student diagnostic testing and to match IXL and other remedial lesson resources to student i-Ready results.
- We will initiate text messaging to parents as a preferred communication method.

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. Parent and Community Engagement Criterion

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

**Online Programs: INACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [INACOL Standard Q, 2009]

#### Indicators with Prompts

##### Regular Parent Involvement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Orientation meeting responsibilities have been moved under control of academic counselors. Orientation is now held this year for new students and their families at the beginning of the school year and the beginning of each term. Spanish translation is provided. Attendance rate was on average 95% during any given orientation.</p> <p>We have improved communication to students and parents by updating the school website to include a parent section, links to the school Twitter account, the Homelink parent portal, and the Remind app. The parent page also includes PBIS recognition page, Site Council information, and highlighted board policies.</p> <p>Report cards were originally sent 4 times per year but are now mailed 8 times per year in order to provide more frequent feedback to student families. Graduation status is clearly indicated with a report card cover letter, stating that the student is currently “on track” for on time graduation based on credit accumulation, or is “not on track”. Parents of students who are not on track are requested to meet with school counselors and their</p>	<ul style="list-style-type: none"> <li>● Orientation sign in sheets</li>   <li>● School website</li>   <li>● Aeries system</li> <li>● Grad letter samples</li> </ul>



<p>students in order to review a credit recovery plan or consider other options (adult school, GED, employment programs such as East Bay Works or California Conservation Corps which provide concurrent High School diploma programs). Two at-risk graduation status review nights were held to target “not on track” students and their families. However attendance was low, only 14%.</p> <p>All students with an IEP received quarterly progress reports to identify progress on IEP goals.</p> <p>Spanish speaking families are served by our “All-Call” announcements which provided in both Spanish and English. Our newest Vice Principal is fully bilingual and provides direct communication with Spanish-speaking families. Letters home and report cards are provided in both Spanish and English. IEP meetings include district or site provided Spanish translation for all Spanish speaking families.</p> <p>Site council meets monthly with both parent, community member, staff, and student attendance. SSC and Title 1 parent meetings were held regularly. However, parent participation at ELAC meetings was extremely low. This is a critical area for improvement.</p> <p>Site council voted to reallocate funds from a part time, Spanish speaking outreach position to funding for a school resource officer. However, since the last review we have hired more bilingual staff that can provide translation services as needed. Translation services for meetings can also be provided from the district with enough advance notice and on an hourly pay basis from the Olympic site.</p>	<ul style="list-style-type: none"> <li>● IEP records</li>   <li>● Site council minutes</li>   <li>● Site council minutes</li> </ul>
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**Use of Community Resources**

**E1.2. Indicator:** The school uses community resources to support student learning.

Findings	Supporting Evidence
<p>Community speakers are regularly scheduled at Olympic and students may self-select to attend the presentations. The most effective guest speakers tend to be successful Olympic alumni who provide real examples of success</p>	<ul style="list-style-type: none"> <li>● List of guest speakers</li> </ul>

<p>after completing a high school diploma at our school.</p> <p>The career center organizes an annual job fair which provides information on various programs. Our two local community colleges (Diablo Valley College and Los Medanos College) are overwhelmingly the most common college option for our low income students due to cost and the career center organizes field trips for these sites. Local technical schools and ROP programs also present at Olympic. The career center provides much needed FAFSA workshops for college bound students, helping families complete the application and organize required documentation.</p>	<ul style="list-style-type: none"> <li>● School Master calendar</li> <li>● Career Center documentation</li> </ul>
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**E2. School Environment Criterion**

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**E2.1. Indicator:** 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.

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>A School Resource Officer (SRO) was provided for Olympic 4 days per week beginning last year. The cost for the SRO is shared between Olympic and the district.</p> <p>Instances of bullying are normally referred to both school counselors and administration, and if appropriate, conflict mediations and restorative justice practices are implemented to repair harm and promote a level of</p>	<ul style="list-style-type: none"> <li>● School Site Safety Plan</li> <li>● Olympic budget</li>   <li>● School Climate Survey</li> </ul>

<p>normalcy.</p> <p>In terms of drug and alcohol violations, students are referred to the CARE team, and an appropriate service provider is determined for any given student.</p> <p>Last year we had the 2 most serious safety incidents in Olympic history. One of our students was shot by reported gang members after school a short distance off campus. He was able to run back to the school in order to get help. The school went into lockdown procedures and medical help and the police were immediately called by administration. Our student later died at a local hospital. The student was targeted by students at his comprehensive school. Olympic was given no information regarding any potential safety issues on transfer. We do believe that the suspect drove into the Olympic parking lot several days prior to the shooting but immediately left when approached by one of our campus supervisors. In addition to this shooting, one student was arrested on campus last year with a loaded handgun. Administration received the tip that the gun was on campus by the student's parent. It is believed the weapon was tied to student drug dealing. Subsequent to the shooting the district provided counseling for students and staff, but teachers and union representatives met with the Superintendent to request the following safety upgrades for our campus. Our requests included:</p> <p>*Increased surveillance camera coverage. This requires more cameras and cameras with better resolution. For example, administration could not discern the license plate of the car belonging to the suspect driving onto campus.</p> <p>* Silent alarm software: Teachers should be able to signal for administration help if a non-student enters the classroom.</p> <p>* District Placement Procedures: These need to be reviewed to ensure students needing alternative education are properly placed to minimize safety issues. This includes staff review of full cum files and legal data prior to student transfer. This information is not currently visible in the Aeries system by teachers due to read access limitations implemented by the district. Our</p>	<ul style="list-style-type: none"> <li>● CARE team data</li>   <li>● Most of these requests from the district are still unmet over a year after the major incident. We had some upgrades to our security cameras to expand coverage, but these requests are still a major growth area. Union representatives are working with MDEA legal team to address outstanding issues.</li> </ul>
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administration suggested that representatives of all alternative sites meet regularly, jointly review complete student information, and match the student with the best possible placement (safety, EL and academic support resources) for the student.

\*Increasing SRO presence to 5 days a week. Admin. Is negotiating with the district over SRO funding. This is an equity issue for our site. Our percentage portion of our SRO salary is much higher for our site than the comprehensives because we have a comparatively small student population.

Internally at Olympic, we updated our district approved safety plan to include:

\*Updated lock down procedures: Site administration delivered HERO procedures for all school personnel (Hide, Escape, Run, Overcome) instead of simple take cover procedures. This is a research based response to a campus intruder/shooter, delivered by police officers who were first responders to active shooter emergencies on school campuses. This training was requested by staff; student safety surveys showed that students trusted staff to provide correct information in the event of an emergency, however, teachers and non-credentialed personnel had received different directions through district training (take cover vs. ALICE procedures). The Parkland shooting highlighted deficiencies in our original training, and the staff requested that a single, more robust safety protocol be adopted in response to a shooter on campus. Key points are:

\*A major goal is to keep intruders away from students for up to 15 minutes; the average response time between the initial 911 call and disarming a shooter.

\* Students/staff are given directions on how to best protect themselves in classrooms, parking lots, etc.

\* Meeting points off campus are pre-selected. Students will be evacuated in small groups and are encouraged to scatter, then meet at rendezvous point.

\* Students will not automatically evacuate when they hear a fire alarm. Teachers will hold students in classrooms until a fire is confirmed.

\*As a last resort, students/staff will form barricades in classroom and have been given information on how to

<p>fight back should a shooter attempt to enter a classroom (throwing classroom objects, using fire extinguishers).</p> <p>* School gates between the parking lot and campus will be locked during school hours. This was requested in prior years but was denied by the local fire department. Olympic administration worked with the county fire inspector to ensure Olympic was meeting all guidelines, laws, and requirements in regards to the locking of gates and entryways during the school day. In addition, the Olympic administration worked with district personnel to inspect all gates and entryways to identify and conduct any needed repairs to ensure that all gates work properly.</p> <p>* Walkie Talkies were upgraded for administration, the SRO, BHS and Alliance staff. Walkies were also purchased and distributed to the adjacent but independently managed Crossroads campus for young mothers and their children. All collocated administrators need to be able to clearly communicate during an emergency.</p> <p>*Safety kits were provided to all classrooms for use during lockdown procedures which include simple first aid supplies and a porta-potty.</p> <p>*Curtain blinds were repaired or replaced as needed.</p> <p>Olympic complies with district Internet Use policies. Most students and their families review and complete the required permission form during Orientation.</p>	
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**High Expectations/Concern for Students**

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Phase 1 of PBIS implementation is in place to conform to the national framework. PRIDE behavior expectations were chosen based on District LCAP expectations and are reinforced through a number of positive recognition incentives. Teachers and other staff distribute “Pride Cards” when students are observed supporting these</p>	<ul style="list-style-type: none"> <li>● PBIS card data</li> <li>● PBIS Silver award</li> <li>● Olympian Award winners</li> <li>● LiveSchool data</li> <li>● Incentive event flyers</li> </ul>

principles. Pride Card recipients are entered in weekly drawings for small prizes. Pride Cards also enter students in school-wide recognition assemblies given 4 times a year. These presentations are designed by student leadership and larger prizes (gift cards, sports equipment, etc.) are distributed. Finally, each teacher nominates an “Olympian” at the end of each term who best demonstrates Pride behaviors. All nominees are recognized with certificates and staff votes to select a single Olympian for each term. Data from Pride cards are collected and analyzed by PBIS team members and data is provided back to staff for the number of Pride cards issued by each staff member and the category of Pride behavior. Phase 1 of our PBIS program was evaluated by the California PBIS Coalition against a rigorous scoring matrix. Olympic received Silver status.

Within the Alliance Program, PBIS includes a system for points awarded daily within each class which aligns with recognition of achievement through incentives. All students are eligible for up to 10 points per class period (up to 2 points per category) for demonstrating appropriate behaviors in five categories: Present for Period, Respectful Interactions, Positive Response to Support, Appropriate Use of Technology, and Work Completion. Students also can earn bonus points towards incentive events for her/his Academic Success class which are aligned with school-wide PRIDE values (in addition to cards used for school-wide incentives). These two layers of points allow for individual recognition as well as a community celebration.

Within Alliance Academic Success classes, there is collaboration between the teacher, Special Education Assistant, and Behavior Health Specialist to develop a supportive community in which students can work on academic, social-emotional, and behavior needs. Using a restorative justice frame, the classroom team facilitates weekly community circles and community building activities. Given the ongoing enrollment throughout the school year, these weekly practices allow development of existing relationships as well as a structure to engage with new students or say goodbye to an exiting student.

and sign-in sheets

- Facilitated Restorative Conference request log and outcome summaries

<p>In 2018-2019 school year, Alliance introduced facilitated restorative conferences to the restorative justice practices. In the past, Alliance staff would engage in restorative conversations whenever possible in order to address conflict or disagreement. With the introduction of a more formal structure, the lead Behavior Health Specialist collaborates with students, staff, and other Behavior Health Specialists to create a constructive space for honest communication and planning for next steps.</p> <p>Growth area: Standardize behavioral intervention</p>	
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**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>In lieu of Department Chairs, Olympic has instituted a self-nominated teacher leadership team to work with school administration on identifying potential growth areas and review/upgrade the Single Plan for Student Achievement and District’s Local Control Accountability Plan. Working teams routinely report out results at staff meetings, refer action items between teams (for example, Leadership may assign action items to department teams), and design staff meeting agendas. In addition, any teacher can request time on team or staff meeting agendas to address a critical issue or to share a “Best Practice” or technology tool.</p>	<ul style="list-style-type: none"> <li>● Leadership team agendas / documentation</li> </ul>

**E3. Personal and Academic Student Support Criterion**

All students receive 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. These are enhanced by business, industry, and the community.

<p><b>Online Programs: iNACOL Standard N: Organizational Support:</b> A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]</p>
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**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**Indicators with Prompts**

**Adequate Personalized Support**

**E3.1. Indicator:** The school has available and adequate services to support student's academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Counseling services have been expanded significantly since our last WASC review. The district eliminated the job title of Student Services Coordinator (SSC) who served as school counselor for all 350+ Olympic students. This position was changed to a much needed second Vice Principal for Olympic while the site reallocated budget resources to provide 2 school counselors (1 full time, 2 part time) for Olympic. This has improved student academic and credit recovery monitoring. Nine Behavioral Health Specialists (BHS) are assigned to Alliance and one is assigned to Olympic. These services require Medi-Cal funding. However, students needing social/emotional support counseling services without Medi-Cal coverage are referred via CARE team to our site Psychology Interns.</p> <p>The CARE team meets weekly to review and administer student referrals from staff. The CARE team can assign students to counseling services, or refer students and their families to other appropriate site or community supports.</p> <p>The Alliance master schedule now creates time for weekly mental health circles within the classroom. All Alliance classrooms utilize restorative justice practices each week. Additionally, the Alliance program is trialing “mindfulness” spaces within each classroom this year. Students are given the option to retreat to the mindfulness area when feeling anxious, angry, frustrated, etc. They have been given training on how to monitor breathing patterns, etc. to self restore a calm</p>	<ul style="list-style-type: none"> <li>● Orientation Materials</li>   <li>● Alliance Site Support Meeting Notes</li>     <li>● CARE team documentation</li>     <li>● Alliance Training Materials</li> </ul>





<p>may not be fully accurate. This is a growth area for our site. We are deploying IXL implementation from EL to general populations this year.</p>	
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**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Orientation was completely redesigned since the last WASC review and is now administered by the school counseling team. Parent/guardians and students are required to attend. School processes, credit policies, vision/mission, SLO requirements are covered. Individual student graduation statuses are reviewed for correctness and understanding. The parent/student handbook is reviewed, and Homelink (parent access to Aeries attendance and student gradebook data) is discussed. Standardized forms are completed and collected (such as technology use). Counselors verify that students and their families have full access to technology provided information. Counselors conduct pre and post Orientation surveys which verify that parents and their students understand and have access to site technology tools.</p>	<p>Orientation surveys</p>

**Support Services – Multi-Tiered Interventions and Student Learning**

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
<p>Marzano scales to delineate student performance for our SLOs were developed last year and training was provided by the Curriculum team to all faculty. SLOs were incorporated into teacher unit plans and student work samples were evaluated in department meetings. However, we did not have a schoolwide review of individual student performance and the Curriculum team wanted to tie achievement of SLOs directly into student graduation requirements. This year, students will be responsible for collecting samples of their work that</p>	<ul style="list-style-type: none"> <li>● Senior Portfolios</li> <li>● SLOs</li> </ul>

<p>demonstrates SLO achievements and incorporating the samples into their electronic Senior Portfolio, along with other items such as career information, post high school plans, and a current resume. The Senior Portfolio will be reviewed by small staff groups.</p>	
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**E3.3. Additional Online Instruction Prompt:** Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
<p>Most classrooms have a 1:1 ratio of students to chromebooks. including all English, Social Studies, JROTC, Leadership, and Academic Support classrooms. The Olympic Science and Math classrooms have one classroom set per department; teachers coordinate use of chromebooks between them. The multimedia requires more software and is provided with a desktop computer for each student. Art does not currently use chromebooks.</p> <p>A growth area for Olympic is to provide chromebooks available for student checkout for use in their homes. Students who need to complete Fast Track credit recovery often do not have laptops at home and are reliant on smartphones only.</p>	<ul style="list-style-type: none"> <li>● Chromebook inventory</li> <li>● Desktop inventory</li>   <li>● Chromebooks for Check out (4)</li> <li>● Credit Crunch Attendance</li> </ul>

**Equitable Support to Enable All Students Access to a Rigorous Curriculum**

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Although we are one of the largest continuation high schools in the state, Olympic is a small site compared to comprehensive high schools. We have resources for only a few class electives and no academy type programs as our students are focused primarily on completion of minimum graduation requirements. Students can transfer to a new class mid-term as soon as they finish the credit requirements in their initial class. Students request a new class via a schedule change form (if they know which class is most critical based on their term reviews) or meet one on one with their</p>	<ul style="list-style-type: none"> <li>● Aeries Class rosters</li> <li>● Student CELDT/ELCAP scores</li> </ul>

<p>academic counselor to select and add a new class. Consequently, student class populations are constantly changing throughout the year but are overall balanced with the exception of ELD sections, which are populated based on student CELDT/ELCAP scores.</p> <p>Students can transfer back to comprehensive schools with more diverse programs if they recover sufficient credits. School counselors work with students to develop an ILP which includes transfer to comprehensive high sites on student request.</p>	<ul style="list-style-type: none"> <li>● Counselor transfer plans</li> </ul>
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**Co-Curricular Activities**

**E3.5. Indicator:** 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. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● 20% of all Olympic students participate in school programs. Service Learning constitutes the largest co-curricular program at Olympic. Students self-select to enroll in Service Learning, which usually entails working as a classroom academic aid in elementary school classrooms. Some students provide volunteer hours in school cafeterias. A few Service Learning positions are available at John Muir hospital for students interested in the medical field. Expanding the program to other career fields has proved challenging due to insurance criteria needed by private employers. This is a growth area for Olympic.</li> <li>● Other programs include athletics (Basketball, softball, and soccer) based on student sign-up demand, music production at our school studio, Feet First Boxing Program, and West African drumming/dancing. Programs vary from year to year based on student interest. The program may not have enough students sign up in order to field a team or conduct a class. Athletics and music production were utilized predominantly by males.</li> </ul>	<ul style="list-style-type: none"> <li>● Service Learning data</li> <li>● # students</li> <li>● # hours</li> <li>● Student sign up sheets / credit awards</li> <li>● Feet First</li> <li>● Studio</li> <li>● Basketball Roster</li> <li>● Soccer Roster</li> </ul>

<p>Finding and funding alternative activities that would attract more female students is a growth requirement for our school.</p> <ul style="list-style-type: none"> <li>• Last year we were able to work with the culinary program at Mount Diablo High. We purchased kitchen equipment and plant growth towers and trialed the program in the spring. We had planned to expand the program this year into a joint culinary/nutrition class but the shared culinary instructor was pulled back by the comprehensive site. This should be a temporary situation and we are planning on restarting the program again next year as it generated consistent student interest.</li> <li>• Last year we also began coordination with Bike Concord program which teaches students how to maintain and repair bicycles. We built a shed to house the program near our softball field and the program will become operational as an after school program in 2018.</li> <li>• Olympic also offers JROTC classes and multimedia computer classes. As a continuation school, Olympic does not assign homework as part of regular classes, but “Fast Track” or extra credit assignments are often critical for students to recover enough credit to graduate on time. Many of these students need tutoring in order to meet the Fast Track project rubrics as identified by teachers evaluating student assignments. After school “Credit Crunch” support is held in the Olympic Community Center from January - June, staffed by rotating teacher volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets / gradebook for “Wrench time” program</li> <li>• Master Schedule</li> <li>• Credit Crunch schedule</li> </ul>
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**E3.5. Additional Online Instruction Prompt:** *Evaluate the school’s processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students’ involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>Our Service Learning program is well established. Most students work in district elementary school classrooms as a classroom aid. Strict attendance requirements and behavioral expectations must be met and students are</p>	<ul style="list-style-type: none"> <li>• Class rosters</li> <li>• Exemplary Program Award</li> </ul>

awarded elective credit based on number of hours worked. Students who work in a classroom can also complete a journal for additional English credit. Other students can work in school cafeterias for hourly credit. A few openings are available as volunteers at John Muir hospital, but non-district opportunities are limited due to the added insurance requirements of community employers, and this remains a growth area. Our Service Learning program was given the Exemplary Program Award from CCEA (California Continuation Education Association).

Student Leadership was a “pull out” activity at our last WASC review but has now been established as a daily class. Student participation in Leadership class is self nominating, but students must maintain attendance, behavioral, and credit recovery standards. Activities are self selected by Leadership students and include items such as an Ice Cream Social at the beginning of the year, the annual Thanksgiving Feast where a full Thanksgiving dinner is shared between staff, students, and student families, Spirit Week, Breast Cancer Awareness week, One Warm Coat program, etc. A newsletter may be selected as an activity. Leadership also works with the PBIS team to run 3 PRIDE award programs per year, celebrating term Olympians, reclassified students, and holding a raffle drawing game to distribute prizes (small gift cards, sports equipment such as basketballs or footballs, Olympic hoodies, etc.) to PRIDE card recipients.

The Career Center provides field trips to local community colleges and the HBCU College Fair. The Science department runs an annual field trip to a local beach through the citizen science LIMPETS program to monitor sand crab populations, an indicator of beach health. Student data is entered into a national database which is used by scientists. Last year we used site funding to provide a Social science field trip to the “Rosie the Riveter” museum in Richmond. JROTC provides various field trips, including a multi day camping trip at Camp Parks, where activities include orienteering, making and using a rope bridge, physical training, rock climbing, and an obstacle course. JROTC also provides

- Olympic Master Calendar
- PBIS Card Data

<p>a color guard for various community activities. Our high population of socioeconomically disadvantaged students is a challenge. Unlike comprehensive schools which ask for donations or charge parents for field trip attendance, all field trips must be free to all students in order to ensure equal access. Some trips are funded by the site, others by bus scholarships.</p>	
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**ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

**Summary (including comments about the preliminary identified critical learner needs)**

Olympic Continuation High School has dedicated itself to becoming a close knit school community, where students who otherwise have become somewhat lost at the larger school settings, find their niche and voice here. Our staff understands the importance of creating strong relationships with students that allow for increased accountability and trust. Due to the fact that we serve an older student demographic, and often times students who have strained relationships with their parents, staff at Olympic have to be very creative and strategic in terms of engaging the parent and larger community. Often communication and outreach between school staff includes not only parents, but other agency and support providers that are an integral part of our students' lives.

We pride ourselves in continuing to expand our course offerings, alternative ways to earn credits, spectrum of programs, counseling and mental health supports, and engaging activities that connect our kids to school. While at Olympic, students can receive individualized academic plans that create a pathway to graduation and also preparation for life after high school. There is academic support for students in terms of tutoring and special programs. However, we do see the need for additional trauma informed systems in order to best meet the needs of our students. We recognize that often the issues surrounding behavior and attendance can cloud our focus on instruction. We are committed to expanding the use of universal assessments and better utilizing this data when designing instruction, curriculum and systems of intervention in order to support increased student achievement. In addition, we will continue to refine our master schedule and the course offerings in order to expose students to classes that will prepare them for both college and career as well as necessary intervention courses associated with their status as English Learners or students with IEPs.

Over the past four years we have put great efforts in developing and showcasing our school pride, overall school climate and tremendous assets that our students do possess. We take pride in being an alternative school setting that will be flexible but continue to hold high expectations of students academically, behaviorally and socially. The campus as a whole has an amazing “vibe”, is clean and is reflective of the value and respect we share as a school community.

In order to engage students we should continue to expand our co-curricular and extra-curricular offerings, being mindful of our students interest and needs. Expanding our existing programs, including JROTC, Student Leadership and Service Learning, will allow for positive experiences for students who traditionally don't participate in these types of programs. We are hopeful that this will continue to increase attendance rates, graduation rates and overall engagement.

Campus safety will remain a top priority and implementation of practices and procedures that increase awareness and focus on prevention are key. Ongoing and transparent communication between administration, staff, students and surrounding community will continue. The campus is generally seen as a safe environment per survey results, but additional placement analysis and coordination with MDUSD Student Services and Concord Police Department are critical.

A major Olympic goal is to provide parents/guardians with ongoing information, support, and increased opportunities for authentic involvement in our school site. In addition to parent support, Olympic strives to provide needed transition activities and training so that our students can successfully transition into college and careers.

Student access to technology has increased significantly in the past 4 years. Whereas students in 2015-2016 only had access to one shared computer lab, all ELA and SPED content area teachers have complete class sets of chromebooks house in their rooms, and other subject areas either have a complete set or share a class set between two classrooms. In addition, beginning in December 2018, a small amount of chromebooks have been made available for students to check out for use at home. Increasing the number of chromebooks available for check out is an areas of growth.

**Prioritize the strengths and areas for growth for Category E.**

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Spectrum of programs offered continues to increase
- Olympic is nearly 1:1 in chromebooks to students
- A variety of co-curricular and extracurricular activities are offered (Basketball, Boxing, Music Studio, Bike Mechanics, etc.)
- Campus facilities are a priority and campus is very clean overall
- Master schedule is student centered

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**



- Increase parent involvement
- Communication should include other service providers and support networks
- Increase collaboration with district Student Services and SPED Administration regarding placement
- Increase campus security
- Increase the number of chromebooks available for student check out
- Expand individual class sets of chromebooks to include Math & Science
- Hire community liaison (FTE already allocated for 2018-2019 school year)
- Increase number of spanish speaking and culturally diverse staff

## Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Olympic students perform far under the district average.
- DASS Dashboard just released in December 2018. Become more consistent in the use of assessment to drive improvements in curriculum and instruction.
- Teachers will continue to expand the use of universal screening assessments and utilize this information to inform instructional practices and intervention strategies.
- Minimize suspension rate and increase alternatives to suspension, suspension rate is currently at 12.5%.
- Create school systems that are trauma informed.
- Students identified as homeless, foster youth, English Learners and low-socioeconomic status often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services.
- Students need increased access to CTE, VAPA and World Language course, Alliance 9th and 10th grade students need access to Physical Education.
- We need to increase our use of assessments for student placement, interventions and to guide instructional practices.
- 37% of the student population have IEPs, programs should meet these needs.
- Parent involvement continues to be a challenge, especially for adult students who do not have positive relationships with their parents.
- We need to continue to strengthen our social emotional support services, promotion of these services and access for all.
- Traumatic events have impacted our community as a whole and we are sensitive to the healing needs of our students, staff and community.
- Overall Attendance Rate is 72.04%, chronic absenteeism remains an issue.
- Community violence remains an issue and has impacted school climate.
- Safety concerns continue to be raised by staff, students and community.
- MDUSD Student Services continue to place students with little input from Olympic Administration or staff

# Chapter IV



## Summary of Critical Student Learning Needs

## Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings

### Critical Student Learning Needs

<p><b>Category A:</b> Organization</p>	<p>Olympic serves a large number of homeless, foster youth, English Learners and low-socioeconomic status that often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services in order to access school in general. All organizational systems should be viewed through a trauma lens.</p>
<p><b>Category B:</b> Standards Based Student Learning: Curriculum</p>	<p>All curriculum should address the diverse learning needs of English Learners, Students with Disabilities and students who perform far below district and state standards while maintaining alignment to common core and state standards. Curriculum should be culturally relevant, challenging and engaging.</p>
<p><b>Category C:</b> Standards Based Student Learning: Instruction</p>	<p>All staff should continue to receive professional development in research based instructional strategies that address the needs of our student population. Increased monitoring systems and intervention opportunities should be made available to all students.</p>
<p><b>Category D:</b> Standards Based Student Learning: Assessment &amp; Accountability</p>	<p>Teachers will continue to expand the use of universal screening assessments and utilize this information to inform instructional practices and intervention strategies. Teachers will increase integration of tasks and problems that correlate to college and career readiness, such as scaffolding towards rigorous formal assessment prompts and real-world application of concepts and skills. Olympic staff will continue to analyze and “unpack” the new DASS Dashboard in order to understand accountability measure and make systematic changes to improve outcomes.</p>

<p><b>Category E:</b> School Culture &amp; Support</p>	<p>Discipline practices should be refined in order to provide increased alternatives to suspension, embedded procedures for restorative conferencing, and ongoing analysis of discipline data. Campus safety will remain a top priority and implementation of practices and procedures that increase awareness and focus on prevention are key. Ongoing and transparent communication between administration, staff, students and surrounding community will continue and remain a key focus area.</p>

# Chapter V



## Schoolwide Action Plan

## 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.

### **Action Plan #1: Align instructional, behavioral and academic intervention systems in order to support increased student engagement and achievement.**

#### **Rationale:**

- Olympic students perform far under the district average.
- Students identified as homeless, foster youth, English Learners and low-socioeconomic status often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services.
- We need to increase our use of assessments for student placement, interventions and to guide instructional practices.
- DASS Dashboard just released in December 2018 needs detailed analysis.

#### **SPSA Alignment: Goal 1**

#### **SLOs Addressed:**

- Effective Communicator
- Complex Thinker
- Self-directed Learner
- Effective and Ethical User of Technology

#### **LCAP Alignment: Goal 1 & 2**

- Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
- Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

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Action Item	Timeline	Responsible Person(s)	Evidenced By
All teachers will establish and regularly evaluate a common set of essential skills aligned with common core standards and schoolwide learning outcomes.	2019-2020	Leadership Team Teachers Administrators Dept. Teams	<ul style="list-style-type: none"> <li>● Unit Plans</li> <li>● Team notes/shared drives which include unit plans, scales, common assessments</li> </ul>
Teachers will continue to expand the use of universal screening assessments and utilize this information to inform instructional practices and intervention strategies. Teachers will increase integration of tasks and problems that correlate to college and career readiness, such as, scaffolding towards rigorous formal assessment prompts and real-world application of concepts and skills.	2019-2021	Leadership Team Teachers Administration Dept. Teams	<ul style="list-style-type: none"> <li>● CAASPP</li> <li>● i-Ready</li> <li>● IXL</li> <li>● Summative and Formative Assessments</li> <li>● Senior Portfolio</li> </ul>
Additional monitoring systems need to be added for EL students to ensure accurate class scheduling, continued progress towards reclassification and ongoing recognition for academic achievement and improvement. Increased preparation for the ELPAC, access to i-Ready and additional support classes should be considered.	2019-2020	Administration EL Teachers English Dept. Leadership Team Counseling Dept.	<ul style="list-style-type: none"> <li>● Reclassification results</li> <li>● Master Schedule</li> <li>● Test Prep for ELPAC</li> <li>● i-Ready reports</li> </ul>
A counseling/wellness center should be added. Due to the at-risk student population that are served	2019-2021	Administration Counseling Dept. BHS	<ul style="list-style-type: none"> <li>● Additional Support Services</li> <li>● Transformation of Facility</li> </ul>



<p>at Olympic, and the students being the lowest achieving students in the district, having embedded mental health supports and systems is crucial to these students accessing the curriculum and raising overall academic achievement.</p>			<ul style="list-style-type: none"> <li>● Confidential space created</li> <li>● Attendance Rate</li> </ul>
<p>Olympic will focus on credit earning and progress towards graduation. Olympic will continue to develop monitoring tools and interventions for students not on track to graduate. Early identification and interventions for students at-risk of not graduating within the 4-year cohort will lead to an increased graduation rate.</p>	<p>2019-2021</p>	<p>Administration Leadership Team Teachers Counselors College &amp; Career Advisor</p>	<ul style="list-style-type: none"> <li>● Graduation Rate</li> <li>● Credits earned towards graduation</li> <li>● Increased understanding of DASS Dashboard</li> </ul>

**Action Plan #2: Olympic will use a trauma-informed approach in our classrooms and broader school community. We will analyze and create systems through the lens of trauma in order to meet the needs of our diverse student population and engage their parents/support networks. All students will have access to counseling and support services and will learn how to advocate and access services as they transition into life beyond high school.**

**Rationale:**

- Olympic continues to serve the district's most “at-risk” youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns
- 37% of the student population have IEPs
- Suspension rate is currently at 12.5%,
- Parent involvement continues to be a challenge, especially for adult students who do not have positive relationships with their parents.
- We need to continue to strengthen our social emotional support services, promotion of these services and access for all.
- Traumatic events have impacted our community as a whole and we are sensitive

to the healing needs of our students, staff and community.

**SPSA Alignment: Goal 2**

**SLOs Addressed:**

- Self-directed Learner
- Health & Wellness, Global Citizen, Community Contributor

**LCAP Alignment: Goal 2 & 3**

- Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.
- Goal 3: Parents, family, and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Action Item	Timeline	Responsible Person(s)	Evidenced By
Staff will be provided with ongoing professional development around trauma informed school systems and strategies to implement trauma-informed structures within classrooms.	2019-2020	Administration Teachers Leadership Team Counseling Dept.	<ul style="list-style-type: none"> <li>● Evaluation forms of from PD</li> <li>● Decreased suspension rate</li> <li>● CARE Team Tracker</li> <li>● Mindfulness Spaces in Alliance classrooms and on campus</li> </ul>
Discipline practices should be refined in order to provide increased alternatives to suspension, embedded procedures for restorative conferencing, and ongoing analysis of discipline data.	2019-2020	Administration Teachers Counselors BHS School Psychologist Alliance Team District SPED	<ul style="list-style-type: none"> <li>● Suspension Rate</li> <li>● Graduation Rate</li> <li>● Attendance Rate</li> <li>● Student Survey</li> <li>● Expulsion Data</li> <li>● Participation in restorative conferencing</li> <li>● Attendance at Restorative Justice PD</li> </ul>
Olympic will provide parents/guardians with ongoing information,	2019-2021	Administration Counselors Teachers	<ul style="list-style-type: none"> <li>● Communication to parents</li> <li>● Parent surveys</li> </ul>

support and increased opportunities for authentic involvement in school.		BHS College & Career Advisor Community Liaison	<ul style="list-style-type: none"> <li>● Designate part time FTE to Community Liaison position</li> </ul>
A counseling/wellness center should be added. Due to the at-risk student population that are served at Olympic, and the students being the lowest achieving students in the district, having embedded mental health supports and systems is crucial to these students accessing the curriculum and raising overall academic achievement.	2019-2021	Administration Counseling Dept. BHS Alliance Team	<ul style="list-style-type: none"> <li>● Additional Support Services</li> <li>● Transformation of Facility</li> <li>● Confidential space created</li> <li>● Attendance Rate</li> </ul>
Olympic will continue to strengthen PBIS systems, including school-wide recognition of positive behavior (Tier I), increased focus on interventions and supports for students (Tier II) and early identification of the most at-risk students (Tier III).	2019-2020	Administration Teachers PBIS Committee Counseling Dept. BHS District Equity Dept.	<ul style="list-style-type: none"> <li>● Incentive activities</li> <li>● Increased students rewards and recognition</li> <li>● CARE Team Tracker</li> <li>● Suspension Rate</li> <li>● Attendance Rate</li> <li>● TFI scale</li> </ul>

**Action Plan #3: To create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students.**

**Rationale:**

- Olympic continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns
- Overall Attendance Rate is 72.04%, chronic absenteeism remains an issue
- Community violence remains an issue
- Safety concerns continue to be raised by staff, students and community
- MDUSD Student Services continue to place students with little input from Olympic Administration or staff

**SPSA Alignment: Goal 3**

**SLOs Addressed:**

- Health & Wellness, Global Citizen, Community Contributor

**LCAP Alignment: Goal 1 & 3**

- Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
- Goal 3: Parents, family, and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Action Item	Timeline	Responsible Person(s)	Evidenced By
Improve communication between Olympic Administration and MDUSD Student Services and Special Education Department and comprehensive high schools regarding student placement.	2019-2020	Site Administration District Administration	<ul style="list-style-type: none"> <li>● Administrative placements</li> <li>● Participation in district level placement committee</li> <li>● Orientation Schedule</li> <li>● Suspension rate</li> <li>● Graduation Rate</li> <li>● # of Manifestation Determination</li> </ul>
Increased professional development on trauma-informed practices and de-escalation strategies.	2019-2020	Administration Teachers BHS SEAs	<ul style="list-style-type: none"> <li>● Alliance staff training in CPI (Crisis Prevention Intervention).</li> </ul>
Develop a comprehensive extra curricular and co-curricular program. To increase engagement, students will participate in a variety of school programs to include athletics, music	2019-2020	Administration Teachers PBIS Committee	<ul style="list-style-type: none"> <li>● Student participation in extra- and co-curricular activities</li> <li>● Collaboration with community members and</li> </ul>

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<p>production, service learning, leadership, cultural arts, clubs and academic tutoring.</p>			<p>organizations</p> <ul style="list-style-type: none"> <li>● Attendance Rate</li> <li>● Student Surveys</li> </ul>
<p>School will improve campus safety procedures and make facility upgrades to increase attendance and decrease safety concerns.</p>	<p>2019-2020</p>	<p>Administration All Staff SRO</p>	<ul style="list-style-type: none"> <li>● Safety Plan</li> <li>● Attendance rate</li> <li>● Suspensions</li> <li>● Expulsions</li> <li>● Discipline data</li> </ul>

## Appendices

### Appendices A (Olympic Site Documents)

1. Master Schedule: <https://goo.gl/cRrkFh>
2. Bell Schedule: <https://goo.gl/KA2Hgr>
3. Student Handbook: <https://goo.gl/1rWK2v>
4. Staff Handbook: <https://goo.gl/ASRCCQ>
5. Glossary: <https://goo.gl/HfiwzB>
6. Local Control and Accountability Plan (LCAP): <https://goo.gl/d3Gsf5>
7. Senior Exit Portfolio Descriptor: <https://goo.gl/38P8fi>
8. Technical Manual: <https://goo.gl/2vEiuY>
9. Alliance Point System Explanation: <https://goo.gl/pZ54TQ>
10. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
11. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>
12. Results of student questionnaire/interviews: <https://goo.gl/krtiXW>
13. School accountability report card (SARC): <https://goo.gl/vEzyLU>
14. Comprehensive School Safety Plan: <https://goo.gl/bWUyfm>
15. CBEDS School Information Form: <https://goo.gl/QyVg22>
16. Olympic Graduation Requirements: <https://goo.gl/vaVA6z>
17. Budgetary information, including school budget: <https://goo.gl/qgxVMt>
18. Results of parent/community questionnaire/interviews: <https://goo.gl/8a6zey>
19. The most recent California Healthy Kids Survey: <https://goo.gl/PPjqff>
20. Partnership Academy Details (Bike Concord & Feet First): <https://goo.gl/BnaXNn>
21. California School Dashboard performance indicators: <https://goo.gl/mDxsR1>
22. Department Data Summaries: <https://goo.gl/uiK7FK>
23. Attendance Committee Data Classroom: <https://goo.gl/ukqLrJ>
24. Attendance Committee Process: <https://goo.gl/bJ6JuW>
25. PBIS Committee Data: <https://goo.gl/uAoy8H>
26. Care Team Referral: <https://goo.gl/2vPjC3>
27. Care Team Drive: <https://goo.gl/rVBjhW>
28. Check N' Connect Program Description: <https://goo.gl/oH9uqf>
29. Check N' Connect Drive: <https://goo.gl/uG31TD>
30. SST Drive: <https://goo.gl/6RjvH4>
31. Independent Study Olympic (ISO) Notes: <https://goo.gl/BSTmRr>
32. Registration and Orientation Timelines: <https://goo.gl/dFKh45>
33. Registration and Orientation Drive: <https://goo.gl/KozTb5>
34. VAPA/WrldLang/CTE Information: <https://goo.gl/mcK6id>
35. Grad Status Review Worksheet: <https://goo.gl/KsrfRm>
36. I-ready Scores: <https://goo.gl/ijP6Mc>

## Appendices B: Master Schedule

	Rm	Period 0	Period 1	Period 2	Period 3	Period 4* Advisory	Period 5	Period 6
Regular Bell		7:55-8:40	8:43-9:28	9:31-10:16	10:19-11:04	11:37-12:22	12:25-1:10	1:13-1:58
Min. Day Wed.		7:55-8:31	8:43-9:19	9:22-9:58	10:01-10:37	11:10-11:46	11:49-12:25	12:28-1:04

ENGLISH								
GIORDANO	21	Service Learning	Service Learning	Service Learning	Service Learning	English IV	EL ALD	Intervention - Credit Crunch
PRATER	19	English II	EL ALD	EL ALD	Leadership	PREP	English II Inc	SST, 504, IEPs
THOMPSON	17	PREP	English II	English II	English III Inc	English III	English III Inc	
SINGH	18	PREP	English III Inc	English III Inc	English III	English III	English IV	
<b>SOCIAL STUDIES</b>								T/TH Office Hours 1:15- 2:00 PM
BREAM	23	PREP	Govt.	Govt.	Govt.	Ind Study T/Th	Ind Study T/Th	Wed- Staff, Committee, Department, Leadership
BUECHLER	43	Service Learning	Service Learning	Service Learning	US History	EL ALD	US History	
CURTIS	15	US History	World	World	PREP	World	World	
FORSLAND	22	PREP	US History	US History	Econ	Econ	Econ	
<b>MATH</b>								
KHALIL	25	Geom	Alg Inc	Alg Inc	Geom Inc	Alg	PREP	
SOTO	26	PREP	Geom	Pers Fin	Pers Fin Inc	Pers Fin Inc	Pers Fin Inc	
<b>SCIENCE</b>								
KRAJCAR	10	PREP	Earth	Earth	Earth	Earth	Earth	
PITTS	9	PREP	Living	Living	Living	Living	Living	
<b>ELECTIVES</b>								
AGEE/MCGEE	44	PREP	JROTC	Personal Fitness	JROTC	JROTC	JROTC	
GODINEZ	14	CYBER HIGH	PREP	Multimedia	Multimedia	Multimedia	CYBER HIGH	
RICH	6	PREP	Art	Art-Alliance	Art	Art	Art	
<b>SPED</b>								
DAVIS	14B	PREP	Eng III Inc- 18	Eng III Inc-18	Leadership	Acad Success	Eng II Inc- 19	
THRONE	13	PREP	Alg Inc- 25	Acad Success	Geom Inc- 25	Pers Fin Inc - 26	Pers Fin Inc- 26	
<b>ALLIANCE</b>								
PAEZ	38	PREP	Eng III/IV	Re-entry RJ	Acad Success	Ethnic Studies	Eng III/IV	T/TH Alliance Program Meetings 1:30-2:15 PM
GOWER	42	PREP	World History	World History	Acad Success	Earth Sci	Earth Sci	
HYDE	39	PREP	US History	ELA Intervention	Acad Success	Govt/Econ	US History	
SCHMITZ	40	PREP	Alg	Personal Fin	Acad Success	Alg	Living Earth	
SHAH	37	PREP	Eng I/II	Psychology	Acad Success	Eng I/II	Eng I/II	
HOYDAL	45	PREP	Ind Study	Ind Study	Acad Success	Ind Study	Ind Study	
				Art (Alliance)				

### Appendices C: Bell Schedule

## Olympic High School Bell Schedule 2018-2019

Monday, Tuesday, Thursday & Friday

Wednesday (Minimum Day)

<b>Period 0</b>	<b>7:55 - 8:40</b>		<b>Period 0</b>	<b>7:55 - 8:31</b>
<b>Period 1</b>	8:43 - 9:28		<b>Period 1</b>	8:43 - 9:19
<b>Period 2</b>	9:31 - 10:16		<b>Period 2</b>	9:22 - 9:58
<b>Period 3</b>	10:19 - 11:04		<b>Period 3</b>	10:01 - 10:37
<b>Brunch</b>	11:04 - 11:34		<b>Brunch</b>	10:37 - 11:07
<b>Period 4</b>	11:37 - 12:22		<b>Period 4</b>	11:10 - 11:46
<b>Period 5</b>	12:25 - 1:10		<b>Period 5</b>	11:49 - 12:25