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| <a href="#"><u>Link to Evidence Folder C3</u></a>                                                    | <a href="#"><u>Example: Look Before you start loading evidence!</u></a> | <a href="#"><u>Drafting Template for C3</u></a> |
| <a href="#"><u>Link to Presentation 9/16</u></a><br><a href="#"><u>Link to Presentation 9/30</u></a> | <a href="#"><u>Link to Canvas Module for Data Bot</u></a>               | <a href="#"><u>Link to Comment Document</u></a> |

**Standard C3: Student Success and Community Partnerships:** The school prepares all students for future college, career, and life success by promoting engagement and providing impactful learning opportunities through meaningful partnerships with families, community, education, and industry organizations that strengthen student agency and readiness.

1. How does the school prepare all students for future college, career, and life success through programs and learning opportunities?
2. What meaningful partnerships does the school establish with families, community, education, and industry organizations to enhance student learning and career readiness?
3. How does the school determine the effectiveness of its programs and partnerships in strengthening student agency, engagement, and overall preparedness for future success?

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Answer the questions here with links to relevant evidence

**Q1 Claim:** Overall, OVHS actively opens access to advanced coursework by providing the necessary support systems to ensure diverse student groups can succeed academically.

**Q1 Evidence:** IB for All, AVID, Free College Credit for Dual Enrollment, CAS, CTE, BA, ELD, Unified Sports, SPED, Student Ownership Initiative, Transition Services. In the 2024–2025 school year, 127 seniors successfully completed their full CAS portfolios. The number of participants in the annual TOK Exhibition grew from 11 in 2021–2022 to 90 in 2025–2026. OVHS consistently achieves the highest UC college acceptance rate in the district, with a rate of 75.8% for the Class of 2025. Campus enrollment in the college-prep elective program has grown over multiple years, serving 148 students in 2022–2023, 172 in 2023–2024, and reaching 183 in 2025–2026.

**Q1: Explanation:** 9th- and 10th-grade English teachers actively collaborate to vertically align common assessments and preparatory topics. This alignment specifically supports the transition of all students into junior- and senior-year IB Language and Literature; Pre-IB coursework, such as 10th-grade honors English classes, emulates formal IB assessment rubrics through practical tasks like the Individual Oral, OVHS offers a summer Theory of Knowledge (TOK) research course that integrates the core Extended Essay and Creativity, Activity, Service (CAS) requirements.

**Q2 Claim:** The school strengthens student learning through many partnerships.

**Q2 Evidence:**

**Families:** coffee with the principal, PTSO, Parent Prep Academy, school site council, ELAC, Padres Unidos, sporting events, cheer camps, art show, family nights.

**Community:** Homeboy Industries, Scholar's Hope, Robins Nest, Orange County Community Foundation, Kiwanis, Oak View Community Resource Center

**Education:** UCI, OCC, Golden West, Middle School (Vista, Marine, Mesa)

**Industry:** Tilly's, Boeing, First, Epson, Engineering Firms, United Way (summer internships, Special Olympics, Labor unions Dual/Concurrent enrollment, Boeing internship, local business internships.

**Q2: Explanation:**

Families:

Community:

Education: Partnerships with OCC and Goldenwest provide students opportunities to take Dual Enrollment courses which gives students high school and college credit at the same time. Middle school students have many opportunities to visit Ocean View for student tours/connections as well as participation in cultural events. Ocean

View students go to the Middle schools to build relationships and promote our programs, such as robotics and Unified. Some departments have articulation meetings between high school and middle school teachers (World Language, English). Sped Department Coordinators meet with every student with an IEP at the end of their 8th-grade year to support their transition to high school. The team discusses their present levels of performance and ensures that their high school schedule aligns with the services outlined in their affirmed IEP.

Industry:

**Q:3 The school determines effectiveness by reviewing attendance, SBAC, ELPAC test scores, Q3 Evidence- wellness, school psych, speech path, IDEAS, Transition Services data and audit, Internships, CTE, Google forms via referrals that include both academic and behavior**

**Q2: Explanation:**

Families:

Community:

Education:

### Notes

**Future college: College and career visits, field trips, and community based instructions, Career: Career fair, community engagement, business academy, CTE,**

**Life success: Accountability through attendance and serving consequences for actions, transition services, internships, community partnerships with student employees, problem solving abilities, Seahawk Connection Crew, Social Society, Unified Sports.**

### Rubric and Rationale Directions for C3. Student Success and Community Partnerships

Based on the evidence and findings from your responses to the questions above related to Standard C3: Student Success and Community Partnerships, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

| <b>Standard C3: Student Success and Community Partnerships</b><br><i>The school prepares all students for future college, career, and life success by promoting engagement and providing impactful learning opportunities through meaningful partnerships with families, community, education, and industry organizations that strengthen student agency and readiness.</i>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Highly Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Somewhat Effective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Ineffective</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Preparation for College, Career, and Life Success:</b> The school provides comprehensive, future-focused opportunities that equip all students with academic, career, and life skills. Learning experiences are authentic, relevant, and clearly aligned with postsecondary expectations.</p> <p><b>Partnerships:</b> The school develops deep, sustained partnerships with families, local organizations, higher education, and industry leaders. These partnerships are intentionally integrated into student learning and actively contribute to meaningful learning, career understanding,</p> | <p><b>Preparation for College, Career, and Life Success:</b> The school provides a range of college, career, and life skills opportunities that meet the needs of most students. Programs are generally aligned with future goals and evolving college and workforce expectations.</p> <p><b>Partnerships:</b> The school maintains partnerships that support learning and career exploration. Community and industry involvement is generally positive, but the scope or depth of collaboration may vary.</p> <p><b>Student Agency in Future Readiness:</b> Students have</p> | <p><b>Preparation for College, Career, and Life Success:</b> The school offers limited college, career, and life skills opportunities; however, they are unevenly distributed or inconsistently aligned with students' aspirations and future demands.</p> <p><b>Partnerships:</b> The school has a few partnerships, but they are limited in impact, not fully integrated into student learning experiences, or infrequently used.</p> <p><b>Student Agency in Future Readiness:</b> Student agency is encouraged in some areas, but</p> | <p><b>Preparation for College, Career, and Life Success:</b> The school lacks adequate opportunities to prepare students for college, career, and life. Opportunities are minimal, outdated, or inaccessible to many students.</p> <p><b>Partnerships:</b> The school has minimal or no meaningful partnerships to support student learning, family engagement, or career readiness.</p> <p><b>Student Agency in Future Readiness:</b> The school rarely promotes student</p> |

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| <p>and real-world engagement for students.</p> <p><b>Student Agency in Future Readiness:</b> Students are active participants with multiple opportunities to make choices, pursue interests, and engage in real-world, purpose-driven future opportunities. Programs and partnerships strengthen confidence, independence, and motivation.</p> <p><b>Impact:</b> The school regularly uses multiple forms of data (e.g., student outcomes, feedback, participation rates) to evaluate the effectiveness of programs and partnerships, with documented evidence of positive impact on continuous improvement and program alignment with student goals.</p> | <p>opportunities for voice and choice, and many participate in engaging, career-relevant learning experiences. Student agency is supported, though not consistently, across programs.</p> <p><b>Impact:</b> The school uses some data to assess program effectiveness and make improvements. Evaluation practices are in place but may not be comprehensive or consistently applied.</p> | <p>opportunities for engagement and voice are limited or inconsistently available across programs.</p> <p><b>Impact:</b> Evaluation of program and partnership impact is sporadic or informal. Adjustments are made occasionally but are not always data-driven.</p> | <p>voice, choice, or engagement in learning. Programs do not foster a sense of ownership or purpose in students.</p> <p><b>Impact:</b> The school does not evaluate the effectiveness of programs or partnerships, or evaluation does not inform improvements.</p> |
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**  
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