

Mid-Cycle Progress Report

Olympic High School

2015/2016



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**Olympic High School
2730 Salvio Street
Concord, California 94519
Mount Diablo Unified School District**

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CHAPTER 1

INTRODUCTION AND BASIC STUDENT/COMMUNITY PROFILE DATA

Description of School

Olympic High School is the largest alternative education facility within the Mount Diablo Unified School District in Contra Costa County, California. 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. There are five comprehensive high schools that refer students to Olympic along with one Charter High School. There are eight other alternative education schools within our district, with most of them being Necessary Small High Schools. All of the other eight alternative schools have significantly lower enrollment: most enroll up to fifty students maximum whereas Olympic can enroll up to three hundred and fifty. Referrals come from all schools, including other alternative education sites. If a student is transferring from out of district, s/he must first enroll in a comprehensive high school and apply to transfer. However, if s/he is transferring from another alternative education school in another district, a student can enroll directly here. Any student exiting the juvenile justice system must report to Student Services at the district office where placement is made. Often, these students are placed at Olympic. Special Education and English Language Learners are enrolled here along with general education students.

The physical plant is now finished with the completion of three new classrooms since the initial WASC report. Generally, the campus is in good repair, despite the fact that a large portion of our classrooms were built in 1974. Olympic shares the campus with four other groups. The first is the Alliance Program. Alliance is mental health collaborative program under the Olympic name. Its graduates receive Olympic diplomas. The second program is Crossroads High School which is an alternative education program serving pregnant teens and teen mothers. It is an independent school sharing our campus and issues its own diplomas. The third program is School Linked Services which is a district-wide program serving homeless students and foster youth. This program utilizes a large classroom as its office and maintains a second classroom, shared with Olympic, for counseling services. This program is beneficial to our school as we have easy access to the services and groups which they provide. Finally, we have a classroom being used by Behavioral Health Specialists which serve the district although not our school. The new Principal will try to have this last program moved to another place as space is at a premium here at Olympic.

All students who come to Olympic are considered “at-risk” students. This means that they are in danger of not graduating on time or at all. The reasons Olympic students are at-risk are as complicated and ever-changing as our student population in general. Some students fall behind because of negative community involvement, loss of significant relationships, financial hardships, abuse, and the list goes on forever. What we at Olympic know is that all of these students deserve a chance to succeed, regardless of the reason for failing in their former schools. Olympic does a good job of seeing the whole person, evaluating skill levels and

tailoring programs to help achieve success for all kids. This includes the need for services other than academic ones, like counseling, drug/alcohol intervention, family classes, etc.

Schoolwide Student Goals

Three years ago, Mount Diablo Unified hired a new Superintendent, Dr. Nellie Meyer. With her came much needed unification in our district around what all high schools wanted to see in our graduates. She and her council met exhaustively with all stakeholders and came up with a graduate profile. At Olympic, we knew we would need to revise our old “ESLRS” as some of them were related to CAHSEE and other initiatives that are now obsolete. With this in mind, we presented the old ESLRS to staff and students, along with the newly developed graduate profile and created our revised Student Learning Outcomes (SLO’s). These SLO’s were designed to be both user-friendly to students and other stakeholders as well as clearly defining educational goals to guide professionals at our school. In the following chart, you will see the SLO listed first in student friendly language, the district graduate profile listed in parenthesis, and finally, the full language for professionals.

STUDENT LEARNING OUTCOMES (ESLRS or SLOS)

A graduate from Olympic High School should:

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.

Demographics

Our student demographics are ever-changing due to the nature of our school. Since schools of all levels and diversity send students who are not on track to graduate, our demographics change based on changes at those schools. Having said that, we do have some trends worth noting. Data is averaged for the last three years, 2013/2014, 2014/2015, and 2015/2016, unless otherwise noted. Data is gathered for the year a student first transfers in and does not include students who transferred out and returned to Olympic, students who remained at Olympic from year to year, or Alliance program students.

- Concord High School: Sends 14% of students overall. 5% of English Language Learners (ELL). 27% of Special Education (SPED). We saw a huge spike in 2015/2016 with 58% of SPED, and only 12% in the previous 2 years.
- College Park High School: Sends 14% of students overall. 9% of ELL. 14% of SPED.
- Mount Diablo High School: Sends 31% of students overall. 28% of ELL. 25% of SPED.
- Northgate High School: Under 1% in all categories.
- Ygnacio Valley High School: Sends 31% of students overall. 49% of ELL. 25% of SPED.
- All Other Alternative Education Sites: Sends 10% of students overall. 10% of ELL. 9% of SPED.

Mount Diablo High and Ygnacio Valley High School, both underperforming schools with significantly less than 50% white students, send the majority of our students. College park and Northgate High Schools, with the highest API scores and more than 50% white students, send the least. Concord High School falls directly in the middle with slowly shifting demographics

toward more students of color. Olympic’s racial breakdown stays relatively consistent and reflects these numbers.

	2013/2014	2014/2015	2015/2016
White	22%	27%	25%
Black	12%	12%	10%
Hispanic	59%	56%	59%
Asian (Pacific Isl.)	5%	4%	5%
Other	2%	1%	1%

In terms of gender, Olympic has more males than females with 64% and 36 % respectively. In the 2014/2015 school year, our school was identified as a Title I school. In September, we had 69% of our students enrolled in the Free and Reduced Lunch Program. This number is likely slightly higher as not all students will apply for the program as there can be a stigma attached.

Data, Performance, and School Status

With the dissolution of the CAHSEE as well as the introduction of the CAASPP, we do not have much data to provide in terms of testing. With the introduction of the CAASPP test, we have had some challenges. The biggest challenge, however, remains the same: how do we get disenfranchised youth to bother with standardized testing? Our main strategy was hosting “Impact Fridays” in which each student was assigned to a specific classroom – either English or Math – to work on skills specifically for those testing areas. We feed the students during testing not only to help with alertness and other things during testing, but to provide an incentive to come and test. We offer tutoring in SST’s, IEP’s or 504’s to students who are struggling. Another challenge has been technology. With the new technology based tests, we only had 20 computers on which we could test students. Each student needed a single computer for approximately three days each. That level of concentration for so many hours is not a practice that most of our students have had for many years, if at all, and it produced fatigue. This year, we will continue with strategies around food and preparation but we now have an additional computer lab and will adjust the schedule for more days to reduce fatigue.

With a new Principal, our Single Plan for Student Achievement was adjusted to reflect the needs of the community more accurately.

The Single Plan for Student Achievement: Summary of Primary Goals

School Goal 1:

All students will receive rigorous instruction aligned with the Common Core State Standards and Next Generation Science Standards. Instructional staff will have access to curriculum, materials, and professional development which will help students meet school-wide learning outcomes. Students will develop effective communication skills, learn how to address complex tasks and utilize self-directed learning strategies. Staff will be highly qualified with the appropriate credentials, training and materials necessary to accomplish this goal.

School Goal 2:

To provide parents/caregivers with ongoing information, reminders and support regarding school/community behavior expectations, academic expectations, readmission requirements for their student, along with other relevant parent information regarding teen issues.

School Goal 3:

To improve school climate and provide students with a culturally inclusive environment which fosters relationships with all school staff and student.

In summary, these past three years the staff has worked towards our goals of improving rigor and serving students in a more directed, systematic manner. With the demotion of the previous Principal, and the appointment of a new one, Olympic is well on its way to being able to develop and consistently implement systems that will better serve students. These systems will allow us to be significantly more data driven in our approach, helping inform our next steps and improvements. The faculty here is particularly committed to making these improvements not only for themselves but especially for the young people we serve.

CHAPTER 2

SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS

In the last three years, Mount Diablo Unified School District replaced our previous Superintendent and hired a new one, Dr. Nellie Meyer from San Diego. Because of this, the district has developed and implemented some new initiatives and re-focused our efforts on some others. The specifics will be covered as needed.

First and foremost, our former Principal was released from service. While any change is difficult, the staff at Olympic are thrilled to be working with our new Principal, Lysie Castellano. Ms. Castellano has been with the district for nine years as an administrator and has proven herself to be a dynamic, competent and organized leader. With her leadership, many new initiatives and systems have been put in place to better meet the needs of our students.

Also in the administrative team, the Student Services Coordinator position was increased to an 80% position funded by the district and 20% funded by the school. However, later that same year, all SSC positions were transitioned to Vice Principal positions if the individual had the appropriate credential. The position also became a 100% fully district funded position. Sandra Spaulding has filled this role for the last three years. Olympic now has one Principal, two Vice Principals assigned to Olympic and one Vice Principal assigned to the Alliance program. This has allowed for the Administrative team to have time to focus more on Curriculum and Instruction and other key areas.

With the elimination of the SSC role, our Superintendent created Academic Counseling Positions. Olympic was allotted one in the 2014/2015 school year and a second in 2015/2016. These counselors are primarily responsible for class changes and schedule related issues but they also serve as crisis counselors and lead some initiatives such as a Tobacco prevention grant and Restorative Justice practices. They are an important part of the larger Administrative team.

The final piece of the Administrative team, and arguably one of the most important, is that we hired a permanent Office Manager. At a smaller site like this one, the Office Manager serves in many capacities. Not only does she manage the front office and all classified staff on campus, she also is the Principal's direct secretary, the school treasurer, and does all of the ordering of supplies and equipment. This position had been staffed by well-meaning substitutes for the two years previous and the permanent manager before her was out on leave for most of the two years before that. Having a competent, present individual in this position has made a huge improvement in the day to day running of the school.

One of our new Principal's first acts was to ask for funding to upgrade the facility. Nothing had been done to the Main Office building for 40 years! The flooring was replaced with tile and new furniture was ordered for the Administrators and a working station was purchased for the Office Manager. This small improvement has improved the way we are perceived by parents and other stakeholders. With bond money, we were able to add a new computer lab, giving us another 30 computers for use by students and staff, in addition to the 20 person lab we already had. Plans are in the works to upgrade our kitchen facilities and we hope that we will have a fully functional and staffed kitchen with food prepared on-site instead of being transported in from another school.

Olympic shares a campus with a mental health collaborative called Alliance. It has always been murky as to whether or not they were a separate program simply housed here, like Crossroads High School, or a program of Olympic High School. The district has directed us that they are a part of Olympic so we have taken steps to unify, as much as possible, the two programs through collaboration. All meetings now include both faculties and staff, and many systems are being implemented to more closely align the two programs academically.

Testing is also a huge change. With the recent cancellation of the CAHSEE, we will no longer need to implement and track that test. The state has introduced, in pilot form only, the new Common Core test known as the CAASPP. This test is entirely taken online and is very rigorous. Thus far, we don't have much data to support any claims, but it seems to be very difficult for our students for a number of reasons. First, it is always a chore to get buy in for a standardized test from disenfranchised youth. Second, the test is taken entirely online and it is a long test. This results in a high level of frustration as many of our students do not have daily access to technology and the long hours – three full days of testing – creates fatigue as our students are not in the habit generally of working on something for an entire day. Third, the test is quite difficult. In the last three years, our school has gone from offering only Algebra and CAHSEE prep classes, to adding Algebra Skills, Geometry, and Personal Finance to meet the new 30 credits in Math requirement for graduation. The math portion of the test is almost entirely Algebra II, a class we do not offer. We are continuing to expand our math offerings as we learn what the state will require.

With a high percentage of English Language Learners, ELL's, we have attempted to implement some better options for these students. To that end, we are focusing the whole staff on professional development around reflective teaching and best practices. We have also created a new class for ELL's with an overall CELDT score of 1 or 2. Other ELL's can be served in this class as appropriate. We have also begun a process by which a student can reclassify as fluent and we celebrate that status as a school, honoring those kids at our awards ceremonies.

We also have a large population of Special Education students, SPED. Academic Success classes were created to offer more direct support to these individuals. The purpose of the class is twofold: to build basic skills in math and reading, and to offer support on other classwork in history or science for example. Each SPED student is assigned to the support class with his/her case manager. Each case manager, therefore, has the time and place to monitor each of the student's other classes and make sure the student is getting any additional support that may be needed. If no support is needed, they are offered the chance to work on projects for additional credits which are assigned by the teacher of record and supported by the case manager.

With regard to Academics, we have implemented a large number of new systems. The counselors have created a transfer plan for students who wish to transfer back to their comprehensive sites. While this was already informally in place, all the high school counselors have been in communication to set up a single, unified agreement for these students. The larger Administrative team also created a Transcript Review process to be conducted in each 4th period classroom once a term. This allows students to see their progress and make any changes necessary as well as be a part of the process to develop and pursue a path to graduation.

All faculty members have been asked to join one of three teams here on campus. Each teacher was given a form to rank his/her preference from 1 to 3. Each person received their first or second choice as the three teams needed to be balanced. The first team is the Art and Science of Teaching. This team is focused on this district initiative and has guided academics. The team's basic focus is on reflective teaching and curriculum development. They have also created an aligned policy across the curriculum for earning credit at Olympic. At their request, we will also be piloting an 8 term year instead of a 6 term year which will allow us to send home traditional report cards, and not the more confusing transcripts, every 4 – 5 weeks. Positive Behavior intervention and Supports, PBIS, is the second team. This team focuses on addressing behavioral issues through positive feedback and not traditional discipline. Finally, the third team is Climate/Culture. This team is focused on supporting and improving culture among the adults as PBIS focuses on students.

The final major change this year has been adding formal instructional rounds. We hired a consultant to guide us through this first year. Every teacher will be observed, and have a chance to observe, three time during the course of the year. These are a full day event and substitutes are paid for by the school. There is always a Question of Practice for the day which the group is to observe. Rounds have already helped us make improvements in all classes.

With these major changes, and a multitude of minor ones, the staff at Olympic feel we are well on the way too being able to better serve at-risk youth.

CHAPTER 3

FOLLOW UP AND PROGRESS REPORT DEVELOPMENT PROCESS

Olympic High School Staff have worked very hard to develop our mid-year progress report. With a former leader who was challenged in the area of executive functioning, little had been done as a course of practice. Luckily, Olympic has a dynamic and talented staff who knew that WASC was coming and kept records and continued work on an individual basis. The process to sort out and compile the necessary information was arduous at times, but ultimately successful.

At the end of last year (2014-2015), a group of teacher leaders and one of the Vice Principals met off campus for a forward planning meeting. At this meeting, the group developed a plan for this school year. With dedicated WASC meeting times weekly, including the very first day of school, we were able to focus on the task of synthesizing and analyzing what has been done and what work remains.

With the support of the Assistant Superintendent, we began the process in the 2015/2016 school year by asking for an extension to prepare this report. This request was granted and our visit was moved from November of 2015 to February of 2016, giving our new Principal a chance to make the required changes to our Site Plan and Action Plan as needed. We were also able to systematically approach the document instead of rushing to make a tight deadline.

The major components of this development process were as follows:

- Every Tuesday afternoon for the year was dedicated WASC time which all staff attended.
- With a small staff, all teachers and other staff had a role in the preparation of the document.
- A Google classroom was created to house the report and allow all staff to have input.
- Staff were required to enter pertinent information on the documents. Every section was developed and refined by teaching staff and counselors.
- Students were also consulted to ensure their view was being reflected and not just the view of adults. The Leadership students and Site Council Representatives were used primarily for this task.
- The Principal and one of the Vice Principals took the lead in synthesizing this information into one cohesive document in terms of formatting and creating flow from one point to the next.

In each of the Tuesday staff development sessions, teachers were presented with a part of the task at hand. The first task was converting ESLR's to SLO's, for example. Input was taken down

and recorded, then that information was refined into a draft of a finished product and brought back to staff for further refinement and then presented for approval as the final draft to become permanent. These sessions were guided by Administration in terms of choice of task; however, teachers were the guiding force in terms of content. This process was a chance for teachers to reflect on the state of the school, our values as a group, and what we ultimately hope students will leave Olympic able to do.

After each of these all-staff meetings, teachers signed up for various tasks. As a team, we were able then to meet in small sub-groups in order to address specific areas. For example, one of our Action Plan items was to further develop the First Step program. The teacher who is in charge of the program worked with counselors and administrators and other teachers to address this item as a small group.

The Assistant Superintendent of High School has been kept up to date with this process, meeting with the Principal on a regular basis to check on progress. Finally, we will be presenting this report and updated Action Plan to the School Board in January for final approval.

CHAPTER 4

PROGRESS ON THE SCHOOLWIDE ACTION PLAN/CRITICAL AREAS FOR FOLLOW-UP

Chapter 4 provides a narrative description of how our site has addressed the WASC Action Plan Goals developed by the staff during the 2012 WASC accreditation. In addition to these action items, progress on the twenty critical areas for follow-up provided by the WASC Visiting Committee are also included. The critical areas incorporated in the school wide action goals will be referenced throughout Part I. The critical areas not included in the original action plan will be addressed separately in Part II and included in the refined schoolwide action plan presented in Chapter 5.

CHAPTER 4, PART I: WASC ACTION PLAN ACCOMPLISHMENTS

GOAL # 1: CURRICULUM: ESTABLISH A PROCESS FOR INCREASING ACADEMIC RIGOR IN ALL AREAS.

At Olympic, the challenge of increasing academic rigor across all subject areas continues to be at the forefront of our practice and focus as a staff. Instructional shifts to meet the rigorous demands of the common core and district wide professional development on the Art & Science of Teaching (Marzano) directly support growth in this area. The task of developing a common language and defining rigor continues to be an ongoing process. Traditionally staff have struggled to balance helping students access curriculum and maintaining high academic expectations. Creating standardized methods for awarding credits, documenting unit plans which directly relate to student learning outcomes and using scales to communicate learning goals has allowed instruction to be the heart and soul of what Olympic is all about. Building a true learning community is still evolving. Challenging our comfort zone is a commitment that the staff has made on all levels.

Creating a standardized method of awarding credits across all curricula is in its final stages of development, with implementation planned for second semester (January 2016). Staffs met by department to review their credit policies, compare with other departments and align as needed. During this process it was realized that most of the policies were actually very similar, although the language differed greatly. The Art & Science committee, comprised of the Principal and teacher representatives from various departments, decided to spearhead the task of creating one policy schoolwide as recommended by the WASC visiting committee in 2012. In the Fall 2015, the committee began gathering information from the individual Department credit policies, reviewed numerous credit policies from multiple continuation schools statewide and presented a proposal to all staff in December, 2015. Feedback was requested, staff members provided input and refinements and revisions were made. The policy was visited again during site WASC meetings and the decision was made by consensus to approve the schoolwide credit policy. The new credit policy aligns with the school's transition to eight 4 week terms (this change will be described under Goal #3 and Goal #5). The "How to Earn Credit" policy will be posted on the school website, posted in classrooms and around campus,

and provided to students during orientation. In addition to the standard credit earning guidelines, additional opportunities for earning credits will also be identified and listed under the school wide policy.

Please see the new credit policy below:

In each of the 8 terms, a student MAY earn:

Completion of daily class assignments or units up to **1.5 credits**

***Productivity** up to **0.5 credits**

Demonstrating mastery of unit standards in assessments up to **0.5 credits**
(Marzano Scale – Level 4)

TOTAL up to **2.5 credits**

***Productivity is defined as a minimum of at 80% attendance, on task behavior in classroom, plus specific department requirements. There is no such thing as “Seat Time” at Olympic High School.**

The staff at Olympic has not yet standardized the amount of work required for earning extra credits through credit contracts (formerly known as Fast Track). Now that awarding credits schoolwide has been standardized, the staff can take this next step in looking at their criteria for credit earning though credit contracts.

To create a learning community in which student achievement and academic rigor is at the core, Olympic was in need of a systematic method of examining instructional practices, self-identifying problems that exist in the classroom, and providing professional development for instructional staff to strengthen their strategies and techniques to increase student engagement. In the summer of 2015, administration teamed with an outside consultant to develop a yearlong plan to focus on raising rigor and meeting student needs in the classroom. In September 2015, Olympic began participating in instructional rounds schoolwide. The Principal and educational consultant planned and scheduled dates for rounds and the consultant facilitated and guided discussions. The staff began reading *Instructional Rounds in Education* as a resource and guide to which they can refer. Teachers and administrators worked together to look at instruction, materials, expected tasks, etc. Rounds are scheduled to take place once a month throughout the entire school year. Those participating in rounds are expected to report out to the entire staff their experience, findings, next level of practice, etc. The process focuses on the practice, not the person. Patterns, not names are provided to the staff.

After gathering data from two instructional rounds sessions and identifying patterns schoolwide, the team identified a “problem of practice” to examine and address. The “problem” (or “question” as our facilitator prefers to call it) was presented to the staff and used as a lens to guide the observations during the November rounds. The first version of the “Question of Practice” was as follows:

What classroom strategies can be used to engage 90% of students in language rich (explanations, justifications, elaborate, NOT one word answers):

- *Academic Discussions (student driven, exchange of ideas, facilitated by teacher)*
- *Checks for Understanding*
- *Questioning & Responses (eliciting academic language, complete sentences, etc.)*
- *Collaborative Participation*

The above question will be analyzed and refined with every instructional round by the team of teachers on that particular round.

Every teacher will participate in rounds at least twice throughout the year and will be observed at least twice as well. All teachers, including teachers in our Alliance program, will participate and provide suggestions for the next level of practice schoolwide. Administration is charged with securing resources (professional development, materials, time) based on the identified needs. This schoolwide practice, although in its infancy, has allowed for rich conversations about instruction, a focus on rigor, and has fostered the development of trust between a new administration and teaching staff. The Art & Science committee has been a driving force behind the introduction and implementation of rounds as it is aligned to Marzano’s research. *

The facilitator of rounds is scheduled to conduct a workshop on Academic Rigor at our January 2016 staff in-service day. In preparation of this workshop, and the inherent conversations regarding rigor, the staff has read *Rigor and the Common Core State Standards* by Blackburn.

The staff has a long history of submitting lesson plans using a SIOP format (Sheltered Instructional Observation Protocol), but this tool needed to be upgraded to accommodate the Marzano learning scales which are being implemented this year. In the Fall 2015, the unit plan template was revised by the English Department Chair with the input of all other departmental leaders. The new unit plan template required the teachers to note which schoolwide Student Learner Outcome the lesson addressed and also asked teachers to develop scales for the unit as a measure of student proficiency. When learner goals have been articulated in scale format the teacher and students have a clear view of instructional targets as well as descriptions of levels of understanding and performance for those targets (Marzano, 2007.)

Teachers received training during the 2014-2015 school year on scale writing, a technique supported by the district wide Art & Science initiative. Teacher leaders who were comfortable with developing scales, met individually with their colleagues to develop scales applicable to their content area and unit plan. Teachers began submitting these new plans in October 2015 and will continue to turn in 2 to 3 per term. The staff continues to discuss ways in which the unit plans can be utilized as a tool in Department or Committee meetings and will continue to refine and adjust the template to meet student and staff needs. Several of the staff presented the scales to students for them to use as a unit goal; however student use of the scales is limited and has been identified as an area for growth.

While the Art & Science committee focuses specifically on curriculum and instruction, the Positive Behavior and Intervention team has been looking specifically at student behavior. Necessary interventions that will support student achievement and safety, positive recognition and teaching as well as rewarding appropriate actions are being developed as formal lesson plans and will be taught schoolwide. It is believed that the more standardized classroom procedures are, the easier it is to focus on learning and academics. The team conducted a survey in the Fall of 2015 to gather data on key behaviors to address. The team has presented in staff meetings and has attended district workshops. Schoolwide Behavioral Expectations are being developed with a focus on the positive. The committee is creating lesson plans that address the identified behavior and will provide them to staff.

In addition to working on school wide behavioral expectations, the team is working closely with the Mosaic Project, an outside agency that focuses on peer mediation using restorative justice techniques. The group works with student leaders and provides multiple trainings that prepare students to mediate minor conflicts to prevent larger issues. Students are referred to the program through teachers, support staff, other students or themselves. A staff member is required to “host” the mediation to insure student safety. Utilizing restorative practices to focus on positive school climate enables Olympic to have a school culture that not only focuses on a supportive environment for students but high academic expectations for all.

The school has also taken several steps to analyze FTE allocation, master schedule offerings and teacher credentials to ensure that appropriate sections in the master schedule are dedicated to serving Special Education, English Language Learners and Higher Performing Students. The administrative team recognized that in order to promote academic rigor, we had to address the gaps that exist between student knowledge and the new common core standards. At the start of the 2015-2016 school year there were no sections in the master schedule dedicated to serving English learners, specifically for students on IEPs or additional Math sections to address the district increase of Math requirements by 10 credits. In the past, sheltered sections dedicated to English Learners had been cut due to the scheduling conflicts these singleton courses created. The reading class that utilized the Read 180 curriculum was also discontinued by previous administration. In addition, there was a lack of students mainstreaming into general education sections from the Alliance Program. There was a glaring need to build programs that use data for placement and to build progress monitoring systems based on specific criteria.

After some reallocating, three sections of Academic Success were added to the schedule specifically to serve students on IEPs. Students were placed in an Academic Success class with their specific case manager (unless grades and credits indicated that a support class was not needed). The class is used to pre-teach and reteach key math and English concepts. Students also use the class to work on their IEP goals, receive support for projects in their core subject areas or time to work on Cyber High classes with a teacher available to help. Resource Specialists now have time embedded in the day to build rapport with students and understand their academic strengths and weaknesses. Special education teachers collaborate with the general education staff based on the number of students in the classes and need. Their schedules adjust as the students move to different classes throughout the year.

Another area of focus and priority is the development of an extensive English Language Learner Program that includes strategic placement of students in intervention courses, monitoring of adequate progress in credit completion, professional development focused on supporting ELL students and understanding ELD standards, data discussions on reclassification criteria including CELDT growth or lack of, and the addition of ELD sections in the master schedule. Due to the large number of English learner students (approximately a third of our population have not been reclassified as English proficient), we expect this program addition will lead to increased student achievement. To date, administration has worked closely with district English Language Services Department to insure that the program designed at Olympic aligns with the MDUSD Master Plan for English Learners. Reclassification criteria for alternative education programs are being examined and a proposal created by the Olympic Principal is being considered by the board. An Advanced ELD course was added to the master schedule to begin the third term (November, 2015). This third term addition of the ELD course was strategic due to CELDT testing at Olympic occurring in October. Previous CELDT scores, credits earned and time living in the United States was analyzed. The first groups of students assigned to take the ELD course were chosen according to (1) the lowest CELDT scores overall and (2) significantly

low credits in English. Students will cycle into this course and will be able to earn up to 10 English credits (if they have no prior ELD credits assigned to English). The school ordered English 3-D instructional materials designed specifically for Long Term English Learners and identified an experienced teacher to instruct the course. EL Data is analyzed during staff meetings and staff will receive additional training regarding EL strategies at the January in-service day provided by the district EL coach assigned to support Olympic. Student progress will be monitored by the teacher, school counselors and administrator over the EL Department. The school is looking at adding additional EL courses in the future to meet student needs.

The need to embed a reading program into the master schedule utilizing research based, high interest curriculum appropriate to our student population is an area that is in its early stages but will directly impact all students including our EL and Special Education students. It is also worth highlighting that an additional Math course was added to the schedule in November 2015. This was to address the increase in Math credits required to graduate. Offering only Algebra skills, Algebra and Geometry was no longer sufficient. Personal Finance was the course the Dept. decided to add to the schedule. School counselors identified students who had taken 20 credits in Algebra and Geometry to be placed in the Personal Finance course. This course highly aligns to common core standards by introducing real life application of math standards to students. The Math Department is also piloting the new Math textbooks which align directly to the common core state standards. These additions to the Math Department directly support goal number one.

GOAL #2: ASSESSMENT: DISAGGREGATE AND ANALYZE STUDENT BENCHMARK DATA TO DRIVE IMPROVEMENTS IN CLASSROOM INSTRUCTION.

All students new to Olympic take two assessments in OARS (Online Assessment Reporting System) to provide critical information to the instructional staff regarding the student's current levels. For ELA, Olympic utilizes the EDGE placement test, originally designed to place students in the appropriate Edge program course (ELD curriculum). This assessment assigns the reader to a Lexile level to pinpoint the appropriate level of challenge and support needed. After taking this assessment in the orientation class, this information is distributed to the assigned teachers.

In addition, an on-demand writing prompt is given school wide two times a year, scored by the entire teaching staff and used to adjust writing instruction and focus.

For Math, students take benchmark tests in Algebra and/or Geometry. The questions are taken from the INSPECT item bank in OARS and created by our teaching staff. The results are analyzed by the Math Department to better drive instruction and help identify specific areas of need. There is currently no benchmark exam given district wide. However, Department Chairs district wide, including the Math Department chair from Olympic, are in the process of creating benchmark exams aligned to the common core. The exam in OARS is a multiple choice assessment that only includes two items aligned directly to the common core. OARS is currently

being used by our district because it allows for easy disaggregation of data. The district is currently looking into online assessment programs such as iReady (already being used district wide at the elementary and middle school levels) or Smarter Balanced Assessment Practice Tests to better provide students, teachers, and parents with an awareness of how students are mastering the common core standards. These assessments would also make it easier to produce informative reports that can be used to drive instruction.

The following are areas that the Math Department identified as areas for instructional focus based on the results of the benchmark assessments. (These are taken directly from Department meeting notes):

- Isolate some skills based on this assessment and re-teach them
- Allow more time for exploring concepts
- These skills will be reviewed and revisited throughout the school year
- More checking for understanding, especially with EL and SPED students
- Use more visuals to increase student comprehension and retention
- Continue to refer to posters in the classroom that address these skills

Four years ago, Science department teachers worked with the district to develop a California State standard-based benchmark exam that would measure student performance on a multiple choice test. The material was similar to the district multiple choice benchmark exams for comprehensive schools, but the questions were rewritten to accommodate lower literacy levels of our student population. Questions were adapted from the OARS system test question bank plus released questions from the California STAR test. Because students cycle through science classes all year, end of year benchmarks are not possible so the benchmark exams were divided into 4 sections and given at intervals throughout the year. This data was disaggregated and used to inform and improve teaching practices; however, we have begun transitioning to the Next Generation Science Standards. There are some changes in science content plus more challenging changes with the addition of cross-cutting relationships, science and engineering standards, and common core literacy and math connections. As such, simple multiple choice exams are no longer considered accurate assessments of NGSS goals. District benchmarks and the state STAR test have been abandoned but not yet replaced. In the interim, science teachers will develop performance based benchmark assessments based on NGSS criteria and Marzano scales.

With the recent suspension of the California High School Exit Examination (CAHSEE) and recent transition to the California Assessment of Student Progress and Performance (CAASPP), the analysis of state student achievement data is at a standstill. As we begin to understand the CAASPP reports we can use this information to drive interventions and supports as suggested in the WASC action plan.

Using assessment data to drive instructional practices continues to be a challenge at Olympic. Due to our transient population it is difficult to track student progress over time. Also, our small

teaching staff (in many subjects there is only one teacher) limits our ability to plan collaboratively, compare assessment results, etc. Despite these challenges, data driven decisions will remain at the forefront of our practice moving forward.

GOAL # 3 SCHOOLWIDE DATA: DISAGGREGATE AND ANALYZE ATTENDANCE, CREDIT COMPLETION, GRADUATION RATE.

The goal of the current administrative team is provide data to staff at each professional development opportunity. At Olympic, data has been used in various ways by individual departments and teachers but not necessarily in a systematic way to drive policy and programming. A serious concern regarding school wide data collection and analysis was identified by the staff and is being addressed.

The previous WASC team recommended that we use Aeries data to drive decisions to facilitate student credit recovery. However, analyzing credit recovery data was not possible with our existing Aeries system despite several meetings with the district technology (TIS) department. Credits at Olympic were therefore assigned directly to the transcript history. Because the Olympic term structure did not fit with comprehensive grading system options, the program could not extract the required reports to produce data on credits earned by term, etc. However, our new principal has negotiated a compromise with TIS to create an 8 term schedule, (modified from a middle school model), which will be able to extract credit data for analysis (in addition to producing the first legible report card for Olympic students since we moved to the Aeries system). Using this data we will be able to track individual student credit recovery over time, plus analyze average credit recovery for general education, English Learner, and special ed. populations.

The need for changing this practice was solidified after a school wide transcript review conducted by the Counseling Department and Administrative Team revealed many transcript errors. Transcripts are not the ideal document to use for monitoring student progress anyway because they are difficult to interpret and full of other information.-Expecting students and families to analyze the transcript in order to obtain student progress information is an unreasonable and unrealistic expectation. So, interested teachers were invited to take part in a focus group that looked at our site's data documentation practices and provide suggestions for alternatives. This topic was addressed-by this special committee in October, 2015 and then discussed with the faculty as a whole during faculty and WASC meetings. This topic was also addressed by individual Departments and Committees. Administration worked closely with MDUSD district Technology and Aeries support to discuss next steps, prepare for potential problems, develop sample report cards in a test database to provide to teachers as a sample, discuss an appropriate date for the transition, discuss needed training supports, etc.

The staff made a unanimous decision that beginning second semester, January 2016, Olympic would begin documenting grades and credits into the grade table. This agreement includes moving from a 6 terms to 8 terms, each lasting approximately four weeks. This will align Olympic with the comprehensive sites (and Alliance program), which in turn will allow for

communication with Aeries. Grades and credit completion reports can easily be pulled from Aeries and distributed to students and parents at the end of each term. Olympic will now be able to efficiently use data to drive scheduling, programming, appropriate allocation of resources and the making of overall school wide decisions. Data included on the report card will contain: credits earned/attempted, GPA, attendance, comments regarding “at-risk” for not graduating, and schedule changes. In addition to the data on the report cards being easier to understand, the information will be provided in the student’s home language.

Until the new term system is implemented in January 2016, monitoring credit acquisition and providing academic advisement is now a major task of our counseling staff. Mandy Ganz created an ILP form and manually populates the data for all seniors and reviews progress regularly with them. This involves analyzing printed transcripts and typing data into individualized EXCEL spreadsheets. Prior to the last WASC meeting, a teacher team had researched and developed a student term reflection document that would provide students with the opportunity to set their own credit goals, and then review their performance each term. TIS agreed to provide a report to populate the credit performance data, but was then unable to create the report due to the limitations of the Aeries system. However, after we move to the middle school term model for the Aeries database in January, we will be able to extract much of this data using Aeries reports. At that time the ILP’s will be developed for all students and the student reflection piece will be able to be implemented.

An additional result of the internal transcript audit was the development of a transcript review tool by one of our School Counselors. The counselor was using this document (in excel and mentioned above) to assist her in creating transition plans and reviewing student progress towards graduation. The administrative team suggested that this tool be used school wide by students at the end of each term to assist them in analyzing their own progress towards graduation, and understanding all of the requirements, besides credits, that are necessary for graduation.

The Counseling Team and Administration created a PowerPoint presentation to be shown to students that provided a step by step process for completing the Olympic Transcript Review (OTR). The presentation was modeled to staff during a staff meeting. Staff was assured that this process would not be without challenges and confusion but were encouraged to conduct this school wide transcript review on a specified date. After presenting to the staff and providing the transcript from the date for the review was postponed one week! The team felt it was important to incorporate the added suggestions of the staff and make revisions. Teachers were an electronic version of the presentation to show, copies of the Transcript Review forms for students to complete, highlighters and copies of their student’s transcripts and graduation status reports. A process was established for referring students who needed further follow up by the Counseling Department due to found inconsistencies or crucial questions. On Nov. 13, 2015 the Olympic Transcript Review was conducted with all students, school wide during 4th period Advisory. The Administrative and Counseling Departments circulated around the school for support. The process unveiled many questions and concerns but had our students buzzing about “what they needed to do to graduate on time.” Teachers kept a copy of the review form

so that comparisons could be made during the next transcript review. Staff agreed that OTR's would be conducted school wide after the end of each term. The next OTR will be held January 8, 2015.

Attendance rates and patterns were analyzed by administration to create our School Wide Attendance Intervention plans (for both Olympic and Alliance students) and are currently being looked at by our PBIS team to develop appropriate lesson plans and actions that reward improved attendance school wide. This will provide short term reinforcements to change long established behavior patterns.

Olympic and Alliance staff work closely with our Attendance Secretary and Registrar to identify students with excessive absences. Individual staff members pull and disaggregate attendance data every 3 weeks. Letters are sent to parents of students who have 60% attendance or less in a particular course. Families are contacted via mailings and phone calls to schedule conferences with school administration to create a site based attendance intervention plan. The district Child Welfare and Attendance Liaison is given an office on our campus and conducts home visits, meetings and provides additional resources as needed.

Students in the Alliance Program have the additional support of an assigned Behavioral Health Specialist to work on attendance concerns in a clinical setting. Attendance issues are addressed in student Individualized Education Plans (IEPs), Behavioral Intervention Plans (BIPs) and Behavioral Incentive Contracts.

During the last WASC the committee chair received weekly attendance reports from the attendance secretary and distributed the data to staff. An attendance committee and initiated different incentive methods such as the "Early Brunch" tickets and pizza parties for students with good attendance in the prior term. However, in the following years the principal disbanded the original WASC committees and attempted to take up WASC issues in department meetings only. School wide initiatives such as attendance improvement were not addressed. However, low attendance has been identified by the new PBIS team as a key area for improvement this year. Positive attendance rewards have been re-initiated. The PBIS team will develop lesson plans to demonstrate the link between good attendance and on-time graduation. In addition, the new Aeries systems will be able to include teacher comments, including information regarding attendance impacts on credit recovery, in report cards sent to parents. The new report cards will also be generated in Spanish for EL student families.

#4 INCREASE PARENTAL INVOLVEMENT IN SCHOOL DECISION MAKING, PLANNING AND REVIEW OF SCHOOL FUNCTIONS.

Increasing parental involvement continues to be an area of focus and a noted challenge. Including parents as major stakeholders at any high school can be difficult, but the added continuation education component, large number of families from low socioeconomic backgrounds, high number of monolingual non-English speaking families, lack of resources and

negative experience with the education system adds even more complexity. Despite these barriers, several key decisions have been made to address this goal.

Communication to families will be enhanced by the revamping of the school website using School Loop, a website tool that is user friendly and connected to the district and other schools. Converting to the new website began in early September 2015 and is scheduled to be available to the public by January 2016. The new website includes a tab specifically for Parents, contains a link to Homelink (online access to grades and attendance), news, resources and other important information.

We have continued to use the automated phone system to communicate important information, student absences, school wide events, etc. To expand, we now use a Remind application in which parents, students and staff can receive text message reminders. Parents and staff begin signing up for this service during walk-thru registration in August, 2015. Another use of social media to engage parents and students is the creation of a school Twitter account. Pictures and comments regarding school events are “Tweeted” by school administration and often “retweeted” by district office. This allows for positive information and messages regarding school happenings to literally be in the hands of students, parents and community members at all times. The goal is for parents and students to feel involved, apart and aware of Olympic news and events.

To maintain parental involvement on site council the school administration is dedicated to scheduling and holding meetings monthly. Phone calls, text messages and emails are sent to parent and community participants to remind them of the meetings. In addition to parent representation on site council, a neighbor and priest in the community are also actively participating.

Beginning in January 2016 Olympic will transition to an 8 term year with grading cycles every 4-5 weeks. As discussed in school wide action goal number one, this will allow for better monitoring of data on the school end but will directly impact the information received on the parental end. Parents will now receive more frequent and clear information regarding their student’s grades, attendance and credits earned. Reports will be printed in the student’s home language and will also contain comments from teachers.

In December 2015 a Spanish-speaking community/parent liaison was rehired to specifically outreach and serve our parent stakeholders. This position was filled during the 2013-2014 school year but had become vacant. The role of this liaison will be to assist teachers and administrators in communicating with parents, help establish a functioning ELAC committee and create additional opportunities for parental involvement. The new counselors have also been critical in engaging parents in the educational planning of their students. Counselors meet with parents during the initial orientation but also meet with parents throughout the year to discuss transitions back to comprehensive sites, graduation requirements and ambitions after high school.

Also important to note is the district hiring of a Spanish speaking and bicultural Principal in June 2015 with extensive experience working in communities of color. This addition to an administrative team with an existing Spanish speaking vice principal has been a tremendous benefit. Having these skills has allowed Olympic administration to meet and communicate with Spanish-speaking students and families with ease.

GOAL # 5 REBUILD FIRST STEP PROGRAM COVERAGE FOR ALL NEW STUDENTS, INCLUDING:

- Mission, vision, purpose
- ESLRs
- Best Strategies
- Review of Attendance Requirements
- Establish Term Credit Goal
- Career exploration

The First Step and Next Step Orientation classes have been adjusted greatly due to a change in enrollment procedures. During the previous WASC visit, students were enrolled every 6 weeks in groups of 40 and therefore completed an orientation course in the afternoon for a period of time. Student applications from the comprehensive sites and from other alternative education sites are now processed by Student Services and referred for enrollment on a daily basis. This change came as a request from the comprehensive Principals who believed that students were wasting valuable credit earning time “waiting” to come to Olympic. Students now receive one on one orientation with the school registrar and school counselor. A course was created and embedded into the schedule to provide the much needed information and fulfill the purpose of the original First Step orientation. Olympic High School Orientation Class (also named First Step) was transformed from a traditional teacher-led course, to that of a blended-learning, self-directed course in order to better serve the diverse at-risk students served. By allowing students to work at their own pace, management of new students (regardless of the ebb and flow of incoming students sent by the district) is more manageable. Student entries into this class no longer have to wait for a “new class” to start, since each student arriving can work through the orientation assignments at a pace that suits them best. The teacher can then better provide one-on-one instructions for those that need it, helping students work through their understanding of our campus and it’s:

- mission/vision/purpose,
- our SLO’s (previously known as ESLRs),
- assessments that help pre-advise teachers that are also supporting these students on their Reading & Math strengths & weaknesses,
- credit policies, and where they stand in regards to their credit needs throughout their remaining Terms (whether they plan to return to their previous school, or graduate from here),
- job attainment programs and assignments that help them better determine the career(s) that best suits them based upon job site surveys and Holland Code analysis

Since the start of this new First Step program, Administration and Staff Committees have continued to review its structure and assignments to ensure that it is in keeping with both the site and district goals, and the needs of our diverse at-risk students in their ability to recover their credits, graduate, and become a productive member of their communities.

The lesson plans and documents used in the orientation class have been updated and enhanced in an effort to rebuild the First Step Program. Lessons reflect the new SLOs, teach students the mission/vision/purpose statements and instruct students on how to determine credits earned and credits needed per term to graduate (students in this class are familiarized with the Olympic Transcript Review worksheet). New students take assessments in Math and English to determine their levels and this information is forwarded on to their teachers. Students are given a "Career Exploration" assignment which requires students utilize a job research website that generates job recommendations based upon the student's interests and skill levels. All lessons have been developed for online use and are available on our staff "V" drive.

#6 DOCUMENT ANNUAL BUDGET PROCESS, INCLUDING ANNUAL AUDIT

The financial state of the school was a major concern of the new site Principal and district office fiscal services. Fiscal Services began addressing this concern in the 2014-2015 school year by hiring a retired office manager to come in and reconcile accounts that have been neglected for over two years. To truly explain why and how the budget and finances of the school arrived at such a place is unclear. However, not having a permanent office manager for over 18 months was likely a major contributor.

In the summer of 2015 an experienced office manager was hired by the administrative team. The Office Manager and Principal have worked closely with the Director of Fiscal Services, Chief Accountant, Accounting Supervisor and Fiscal Analyst to address previous budget concerns, understand the constraints of categorical funding sources, reallocate money into proper funding streams, develop systems to monitor site spending and resources, etc.

Some adjustments have been made resulting in an increase of funding due Alliance students not originally being included in some of the student numbers driving budget allocations. In addition, the site Principal has been advocating for an alternative formula to be considered when allocating funds to continuation sites such as Olympic. Generally, CALPADs data pulled in October is used to determine enrollment numbers and therefore fiscal resources. The enrollment data from Olympic varies greatly from even October to December. For example, in early October numbers begin in the mid 250's but quickly increase to the high 300's (including both Olympic and Alliance) by December. Another influx of students are received from the comprehensive sites after first semester ends in late January. Site administration would like the district office to develop a formula that recognizes the uniqueness of student enrollment numbers at a continuation site and provide resources accordingly. The district has been open to hearing ideas and is working on solutions.

Both the Principal and Office Manager received extensive training to increase understanding of School Accounting Codes and functions, the district's Business Plus purchase ordering system, budget transfer procedures, budget expenditure transfer process, position control, Student Body spending regulations, LCAP and Title I spending regulations.

After analyzing the budget, the site Principal, with input from administration, teacher leaders and site council, revised the Single Plan and aligned spending with the goals.

The previous technology plan utilizing Measure C funds was in need of revisions and adjustments to correct overspending. The Principal met with district personnel in October 2015 to create a plan within the budget constraints and aligned with the Single Plan.

Site Council was voted on in September and monthly site council meetings were calendared and have occurred as planned. Copies of the school budget are provided at each meeting to support transparency regarding expenditures and resources.

CHAPTER 4, PART II: PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP

The following section will restate each of the twenty critical areas for follow up recommended by the WASC visiting committee in 2012. Many of these areas were already addressed under Part I of this chapter as they have been embedded in the school wide action plan. Areas no longer relevant will be identified with reference as to why it is no longer applicable.

- 1. The ESLRs need to be revised so that they have strong academic focus that addresses the current emphasis on state content standards, supports students in passing the CAHSEE, and are measurable. The leadership and instructional staff need to annually revisit their ESLRs to gage the degree to which they address their students' academic and personal needs.**

Olympic's ESLRs were revised by instructional staff in September, 2015 and transformed into Schoolwide Learner Outcomes, aligned with the Mt. Diablo Unified School District graduate profile. The new "SLOs" no longer emphasize the state content standards but rather the Common Core State standards and support student achievement on the California Assessment of Student Performance and Progress (CAASPP). The SLOs were reviewed by student Leadership and student friendly verbiage was added to help communicate the outcomes. The SLOs contain a strong academic focus and will guide all instructional decisions and initiatives. Olympic's Schoolwide Learner Outcomes have been added to the teacher unit plan template and are taught to new students in the orientation class.

The following are the revised Schoolwide Learner Outcomes:

A graduate from Olympic High School will:

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.

We are working diligently to embed these goals at every level of practice and involve all stakeholders. We are still in the early stages of implementation and continue to identify measures that will be used to examine student progress in acquiring these skills. Some SLOs will be easier to measure than others as we already have systems in place to monitor progress. For example, one measure of "effective communicator" is the On Demand Writing Assessment, which is used plan unit lesson and monitor student growth. "Self-Directed Learner" is somewhat addressed by the scales used in unit plans, but students need to be familiar with that concept as well. We have data on "community contributor" through our Service Learning. Other SLOs are harder to measure: Complex Thinker, Ethical Use of Technology, and Global Citizen.

Ethical Use of Technology has been difficult to teach and measure at Olympic due to the limited access to technology by our students. With having only one functioning computer lab, students have not been able to practice technology skills or digital responsibility. In October, 2015 several class sets of Chromebooks were ordered and many were received the first week of December. All of the Olympic/Alliance staff received training from the MDUSD District Educational Technology Team on Google classroom, use of Google drive, student accounts on the google domain,

collaborative learning, digital citizenship, etc. As our site tech works diligently on the deployment of Chromebook sets, an additional training for teachers focusing specifically on teaching digital citizenship is being scheduled for January, 2016. This training can be duplicated by our teaching staff to our students. We are also able to monitor student activity while on the Google education domain and are alerted by district personnel if a student violates the Responsible Use policy. Since introducing the mdusd.net google domain to our students (several teachers have begun working with this application), the administration has received only one student violation. We will continue to monitor and track data as it applies to this school wide learning outcome.

The staff will revisit the school wide learning outcomes, evaluate measures that already exist and implement measures in areas that are lacking so that we can truly evaluate our programs and insure that they are meeting the academic and social emotional needs of our students.

2. Further revise the action plan so that each item addresses a specific ESLR from the newly developed, standards based, academic ESLRs.

The Schoolwide Action plan was updated to align with the newly developed School wide Learning Outcomes. This action plan also aligns with our Single Plan for Student Achievement which was also revised and approved by our site council in Nov, 2015. Having these major documents in support of one another and addressing the same concerns, allows our site to allocate resources and energy in the same focal areas. Please see Chapter 5 to read the updated Schoolwide Action Plan.

3. The school and district need to provide staff development in the area of analyzing assessment data to guide and develop programs and instructions.

This continues to be an area of growth for the Olympic instructional staff. The district as a whole is in transition as we revamp curriculum to meet the common core state standards and students are now required to take the CAASP. Last year was the first year results were available to schools, students and parents and we do not have a systematic way to analyze the data or other data to compare the results to. Another change has come with the suspension of the CAHSEE. Benchmark assessments have not been given consistently and are now in need of refinement since they continue to align with the old standards. The district has a new adoption in Social Studies and is piloting curriculum for Math. Teacher representatives from Olympic are involved with this transition and are providing input on needed assessment.

An additional challenge for Olympic is the fact that many subjects are taught in isolation (i.e. one Biology teacher or one teaching providing Algebra instruction).

This makes data analysis and comparison conversations to assist in adjusting curriculum more difficult.

An area to celebrate in terms of using data to drive program design is for the English Learner Students. Although in its early stages of development, a program for English Learner students, specifically Long Term English Learners, is a top priority. Administration has presented CELDT, credit and other key data points regarding English Learners to the staff as a whole. In addition, this data was used to create a much needed English Language Development Course. CELDT data and progress, or lack of, is being discussed with teachers and students.

With a strong focus on instructional practices and rigor and explained in Goal #1, we believe we can make gains in this area.

4. The leadership and instructional staff needs to draft an annual report to the central office and school board that succinctly describes the following: their analyses of student achievement data, how they will respond to the student needs, and what support they will need to address students' academic and personal needs.

Each year the school has provided an annual report (Single Plan for Student Achievement) to the central office and school board which provides information on all educational services and goals for the site. The plan includes an evaluation of the previous years planned actions/services and whether or not the goal was met. It also requires the site to project out three years with an opportunity to make refinements as needed. All stakeholders are involved in the development of the plan.

In the Fall 2015, the Principal, along with feedback from site council, teacher leaders and students, revised the Single Plan for Student Achievement for the 2015-2016 school year. The changes to the plan and budget items are now directly aligned to the Local Control Accountability Plan (LCAP), WASC Schoolwide Action Plan and the Olympic Schoolwide Learner Outcomes. The goals of the SPSA focus explicitly on (1) instructional practices, (2) increasing parental involvement and (3) school climate and culture with the overarching goal of raising student achievement. The plan was approved by site council on Nov. 17, 2015 and submitted to district leadership. The site developed and approved plan will be presented to the school board in January for final approval.

5. The leadership, instructional staff and other stakeholders need to draft a Purpose Statement with participation from students.

Shortly after the WASC visit in 2012 the instructional staff and student leadership revised the Olympic Vision and Mission statement and created a Schoolwide

Purpose statement. Although this critical area for follow-up was addressed almost immediately, the statements did not necessarily guide decision making or provide a path in which strategic planning took place. The staff revisited these statements during WASC meetings in the fall of 2015 and used them to guide the creation of the schoolwide learner outcomes. The staff will now focus energy on utilizing the purpose statement as a model and foundational tool for all decisions and as a means to help our staff establish a mechanism for branding our school's priorities.

Below is Olympic's Purpose Statement:

Our purpose at Olympic High 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 graduation from Olympic High School, his/her comprehensive high school or passing the GED. We strive to teach both the academics and 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.

6. The leadership and instructional staff need to develop a staff development plan that addresses implementation of a standards-aligned curriculum.

This has been addressed at length in Goal #1 by the implementation of Instructional Rounds as a school wide systematic way to analyze instructional practice and support curriculum that aligns to the common core.

7. The instructional staff needs to establish Course of Study Descriptions that are specific to their school, describe academic standards addressed each semester, and list the curricula.

The courses offered at Olympic are board approved courses and course descriptions that are used district wide. Course of Study and Instructional materials are available on the district website (mdusd.org) under Instructional Supports, listed under the Departments tab. Courses are organized by Department.

Prior to the 2015-2016 school year there was one course identification code being used by Olympic that was not appropriate (English 00000). Administration was informed and advised by the district support to discontinue using this course. Currently, every course offered at Olympic is aligned with those offered at the comprehensive sites.

8. Leadership and instructional staff need to standardize how credits are awarded.

This area is addressed in Goal #1. A copy of the policy is also provided in the addendum.

9. The leadership and instructional staff need to develop a comprehensive personal learning plan.

This area has been addressed by our Counseling Department with the creation of the Individualized transfer plan for Juniors and Seniors. Students enter Olympic Continuation High School for many reasons but invariably they have become deficient enough in credits to render it impossible to graduate from the comprehensive high school they are enrolled in. Although the majority of students who come to Olympic do end up graduating from here, the fact is that Olympic is a credit recovery program, not necessarily a final destination. The students and their families often enter Olympic's halls for the first time experiencing a sense of failure at having to enroll here. There is often the perception that the student has ended up in an un-prestigious alternative to the "regular" high school. In order for students and families to cope with the perception and make a smooth transition into Olympic, it is imperative the student be offered the opportunity to recover the necessary credits to return to the comprehensive high school. Once acclimated at Olympic the students and families often lose that original perception and are happy and proud to graduate from Olympic. But in any case it is important that students be provided with the opportunity to recover credits and return to the comprehensive school should that remain a priority for them.

With the hiring in the Spring of 2015 of its first School Counselor in over 20 years, Olympic High School now employs a faculty member to focus on the academic planning for every student. One of the first things the new counselor set out to do was to insure that all incoming students (sophomores, juniors and seniors) receive a thorough transcript review and two separate graduation plans. One plan maps out the courses and credits needed to graduate from Olympic and is based on the Olympic transcript. The other plan designates which classes must be taken in order to recover the necessary credits to transfer back to the comprehensive school and which classes must be saved to schedule at the comprehensive high school. That transfer plan is created according to the comprehensive school's transcript and requirements. The existence of these plans opens up the discussion about the student's options and the family's expectations. The plans also provide a clear picture for both the student and the family about realistic expectations and timelines for the student's transfer and graduation. These plans are constantly reviewed and revised as classes are completed and new classes assigned. Invariably many students decide not to transfer opting instead for the earlier graduation possible at Olympic. Some students remain at Olympic because they do not recover the necessary credits to transfer. Some students do follow their transfer plans and will transfer back to their comprehensive schools. But all students are provided with

the information they need to determine their options and set their goals, and a consistent way to monitor their progress, or lack thereof.

10. The leadership and instructional staff need to document how students (especially seniors) who have not passed the CAHSEE are monitored and supported through interventions.

The CAHSEE is no longer being used. However, utilizing other assessment data to place, monitor and provide interventions to students is addressed in Goal #2. Our next level of practice is to create strong programs in which non-proficient students receive the support they need in order to be successful in content specific courses. Programs will need to include assessment procedures, class placement formulas and criteria, monitoring tools and a student recognition component. A goal focusing on our English Language Development and Special Education programs is addressed in Chapter 5.

11. Responsibility for sharing and using results of the STAR Renaissance assessment needs to be shared by all teachers.

Prior to conducting individual enrollments, a new incoming group would be tested for their reading and math levels. The program used at that time was the STAR Renaissance assessment which tested both reading and math and gave a grade level equivalent. Scores were shared with the staff and students who scored extremely low in reading were enrolled in the READ 180 program which we no longer offer.

Currently all new students take two assessments in OARS (Math benchmark and EDGE for ELA, addressed at length in Goal #2) but utilizing this data to drive placement and interventions continues to be an area that needs to be addressed. Although this data is shared with individual teachers, a systematic process for responding to this information is lacking. The Math Department Chairs at the district level are working diligently to create benchmark assessments that align to the common core. Once complete, Olympic will provide these assessments to students and utilize his information to not only place the students appropriately but also to inform teachers of the instructional changes that may need to occur in their lesson delivery in order to address the identified gaps.

In terms of ELA, the EDGE assessment will continue to be given until another ELA benchmark is available. Again, how we are using this data to inform our practice is going to be the key in the next few years. Due to this need, the revised schoolwide action plan now includes a goal for creating placement systems and monitoring tools for the development of programs specifically addressing the needs of English Learners, Special Education students and low performing Math students (see Chapter 5).

12. The leadership and instructional staff must continue to evaluate and improve the First Step and Next Step programs in order to best serve incoming students.

This area was addressed at length in Goal # 5. Again, both First Step and Next Step as they existed 3 years ago are no longer necessary programs. The programs were utilized when Olympic enrolled new students every 6 weeks. Large groups (up to 40 students) were enrolled at the same time and First Step was used as a way to provide an orientation to the Olympic program. Since we began enrolling students every day, the large group orientations have given way to individual orientations. As a result of daily enrollments, an orientation class has been created providing new students with the information they need to understand about the Olympic program and the ways in which they can find success here. This program is presented through a multimedia approach in our computer lab. Once the new students have mastered the curriculum and completed the orientation program, they receive credit and are enrolled in another class for which they need credits.

13. The District must support Olympic by referring students who can realistically graduate in a timely fashion.

This continues to be an area of concern and is an issue that has been brought to the attention of new district leadership by our Principal. Currently students are referred to district office Student Services by comprehensive site administrators. Cumulative files are reviewed by district personnel and placements are made. Ideally students come in at a steady flow, but realistically there is a delay in the time between students being referred (according to comprehensive site principals) and date of enrollment at Olympic.

In addition to the delay, Olympic Administration frequently finds misplacement of special education students, English learners and students that will not graduate in a timely fashion. Olympic administration has requested that applications and cumulative files of potential students be reviewed by the Olympic administration, counselors and clerical support staff. It is important to note that some movement has been made in this direction. As of November 2015, students new to the district from another alternative education site do not have to first enroll at the comprehensive site in their attendance area, be referred to Olympic by an administrator, wait for their application to be processed at the district office and then attend orientation at Olympic. Students are now directed to come directly to Olympic and enroll. This is definitely a step in the right direction so that valuable student time is no longer being wasted.

Again this area is a topic that is frequently discussed by our site Principal at monthly high school administrator meetings. The Olympic co-administrative team is developing a short presentation that will be given to all district high school co-administrators in January, 2015. The presentation will include a chart of credits to show the amount of credit that would be reasonably possible for a student to earn at Olympic if enrolled at the beginning a particular month. This had been used in the past and was revised to reflect the new graduate requirements and terms.

14. All stakeholders must continue to work toward healthy and safe relationships between Olympic and Alliance students.

The Alliance connection to Olympic has improved drastically in just this school year's tenure. Students are mainstreaming at a greater rate and at a higher percentage of their school day, and this is as a direct result of a new attitude about our students attending Olympic classes. This year for the first time, Alliance students have been offered 6th period classes. This allows our students to pick up an extra class or come in late and have a 2nd through 6th period schedule or a 1st through 5th period schedule. Our students are thrilled to have this flexibility. Once again, it gives the Alliance students the same opportunities for scheduling flexibility as Olympic students. We are now on the same schedule for our brunch breaks. Students are mingling and playing basketball together at lunch time, eating together and just all around commiserating together; and are allowed to wander the entire campus during lunch vs. being restricted to specific areas. No Alliance students are cutting class to go to Olympic brunch, or vice versa. This has brought about a much more cohesive feeling on campus. The afterschool "Bounce Back" program also includes Olympic and Alliance student participation. This is a very strong bond being developed by 3 very well-liked and respected male staff members on the campus. Students are extremely successful in this program, and are forming robust alliances, on the court, in the classroom, and spilling over into the community.

Faculty and staff are meeting together for Department meetings and for the purpose of our WASC review. We are collaborating and cooperating in the academic arena as well as the personal, social circle of including one another in staff meetings and community functions. This has increased relations between staff, faculty and administration. The morale is much improved this year. The movement of the Alliance secretary to the Olympic Office has increased the need for students to walk over to the Olympic campus for school business. This has considerably reduced the anxiety of Alliance Students and increased the acceptance by the Olympic student body drastically. The relationship of Administration with the Alliance students has also improved significantly. The students know the entire Olympic Administrative team and they know our students by name. Our students interact with them regularly now and it has made for a much more responsive, receptive adherence to

school rules and regulations. The climate on this campus is becoming cohesive, solid, and unified with each passing day.

15. The leadership and instructional staff must continue to build literacy across the curriculum.

Although this is addressed in the new Common core and NGSS standards being implemented by our staff, we do not currently have a literacy program or a strong focus on this area schoolwide. This continues to be an area of growth that needs attention.

16. The leadership and instructional staff must continue to collect data in writing skills to be analyzed and drive curricular needs with District Level support as needed.

Twice a year the English Department conducts an “On Demand” Writing Assessment. This process is fully described in Action Plan #3. All students in the school are assessed during a certain period. They create an essay based on a writing prompt developed by the English Department. All essays are then scored by two staff members after a calibration meeting. This assessment happens once in the Fall and once in the Spring.

17. In their action plan, Olympic must continue to develop a consistent school wide attendance policy.

One of the biggest challenges that Olympic High School faces is attendance. Our students will often transfer over with poor attendance. The reasons for their poor attendance are as varied as the students. In order to best serve the students Olympic must continually review the attendance policies and adjust for the needs of the students. In the past we have used the following strategies to improve attendance:

- SARB Process
- Shorter class time
- Shortened day (i.e. 4 period day instead of 5 period day)
- Phone Calls home
- Parent/Guardian meetings
- Service Learning Program

Over the past three years Olympic has utilized the following in an attempt to improve the attendance rate of our students.

- Flexible Schedule: Olympic went from a 5 period day that allowed for very little flexibility in a student schedule to a 7 period day that is more accommodating to the needs of the students. With this new schedule we can adjust for transportation concerns, work schedules, and family obligations just to name a few.
- Positive Rewards System: students are rewarded for attendance improvements. These rewards include awards certificates, early out to lunch passes, positive phone calls home, and entry into raffles.
- Restorative Justice Practices: instead of suspension alternate forms of discipline are explored in an effort to keep students in class

We recognize that attendance is a concern and that we must continue to adjust our attendance policies to help our students improve their attendance. WE will continue to look at data and explore various programs in an effort to look at additional strategies we might be able to integrate into our own attendance policies.

18. Through the District facilities master plan, District administration needs to support student learning by providing facilities that specifically meet the needs of Olympic High School.

Since the last WASC visit there have been several upgrades to the Olympic campus to better support student achievement. Three additional classrooms have been added (including one that contains high tech science laboratory equipment), gender neutral restrooms, as well as a new computer lab specifically to support online credit recovery. In addition to the classrooms, the main office received a facelift in the summer of 2015 at the request of new Olympic administration. The rationale was that students, parents and community members deserve facilities that are equal to those at comprehensive sites. Since the office is often the first place students and community members see, we wanted it to be a nice and welcoming first impression. The environment and feel is now one in which students and staff take pride. Many of the upgrades came from Measure C funding and planned facility improvements have been added to the Single Plan and are in progress.

19. Establish a technology program that provides students with viable vocational options as well as integrating technology across the curriculum by incorporating the BIG 6 information literacy model so student are scaffolding their technology skills. Students will thus develop more advanced information literacy beyond word processing and use of search engines.

Our focus on technology has shifted since our last WASC visit. Although we continue to offer a computer and multimedia class to meet elective graduation requirements and specifically the new district Career and Technical Education requirement, we have decided to reallocate our resources to integrate technology directly into the classroom.

In September, 2015 all teachers received training in Google classroom and integrating google docs into classroom instruction. In October 2015, 5 full class sets of Chromebooks were ordered and another 3 partial sets. To determine which teachers would receive classroom technology first, a roll out plan was developed based on usage of technology and content area needs. English Language Arts and Social Science teachers will be receiving class sets first beginning in December 2015. Partial sets (12 devices) of Chromebook will be assigned to the Science Department, Alliance Program and Special Education Department for usage in Academic Success classes.

In order for students to become effective and ethical users of technology, they need access and guided practice on a regular basis. By the end of the 2015-2016 school year Olympic will be close to obtaining a 1:1 technology initiative in academic courses. This new goal is addressed in the refined school wide action plan.

20. Continue to provide opportunities for parents to support the academic process within the school community through active outreach.

This is an area of growth that is in its early stages and was addressed in Part I under the schoolwide action plan. There have been many changes made to specifically address this area including: hiring a bilingual community/parent liaison, recording grades in the grading table so report cards could be printed, holding regular site council meetings with parent participants, revamping the school website, etc.

CHAPTER 5

SCHOOLWIDE ACTION PLAN

Olympic is diligently working on our schoolwide action plan! With new leadership, it has been necessary to refine and reprioritize the focus of this school year as well as the years moving forward. The staff has made a sincere effort to be present and authentic in this process in order to best serve students.

Because the Olympic staff has always been student-centered, kids have been successful in reaching graduation. Moving forward, systems are being developed and implemented with fidelity to this end. Graduation rates will only increase as the staff systematically tackles some of our biggest issues and capitalizes on our biggest strengths.

With the new district-wide Graduate Profile, created by the new Superintendent with stakeholder input, there is a clear, reachable goal towards which the school can strive. The development of the SLO's was specifically done with this in mind. Olympic will use this moving into future years to better serve students and their families.

The Action Plan has not been altered significantly. Rather, the plan was realigned to meet this new focus. With all of the significant changes in the last three years, including state driven initiatives, there simply had to be a reworking of the plan. As we move into the next three years, we will continue to realign as needed as we discover what works and what does not.

GOAL # 1: CURRICULUM: ESTABLISH A PROCESS FOR INCREASING ACADEMIC RIGOR IN ALL AREAS.

Updated rationale:

Rigor is always a concern in alternative education. The fact remains, if traditional school and the rigor there worked for at-risk students, they would not need to be at a school like Olympic. Rigor is an ongoing conversation at OHS. As curriculum is developed, the faculty are always looking to adapt and help students learn. This year, many initiatives have either begun or have been improved to meet this goal. With the Art and Science of Teaching team and the Positive Behavior and Supports Team, rigor is a continual focus. Using methods of delivery or behavior expectations that are clear and concise, the goal is to create safe spaces, physically and emotionally, for learning to take place. With the introduction of Instructional Rounds, all teachers have a voice in the question of practice to be addressed as well as the improvements to make in this area. The Administrative team supports these processes, but the initiatives themselves are teacher driven. Olympic has already seen results on our Question of Practice regarding soliciting information from students in classes.

Action items specific to this goal:

- Continued implementation and teaching of the school wide learning outcomes
- Implementing instructional rounds school wide
- Redesigning unit plans to incorporate common core standards, align to SLOs and including Marzano's scales
- Additional sections in the master schedule for English Language Development instruction, Special Education students and higher level Math curriculum
- Professional Development for teachers focused on curriculum and instruction
- Transition from a 6 term to 8 term school calendar
- Improved systems to monitor student progress and growth including grading using the Aeries student database, weekly Assessment Planning Team meetings to monitor IEP dates and concerns, and embedded time in the schedule for planning and implementing instructional practices
- A 1:1 Technology initiative to place technology in the hands of each student for all academic courses where this is appropriate

GOAL #2: ASSESSMENT: DISAGGREGATE AND ANALYZE STUDENT BENCHMARK DATA TO DRIVE IMPROVEMENTS IN CLASSROOM INSTRUCTION.

Updated Rationale:

Olympic continues to utilize many types of benchmark data with programs like On Demand Writing, Skills assessments through OARS, and standardized testing. Moving forward, the CAASPP testing will be refined to better support our students and help them score higher. If the exit exam is replaced, it will certainly become a main focus. The new credit policy and report cards will also help drive curriculum and rigor as parents, students and teachers will more easily understand the progress a student is making. Site Council is actively involved in guiding the goals of the school and looks at important data monthly. The PBIS Team is actively tracking discipline and behavior data to improve success rates among our students.

Action items specific to this goal:

- Data gathered in instructional rounds will be shared with all staff monthly during faculty meetings
- Olympic teachers will contribute to the district wide benchmark exams in Math and administer the assessment once completed
- Teachers will convert existing assessments into common core/performance based formats to better prepare students for the CAASP and inform instructional practices
- CELDT data will be utilized to drive placement and monitor progress towards reclassification.

GOAL # 3 SCHOOLWIDE DATA: DISAGGREGATE AND ANALYZE ATTENDANCE, CREDIT COMPLETION, GRADUATION RATE.

Updated Rationale:

With the switch to 8 grading terms, we can now access our database in a way teachers could not before. This updated input method for grades and credits allows report cards to be sent home instead of just transcripts, which are difficult to read and do not contain attendance data. This piece alone will allow Olympic Staff to track data in a way that has never been done at this site before. With that, of course, faculty will be able to really use actual hard numbers to drive decision making for the school. All staff meetings in the 2015/2016 school year have had some data component including and this “data dig” has quickly become a part of the school culture.

Action items specific to this goal:

- Teachers will now input grades into Aeries ABI for each term which will allow Olympic to utilize the tools in the student database system
- Reports available in ABI will be used to monitor student progress, drive placement into specific interventions and create programs school wide
- Data (grades, credits obtained, CELDT, attendance, discipline) will be available and used in every professional development opportunity
- Transfer plans will be completed with students and transfer rate and success will be monitored
- CELDT levels and progress will be shared with staff and students reclassified as English proficient will be celebrated

#4 INCREASE PARENTAL INVOLVEMENT IN SCHOOL DECISION MAKING, PLANNING AND REVIEW OF SCHOOL FUNCTIONS.

Updated Rationale:

Really this is the question for the ages in alternative education and other urban schools! The parental Involvement Goal is one that can be foreseen to continue every year this school is in session. Olympic will continue with programs to try and reach out to parents and guardians. With more bi-lingual staff, a community liaison, and ELD plan and other initiatives, the staff is seeing more parental support than ever. Moving forward, the school is looking to create partnerships with community groups, like adult education for example, to bring more classes and event for parents to campus.

Action items specific to this goal:

- Regularly scheduled site council meetings with adequate parent participation
- Update and maintain new school website
- Utilize social media sites and applications to communicate with parents
- Increase the FTE allocated to the community/parent liaison position
- Develop an English Learner Advisory Committee
- Increase all communication home to parents

- Promote Homelink, parental online access to grades, attendance and teacher assignments

GOAL # 5 REBUILD FIRST STEP PROGRAM COVERAGE FOR ALL NEW STUDENTS, INCLUDING:

- Mission, vision, purpose
- ESLRs
- Best Strategies
- Review of Attendance Requirements
- Establish Term Credit Goal
- Career exploration

Updated Rationale:

The First Step program has been rebuilt to contain all of the above. This goal will be considered met, although some of the sub-topics contained therein may still be refined or changed moving forward.

#6 DOCUMENT ANNUAL BUDGET PROCESS, INCLUDING ANNUAL AUDIT

Updated Rationale:

This goal is a main focus of the new Principal as it was an area of great concern in the recent past. The Principal is training the co-administrators to manage the budget as well so they can be informed consultants in the decisions about how to spend money on campus. The District recognizes the need to have the budget be a focus and has provided many resources to that end. A functional Site Council is also a key factor in this area. While this has not been a strength in the past three years, budgeting will certainly be a strength for future visits.

Action items specific to this goal:

- Regular site council meetings will be held with the budget included in each agenda
- Administration will continue to attend trainings provided by fiscal services and reach out for support when needed
- Title I fiscal requirements will be met
- All expenditures will be aligned to the LCAP and Single Plan for Student Achievement
- Site principal and Office Manager will attend district budget development meetings and meet set deadlines for budget transfers and expenditures
- All stakeholders will be included in fiscal decisions

ADDENDUM

OLYMPIC CREDIT POLICY



OLYMPIC HIGH

SCHOOL



HOW DO I EARN CREDIT AT OLYMPIC HIGH SCHOOL?

California Education Code Provides the Following Methods for Earning Credit at a Continuation School

1) Productive Period or Productive Hour Method

While education code does not specifically address how to value credit, at Olympic as in most continuation schools throughout the state, 1 credit can be earned by completing 16 productive class periods (45 minutes each) or 12 clock hours of work. Productivity is defined as the effort put into the work as well as the quality and outcome of the work, not just the time spent.

2) Project or Unit Method

Teacher values the completion of a specific amount of work based on how long it takes the 'average' student to complete it and awards credit once the project or unit is completed and demonstration of competency is shown. There is no time limit attached to this method.

3) Testing Out or Course Challenge

Student challenges the course content by means of a test. If the student passes the 'final', then full credit is awarded for that course.

In each of the 8 terms, a student MAY earn:

Completion of daily class assignments or units up to **1.5 credits**

***Productivity** up to **0.5 credits**

Demonstrating mastery of unit standards in assessments up to **0.5 credits**
 (Marzano Scale – Level 4)

TOTAL up to **2.5 credits**

***Productivity is defined as a minimum of at 80% attendance, on task behavior in classroom, plus specific department requirements. There is no such thing as “Seat Time” at Olympic High School.**

ALTERNATIVE WAYS TO EARN CREDIT

Service Learning Program – (Work-hour based)

Service Learning is an extremely rewarding and valuable experience for those who participate. Students are placed in elementary school classrooms, community agencies, and centers for children with special needs for 100 hours of service. During this time, Olympic students work directly with community agency supervisors and clients doing a variety of tasks related to the specific agency.

Adding more periods to your schedule

If you are productive and not a behavioral issue, you have the option to take up to 7 classes a day at Olympic. The more periods you take the more potential you have to earn a higher amount of credit.

Fast-Track - (Competency based)

If a student is productive in class, attending over 80% of the time and completing teacher designated assignments, they have the option of receiving more work for more credit. The additional assignment and credit will be at the teacher's discretion.

Independent Learning Contract – (Competency based)

You may make a contract with the teacher to earn credit outside of school. The assignment, credit amount, and due date will be at the teacher's discretion. If you fail to meet the quality required or fail to turn in the assignment by the due date, you will not receive credit for the assignment. Independent Learning can be difficult since you will be on your own and can be textbook based like Horizons (**MDUSD Independent Study**)

Cyber High – (Competency based)

Cyber High is a self-paced program done on the computer in which the student earns credit when they pass each Unit Test. See Mr. Godinez for more information.

Athletic Teams – (Work-hour based)

If you play sports outside of school hours, you may qualify for up to three (3) elective credits per term

Work Experience – (Work-hour based)

Work Experience is an elective course for those who have a part-time job. Students in the program earn high school credit by attending a *weekly class* that teaches job skills, habits, and attitudes

conducive to employment success.

Adult School –

Olympic Students can concurrently take evening classes at the Adult School and earn high school credit. There is a strict attendance policy and you can earn five (5) credits per class.

Community College Courses -

Community College courses are an option to those who want to earn three (3) high school credits for every one (1) credit taken at a community college

Summer School

Students who want to make up missed credits from the school year can attend summer school through MDUSD