

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

**OLYMPIC HIGH SCHOOL**

**2730 Salvio Street  
Concord, CA 94519  
Mount Diablo Unified School District  
February 25 - 27, 2019**

**Visiting Committee Members**

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## Preface

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

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**

Olympic is involved in continuous improvement via staff and other community members. Parental involvement is valued, although minimal, despite the school's effort. OHS's principal has increased individual meeting time with parents for increased feedback. Staff is empowered to choose their areas of focus that are not the traditional subject matter areas and to join various committees (*Curriculum and Instruction/Art and Science of Teaching, PBIS/Attendance, Safety/School Culture*). These WASC-driven committees direct much of the meeting agendas. Staff collaborative inquiry and discussion loop each week on Wednesdays, including focus on WASC aligned directives. The Leadership Committee meets monthly, is composed of all administrators, volunteer teachers, School Counselors and a Behavioral Health Specialist volunteer, and often drives agenda items at other meetings.

- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**

OHS has developed Schoolwide Learner Outcomes (SLOs), replacing ESLRs. These are incorporated into unit planning for all teachers and rubrics were developed using a Marzano scale. Evidence of SLO attainment is a part of the seniors' portfolios required for graduation in 2019 and beyond. These are used consistently throughout the school and drive student achievement.

- 3. The gathering and analyzing of data about students and student achievement**

OHS recognizes the participation and achievement deficits in the junior-level CAASPP tests and works to mitigate the scores. It is a challenge that students who transfer to OHS in their junior year are credit deficient and often skill deficient. The staff works to increase participation in the state assessments and has seen positive results, though far from what comprehensive sites can do. Olympic has used a variety of additional assessment tools to provide data for student achievement. In addition to the diagnostic *i-Ready* and other *i-Ready* formative assessments, Olympic uses its own developed *On-Demand* writing assessments twice a year to monitor student readiness for the CAASPP. The *On-Demand* activity also serves as credit attainment if improved scores warrant. Data to show how many students earn credit this way was not given. It is unclear the alignment to the Common Core Writing Standards and how teachers use the results to drive instruction. 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 new student portfolios will provide a further and deeper understanding of student mastery of SLOs and standards and the counselors and 4th period teachers are the staff who monitors these.

**4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**

Olympic High School has worked in four major committees over the past three years since the last WASC review to address the work they do for students. The Leadership, PBIS/Attendance, Safety and Security and Curriculum and Instruction committees have led the way to examine and improve the services and systems to support student achievement and wellness. These groups' work is evident in the relationships they have cultivated with students and parents, with each other and with their community partners. Not only was OHS recognized as a Silver level PBIS program in California, but it earned Model Continuation High School status. The school wide focus on Tier I interventions and incentives has been strengthened for every student in every classroom and part of campus, and the Tier II systems to address targeted mental health, behavior, and attendance issues are in place. These committees have responded to their Self-Study as outlined in Chapters 1 and 3. While the school is using District provided (i-Ready, ELPAC), internally developed assessments (On-Demand Writing), and have CAASPP and CAST state assessments there is little evidence school has not analyzed these data sources for monitoring and decision-making. The school addresses student well-being well with the PRIDE incentive program and other monitoring measures, but the data to show the programs' effectiveness is not widely shared and used (attendance, credit attainment, parent/student outreach/contacts....) to inform the committees' work. There was little discussion in the Self-Study for academic standards in terms of norming rigor (CCSS standards, A-G course standards) although the school has worked to norm credits.

**5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

OHS used the District's LCAP, WASC Self-Study and SLOs to clarify, and direct their efforts to a revised SPSA. This was developed with stakeholder input as well. The final SPSA was presented and approved by the School Site Council November 29, 2018. Olympic's 18-19 SPSA will continue to focus on academic rigor, attainment of credits for graduation, 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. There is coherence and alignment among the LCAP, the SLOs and the SPSA.

### The school's schoolwide learner outcomes:

- **Speak Up!** (Effective communicator) Know how to listen, write, speak, and effectively communicate to different audiences as well as demonstrate code-switching abilities.
- **Think Powerfully!** (Complex thinker) Be able to use logic and creativity as well as establish priorities when addressing complex tasks.
- **Choose your own path!** (Self-directed learner) Take responsibility for one's own learning, both in and out of school, to become independent, successful adults.
- **Be tech friendly!** (Effective and ethical user of technology) Be able to login, use common software/applications/devices, and understand the implications of technology while being a responsible citizen and worker.
- **Take care of yourself and others!** (Health and wellness, global citizen, community contributor) Have an understanding of health (physical and mental) and its connection to the world around us, give back to the community in which they live, and understand that acceptance and tolerance are needed locally, nationally and globally.

### Chapter I: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

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

Olympic High School's newest Action Plan addresses student achievement and engagement through careful identification of essential standards and targeted formative assessments to provide real-time information for intervention and support. The new Action Plan focuses on stronger student/home communication, support for student wellness, and systematized/ongoing feedback on credit/graduation status to support student achievement throughout OHS enrollment. In addition, the school is strengthening its PBIS systems: Tiers 1, 2 and 3 to support students' readiness for academic engagement.

- The school established a standardized credit policy with twice-monthly attendance feedback to staff and students.
- All Olympic students now have a clear and structured path to academic success through the Schoolwide Learner Outcomes via electronic portfolios. The staff is using common rubrics (Marzano scale based) to evaluate the SLOs. Specific pedagogical strategies are employed in each unit for EL and SPED students. The SLO templates list a menu of strategies that teachers

must list/use. The unit plans include some Common Core Literacy/Math strategies but the emphasis appears to be on the SLOs.

- EL students are now being served with the addition of four EL ALD classes. Teachers have been trained in EL strategies (Constructing Meaning) identical to the comprehensive schools and have the appropriate curriculum with training.
- Students with IEPs are supported with increased monitoring and courses to support achievement (Academic Success classes); SPED teachers and assistants are pushing into many core classes for increased support, including a Leadership class (with a strong writing component). To support student success in all class, Alliance and Olympic case managers teach Academic Success classes. At Alliance, all classes are taught by Special Education teachers and are considered a placement outside of general education.
- Alliance teachers, Special Education Assistants, and Behavior Health Specialists were trained on Restorative Justice practices and Community Circles are now practiced weekly in the Academic Success classes at Alliance. Staff received a two day training in Restorative Justice practices and were given two books to refer to. Circles are held each Wednesday during academic success classes and co facilitated by teachers and Behavioral Health Specialists. More intensive restorative conferences are held for students in conflict with other students or staff.
- Initial Instructional Rounds were implemented with the help of an outside consultant with the specific focus of increasing academic rigor. It is unclear how deeply implemented this activity was and how it was used to drive rigor.
- 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. 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 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.
- The Social Science department has aligned essential state standards with the most recent district course of study documentation, attending a UC Berkeley training “Teaching American History for All” which includes specific supports for the Common Core standards.
- The Science teachers are fully participating in Next Generation Science Standards implementation with the District, piloting new NGSS courses this year with assessment work in-progress.

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

Overall, OHS teachers are using internal formative assessments and a District-provided assessment (*i-Ready*) to provide real-time information for increased and better-timed intervention. In addition, they work on integrating college and career skills with real-world application through the literacy and math standards and SLOs.

The English department is using two different assessments for students: the *On Demand* writing prompt (CAHSEE era) and the newer, for EL, and now all students, *i-Ready* assessment. The school purchased additional seats for all learners. They plan to identify threads of skills that can be reinforced through instructional tasks, but are not yet implementing that stage of intervention. There is scant evidence that these assessments are used to drive instruction; there is little to no time built into the day/week for teacher collaboration for assessment analysis.

The math department is also using *i-Ready* assessments for math placement and progress. The data show a wide spectrum of math ability and the staff is working to support math learning at the differentiated levels. They are utilizing IXL.com intervention as student support. At this point in the year, two *i-Ready* math assessments have been done and due to a mistrust of (student) test-taking fidelity and high student mobility, plus lack of time and training for this new assessment tool, the two assessments have not been comparatively analyzed that might inform course placement/class changes/further student support and/or enrichment.

The science department is currently piloting NGSS science courses. Results for the new CAST are not yet available. The NGSS standards are fully incorporated within the SLO unit planning.

Multimedia is now using Google Forms to create a set of Summary Assessments to monitor phases of assignments that will be stratified (by EL, SPED) and analyzed to determine areas of concern and next steps. Student achievement via classroom assessment drives unit planning in this course.

CELDT/ELPAC scores are monitored by administration in conjunction with the English department and reclassification procedures are back in place after a year suspension due to lack of acceptable state data. A total of 89 out of 102 students completed the exam. Eighteen students scored a 4 overall and were eligible for reclassification. Staff will work 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. There is room here to comply with new CA legislation regarding reclassification and course offerings in Designated and Integrated ELD.

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 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.

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

Schoolwide data for all Alternative Education sites was re-initiated in December 2018 with the introduction of the DASS (Dashboard Alternative Schools Status). Previously, data for alternative sites had been rolled into the comprehensive sites and OHS used their own Aeries database to produce reports for attendance, credit recovery, suspension data, and graduation totals. OHS different credit system does not work well with the Aries system, and OHS has resorted to other means of tracking, monitoring and notification, relying on quarterly credit reports, student/parent notification and 4th period teacher and counselor direct communication.

While DASS showed Olympic's graduation rate for the 2017-2018 school year was 55.9%, an 8.4% increase from the 2016-2017 school year, there is much uncertainty in how numbers are calculated in regards to the comprehensive sites, when students transfer, number of credits, etc. This is work that the OHS is planning to explore. The OHS staff, led by the counselors, track credits and graduation, including transfers back to the comprehensive sites. OHS did not supply data for this.

OHS monitors EL progress through the ELPAC, and they also use *i-Ready*. They tested 87% of their ELs and reclassified 18%.

OHS has moved from a six-week term to an eight-week term and is using the student planner to help students gain self-efficacy, adding students' ILPs to the planner, including students' dominant learning method and staff/parent comment sections. Students must self-monitor their progress towards graduation, with their 4th period teachers' assistance as well as the counseling team. Report cards are mailed out every eight weeks.

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

The school is treating this as an important area for growth and is trying a multi-faceted approach: remodeled website for easier access, social media for reminders/announcements/news. Roadblocks can be found with minimally attended Site Council meetings that include the ELAC meetings, and a decision last year to eliminate a Community Service Assistant to free up funding for an SRO (Site Council decision). The school continues to try other avenues of outreach to parents such as dropping the traditional Back To School and Open House nights for a more interactive and targeted graduation status update with key personnel for each student and his/her family. The school has implemented the use of Homelink, for greater school/home communication with teachers: this is still in the implementation/training stages, but the school is hopeful that this powerful tool can make a difference for students and their families. The Alliance staff is using an online platform "LiveSchool" designed to provide parents with more real-time progress, implemented in 2017-18. Despite low parent participation, the school is determined to make this available and include it in every IEP for parents to increase parental involvement and/or increase the flow of information. A small group of parents spoke with the Visiting Team and reported nothing but satisfaction with the school's systems and support for their students.

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

OHS has improved the on-boarding orientation procedures and critical information students must have to support academic achievement and wellness. Attendance is now over 90%.

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

OHS has asked the District for the funding formulas that support continuation high schools. The school is still not satisfied with the dollars allocated to their school given the high mobility of their student body; it is not a static enrollment figure. OHS states: *...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.*

Olympic High School addressed additional recommendations by the mid-cycle WASC visit, including professional development that is *centered around CCSS, formative benchmark assessments and summative assessments such as the CAASPP*. The school faces considerable challenges in the assessment, as the state's summative testing schedule does not fit well with their continuation school population (they enroll many seniors after testing is over, their student body is generally test-adverse and not engaged with state measurements). To address this, the District/school have invested in *i-Ready* interim/formative assessments for ELA



and math that give teachers real-time data on student progress. Science teachers are becoming familiar and preparing for the CAST.

Another recommendation was to look to technology to combat student test fatigue and interest. OHS integrates the use of technology throughout the school day for all students and needs to survey students to better ascertain technology need. In addition, the recommendation that the *Alliance program should engage in staff development that aligns each program with Common Core State Standards*, was addressed by OHS. Alliance teachers are now more integrated into Olympic departments since the last WASC review and are regularly scheduled for District provided Common Core standards and are integrating the *i-Ready* assessments on targeted skill areas for their Alliance students.

## Chapter II: Student/Community Profile (2 pages)

**Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:**

- **Brief description of the students and community served by the school**

Olympic High School serves students who are largely considered “at risk” and who need an alternative school experience. It serves students throughout the Mt. Diablo Unified School District. 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 their mid-cycle review. 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.

During the 2017-2018 school year 80.7% of the students were members of an ethnic minority: 62% Hispanic, 12% African American, 1% Filipino, 2% Pacific Islander and 3% two or more races. 67% of the students are male and 76% qualify for free and reduced lunch (the school believes this is low due to students’ failure to apply). Olympic is a Title 1 School. Olympic’s average enrollment during the 17-18 school year was 311 students, and a total of 510 students were enrolled throughout the school year.

The Alliance Program is part of the school and serves students placed by IEPs who qualify for further academic and mental health support; it is a Social Emotional Education Collaborative with Contra Costa County Mental Health services.

<b>Student Group</b>	<b>MDUSD Total</b>	<b>MDUSD %</b>	<b>Olympic Total</b>	<b>Olympic %</b>
<b>African American</b>	<b>1,146</b>	<b>3.7%</b>	<b>29</b>	<b>11.8%</b>
<b>Amer. Indian</b>	<b>65</b>	<b>0.2%</b>	<b>1</b>	<b>0.4%</b>
<b>Asian</b>	<b>2,278</b>	<b>7.3%</b>	<b>1</b>	<b>0.4%</b>
<b>Filipino</b>	<b>1,427</b>	<b>4.6%</b>	<b>3</b>	<b>1.2%</b>
<b>Hispanic</b>	<b>13,227</b>	<b>42.6%</b>	<b>153</b>	<b>62.4%</b>
<b>Two or More Races</b>	<b>1,997</b>	<b>6.4%</b>	<b>7</b>	<b>2.9%</b>
<b>Pacific Islander</b>	<b>205</b>	<b>0.7%</b>	<b>4</b>	<b>1.6%</b>
<b>White</b>	<b>9,542</b>	<b>30.7%</b>	<b>46</b>	<b>18.8%</b>

Historic demographics show that most population percentages are stable from year to year at Olympic with the exception of Hispanic and White students. The percentage of Hispanic population has increased each year and White population has decreased.

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

<b>Student Group</b>	<b>MDUSD Total</b>	<b>MDUSD %</b>	<b>Olympic Total</b>	<b>Olympic %</b>
<b>English Learners</b>	<b>7,113</b>	<b>22.9%</b>	<b>96</b>	<b>39.2%</b>
<b>Foster Youth</b>	<b>102</b>	<b>0.3%</b>	<b>5</b>	<b>2%</b>
<b>Homeless</b>	<b>216</b>	<b>0.7%</b>	<b>20</b>	<b>8.2%</b>
<b>Socioecon. Disadvantaged</b>	<b>14,408</b>	<b>46.4%</b>	<b>185</b>	<b>75.5%</b>
<b>SPED</b>	<b>3,579</b>	<b>11.5%</b>	<b>100</b>	<b>40.8%</b>

- **School’s analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates)**

Alternative schools have just had the Dashboard indicators reinstated in December 2018. In the interim, OHS continued to use their internally generated data and supports from Aeries, i-Ready, CELDT/ELPAC in order to meet their main purpose: providing all students with a pathway to a standards-based high school diploma either at OHS or by transferring back to their comprehensive high school.

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. Despite this increase, OHS recognizes that participation remains a challenge.

In terms of performance, the mean scale scores for Olympic students in ELA and Mathematics for the past 4 years:

2014-15: 2414.8 (ELA) / 2389.2 (Math)

2015-16: 2455.7 (ELA) / 2418.8 (Math)

2016-17: 2450.9 (ELA) / 2430.7 (Math)

2017-18: 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%). No students meets the math standard and 100% fall 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.

### **Grad Rate:**

The table below indicates the number of Seniors enrolled, number of graduates and graduation rates for the past three years. This data has been kept at the site level as graduation rates for continuation schools has not been released at the state level until this December, 2018. The data obtained in the new statewide Dashboard measures are also reported below. The school notes that the criteria for what constitutes a graduate in the new CDE technical manual is slightly different than what has been used historically for Alternative Schools. The new criteria is intended to account for some of the mobility in alternative education and more fairly evaluate the school's impact on students. Therefore, for example, 17-18 CDE grad rate is almost 10% higher than the numbers kept on site.

**Table 1- Grad Data Maintained by the Site**

School Year	Total Seniors	Total Grads	Grad Rate
2015-2016	219	114	52%
2016-2017	237	109	45%

2017-2018	218	101	46%
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**Table 2- DASS Dashboard Grad Data , CDE (data just released Dec, 2018 with 2017-18 data plus increase/decrease information only from previous year)**

School Year	Total Students	Grad Rate	Increase/Decrease
2016-2017		47.5%	
2017-2018	143	55.9%	8.4 % increase

### 5th Year Seniors

The following chart and graph illustrate how many fifth year seniors were accepted and how many graduated.

Year	Number 5th year students accepted	Number 5th year students graduated
2015-2016	8	5
2016-2017	10	6
2017-2018	17	14
2018-2019	11	8

Current criteria for acceptance as General Education 5th year Seniors include: 80% attendance and productivity, maximum of 30 credits to complete Olympic graduation requirements, successful attendance and credit recovery at Summer School, plus no major discipline issues. Criteria are designed to encourage students to graduate within the first semester of the 5th year so that student capacity is freed to accept historically heavy mid-year influx of students.

To improve graduation rates, “Credit Crunch” sessions were initiated by the Curriculum & Instruction Committee in 2016-17 to provide scaffolding for all students, particularly EL and Special Ed. The schedule was rearranged, the program included juniors and seniors. OHS did not supply data for evidence of this program’s effectiveness. The school cited several items to improve this program moving forward and garner more “urgent” participation. Besides sign-in sheets, they will clarify “5th Year Senior” to students as a method to increase student efficacy to complete credits on time.

- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)

Attendance improvement was a major focus area last year for OHS. The PBIS/Attendance committee focused on students “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. The committee surveyed students and their answers helped the committee with next steps, including personal mentoring by the Committee members. Data shows that overall attendance rate increased from 69% in 2016-2017 to 72.4% during the 2017-2018 school year.

### **Attendance:**

As shown in the attendance data below, Olympic’s attendance rate falls below the District average although it is improving slightly. There looks to be room for improvement in the Alliance attendance rate, which has dropped. The 10% drop in attendance has not been explained. District SPED attendance did not show the same drop, although the populations are not the same.

	2015-2016	2016-2017	2017-2018
Olympic	71.81%	68.45%	72.04%
Olympic Alliance	79.86%	68.71%	69.70%
District	94.96%	94.54%	94.99%
District Special Ed	90.01%	90.95%	91.85%

The district provides no school transportation for Olympic students, only for Alliance students as is required by Ed. code. A high proportion of Olympic students come from Bay Point, 76% are officially designated as economically disadvantaged. Lack of school bus transportation can be a major barrier for many students. County bus passes sometimes are provided by the district for Homeless and Foster Youth students but support is intermittent.

### **Gain/Loss Report**

In order to better understand the total number of students served throughout each school year, a gain/loss report is below. The transient quality of the population is evident and provides insight to the number of resources that are required for intake, enrollment, orientation, cumulative reviews, scheduling and triage.

School Year	GAIN	LOSS	Ending Enrollment
14-15	471	264	207

15-16	473	221	252
16-17	485	236	249
17-18	511	255	256
18- to date	421	134	287

**Suspension Rate by School Year and Program**

OHS worked to refine practices to include alternatives to suspension and differential responses to behavior that historically would result in suspension. The school disaggregates their reported suspension data of OHS and the Alliance program to better refine responses to the OHS and Alliance students' behavior and know what to advocate for in resources for the two different programs. 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%.

**Suspension Data- Site Level**

Olympic High School recorded the following number of suspensions and expulsions in the past three years including the number of students suspended, number of incidents, number of days suspended, cumulative enrollment and suspension rate. The data is disaggregated to show both combined data and the Alliance program alone. The overall suspension rate for the MDUSD is far less at 3.6% in the 15/16 and 16/17 school years and 4.1% in 17/18.

	15-16 Olympic	15-16 Alliance	15/16 Total	16/17 Olympic	16/17 Alliance	16/17 Total	17/18 Olympic	17/18 Alliance	17/18 Total
# of Students	38	35	73	29	22	51	29	26	55
# of Incidents	50	92	142	46	51	97	40	79	119
# of Days	107	155	262	108	112	220	124	159	283
Expulsion	2	0	2	2	3	5	3	0	3
Total # Enrolled (Cumulative)	452	83	535	384	75	459	378	76	454
Susp. Rate %	8.40%	42%	13.60%	7.50%	29.30%	11.11%	7.67%	34%	12.11%

Description:	Total:	Active:	Radar:	Independent Study:
Number of students being seen by mental	103	47	55	1

health professionals				
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Key alternative discipline includes referrals to school counselors through the Care Team which meets weekly to review tracking sheets for each student. The “Check and Connect” program was implemented this year based on CARE team referrals. Identified 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. Live School and “Weekly Paycheck” (Alliance students) are part of their interventions to support positive student behavior and habits. These are widely and consistently used, with “live” passive reporting to parents. Students actively participate in assessing themselves.

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 students meet the specified graduation requirements. Transfer plans are 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. Data to show student progress was not included in the Self-Study.

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 to discuss with 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 are not necessarily effective in changing poor student attendance patterns. The PBIS/Attendance committee has designed additional attendance tracking.

- **Appropriateness of identified critical student learning needs and their linkage to schoolwide learner outcomes**

Goals established in the Single Plan for Student Achievement are directly aligned to the district LCAP. Multiple accountability measures are analyzed to determine student

progress at Olympic with the primary goal being 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 and the PBIS team has taken ownership of attendance improvement.

Master scheduling is now built to meet student enrollment needs each year, including EL and Special Ed supports based on CELDT/ELPAC scores and *i-Ready* assessments. In response to the last full WASC Self Study (for rigor and support) Olympic now offers four EL ALD classes, four English Inclusion classes, six math inclusion classes (covering Algebra, Geometry, and Personal Finance) and two Academic Success classes. Alliance provides one ELA intervention class and six Academic Success classes. OHS currently offers a limited variety of CTE and VAPA courses and need to include PE courses, especially for Alliance Freshmen and Sophomores. In addition, Olympic staff volunteer to provide after school support in completing credit recovery “Fast Track” projects during second semester.

OHS is keenly aware of the collective and individual profiles of their students and the staff responds to students’ needs in myriad ways. Staff has created and is using strategies to support student academics, engagement and wellness. This work is done schoolwide through the units of study that the teachers create: the units are rooted in the Schoolwide Learner Outcomes and in the Common Core Standards; they provide student-friendly rubrics for students to understand what they have to do to succeed in each assignment/unit. Clear expectations are conveyed and students take an active part in self-assessment. These are consistently used throughout the school and represent intent by the staff for their academic program.

- **Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.**
  - The California Dashboard for Alternative Schools (DASS) was released in November 2018 and Olympic High School will be working to understand the metrics and how to address, melding the data with what they have been using to date. They need to understand how the graduation rate is calculated, for example. It is not clear whether OHS or the originating comprehensive site gets “credit” for a graduating senior or drop-out.
  - CAASPP testing is problematic for the OHS students due to timing (OHS receives students beginning in their junior year and the student mobility rate is high) and the OHS staff has worked diligently to address test-taking reluctance and early test fatigue. It is extremely difficult for continuation high schools to use the summative junior year SBAC results to measure their work over time with the variable student enrollment each year. To this end as well, OHS staff is using internal formative assessments to direct their master scheduling decisions.



- OHS has created a strong curricular/instructional tool to support the SLOs that is consistently used throughout the school by teachers and students that directs learning.

### Chapter III: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings, for each criterion in the following categories:

- 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**
  - Summarize an analysis of what currently exists and its impact on student learning
  - Highlight the areas of strength (if any)
  - Highlight the key issues (if any)
  - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

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

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

#### A1. Vision and Purpose Criterion

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

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

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

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

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

**Vision Statement**

*In order to prepare students for the diverse, constantly changing world of the 21st century, we, the Olympic community, will continue to offer and develop a variety of special programs, resources, and alternative learning opportunities which encourage all students to live and work peacefully and collaboratively with others.*

**Mission Statement**

*The mission of Olympic High School is to help students achieve academic goals, to develop appropriate interpersonal skills, to make intelligent independent choices, and to become self-directed and responsible.*

OHS developed a Purpose Statement with student input as directed by their MidCycle WASC review: *Our purpose at Olympic High School is to meet the needs of students who, for a variety of reasons, are not on track to graduate from high school. Teachers and staff use standards-based instruction, best practices, and data informed decision making to help each student get on track toward graduating from Olympic High School, graduating from her/his comprehensive high school, or passing the GED. Staff strives to teach both the academics and the life skills that will lead our students to be successful in college, technical school and the job market, and become responsible and productive citizens in the local and global community.*

OHS uses orientation as an active tool to inform students and parents of the mission of the school. The Visiting Team did not see evidence of the Statement of Purpose, Vision or Mission in student or parent handouts, and found them in the SARC. The Statement of Purpose is a powerful description of the work of the school; the Vision statement lacks aspirational and future-thinking impact; the Mission Statement can be found living in the Schoolwide Learner Outcomes. The SLOs are the heart of the work of the school and is consistently and commonly used throughout the curriculum.

**A2. Governance Criterion**

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school? To what extent does the governing board delegate implementation of these policies to the professional staff? To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

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

**Governing Board and District Administration:** 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.

Ed Code policy and Board policies are posted on the District and site websites and are in English and Spanish.

**Governing Board and Stakeholder Involvement:** Parents, community members, staff, and students are engaged in the governance of the school.

OHS's Site Council and Title I committees meet regularly with the requisite membership. OHS has had difficulty in establishing an ELAC committee; parent participation continues to be a challenge in this area.

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

The District and site leadership ensure that Uniform Complaint procedures are disseminated and followed, providing training as needed.

### **A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion**

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards? To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

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

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

OHS regularly uses diagnostic assessments to place and monitor students appropriately. This includes English Language Learners, math, attendance data, department assessment of their curriculum, and credit accrual.

**Single School Plan for Student Achievement Correlated to Student Learning:** 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.

OHS's SPSA was developed collaboratively and based on analysis of the school's strengths and weaknesses with regard to the District LCAP. Model Continuation High School metrics were also used in developing the SPSA.

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

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

OHS divided into teams that addressed school systems. The "working groups" were linked to WASC functions to address key growth areas for the site. These groups are Curriculum and Instruction, PBIC/Attendance, Safety/School Environment, Leadership. All administration, teachers, and counselors belong to one of these teams. The bulk of

the Self-Study originated from the “working groups.” The school’s “leadership team” is the primary “governing body” for the school. The Special Education department is fairly autonomous but works closely and effectively with leadership. The school is working to increase collaborative time with the Alliance staff which would benefit both groups. Communication of this work is on-going and consistently robust. The staff is communicative, collegial and collaborative in their decision-making.

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

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development? To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**Qualifications and Preparation of Staff:** 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.

All OHS teachers are highly qualified with several dual-credentialed. One is a Nationally Board certified teacher and others have masters degrees.

**Defining and Understanding Practices/Relationships:** 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.

All staff are oriented to school policies and procedures via the school handbook. Credit policies are reviewed frequently to align teachers and departments with this key measure of graduation metrics.

**Support of Professional Development/Learning and Measurable Effect on Student Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

OHS offers timely and germane professional development to its staff, in conjunction with MDUSD. Some of these include Constructing Meaning training for EL teachers, District PBIS, on-going work in the use of the Marzano scales through District training that is continuing through the Curriculum Committee at OHS, math district training for the new math requirements, NGSS (District and state), IEP case management training for SPED teachers, voluntary attendance at the CA Continuation Education Association conference (where the school was spurred to prepare and apply for Model Continuation School status - and won in 2017), Google classroom, Aeries, trauma-informed school systems and other training for mental health. Staff has indicated a desire and need for more District supported professional development for Common Core Literacy Standards.

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

OHS teachers and classified staff are evaluated per contract. In addition administrators also identify strengths and areas for growth in other areas critical to the school, especially student engagement and use of technology.

#### **A5. Resources Criterion**

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

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

**Allocation Decisions and Their Impact:** 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.

**Practices:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

The site budget is aligned with the district LCAP and documented in the SPSA. Stakeholders have input and approved by Site Council then monitored by the District. Department leads approve department expenditures and budgets are provided and reviewed at each Leadership Team meeting. Associated Student Body expenditures are approved by students and documented in writing. The office manager utilizes Quickbooks and both the Principal and Office Manager meet with District auditor to review procedures, systems and back up. A google form was created for all purchase requests to further increase transparency regarding money spent.

**Facilities:** 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.

The school has limited FTE and physical facilities for wide student choice in Career and Technical Education courses and Visual and Performing Arts choices. There is currently no FTE for World Language courses.

Due to staffing issues, the library was converted to a school collaboration center for use of students, parents, or staff and outfitted accordingly. The space is now used more productively for student support, including extra time for study/achievement and small office spaces for visiting personnel to see/support students.

The Alliance program is piloting "Mindfulness" spaces within the classroom this year to give students a 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.

**Instructional Materials and Equipment:** 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.

Since the last Self-Study, OHS has dramatically increased students' access to technology for learning, which is particularly critical for their population of high percentage of economically disadvantaged and homeless students. They have moved to a chromebooks/google classroom model with a 1:1 chromebook to student ratio; all classrooms are equipped with a Smart Board or LCD projector. The school is Williams Act compliant and the Science department is a priority for the resources its needs to meet the new NGSS curriculum.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Funding/substitutes are provided for teachers, administrators and staff to participate in educational conferences and district provided professional development opportunities to support LCAP and 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.

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. District provided 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. The PBIS committee has continued with student recognition for student improvement in credit recovery and attendance. The Curriculum committee attended the district provided Art & Science of Teaching training which 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.

The Career Center is active, timely with activities, and on target with student support for future planning.

**Long-Range Planning:** 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 critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The Mount Diablo Unified School District LCAP is reviewed annually at Olympic to ensure congruence with the school's Single Plan for Student Achievement. All funding decisions at Olympic must meet the school's SPSA and LCAP goals in order to be approved by the Site Council.

OHS believes overall that funding per student as allocated from the District is low. Administration is active in addressing these issues. In the 2017-18 school year Olympic was allocated funding based on student population of 261, yet they enrolled/served 510 students in that year. In addition, categorical funding was based on an unduplicated count of 196 students (per CALPADS).

OHS believes that a counseling/wellness center should be added to offer increased student support for their very large at-risk student population. They see the need for strong mental health supports to better enable students to access the curriculum and raise overall academic achievement.

Safety is an issue at OHS and funding seems inadequate. OHS has a full-time School Resource Office and was allocated partial funding for this position. The cost to OHS represents 33% of their total LCFF budget; the comprehensive sites typically spend 15% of their LCFF budget on SROs. OHS believes this is an issue that compromises equity as they released a part-time Spanish speaking community outreach coordinator to allocate funding to the SRO. An incident involving a shooting that spilled over to campus, plus a recent incident of a person with a gun and another incident with a facsimile gun has caused the school to ask the District to add more safety measures. At this review, District has not acted but is well aware of the school's concern.

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

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- There is strong alignment between LCAP, SPSA, and WASC Goals to ensure financial resources are allocated to prioritize student needs. This translates to strong participation by staff in the measures that are outlined in these plans through high levels of staff efficacy, cooperation and positive intent for their students' well-being and achievement.
- The school's SLOs are aligned with their Statement of Purpose and Mission and are consistently used across the curriculum.
- The Master Schedule is revised each year to accommodate student needs for EL and Sp.Ed. support.
- OHS has strong self-efficacy to create meaningful professional work groups to create programs that support their high needs students.
- OHS transitioned to a Google classroom model with chromebooks. Since the last review, OHS is nearly at 1:1 for computer use and most classrooms have Smart

Boards.

**Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- Staff needs to address the new CA Dashboard data for Alternative Schools (DASS), released for the first time in November 2018
- Training for all staff in new reclassification criteria with a focus on EL supports, including Designated and Integrated ELD.
- Additional professional development addressing EL student needs should continue for all teachers in all content areas.
- The Alliance program's 9th and 10th graders need access to P.E. courses.
- While staff have expressed a desire for more elective options (CTE, VAPA), a transcript needs assessment should drive those decisions.
- Safety issues and funding for safety requires follow-up with the district.
- Staff needs further time and resources for meaningful professional learning opportunities that support their high needs students.
- District needs to address the lack of transportation for Olympic students.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- LCAP, SPSA, the SLOs, the school's Statement of Purpose
- The master schedule
- The staff work groups
- Use of technology in each classroom by students for study, research, assignments
- Participation in professional development
- Lack of cameras, other safety measures on campus
- DASS

## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

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

**Current Educational Research and Thinking:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

OHS offers standards-based curriculum based on district-approved A-G courses (with the exception of science in which they are piloting the NGSS- new Living Earth



curriculum) that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. While OHS courses are A-G designated (per transcripts) and taken from District course of study descriptions, some of the District courses show 2000 as the last adoption (MDUSD website). It is unclear how the OHS courses meet the A-G designation given the lack of full scope of work in the courses (standards aligned content and CCSS literacy/math thresholds). The District's last English textbook adoption shows 2000.

Several years ago OHS worked on developing their SLOs to align with the district standards. While the district has been slow in transitioning to the Common Core, OHS has integrated the Common Core into their SLOs. Teachers collaborate weekly to share ideas and to ensure focus on standards-based curriculum. Students often take multiple sections of the same course for credit recovery units, and teachers maintain rigor in their courses by using the SLOs. Teachers worked collaboratively across departments to create and integrate SLOs into their daily lesson planning, and students will compile electronic portfolios to demonstrate their use of the skills in the SLOs as a requirement prior to graduation. The portfolios will then be reviewed by a rotating group of teachers. The SLOs are well-communicated to students and used consistently across various courses. Researched-based supports for students include, SONDAY reading intervention, annotation in ELA, Constructing Meaning in ELL, and Kinsella and SIOP techniques. OHS offers counseling for students to help them complete their portfolios and to guide them in their college and career options.

**Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

OHS' academic courses need to be updated to more fully reflect Common Core Standards as "only relatively new courses have been fully updated to reflect Common Core." OHS and their district are working to update their courses to reflect CCSS in ELA and math and English coaches. Science is working on transitioning to the NGSS standards. OHS uses CyberHigh online curriculum for some students, during two periods a day, and some students access the courses from home as well. Higher literacy levels than some OHS students possess are required for students to complete the online courses. OHS does not have enough FTE to offer VAPA or World Language classes, but students can do an ASL class through Cyber High. There are onsite classes to enable students to meet the minimum VAPA/WL/CTE graduation requirement by completing visual arts courses (Fine Art) and CTE courses (Service Learning, JROTC) and Multimedia (which can be applied to either VAPA or CTE). They plan to offer a robotics course next year, and they hope to offer a nutrition/cooking class next year that they had trialed with a TOSA last year (who was subsequently recalled by the district).

The District should be considering adoption of new EL courses to support EL achievement: Designated ELD and Integrated ELD courses are on the horizon. Training

will be necessary for staff.

**Congruence:** 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.

OHS teachers worked collaboratively to create two to five-week unit plans in department meetings and to create common, consistent, student-friendly language SLOs, which they in turn use in daily lesson planning. The electronic portfolio is designed for students to demonstrate their skills, which is reviewed by a small group of rotating teachers. OHS has 2-5 week unit plans that are discussed in department meetings in which students focus on meeting the standards and SLOs (this is the first year OHS has been able to convince the district to only allow students start at the beginning of a term rather than all through it, which allows teachers to better plan their units.) OHS uses the Marzano scales with all their SLOs consistently, which are clearly communicated to students regularly to the extent that students know exactly where they stand in their learning and where they need to go. The student performance is consistently evaluated by teachers against the Marzano scales. Students are disaggregated into General Education, EL, Special Education, and Special Education - EL student groups.

**Integration among Disciplines:** 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.

OHS provides a total of eight academic classes to Olympic and Alliance IEP students to support them in completion of their assignments (Academic Success). They have access to Chromebooks to enable their Google classroom assignment completion. Students in English IV work with the College and Career specialist to help them transition to life after high school. There is some use of math NCTM standards and Engineering concepts, but this is a growth area. Students who take Cyber High classes do so in a supervised and secure classroom. Student assessments are evaluated and by Cyber High after which credit is awarded and transferred to OHS.

**Articulation and Follow-up Studies:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

OHS coordinates with feeder schools to ensure that students are given enough time to recover credits and to be able to graduate. Students do not enter OHS in the traditional way, so vertical articulation is difficult. Curriculum is designed by teachers to meet the needs of the students and to meet them where they are. However, Alliance does work directly with the counselors at the middle schools to ensure proper placement of students coming to this program from middle school. Counselors visit the middle school campuses and review the student IEPs with the school psychologists. OHS has limited ability to track how students do after they leave, but they are planning to work through their counseling and admin teams to get data on graduates to learn about the effectiveness of their program. There is some evidence provided with their 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.”

## **B2. Access to Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

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

**Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

As a predominantly credit-recovery school, OHS offers students the ability to pursue the necessary full range of college and career options in general courses that get them on track to graduate (with the exception of P.E.) All courses are accessible to all students with the exception of specialized support classes such as ELD and Academic Success. Students who are interested in pursuing other course options, for example in culinary, are sometimes able to be accommodated if they are in sufficient credit recovery and if the schedules can be worked out with other schools in the district. OHS offers Service Learning, Multimedia, and JROTC as options for students to earn CTE credits, of which ten are district graduation requirements. All students also have access to the College and Career center which offers them assistance in completing their student Senior portfolio (this includes a current resumé, college applications, FAFSA and scholarship applications, job search/job applications, and internship information/applications). Student Leadership offers students experience in community service and fundraising activities such as an ice cream social, Thanksgiving feast, breast cancer awareness week, One Warm Coat program, spirit week, and prom. OHS also has partnered with the Concord Community Bike project to begin an afterschool program in which students learn to repair bicycles, both for students and local community members. Students who have satisfactory attendance and productivity in their classes have the opportunity to use an oncampus recording studio to perform or record music. OHS partnered with Horizons last year to start an Independent Study program (a fully accredited district program in which students meet with their mentor teacher once a week and complete chapter work in standardized district courses). OHS has “Credit Crunch,” an after school support program, for all students the last semester of the year to students who were having difficulty in meeting the minimum requirements on their own, which is staffed by

teachers on a volunteer basis.

**Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

OHS students in Special Education and Alliance are assigned to an Academic Success class in which they get support for their other classes, and these classes have increased in offerings to reduce class sizes for Special Education students. Academic Success classes were also added to Alliance to allow for more one-on-one time between case managers and students and to provide specific academic, behavioral, and therapeutic supports. Students are able to track their growth on IEP goals in this setting as well. There is also an academic literacy class for Alliance students who are low readers to provide them with remediation and further instruction.

EL students are assigned to math and English classes where they can receive additional language support, and OHS has increased the number of EL support classes on the master schedule in the past three years. All staff use EL testing data to build in language supports using various strategies (vocabulary instruction, word walls, SIOP, etc). EL students take i-Ready assessments upon entry, and these scores, along with the CELDT/ELPAC scores, are used to determine the level of support needed. With the district increasing graduation credit requirements for math, OHS has added Geometry sections. District adoption of EL classes (Integrated and Designated ELD) will assist EL students in accessing curriculum. Integrated ELD needs to be integrated throughout the core curriculum.

OHS has continued the Horizons (Independent Study) program to address students with the need for independent study, primarily those with schedule or possibly anxiety issues. This program follows the “Horizons approved academic procedures” in which students “complete standards based work and verify their academic understanding with standardized chapter tests or relative summative assessments.”

OHS students may enroll in a a Work Experience class to help them obtain paid or volunteer jobs learn and improve employability skills for elective credit (the instructor is a district FTE shared with several sites). Students in Service Learning and any who are using a work permit have access to a weekly Work Experience class. Service Learning students volunteer at district elementary schools and gain experience working with children and serving as support for teachers as education assistants. Students can sign up for field trips to local colleges and presentations by local colleges and employers as well as attend an annual job fair, which is organized by the career center and provides information on various programs.

OHS’ SLOs are based on real-world skills with goals to “speak up,” to “think powerfully,” to “choose your own path,” to “be tech friendly,” and to “take care of yourself and others.”

**Student-Parent-Staff Collaboration:** 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.)

OHS students have regular reviews of their graduation status with their advisory teachers during their 4th period classes (Alliance students have case managers). Students are encouraged to take their personal planners home to share with their parents, and OHS has implemented an electronic report card which is printed in the home language for families. Parents also get letters to let them know if their students are on track to graduate and are encouraged to contact counselors with concerns. OHS also holds general graduation reviews at least twice yearly in the evening. Teachers and staff check in with students on a regular basis to ensure that they are on track with their learning and educational goals. Recently they have started to use Google forms to help track and organize the various check ins with students since they occur so frequently and by so many of the teachers and staff. Teachers hold office hours for students after school on Tuesdays and Thursdays for extra counseling, guidance, and tutoring.

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

OHS requires a senior portfolio for all graduates, which includes career/college information researched by the student, a cover letter, a current resume, letters of recommendation, and samples of work demonstrating proficiency in each SLO. Students and their families work with the college and career counselor on college applications, their FAFSA, and scholarship applications. Alliance students with more significant needs are able to enroll in services through the Regional Center and Department of Rehabilitation. OHS offers college field trips to local community colleges as well as CSU East Bay and Hayward.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- OHS has upgraded their master schedule each year in the last several years to include more offerings in EL, Special Education, and Academic Success to support students' needs.
- OHS' Independent Study program has continued and has proven successful.
- Students have access to all courses (no "tracks").
- Students will produce evidence of proficiency in the SLOs.
- OHS' Service Learning program continues to be successful based on student enrollment and credits earned.

### **Key issues for Standards-Based Student Learning: Curriculum (if any):**

- Assessment data should be used in deeper ways for continuous improvement in curriculum planning.
- Post high school transition is not well documented.

- OHS needs to expand their Service Learning options with employers or organizations outside the district and to integrate technology into the journaling component.
- OHS needs to implement a pre and post program survey to the Service Learning program to gauge student skill and growth.
- Cyber High lacks literacy support. OHS should look for a different program to better support literacy standards.
- The current course offerings certified as A-G need to be calibrated to align to the Common Core standards.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- The SLOs are consistently used across the curriculum, and they are clearly communicated to students (posted on walls, printed on handouts, stored in binders).
- The VC observed OHS teachers interacting with their students in multiple ways, guiding them, supporting them, and caring about them.
- Teachers use a multitude of scaffolding methods to make curriculum accessible to all students, and students feel that their teachers want them to learn and to grow academically.

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1. Challenging and Relevant Learning Experiences Criterion**

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

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

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

Teachers at Olympic High School are using Marzano scales to give students a context in learning. Teachers incorporate Marzano's scales into their daily agendas, utilize as a rubric, and students demonstrate an understanding when asked during observations. The school leadership focus group reiterated as a school site different levels of implementation of Marzano's scales have occurred schoolwide. Overall, teachers demonstrate their knowledge of Marzano's scales through their course binders which demonstrate exemplary use of embedded Marzano's scales as a tool for student understanding of mastery of specific content standards. Students appear engaged in their classwork. The transcripts indicate that the students are receiving A-G credit for courses completed at OHS. Evidence doesn't support assigning A-G credit based on what was observed in unit lesson plans, student work, and diagnostic assessments. Teachers identify students' needs successfully but important attention needs to be focused on the A-G requirements and an opportunity to review content standards

identified in courses. It is important that the district dedicates time and direction to this collaboration process.

**Student Understanding of Learning Expectations:** The students understand the standards/expected performance levels for each area of study.

Marzano scales are used in all academic classes to use as a tool to evaluate student performance in academic units and students have an understanding of what is expected as the information is reviewed prior to a new unit or lesson activity. Evidence of Marzano scales is evident in all classroom binders with detailed information of student work, classroom walls displayed the levels, which were clearly marked and were tied to the daily activities. Teachers frequently refer back to the Marzano scales within their lesson activity and students are able to explain their performance levels when prompted during the site visit.

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

Students are exposed to varying levels of differentiation across all subject matters. Examples that were observed include instruction/word walls, graphic organizers, models of student work, student choice assignment, individual assignments, computer based intervention programs, and video clips. Teachers demonstrate a knowledge of students academic knowledge and scaffold large projects to meet the needs of their students as evident during classroom visits and focus team discussions. Teachers demonstrate extraordinary understanding and capacity for time bound assignments: they arrange classwork to accommodate students for whom attendance is difficult.

## **C2. Student Engagement Criterion**

To what extent do 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?

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

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

Technology integration begins immediately at Olympic High School. Classes incorporate Google classrooms, all students have their own Google accounts, and teachers have received extensive Google professional learning. Student orientation at Olympic High School focuses on technology integration right from the beginning to make sure all students have the tools they need for academic success. The vast majority of students at Olympic High School were engaged individually or as a partner group working on a shared chromebook, the school has a 1:1 ratio of technology. Teachers demonstrate a knowledge of the Google platform and it was modeled in many different classrooms.

OHS educators participate in content specific learning during district PD days. The

prompt wasn't fully addressed "Teachers are current in the instructional content taught."

**Teachers as Coaches:** Teachers facilitate learning as coaches to engage all students.

Across Olympic High School teachers facilitate student learning and teachers demonstrate a deep desire for student success. Teachers use many strategies and embed scaffolding to meet the needs of their diverse student population. Through focus group conversations and observations within the classroom it is evident that teachers want students to reach the level of mastery for all specific content standards. 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. Teachers are challenged with scaffolding materials while remaining in alignment of common core standards and students demonstrated engagement within all classrooms that were observed.

**Examination of Student Work:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Students demonstrate that they are organizing facts and creating knowledge through a variety of classroom methods. Students demonstrated mastery of individual work to working in small groups with a shared outcome. Teachers provide rubrics and students display their learning in a variety of ways using the Marzano scales as a guiding force and was modeled in all the classroom exemplary work binders.

**C.2.4** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Students demonstrated higher level of thinking and problem solving within Olympic High School in a variety of ways. All classrooms had outlined units of study and lessons that had exemplary work with students clearly understanding the learning expectation and how to achieve the mastery level of content knowledge. The Service Learning program to OHS has student volunteering within classrooms across the district, which allow for 'real life' problem solving and critical thinking. OHS students were observed supporting students and educators throughout the district and demonstrating the important role these high school students play in fostering positive learning environments within the elementary school setting. The OHS students are looked at as leaders and respected for the role they play in classrooms.

**C.2.5** Students use technology to support their learning.

All students at OHS are required to produce a senior exit portfolio before graduating and SLOs are embedded in all aspects of the portfolio. Lessons aligned to SLOs was evident in all classroom observations as documented in the educators lesson binder. Within the Self Study report it was stated that students have struggled with standardized test fatigue as a support to build stamina classroom assignments were created that use technology as a way to demonstrate knowledge. It was clearly demonstrated that teachers are embedding technology use into classroom activities. Teachers are



providing opportunities for students to become more familiar with the technology that is available to them and access it on a regular basis.

Students use a variety of materials and resources beyond the textbook.

All student at OHS are using a variety of materials beyond the textbook and incorporating technology into the classroom daily lessons. Classrooms demonstrated students access to online science investigations, online websites that offer academic remediation, and online programs that engage students at their academic level.

**Real World Experiences:** All students have access to and are engaged in career preparation activities.

Students at Olympic high School have many opportunities to engage in career preparation and planning for their futures. The College and Career center allows all students access to job exploration and the process is embedded into the culminating senior portfolio. The support staff within the CCC allows students to come in and get support with FAFSA completion, coordinating with local agencies for career support, along with opportunities for individualized career exploration counseling. The center is very mindful of exposing students to educational opportunities post graduation from OHS.

Olympic High school has developed a strong service learning program that engages student in volunteering within neighborhood school to earn elective credit up to twice per academic year. The staff supports this program by going to schools to 'check in' and offer support to both the OHS student along with the neighborhood school mentor teacher as evident from site visit observation.

The Visiting Committee observed the 'Wrench Time' bike repair program that is embedded into the local community. Students were engaged in this wonderful program that gives back to the greater community. Students at OHS have the opportunity to participate in work experience and the class focuses on improving general job preparation skills

### **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

#### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

- Staff is converting to Google classroom environments, normalizing the use of chromebooks and on-line supports for our students.
- Staff is implementing Marzano's scales across content area and tied to their SLOs. Staff demonstrated a strong norming process with elements of Marzano's scales evident in all classrooms.
- Teachers demonstrated a strong system and capacity for scaffolding to meet the needs of their diverse student population.

#### **Key issues for Standards-Based Student Learning: Instruction (if any):**

- School site needs to align school to the district technology plan, there is inconsistent data to prove the tech based lessons are increasing student engagement or learning.
- Staff need to utilize data to inform instructional practice across all content areas.
- OHS must re-engage with the purpose of Instructional Rounds and create a shared meaning school wide to increase schoolwide consistent rigor.
- Complete a course and transcript evaluation to determine course identification of A-G. Evidence within the WASC visit doesn't support assigning A-G credit based on what was observed in unit lesson plans, student work, and diagnostic assessments. Teachers have identified students needs successfully, but important attention needs to be focused on the A-G requirements and an opportunity to reflect on the content standards identified in courses. It is very important that time and direction from the district is incorporated to allow this calibration process.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

- Important evidence identified within the self study and school observation include SLO Units, Senior Portfolio, Transcripts, Marzano's scale and Lesson observations.

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

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

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders? To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

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

**Professionally Acceptable Assessment Process:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

The school collects data from the CAASPP testing, as well as the i-Ready system which allows for diagnostic testing in reading and math. Test scores can be used to show areas of deficiency that can be addressed by staff with intervention as well as to show growth and to be used as a placement tool. The school tests all students in the fall, then again in the spring. Some teachers are struggling to use the data, while others are having an easier time using data to drive instruction. This is the first year of full, schoolwide testing, so this is an area of growth for the site. Olympic is testing students in the CAASPP battery, and is working to increase student participation, but continues to struggle to get students to participate and to give maximum effort. The school has found

that students struggle with the online testing format as well of the length of the test. The school has implemented strategies in order to combat these struggles, including giving credit options for test completion, moving testing into a more comfortable testing area with food available, and adding a second proctor to increase proctor to student ratio. i-Ready is utilized as a diagnostic test in math and reading. Test scores are used to show areas of deficiency that can be addressed by staff as well as to show growth and to be used as a placement tool. While there was some data in individual classes, there was a lack of schoolwide data and no evidence that staff are using the information departmentally or schoolwide to drive decisions at this time.

**Basis for Determination of Performance Levels:** 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.

Credits were standardized in the 2015-2016 school year by evaluating similar schools methods for assigning course credits. Teachers have flexibility between choosing Productive Hour credit or Project/Unit method of assigning credits. Students are also given credit based on unit mastery using the Marzano scale, which is a rubric from 1-4 based on the level and depth of student understanding of material. All classrooms have Marzano scales posted for the school SLOs. In addition, core classes have Marzano scales posted for individual units, including aligned standards. All students are given an initial assessment with i-Ready to get a baseline proficiency in ELA and Math and for placement purposes. In conjunction with the ELPAC, EL students are tested three times a year using the i-Ready program in order to assess fluency. Based on data collected, the school has created 4 EL support classes. As the state has moved to new testing for EL students, the district has created new criterion for reclassification. Based on ELPAC scores, students are placed in one of four EL Academic Language classes and/or designated English and Math instruction courses. The i-Ready diagnostic tool has been used this year as part of the districts system for reclassifying EL students, and so far this year, four students have been reclassified.

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

Aeries reports were initiated to more easily track total credits earned per term compared to attendance rates. Counselors keep track of student credits earned and students are updated regularly on their progress and if they are on pace or falling behind. i-Ready testing system is used twice yearly to track student growth in English and Math. Teachers use the program to assess student progress and areas of need. On Demand writing assessments are given twice yearly to assess student progress in writing. The site needs to work on aligning the writing prompts to the Common Core standards. School then needs to ensure sufficient time is given to score writing, disaggregate data, and have meaningful discussions about where to move curriculum and discussion based on results.

**Assessment of Program Areas:** 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.

Graduation requirements have been aligned with the district (except for PE credits which are not required at Olympic. Those credits are moved to electives.) Graduation requirements are posted regularly around campus and in classrooms. Students get regular updates on progress during their Advisory period. Students are given handouts that show how many credits they have, how many they need, and how many credits they need to earn per term to graduate at their desired time. Additionally, school counselor discusses updated credits earned and progress with students when they are ready for a schedule change. When students are found to not be on track for graduation due to low credits, parents/guardians are invited in to meetings with administrators and counselors to discuss credits, grades, and next steps. These steps allow for regular updates for students to understand their current academic standing and their plan moving forward. Google forms is now being utilized to allow for Advisory period teachers to directly refer students not on track for graduation directly to counselors so that information can be more easily collected and analyzed.

**Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

This year the school has implemented schoolwide testing of students in reading and math via the i-Ready program to better assess the starting starting proficiency levels of their students and to measure growth. It remains to be seen how this data will be used to develop programs, to drive professional development, and allocate resources, but there is room for growth in this area moving forward. Staff also use the i-Ready program in conjunction with the ELPAC to decide EL student placement. Students are placed in classes according to their EL level. Teachers are given twice yearly professional development yearly.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

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

**Appropriate Assessment Strategies:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

The site gives the ELPAC and reviews data as it becomes available EL data is used between administration and EL support faculty to verify appropriate student placement. Data from the ELPAC and i-Ready assessment are used as placement and reclassification tools. i-Ready assessments are regularly given and utilized to assess student growth and address remediation as necessary. Some teachers are using

i-Ready testing to gauge student proficiency and utilize intervention strategies while others are just becoming familiar with the program. This area will require time, training, and support to move to an area of strength.

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

In assessing CAASPP testing data, the school recognized a “phobia” students had with testing that kept participation rates low. They have included more teacher feedback to encourage students and technology that allows students to simulate testing to ease these fears. 35% of students are classified EL. EL students are carefully assessed and supported. Master schedule changes have added EL support classes. Reclassification of students has been made a priority and is celebrated with the student in order to show the value of reclassification. i-Ready is being used as an assessment tool, and teachers are given sufficient time in order to review data and use that data to inform instructional strategies and interventions. As a smaller, alternative-education site, more emphasis is given to teacher created assessments. There is evidence (within classes, assignments, procedures) that teachers use the data collected from their assessments to modify and adjust approaches to meet the needs of their unique population.

**Student Feedback:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Marzano scales are posted in classrooms and given to students to reinforce expectations. Students interviewed knew what was being taught, what the expectations were, and what they needed to do to be successful on the assignment. The Career Center staff take student recommendations on careers they would like to explore and bring in speakers based on student feedback.

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

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Regular assessment of students with use of i-Ready program in Math and ELA.
- Alignment of graduation requirements with local LEA.
- Multiple and regular opportunities given to meet with students and go over progress and plan for future success.
- Alignment of credit policy across the school.
- Use of Marzano scales (rubrics) to ensure rigor.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Continue to find ways to collect useful and authentic data, and allow time for the disaggregation of data to drive course, curriculum, and intervention strategies and procedures.

- Link formative writing assessment to Common Core literacy standards, possibly using ERWC curriculum.
- Utilizing new California Dashboard in alternative settings.
- More time and training is needed to allow for teachers to better understand data gathered through i-Ready testing and to use that data to drive instruction and intervention.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- i-Ready reports.
- IXL math intervention reports.
- Student work (projects/writing assignments/assessments).
- Staff meeting notes/agendas verifying data being utilized.
- Copies of On-Demand writing prompts and exemplars.
- Copies of documents regarding student progress toward graduation.
- Copies of student work with accompanying Marzano scales.
- Classroom observation

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

### **E1. Parent and Community Engagement Criterion**

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

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

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

Orientation is held for families of all new students at the beginning of each term. Spanish translation is offered for all these meetings. Report cards are mailed 8 times a year (4 previously) to better keep families apprised of student progress. All students with an IEP receive quarterly progress reports. Spanish parents are served by the "All-Call" announcements provided in both Spanish and English. Communications sent home are in both Spanish and English. There is an updated website in order to convey more information to parents and the community at large. The school utilizes Twitter, Homelink parent portal, and the Remind app as well. Parents of students in the Alliance program are able to access information regarding student behavior outcomes using the Live School program.

**Use of Community Resources:** The school uses community resources to support student learning.

The school utilizes community members, including former school students, as guest

speakers. The career center organizes a yearly job fair. The career center organizes visits to local colleges (Diablo Valley and Los Medanos). HOPE is a district run program to support homeless students that serves school students as needed, and is located in the same complex. The behavioral health aides on campus are placed and supported by county mental health. There is a School Resource Officer on campus four days a week to ensure student safety.

## **E2. School Environment Criterion**

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

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

**Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

The school has a School Resource Officer four days each week. Counselors and administration deal directly with referrals of bullying, including mediation when appropriate. Restorative justice has been implemented in order to correct behavior. Students struggling with drugs or alcohol are referred to the CARE team and referred to appropriate providers. Based on recent events, the school is in continuing talks with the district to put in place better placement procedures to avoid student conflicts that can be avoided. School has requested increased surveillance cameras and monitoring, as well as silent alarm software. HERO (Hide, Escape, Run, Overcome) procedures were delivered for all staff.

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

School is using PBIS strategies to reinforce positive behaviors. The PRIDE behavior expectations were chosen based on district expectations and are reinforced through positive recognition incentives including Pride Cards. Pride Card recipients are placed in weekly drawings for small prizes. Pride Card recipients also are recognized at assemblies four times a year. In the Alliance program, PBIS includes a points system which aligns with recognition of achievement through incentives. The Live School program is used to monitor student behavior within the Alliance program. Data is used to monitor student behavior. The data is then used to reward students doing well as well as to assess mastery of behavioral goals on IEP. Within the Alliance program, there is collaboration between teacher, Special Education Assistant, and Behavioral Health Specialist to develop a supportive community for students.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

In lieu of department chairs, the school has instituted a self-nominated teacher

leadership team that works with administration on issues facing the school. Also, any teacher can request time on team or staff meeting agendas to address a critical issue or to share best practices. Interviews with stakeholders made it apparent that a strength of the school is the ability of adults at the school to build strong relationships with students.

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

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success? To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

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

**Adequate Personalized Support:** The school has available and adequate services to support students' personal needs.

The school now has a second Vice-Principal and two school counselors (one full-time, one shared position). Nine Behavioral Health Specialists are assigned to the Alliance program and one to Olympic. The CARE team meets weekly to address student concerns. The Alliance schedule allocates weekly time for mental health circles within the classroom. HOPE, a program to support homeless students, has an office at the school complex.

**Support and Intervention Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

SPED students are initially enrolled in Academic Success to provide additional academic skills plus "study hall" time to complete projects from other classes with support. EL students use the IXL program to build skills in math. All levels of students use the i-Ready program to formatively assess, though students are still somewhat resistant to this extra layer of testing.

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

Marzano scales that delineate student performance expectations for school SLOs were developed last year and training was provided by the curriculum team to all faculty. SLOs are incorporated into teacher lesson plans and student work samples are evaluated at department meetings. As of this year, students are responsible for collecting work samples that demonstrate SLO achievements and incorporating those into their electronic Senior Portfolio. Behavioral Specialists and instructional aides are an important part of most classrooms on campus. Administration staff are noticeable on campus at all times of the day, and campus supervisors and the SRO are constantly interacting with students in a positive manner to reinforce school wide expectations.



**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

As a small site course offerings are limited. All students are first assessed for classes needed for graduation. Students who are successful, and are now on pace for graduation, may transfer back to a comprehensive site if they desire more class choice options.

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

Service learning is the largest co-curricular program at the school. Students self-select Service Learning, which usually entails working as a classroom aid in the elementary school classrooms. Other programs include basketball, softball, and soccer. Music production is offered at the school studio on a limited basis. Also offered are Feet First Boxing program and West African drumming/dancing. The school has purchased some equipment and works with a local school on a culinary program that should be grown in the future. There is on-site bicycle repair in conjunction with Bike Concord. The school also offers JROTC courses and multimedia computer courses.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):.**

- Olympic has nearly 1:1 ratio of chromebooks for student use.
- A nice variety of co-curricular options for a small site, including bike repair class, recording studio, staff-driven lunch activities.
- Master schedule is driven by student needs.
- A variety of resources (SRO, CARE team, HOPE, Mental Health Collaborative, administration, counselors) to meet students needs.
- Strong adult/student relationships.
- Staff cultivate a very positive environment for students.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any):**

- Need to increase parent involvement.
- Increased collaboration with district regarding student placement.
- Increase campus security.
- Increase availability of technology (chromebooks and infrastructure).
- While staff have expressed a desire for more elective options, a transcript needs assessment should drive those decisions.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Orientation documents.
- PBIS data
- Assembly agendas/awards
- Co-curricular rosters/signups
- SLO and Marzano posters

## Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

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

**Schoolwide Areas of Strength (list numerically)**

1. The use of Marzano's scale to drive instruction and provide a scale for rigor across the content areas.
2. The strong staff-student relationships and the staff's ability to care for their students: students feel seen and valued.
3. The frequent, transparent and well-communicated tracking of student credit attainment towards graduation with students.
4. The teachers' demonstration of a strong system and capacity for scaffolding to meet the needs of their diverse student population.
5. The continuous update of course offerings to meet the needs of their students and the access that all students have to an array of courses.
6. The staff's migration to Google classroom environments, normalizing the use of chromebooks, and the on-line supports for students and use of technology across all content areas.
7. The Alliance Program's effectiveness in their support for students' academic and emotional needs.
8. The variety of resources, including SRO, CARE team, Mental Health Collaborative, Mobile Medical, and HOPE.
9. The staff's strong affinity for each other, for their administration and their strong professional working relationships.
10. The complete alignment of the LCAP, SPSA, WASC, Action Plan and Schoolwide Learner Outcomes and the exemplary coherence of the school's plans.

**Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***

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

### **Schoolwide Critical Areas for Follow-Up**

**(list numerically; Include who, what, why, and the impact on student learning)**

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Staff will align instructional and academic intervention systems in order to support increased student engagement and and achievement. This includes

- the universal screening assessments, diagnostic assessments to support formal, summative assessments. Attention to and understanding of the new DASS is necessary for overall accountability.
2. 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.
  3. 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 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.
  4. OHS will create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students.
  5. Ongoing analysis of discipline data will continue to inform staff about systems, programs and procedures for restorative practices and site safety; this is a shared area of concern for the District.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

**(Note: Show the relationship to what the school has already identified, if possible.)**

1. OHS staff will complete course evaluation to determine the content and rigor as compared to the requirements of A-G coursework. The next step will be to focus on updating all course offering to reflect the A-G requirements as outlined in the district course of study or to offer non A-G courses. The district must give time and direction to support the OHS staff in completing this large task.
2. The Visiting Committee concurs with the school's recognition of the need to improve data use: OHS will create a clear procedure to collect and analyze student benchmark data, disaggregate data, document and report the data, and use the results to drive improvements in classroom instruction. OHS will examine the use of time (student instructional time and staff contractual time) in order to provide opportunities for collaborative staff work to accomplish this.
3. The Visiting Committee concurs with staff that OHS can improve their system for tracking credit completion and student graduation rates so that they can disaggregate and analyze the data to inform program decisions, development, and resource allocation.
4. The Visiting Committee agrees with staff in that OHS will work with district personnel to identify additional monitoring systems to ensure EL students are placed correctly, instructed effectively, and reclassified as necessary. Staff will be given the appropriate professional development to support this work. There is a need for the District to adopt the courses for EL that will give them access to the curriculum and provide professional development for staff.

5. The Visiting Committee agrees that District should confer with OHS regarding student placement in order to provide key and timely background information on students that will assist with optimum placement.
6. The Visiting Committee agrees that District should address the safety concerns of the OHS staff and administration in light of recent serious events near and on campus.
7. The Visiting Committee agrees that District should address the lack of transportation options for Olympic students.

### **Chapter V: Ongoing School Improvement (1–2 pages)**

- **Include a brief summary of the schoolwide action plan**

OHS will align instructional, behavioral, and academic interventions systems in order to support increased student engagement and achievement. Moving forward, all teachers will establish and evaluate a common set of essential skills aligned with the Common Core standards and SLOs. Teachers will expand the use of screening assessments and use the data to drive instructional practices and intervention strategies. There will be an integration of tasks and problems that correlated to college and career readiness. Additional monitoring systems need to be added for EL students to ensure accurate class scheduling and continued progress towards reclassification. A counseling/wellness center should be added to allow for embedded mental health supports for all students. OHS will continue to develop monitoring tools and interventions for students not on track to graduate.

OHS will use a trauma-informed approach in interactions with students. Data will be analyzed and systems created through the lens of trauma in order to meet the needs of the diverse student population. All students will have access to counseling and support services and will learn how to self-advocate and access services as they transition into life beyond high school. Staff will be provided with ongoing professional development around trauma and strategies to implement trauma-informed structures within classes. Discipline practices should be refined in order to provide increased alternatives to suspensions, to embed procedures for restorative conferencing, and analysis of discipline data will be ongoing. OHS will provide parents/guardians with ongoing information and support, and give increased opportunities for authentic involvement in school. Olympic will continue to strengthen PBIS systems, including school wide recognition of positive behavior, increased interventions and supports for struggling students, and early identification of the most at-risk students.

OHS will create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students. OHS will improve communication with district personnel and comprehensive sites regarding student placement. There will be increased professional development on trauma-informed practices and de-escalation strategies. OHS will develop comprehensive extracurricular and co-curricular programs to increase engagement and student participation. OHS will improve campus safety procedures and make facility upgrades to increase attendance and decrease safety

concerns.

**Comments on the following school improvement issues:**

**Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**

- **Do the action plan sections address the critical areas for follow-up?**  
The action plan sections address the critical areas for follow-up outlined by the school and further steps are to be taken to evaluate core courses for Common Core Alignment and fidelity to A-G course descriptions (which must be updated by the District in many cases).
- **Will the action plan steps enhance student learning?**  
The action plan steps should make for a better learning experience for the student. By strengthening academic rigor, addressing issues related to student mental health, and fine-tuning academic and behavioral interventions, many barriers to learning should be removed or lessened for students.
- **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?**  
The action plan has integrated all major initiatives and areas. All areas that engage in instruction and support have identified roles in implementing the plan.
- **Is the action plan feasible within existing resources?**  
The action plan is feasible within existing resources, but district buy-in will be needed in areas where curriculum alignment and professional development is required to attain the goals. These areas in particular are EL, A-G course development/analysis, and data use and analysis.
- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**  
There is sufficient commitment to the action plan by all stakeholders. Site administration and staff are dedicated to improving their school and have the capacity and intention to do so. District staff support collaboration and professional development.
- **Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?**  
Action plan items are aligned to LCAP goals 1-3, specifically by creating a safe and welcoming environment with equitable, high expectations, creating a high quality and culturally proficient staff, and increasing parent involvement and engagement.

**Existing factors that will support school improvement**

There is strong and respected site administration. Staff feel connected to the goals of the school. There are strong relationships between adults and students across the campus, which is critical in this setting.

**Impediments to improvement that the school will need to overcome**

Time for staff collaboration to analyze data to identify areas of need and create responses.

**Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

OHS' working committees (Leadership, Curriculum and Instruction, PBIS/Attendance and Safety/Security) are in place and effective. The Visiting Committee believes that these groups, with administration, have the capacity to effectively address the components of the Action Plan.