

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

Oxnard High School

3400 W. Gonzales Road

Oxnard, Ca 93030

Oxnard Union High School District

March 11, 2019 - March 13, 2019

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

Chapter I: Progress Report

Since the last self-study:

Comments on the school's major changes and follow-up process.

- The school has experienced significant leadership changes since the last full cycle WASC visit.
- Elective programs have been redesigned to ensure alignment with CTE pathways and to meet UC A-G requirements.
- Science curriculum and course change, in order to align with the Next Generation Science Standards. Biology will be implemented for 9th graders and chemistry for 10th graders.
- The co-teaching model has been introduced and SPED students are receiving support in their general education courses. The school began with 3 sections and increased to 8 sections this year. Co-teaching professional development is imperative as the school continues to increase the number of co-teaching sections in the master schedule.
- Positive Behavior Intervention Support is in its beginning stages of implementation through LCAP Goal 3 and a PBIS coordinator has been assigned to the school.
- The Multi-tiered Systems of Support (MTSS) model has been established to increase levels of support in areas of academics, social/emotional and behavioral. Which will increase student achievement, graduation rates and college and career readiness.
- The LCAP Plan, Goal 1 provided instructional coaching in core content areas with district level Learning Design Coaches that work with instructional coaches that support the implementation plans for professional learning initiatives in ELA, Math, ELD, NGSS, and Social Sciences.
- A transition to grade-level counseling occurred and LCAP funds paid for an additional 9th grade academic intervention counselor. Each grade-level has two counselors with this additional position.
- The district approved the hiring of 9 Student Intervention Specialist for the entire district, one is assigned to OHS that would address students social/emotional needs and develops interventions or programs in each sites multi-tiered system of support.
- Measure A Bond was passed in June 2018 that will provide \$35 million in improvements to Oxnard High School.

Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Oxnard High School is addressing the critical areas by ensuring the redesign and alignment of the Career Technical Education pathways. The new pathways were developed to meet the University of California A-G requirements to increase college and career readiness. Students

have a capstone course and are considered completers within the California Dashboard for the Career Technical Education portion.

Co-teaching has been introduced to the teachers and has been implemented since the 2017-18 school year with three sections. The sections increased to eight in the 2018-19 school year. General education teachers who were willing to co-teach were partnered with a special education teacher. Special Education teachers were provided professional development that focused on new instructional strategies. It is important to provide professional development for those teaching within the co-teaching model, prior to increasing the number of sections offered in the master schedule.

To encourage and promote culture, the district introduced a Positive Behavior Intervention Support (PBIS) program for each school. One teacher period was dedicated to PBIS at Oxnard High School. The PBIS program led to more staff meetings, the introduction of the Caught Stepping It Up recognition program, the PRIDE acronym was developed and a new teacher lunch and learn. Along with the PBIS program, the staff safety committee was created to enhance communication between leadership and staff.

The district replaced Response to Intervention with Multi-tiered Systems of Support that established a process for providing increased levels of supports to students, with an emphasis on academics, social, emotional and behavioral concerns. Along with the Multi-tiered system, the district dedicated LCAP funding for instructional coaches and an additional academic intervention counselor, which gave each grade level two counselors per grade-level.

In order to increase staff, parent, and student participation in the decision-making process a safety committee was created for staff and the number of staff meetings were increased. The Oxnard High School websites has been updated to support the needs of the school community. Parentsquare communication system was implemented to allow communication between faculty, students, parents and others. This application can be downloaded for free and helps with translation. Oxnard High School will advertise the application to the school community.

Chapter II: Student/Community Profile

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

Oxnard High School is a very diverse community situated about 60 miles northwest of Los Angeles. The high school community serves almost 2800 students with a Free and Reduced Lunch rate of 60%. Oxnard Union High School District consist of six comprehensive high schools with 16,636 students.

Hispanic or Latino students represent 76% of the students attending Oxnard Union High School

district, while 14% of the students are White, 4% Filipino, 2% African American. The student population is 5% initially fluent, 15% are English Learners, and 36% are Redesignated Fluent English Proficient.

The high school consist of 5 administrators, 11 certificated staff, 102 teachers and 60 classified staff members. The certificated staff has changed significantly since the 2014-15 school year and is more representative of its student population. The largest student subgroup is Hispanic or Latino.

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

The CAASPP ELA data reflects a decrease in students meeting or exceeding the English standards. The data reveals that participation has increased, but students achieving in levels 3 and 4 have decreased by 2.7% over three years. In math, the CAASPP math results have slightly gone up for those meeting or exceeding standard by 5.7%.

The overall number of Advanced Placement assessments given over three years has decreased from 932 in 2016 to 885 in 2019. In 2018 about 35.7% of the students assessed received a score of 3 or higher. Advanced Placement enrollment has decreased in seven subject areas, while enrollment increased in three subject areas and remained steady another three subject areas. The US History course saw a decrease in enrollment and decrease in their scores. Overall, the Advanced Placement data showed an 8% increase passage rate of a 3 or higher in 2017-18.

The PSAT and SAT have been administered to 9th-11th graders since the 2016-17 school year. The class of 2019 has demonstrated growth over the three years that they were administered the assessment. Although the class 2019 has experienced success and growth, the class of 2020 has seen little growth.

The average SAT score in ELA is 470 and it is 451 in Math for the class of 2019. The average combined score for the class of 2019 is 921, while the California combined average score is 1076 and the national average is 1067.

Over a three year period from 2015-2018 the dropout rate has increased from 2.5% to 4.6%. The cohort of students graduating has fluctuated in size, but all ethnic groups have graduation rates above 90% except the white subgroup which is at 87.5%. All subgroup graduation rates have decreased, including students with disabilities and English Learners. It is believed to be caused by the California Department of Education new methodology of calculating graduation rates.

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

Chronic absenteeism is highest among foster and homeless students. These specific groups are

being supported by an additional FTE that focuses on student intervention. The specialist works with the subgroups to develop strategies to address student academic and attendance concerns.

Collaboratively, the Student Intervention Specialist, Oxnard Attendance Advisor and Student Attendance Review Board meets to discuss attendance issues. Each of these groups has a specific role in ensuring that attendance rates are monitored and supports are in place to reduce the rates of dropout at Oxnard.

Over the course of three years the dropout rate has grown from 2.5% to 4.6%, while the cohort of students graduating has decreased. The migrant graduation rate is the lowest of the four subgroups listed. Those students in the socio-economically disadvantaged graduation rate was the highest of the subgroups.

The EL/LEP subgroup was 12.7% of the overall student population in 2017-18 and has grown since the 2016-17 by 3%.

The highly qualified teacher credential data was not found within the report. The WASC review team found two substitute teachers who were leading special education classrooms.

It was shared with the visiting team by the site administration that class sizes were lower in the 9th grade classes. This information was not available in the profile to give the team accurate averages for all grade levels.

Oxnard has 11 Career Technical Education industry pathways that provide students with a capstone course, while also meeting the University of California A-G requirements. The school also offers a strong and robust ASB program for students wanting to be in leadership. The library has a peer tutoring program that supports students who need academic support. A homework center is offered to students to ensure successful completion of extended learning assignments.

The school has programs recognizing the academic accomplishments of their students making honor roll. Oxnard offers a speaker series for students, clubs, sports and a now that I am 18 meeting for seniors, giving the students exposure to real world experiences. The school has successfully implemented a thriving Project Lead the Way course and has formed a competitive robotics program.

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

The visiting team feels that Oxnard High School critical student learning needs are appropriate and aligned with the schoolwide learner outcomes

A critical mass of the teachers are on board with the mission and vision that is being established by the Leadership Instructional Team. Continued professional development is needed to increase the academic success of students in the subgroups that have the highest achievement gaps. Further professional development for general education and special education teachers is needed to support the co-teaching model that has been implemented.

Common and interim assessments need to be developed within the social sciences department to further articulation and collaboration among teachers. Please consider a formal process for meeting in the Science department regarding NGS implementation, SE Labs and storylines. Take into consideration World Languages needs for developing a pacing plan and common assessments that are both aligned to the World Languages Standards. Training on the new California World Language standards is recommended.

The self-study did not include relative information from classified and support staff regarding school culture and climate. Although a plan has been developed for parent communication, consider how the school may connect the school community to the Parent Square application. Monitor who is connected and the frequency of access of the application.

Chapter III: Quality of the School's Program

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

A1. Vision and Purpose Criterion

Oxnard High School did a revision of the 2017 Vision and the 2013 mission statement. The 2018-2019 vision is aligned with the district vision and has been clarified by groups that include parents, staff, and students. The mission statement went through extensive revisions and the final outcome is a mission statement that is aligned with the Common Core State Standards. Oxnard High School has included a plan for annual revisits of the vision and mission statements and the schoolwide learner outcomes that will include all stakeholders.

Members of the educational community on and off campus are made aware of the vision, mission, and schoolwide learner outcomes through technology used by the school such as Blackboard, Oxnard High School phone app, Google Classroom, and ParentSquare. ParentSquare provides communication in multiple languages. These processes are fairly new and the parent group was clear in their need for more communication.

Teachers are able to communicate vision, mission, and schoolwide learner outcomes through Google Classroom, Remind, and StudentVue/Synergy system. The Career Technical Education committee evaluates learning experiences that promote key aspects of the schoolwide learner outcomes by evaluating skills needed in the industry sector and implementing them in course work.

Parent organizations like PTSA, ELAC, and SSC reviewed the vision, mission, and schoolwide learner outcomes in their group meetings. Parent nights also provide the ability for staff to communicate the vision, mission, and schoolwide learner outcomes.

Students are informed in classroom presentations by counselors, grade level assemblies, student council, and PBIS activities of the vision, mission, and schoolwide learner outcomes.

A2. Governance Criterion

District policies are posted on the newly updated district website. Policies included on the website are uniform complaint procedures, board meeting agendas, parent handbook and grade reporting calendar. With the alignment of the district vision and the OHS vision funding sources directly support OHS LCAP survey allows stakeholders the opportunity to evaluate goals and spending by the district and school.

The district coordinates job-like opportunities and funds instructional, technology coaches,

content leads, and learning design coaches.

Professional development is based on surveys and needs and funds workshops and trainings. District directors are assigned to monitor and support site progress in relation to student achievement, stakeholder participation in site governance, uniform complaint procedures, and LCAP effectiveness.

Technology is supported by the Learning Support Services department with training, implementation of online curriculum, upgrading technology, Acceptable Use Policies and internet safety. This included the adoption of the Google Suite and the implementation of district and site tech coaches. The district has purchased a number of educational technology applications for use by teachers and students. Alludo provides self-paced online edtech professional development. Digital citizenship curriculum is organized and monitored by the district to address internet safety. Technology decisions are run through the Technology Advisory Committee allowing staff input. OHS has BYOD guidelines in place to inform all stakeholders of proper use of technology.

District's Acceptable use policy requires parent consent for computer usage in compliance with CIPA. The increase in technology prompted the district to create an Edtech Coordinator position to account for the influx of technology and programs available to teachers.

District notifies staff of policies through email and district website. OHS has found that some policies are easily accessible while others are not and could use some clarification.

Governance at the school level is communicated through technology applications that send messages by email or phone. Invitations are sent for school committees that include PTSA, ELAC, and SSC. Voting for the school site council takes place at Back to School Night.

AVID allows parent input through surveys conducted during AVID parent nights. Career Technical Education advisory committee meets regularly to provide input on programs and decisions. Student input comes from monthly student council meetings with administration.

Board meetings are held annually to review LCAP goals and progress.

There is a Uniform Complaint Policy on the district website. It is distributed to faculty and staff at the beginning of each school year. Parents are notified through the parent handbook that is mailed each summer. Copies are available in the office for distribution.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

Oxnard High School has a planning process for continuous improvement through SSC, ELAC, PTSA, and Student Council. These groups provide stakeholders the opportunity to give input and discuss school improvement. The Leadership Instructional Team was established to examine data, identify areas of strength, growth, and improving student achievement. Monthly department meetings are held to examine student work and assess data. The AVID program has an annual review of schoolwide progress towards meeting AVID standards. All CTE pathways have an advisory committee to review curriculum, tooling, and facilities.

The School Site Council ensures that the Single Plan for Student Achievement and LCAP goals

are being monitored. The SSC also monitors the WASC action plan as it is implemented beginning 2019-2020 school year. Administration works with staff and the SSC to share SPSSA and seek input from staff.

Administration involves staff in schoolwide decisions. The leadership team meets monthly and then disseminates information during department meetings that take place immediately following leadership meetings. This process is effective and democratic and invites input.

A4. Staff: Qualified and Professional Development Criterion

Instructional staff credentials are monitored by the district. Credentials are monitored to match teaching positions. New teachers complete an Induction program through the Ventura County Office of Education. District provides training through a week long training in August and through CyberHigh. The principal meets with new teachers and mentors to coordinate the completion of the induction program. More recently the PBIS program implemented the Lunch and Learn program for new teachers to acquaint themselves with teachers outside their department. Each lunch meeting has a focus topic directly related to school processes for teachers. Veteran teachers invite all teachers to a lunch meeting to share a teaching strategy and discuss instructional practices.

Principal's secretary disseminates policies and information. Staff participates in online certifications that verify the completion of necessary trainings. More in depth information is given at faculty meetings, department meetings, and leadership meetings.

Collaboration time is provided throughout the school year in the form of professional learning communities, department meetings, and faculty meetings. Some professional development is given through a voluntary, paid period by period format. Some teachers participate in Walkabout visits to see other teachers practices. "Appy Hour" was established after school for technology training. Teachers are given the opportunity to participate in "job-alikes" that allow teachers to share best practices. There are two scheduled professional development days a year. The agenda of these days are coordinated with the district. The morning is dedicated to district training and the afternoon is centered around site training. The summer provides two trainings that provide professional development. Teachers attend OxnardU Summer Institute and CUE Black Label events. AVID summer trainings provide opportunities for teachers to improve instruction and student engagement. Instructional and technology coaches are available for individual assistance for lesson design and technology implementation. The county also provides EdCamps in various locations.

Supervision and evaluation of staff happen yearly for probation teachers and on a cycle of every other year for veteran teachers. Once a teacher is employed for 10 years they receive a choice of evaluation options that include portfolio and observation. A DigiCoach classroom observation rubric was developed in alignment with the school vision, mission, and SLOs. DigiCoach is fairly new and is used for positive feedback at this point as the principal received "push-back" from the

teacher's union. Teachers provide a "Pineapple Chart" where teachers can invite their colleagues to visit their classroom to observe a lesson or strategy. Newly formed Freshman Cohort was created to create unified teaching practices to increase achievement at the 9th grade level.

A5. Resources Criterion

The district allocates general and categorical funds to the site based on student enrollment. The general funds are distributed to departments based on need and categorical funds spending is determined by the SPSA. The district funds the PSAT for all students. The PBIS coordinator, Instructional Coach, and technology coach are funded by the district. Recently the school board approved graduation requirements that ensure every student meets A-G requirements.

District staff meet with site administration when budgets are being developed. Annual audits are conducted by the district office. All expenditures are reviewed by the district accounting staff to ensure funding and that the expenditures meet program guidelines.

The school has day and night custodians who clean the bathrooms, quad, cafeteria, and gym. Classroom essentials are being replaced. Measure A was passed by the community to improve school facilities. PBIS program has improved cleanliness at lunch time. The student council has coordinated events that are impacting school culture. Through PBIS and the Associated Student Body, students feel the school culture has improved.

Instructional materials include E-books in the world language, science, and math departments. World languages recently had a textbook adoption. Social science utilizes open educational resources. The library contains supplemental materials for all subjects in both print and digital forms. The district has purchased educational software such as AVID Weekly, Newsela and Discovery Education that provides supplemental resources. The District Curriculum Committee has a system in place for textbook adoption. Most classrooms have Epson projectors to increase technology integration.

Resources outlined in the OHS SPSA report are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and career, which include:

- Subject alike collaboration at the district office.
- Department collaboration time given twice a month
- CTE advisory committee meetings on industry standards
- Professional development by teachers for teachers
- Teachers and counselors attend UC/CSU workshops annually
- Some AP teachers attend summer institutes

The district human resources division is the primary support for hiring well qualified certificated and classified staff. The district educational services division provides Learning Design Coaches

in all core content areas to coordinate and provide professional development to the teaching staff preparing them for the CCSS.

Goal setting for the school mirrors the four goals the district has identified in the LCAP. The district LCAP annual meetings allow stakeholders the forum to give feedback and input to establish priorities in funding and programs.

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

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

- OHS Vision, Mission, and SLOs were revised to accurately reflect current standards and student needs.
- The Leadership Instructional Team (LIT) was established in Spring 2018 to examine data, identify areas of strength and growth and ways to continuously improve student achievement.
- PBIS started the work to improve new teacher connections.
- Collaboration time is built in during the school year. The time is utilized for PLCs, department, or faculty meetings.
- Technology integration has increased and is supported by instructional and technology coaches.
- Community passage of Measure A to improve school facilities.
- Saturday Academy Tutoring Program is a great support.
- Students enjoy when teachers try to get to know them and respect their differences.
- New principal with fresh ideas and changing the status quo.

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

- OHS should provide/promote alternative pathways other than college (CTE?)
- PBIS needs to follow through with new ideas. We have had some great ideas in PBIS, but there hasn't been any follow through.
- PD for increased use of technology is greatly needed and at different skill levels, one hour at a time is not always enough.
- Existing structures for internal communication among staff is not effective in resolving differences. Administration should increase the amount of time allocated to classroom visits to improve connection and communication regarding instructional practices.
- Personal connection is preferred than electronic.

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

Strengths:

- The visiting committee verified that there was a clear process that involved all stakeholders in the revising of the school vision, mission and student learning outcomes. Focus group processed the vision, mission, and SLOs then parent groups and student group had opportunity to give input. The current SLOs are tied into the newly implemented PBIS plan.
- The Leadership Instruction Team (LIT) is newly formed from Spring 2018. Their role in looking at data provided a launching point to identify the need to move toward common assessments and collaboration with departments. Due to the infancy of this practice it should be an ongoing process to improve instruction.
- PBIS is a newly formed program that is working to change the culture of the school. Students and staff are both very positive of the changes taking place in culture due to the work PBIS and the Associated Student Body to provide a positive culture. Some teachers were seen greeting students in the hallway as students arrived. Students were proud of their school and noticed a significant drop in fights compared to last year. More work is taking place to make PBIS permeate throughout the school.
- Collaboration has improved over the years in particularly the last two years. Departments, PLCs, subject alike teachers, and faculty meetings have found more focus on instruction and data collection through increased meeting together.
- Technology has increased in the classroom and for instruction. District has a plan to be 1:1 in approximately 2 years. Currently each department has a technology cart that is shared. Science departments have more technology available to them due to implementation of Next Generation Science Standards. Technology coaches have provided needed training in educational technology. Teachers in focus groups are appreciative of the coaches work but want more training through professional development.
- Community passed the Measure A bond to improve facilities. Plans are that the school will increase air conditioning and put in an artificial turf sports field.
- Saturday tutoring also called Saturday Academy has opened access to students for academic help. In visits of classes students were heard asking teachers when their hours are for Saturday tutoring. Teachers have also established office hours and a homework center to help with tutoring of students.
- Teacher and student relations are still a concern with parents and students. Students were happy that things have improved and feel only about “5%” of the teachers don’t care. PBIS has a goal of improving this area with positive reinforcers in the classroom. Some teachers are purposeful in the implementation which has impacted the school culture positively.
- New principal has brought new ideas and strategies. Teachers feel supported with training and collaboration.

Growth:

- OHS recognizes the need to increase students who are College and Career ready. The school will need to look at their A-G rate and career pathways to impact the percentage of students who are College and Career ready.
- PBIS needs to follow through with new ideas. We have had some great ideas in PBIS, but there hasn't been any follow through. It was evident that this program has helped school culture. It is new and the school needs to expand on the impact this program can have on the culture of the school.
- PD for increased use of technology is greatly needed and at different skill levels, one hour at a time is not always enough. More technology will be available in the near future. It is important that teachers are provided the training to implement technology that improves instruction and access for students to curriculum.
- Existing structures for internal communication among staff is not effective in resolving differences. Administration should increase the amount of time allocated to classroom visits to improve connection and communication regarding instructional practices. Personal connection is preferred rather than electronic. Communication was shared as a concern from parents and staff. There have been improvements but the school needs to find effective channels for communication. Administration sees Digicoach and classroom visits as a viable way to improve instruction in the classroom.

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

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

OHS administrators and faculty review CCSS and CASPP scores with all core departments on campus. Teachers also analyze YouthTruth survey results. From this OHS revised course descriptions to meet A-G university requirements. The focus on rewriting courses to meet A-G requirements has resulted in an 19% increase in A-G completion over the past 3 years. Teachers also used the data gathered from YouthTruth survey results to discuss school needs and write OHS's SLOs.

A focus on the whole student has included teachers receiving Professional Development on a variety of strategies concerning: QFT strategies, Developing a Growth Mindset in the English Classroom, iLit Reading Intervention, Close Reading and Text-Dependant Questions, pacing plans, Flexbooks developed in science, job alike, and project based learning.

Textbooks: currently the English department is looking to adopt new textbooks and currently uses Common core aligned textbooks, Close Readers and Performance Assessment booklets. In Science, Flexbooks have been written. In Math, Integrated Math 1, 2, and 3 textbooks have been adopted and align to the new curriculum. Social Science is beginning the process of textbook adoptions.

The WASC team commends the Math department for their work transitioning to Integrated 1, 2, and 3. In addition, the Science department for their work with NGSS and the adoption the three course model, development of Flexbooks, and creation of SE labs. Also, the Math department with the work transitioning to Integrated math 1, 2, and 3.

OHS offers 18 AP courses and some teachers have attended summer and weekend institutes to keep up to date on current content and College Board requirements. The number of AP students enrolled in classes has increased while the number of exams given has decreased. The pass rate for 2017-18 increased 8%.

4 key points in the OHS SLOs are:

- Demonstrate critical thinking and problem solving skills
- Engage in challenging situations with a growth mindset
- Demonstrate positive values and personal accountability
- Seek, receive, analyze and interpret information from various sources

The academic program at OHS connects the standards with SLOs and include: a variety of AP and CEC courses, two academies, PSAT for grades 9-11, CBRS in science, close reading in many classes, implementation of growth mindset in many classes, DBQs (document based questions), and problem solving skills in multiple classes.

The WASC Team commends the teacher-librarian for the work with academic databases (curriculum) and collaborative lesson design with general education teachers to support overall curriculum. Additionally, coordinating PD on technology and promoting reading advocacy and literacy among students.

While OHS teachers feel they are moving towards implementing more rigor and relevance in their classes students report that there is too much busy work and not enough relevance. During focus groups, VC leadership meetings, and class visits it is noted the school lacks a clear definition of what rigor and relevance looks like to them and how to measure it.

Online curriculum/courses used at OHS to meet state academic standards are Cyber High and AP/EX. Grade level counselors work to monitor student D/F rates and meet with students and parents to discuss credit recovery options. OHS will be transitioning away from running Cyber High and AP/EX and instead begin offering Edgenuity for credit recovery.

B2: Access to Curriculum Criterion

Students go through an in-house registration with counselors in the spring and choose courses which fit their needs. An elective fair helps to introduce students to classes which interest them. Administration uses course requests to build Master Schedule. However, students and parents report that many classes are full. OHS's open access policy means all students have the opportunity to enroll in the 2 academies offered, CTE pathways, AVID, ROTC or CEC, honors/AP courses. Principal reports that in the Fall, when the master schedule is set, is it difficult to change course requests.

The numerous CTE pathways, two Academies and variety of AP courses allow students to explore various interests. As of 2018, students can receive A-G credit for classes like G-Tech, Law Academy, and pathways like MBA, AOA, and Culinary Arts through an articulation with Oxnard College. AVID allows students guidance for potential careers and college possibilities. O.A.S.I.S. (Organized Academic Support In School) is in the beginning stages of implementation at OHS. It is recommended by the visiting committee that the O.A.S.I.S. teacher contact the La Serna O.A.S.I.S. Director for assistance in implementation, this service is free of charge.

Most students on an IEP are able to access curriculum through co-taught general ed/SPED courses allowing them the least restrictive environment. Multiple levels of courses are offered. AP courses have an open access policy. An AP Commitment Pledge is used by some teachers as a way to encourage students to stay engaged and enrolled in AP courses. This allows counselors to be able to counsel students in perseverance. Counselors reported that this is a huge benefit for them in being able to counsel students.

OHS counselors held parent meetings regarding A-G requirements. Counselors meet with students to re-evaluate A-G standards and classes which meet these standards. To help students

select courses, counselors provide pre-registration workshops regarding A-G and graduation requirements. Students are given time to gather teacher and parent feedback. Incoming freshmen are visited at school sites by counselors and are invited to a Preview Day and invited to Open House to gauge course options. OHS currently encourages teachers to show an Elective Video to inform students about electives offered and career pathways.

Students can take courses at the VCOE Career Education Center which can potentially lead into a certification earned. Financial Aid workshops are held on a regular basis. ASVAB can be taken in career center to help student become informed about opportunities in the military. OUHSD also puts on a Career Fair and OHS has an active College and Career Center to provide support to students. ELAC and PTSA are offered various workshops regarding college and certificate options during Parent Nights. Workshops are offered to parents and students regarding the college application process. From the YouthTruth Survey it was stated that the most frequently used college and career readiness services at OHS are college entrance exam prep, used by 57% of students, and counseling about how to apply for college, used by 41% of students.

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

- Tech coaches stay abreast of current technology trends, teaching strategies, and best educational practices.
- Academy options - GTECH, Law & Public Service, CTE Business and Finance, CTE Building & Construction, CTE Commercial Photography, CTE Culinary, CTE, Culinary and Hospitality, CTE Mariachi, CTE Mechatronics, CTE Robotics, CTE Video and Broadcasting, and CTE AFJROTC
- School uses current educational resources and science department has fully transitioned to NGSS and has adopted the three course model
- Most teachers debrief and adjust regularly and have common assessments
- English, Math and Social Science has transitioned to CCSS
- 18 AP courses offered (pass rate increased 8% in 2018)
- 19% increase in A-G completion over the past 3 years
- Pilot lunch study program to address F rate for 9th grade students
- SLOs meet student needs

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

- Only 35 % of students are A-G qualified
- Teachers need a formal process to discuss rigorous and relevant curriculum
- Teachers need time and a formal process to collaborate on formative and summative assessments to gauge student learning and ensure consistency across and within grade levels and content areas.
- Formal process for meeting in Science regarding NGSS implementation, SE Labs and Storylines.

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

- CAASPP data
- List of tutoring times available
- Youth Truth Survey and Student Survey data
- D/F data that reveals rigor and relevance is still a critical learner need
- Classroom visitations verifying that some teachers used AP testing data
- Discussions with students and parents
- Meeting with teachers in WASC focus groups
- Classroom visitations
- Inconsistent collaboration expectations between departments
- The OHS Teacher Librarian is a significant asset to curriculum development

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

Challenging and Relevant Work:

Oxnard High School (OHS) students are engaged in relevant work in the vast majority of classrooms. Students are making meaning of texts individually, as a group, and in whole class settings. Students work together in collaborative groups to construct knowledge across a variety of subject areas. They are engaged in project-based learning in multiple content areas, and engaged in peer assessment in some subject areas. Students throughout OHS read in a variety of contexts, and students make individual and group presentations in many classrooms.

Students write to learn in many classrooms, including learning logs and reflections, utilize focused and Cornell Notes in many classrooms, and connect their learning to Costa and Kallick's Habits of Mind in some classrooms.

Student Understanding of Learning Objectives:

Students are provided with essential questions in the majority of classes and lesson objectives are displayed in some classrooms. Teachers also check for student understanding of lesson objectives through exit tickets, reflections, and both formative and summative assessments. Some teachers also use random selection to determine if students understand their learning.

Differentiation of Instruction:

Many classrooms at OHS utilize cooperative learning strategies, purposeful grouping and heterogeneous groups students to help facilitate learning. The English and science departments utilize Question Formulation Techniques (QFT) to help students to generate their own questions to make meaning of texts. Many classrooms utilize questioning strategies to support students at multiple levels of success, and provide scaffolds like sentence starters, frames, and graphic organizers.

C2. Student Engagement Criterion

Current Knowledge:

Teachers in OHS have been observed demonstrating a multitude of research-based instructional techniques to help their students learn. The following is not an all inclusive list, but demonstrates most of the strategies observed during the visit.

Teachers in most classrooms utilize the following research-based instructional techniques:

- Discussion techniques
- Cornell notes and focused-note taking
- Think time for students during discussion

- Cooperative learning strategies
- Random student selection for discussion
- Essential questions for students to reflect on

Teachers in many classrooms utilize the following research-based instructional techniques:

- Project-based learning strategies
- Purposeful student grouping
- Think time for students during discussion
- Interactive notebooks
- Group presentations
- Graphic organizers
- Many English and science teachers utilize Question Formulation Techniques (QFT)

Teachers in some classrooms utilize the following research-based instructional techniques:

- Exit tickets
- Sentence frames for writing and speaking
- Whip-arounds
- Literary circles
- Student warm-ups
- Student reflections and learning-logs
- Peer scoring, revision, and editing
- Socratic seminars
- Group assessments
- Close reading strategies

The WASC visiting team would like to commend the math department for their collaboration and their use of a multitude of common instructional practices in their classrooms, including:

- Group assessments
- Purposeful grouping
- Digital portfolios
- Reflections
- Peer assessment
- Growth Mindset based instructional philosophies like allowing students to re-take tests after students commit to a week of after-school reteaching.

The WASC visiting team would further recommend that the math department receive some training in Data Driven Instructional cycles as part of their continued development.

Teachers as Coaches:

Many teachers at OHS are limiting their direct instruction and allowing students to work together extensively, utilizing many non-didactic instructional strategies, including cooperative learning strategies, project-based learning, purposeful grouping, group presentations, peer scoring,

revision, and editing, and group assessments. The WASC visiting team would like to commend these teachers.

Students demonstrate they can apply knowledge at higher levels:

Some teachers at OHS are using strategies to foster higher-level thinking for their students. Many teachers in the English and science departments are utilizing QFT, analyzing how literary devices function in complex texts, and making meaningful real-world connections from themes in canonical texts. Some teachers in the social sciences department were using depth and complexity strategies to help students make in-depth connections around historical events, and examining the significance of important events with support from sources.

Student use of technology to support learning:

Students were using technology widely in the vast majority of classrooms to support their learning. OHS is two years away from being 1:1, there are laptop carts available for all teachers to utilize in their classrooms. The following programs and strategies are being utilized in classrooms:

- Google Classroom
- Group presentations with Google Slides
- Student-created websites using Google Sites
- Student Papers and essays are submitted on TurnItIn.com
- Flipgrid
- Kahoot
- Desmos
- Padlet
- Gale databases
- Quizlet
- Quizizz
- Noredink.com
- Vocabulary.com
- TI Nspire calculators

Materials beyond the textbook:

Students are utilizing materials beyond the textbook in many classrooms. Most students access information with computers as often if not more so than through their textbooks. Students are creating slideshows and presentations utilizing Google Suite, working together to construct knowledge on complex texts using graphic organizers and discussions, connecting their learning to current events and real-world experiences in multiple content areas, utilizing manipulatives, games, and reading authentic texts. Teachers in Spanish for native speakers utilize older textbooks, newspapers, magazines, and online resources. Additionally, students access databases through the library as part of their instruction.

Real World Experiences:

There are multiple opportunities for students to engage in career preparation opportunities. The librarian encourages students to utilize multiple resources for career preparation. The math department lists jobs that math can be applied to, and by presenting real-world situations. AFJROTC brings in recruiters and other guest speakers. Students in Spanish read/listen to the news in Spanish. Social studies hosts guest speakers for students and schedules visits to the college and career center. School academies and the AVID site team host career days with mock interviews to develop student career readiness.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

- Most teachers are utilizing technology in their classrooms to improve instruction and students' information literacy
- The math department is clearly engaged in genuine collaboration to align their instruction for student success, and this is evident from their strong district performance on the CAASPP exams on Claim 1: concepts and procedures
- Many Teachers throughout OHS are genuinely willing to collaborate to improve instruction across their school
- Teachers throughout OHS are utilizing a high variety of instructional strategies to improve student outcomes
- Oxnard High School's status as an AVID Demonstration School, and the AVID site team represents a strong resource to improve standards-based student instruction through WICOR strategies.
- The OHS Teacher Librarian is a significant asset to instruction and a schoolwide resource for modeling research-based instructional strategies. The WASC visiting committee would like to commend her for her service.

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

- It is recommended that OHS develop a collective definition of rigor and work together to foster that rigor schoolwide
- It is recommended that OHS more effectively develop schoolwide intervention and common grading systems/procedures for struggling 9th graders
- It is recommended that OHS engage in multiple rounds of professional development around student engagement, positive classroom environment, differentiation, and fostering higher-level thinking. The WASC visiting committee further recommends that for each of the above areas OHS utilize successful faculty members/departments to facilitate this learning.

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

- Meeting with teachers in WASC focus groups
- Classroom visitations

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

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

OHS began the process at the start of the school year with reviewing CAASPP data, graduation rates, and AP scores. The district evaluates and reports annual assessments in English Language and Mathematics to the high school to support further development of guided curriculum to improve learning and coordinates job-alike meetings to review student data and discuss improvements in instruction. The school uses Synergy as a grading system to collect, disaggregate and analyze student grades (The OHS D/Fail Report).

Parents receive CAASPP, PSAT, ELPAAC and SAT results by mail. At OHS teachers use Synergy (online attendance and grading portal) to inform families of their child's progress. Parents are strongly encouraged to register for ParentVue during back to school night to check on their student's grades and attendance on a daily basis. Students and parent are informed every five weeks of the student's academic progress. Other means of communication include emails, phone calls, parent conferences, Remind, Google Classroom, IEP reports, text messages, counselor referrals, course syllabus, Back to School Night and Open House, conversations during school events and Parent Square.

The school leadership has begun to assess program areas to align courses and course completion to A-G requirements. As discussed during the leadership meetings, this alignment has created a shift in the master schedule in which class offerings have had to be UC/CSU approved and course offerings have moved away from tracking students starting in 9th grade.

Monitoring Growth:

This year the Leadership Instructional Team (LIT) which is composed of teachers from several departments, a counselor/WASC Coordinator and an administrator, reviews student data and discusses strategies for improvement. This team has met twice this year, but is planning to continue to meet to discuss data. PLCs are in the beginning stages of development, as protocols and structures were not evident. It appears that not all departments use a specific school-wide tool to analyze internal assessment data in departments, PLCs or the LIT Team. Evidence is needed as to what the LIT discusses and if SMART goals are put in place to drive instruction forward.

Schoolwide Modifications Based on Assessment Results:

According to the self-study, in 2017-2018 the OHS English department developed common writing assessments and collaborated to review student work and develop grading rubrics to ensure consistency in the evaluation process. The Social Science department has developed common assessments by course job-alikes. In Science, the Biology job-alike group, has held meetings to create a pacing plan, work on the flexbook and implement discovery-based learning within their classroom. In the Math department the OHS staff uses CPM College Preparatory Mathematics textbook and CASPP interim and summative assessments. Math 1 and 2 have common assessment and grading policies in place. In addition Math teachers collaborate on content specific over the summer to focus on writing questions requiring depth of knowledge to align with CCSS and integrated curriculum. The World Languages Department has collaborated on common assessments by course job-alikes based on a pacing plan from the book. Career pathways and academies have advisory boards who oversees and monitors program development.

The school does have a D/F report to track students by semester and such report is provided to the administration and AVID teachers on a regular basis. The AVID program (430 students) with a UC/CSU A-G completion rate above 95%. 90% of AVID seniors are accepted to at least one four year college. Each department has their own strategies for effectively communicating student progress. Students are reminded of the importance of scope and sequence of curriculum in order to achieve high scores in the AP exam and to complete A-G requirements, this was evident via student interviews.

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

Appropriate Assessment Strategies:

Based on the WASC report teachers use formative assessments to drive instruction on a daily basis with strategies such as thumbs up/thumbs down, white boards, warm up/review, clickers, poll Everywhere, Online Jeopardy, Kahoot, Khan Academy, No Red Ink, Lynda.com, there was limited evidence of such practices in classrooms. However there was evidence via classroom observations of google tools being used as means for formative and summative assessments. Other formative assessment examples observed were quizzes, essays, group assessment, projects and summative chapter exams. Teachers utilize results to re-teach via warm ups, quick quizzes and Student Polls. Schoolwide departments use data to modify or adjust student courses. The school is in the beginning stages of developing common assessments, which are given in multiple departments and analyzed by grade-level teams.

Demonstration of Student Achievement:

The English Department has created grade level benchmarks and has aligned in 9th grade the selection of books and is implementing common practices such as annotating articles and required writing expectations. In addition, they are developing and implementing common

assessments, have had time to calibrate essay grading and have analyzed data trends from the essay writing. Some of the higher grades 10-12 might have alignment, though this was not evident. The Math department uses a variety of strategies to inform instruction (formative assessments) such as whiteboards and the 360 model, this was observed in the classrooms and evident via students interviews. Also, the Math department allows students to master their learning during testing by going through the process of re-teach, re-learn, re-take, and re-place if a student doesn't do well on a test. The Science department has completed common assessments in the Biology job-alike team and are in the process of reviewing data. Their vision is pre-assessing 9th graders coming in and preparation for the next level of science. The World Languages department has adopted new books and is working on new assessments to support level four students in transitioning into the AP Spanish Classes.

Across the board, but not consistent, some staff members use Zipgrade as a tool to itemize analysis to address a best-practice conversations. It appears that, although teachers understand the need to collect data from formative and summative assessments, the school is in the developmental stages to determine best practices to modify and adjust curricular and instructional approaches.

In addition the school has developed a mandatory lunch tutoring program to address the academic needs for the freshman class, data provided, yielded:

Below is the percentage of students with 1-6 fails and comparison from year to year quarter one to two. The school noted that they had to shift a focus to students with 1-3 fails and providing a different type of support for students with 4-6 fails.

| | 2017 Q1 - | 2017 Q2 - | CHANGE | 2018 Q1 - | 2018 Q2 - | CHANGE |
|--------|--------------|--------------|--------|--------------|--------------|--------|
| 1 Fail | 15.36 | 13.08 | -2.28% | 15.17% | 14.26% | -0.91% |
| 2 Fail | 9.73% | 5.38% | -4.35% | 10.12% | 6.26% | -3.86% |
| 3 Fail | 5.38% | 4.62% | -0.76% | 7.08% | 6.40% | -0.68% |
| 4 Fail | 3.97% | 3.46% | -0.51% | 6.79% | 4.66% | -2.13% |
| 5 Fail | 2.94% | 1.67% | -1.27% | 3.61% | 3.20% | -0.41% |
| 6 Fail | 0.51% | 0.51% | 0.00% | 2.31% | 2.18% | -0.13% |

Number of students from quarter 1 to quarter 2 from year to year:

| | 2017 | 2017 | CHANGE | 2018 | 2018 | CHANGE |
|--------|------|------|--------|------|------|--------|
| | Q1 - | Q2- | | Q1 - | Q2 - | |
| 1 Fail | 120 | 102 | -18 | 105 | 98 | -7 |
| 2 Fail | 76 | 42 | -34 | 70 | 43 | -27 |
| 3 Fail | 42 | 36 | -6 | 49 | 44 | -5 |
| 4 Fail | 31 | 27 | -4 | 47 | 32 | -15 |
| 5 Fail | 23 | 13 | -10 | 25 | 22 | -3 |
| 6 Fail | 4 | 4 | 0 | 16 | 15 | -1 |

Overall the data provided depicted a downwards trend of students having less fails, however the data trend does not show a big significant change. Although the school tracks failure ratios for students, the evidence in the analysis has prompted the school to find different types of supports for students.

Some of the issues observed this year is the low attendance and accountability for students to show up to lunch detention which prompted to shift to a focus on students with 1-3 fails for this program. Students with 4-6 fails continue to be supported through OASIS and other types of interventions. In addition the OASIS class is replacing the Biology 9th grade class, the school plans to have students take the class in 10th grade.

Student Feedback:

Based on the WASC report the students participated in WASC Student Survey during second period. The survey included 711 students: 17% 9th graders; 38% 10th graders, 31% 11th graders and 11% 12th graders. Highlights from the survey that included references to student feedback:

- 54% of OHS surveyed reported that their teachers allowed them to retake tests
- 48% of OHS students reported that their teachers allowed them to redo assignments
- 59% of students reported that their teachers re-teach to help improve student learning
- 40% of OHS students surveyed reported that they have gone or will use Saturday school Tutoring when needed.
- 58% of students reported that teachers communicate a lack of progress and provide feedback on ways to improve.

Based on the responses from the WASC Report, each department has their own strategies for communicating student progress. This year the counseling program transitioned to grade level counseling to enable counselors to build stronger relationships with students and to provide greater level of service and interventions. Counselors, the college and career counselor, and administrators use classroom presentations to provide information regarding scope and sequence of curriculum for A-G completion, grades and career exploration. Counselors use CAASPP, PSAT and SAT results to encourage students to enroll in AP classes and to provide support to students who may need additional help. In addition counselors analyze student transcripts to ensure students are on track for graduation. District provides additional counselors through Title I monies to monitor and support academic progress for ELD, Migrant Ed, Foster Youth and McKinney Vento students.

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

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

- OHS is able to disaggregate scores from standardized tests including CAASPP, AP, PSAT, ELAPAC and SAT.
- The WASC visiting team commends the Math and Science departments for spearheading completion of common assessments within job-alike teams.
- The WASC visiting team commends the Math department for developing a process to look at common assessments, discuss areas of needs and as a result make adjustments to teaching practices to support the academic growth of all their students. Other departments seem to be following with the English department creating writing benchmarks, the Social Studies department looking at standards based banked questions for common assessments and World Languages Department looking at a pacing plan as they have purchased new books aligned to standards.
- Continue to build capacity for AP teachers through professional development opportunities (Summer institute) and allotting time during the year for teachers to share data and instructional practices.
- Continue to monitor Freshman students with 1-3 fails attend Lunch Tutoring and develop programs of support.
- AVID teachers are provided D/F reports on a regular basis.

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

- Continue to calibrate grading practices to validate the data from the D/Fail Report to assess academic mastery from all students.

- Continue to develop and finalize common assessments aligned to CCSS or other required standards (i.e., NGSS, ELD, CTE).
- Continue to develop the school's PLC model to address needs based on data from assessments.
- Continue to develop processes for the Leadership Instructional Team to address needs based on data from assessments.
- Continue to develop and streamline a specific plan (aligned to specific periods of data collection) for all Departments and the PLCs (job-alike). The Leadership Instructional Team should continue to develop accountable systems for data collection and data dives (monthly/quarterly) to analyze common assessment data and other formative and summative assessments.
- Continue to develop systems of monitoring assessments to support struggling students, in addition to the Mandatory Lunch Tutoring Program which is now for students with 1-3 fails, the school is continuing analyze specific classes student are failing. The school plans to continue to support students with 5-6 fails through OASIS class, AVID, and support from the Social Emotional Counselor.
- Continue to develop systems for department and whole school discussion of homework and grading policies.

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

- The WASC self-study
- CAASPP, AP, PSAT/SAT scores
- The OHS D/F Report
- Teaching staff grading criteria
- Single Plan for Student Achievement
- Interviews with Focus groups
- Interviews with administration, faculty, students, and parents about assessments, availability and use of data, and accountability.
- Classroom observations

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

E1. Parent and Community Engagement Criterion

OHS leadership employs a wide range of strategies to encourage family, business, industry, and community involvement including with the teaching and learning process. There are a variety of avenues for stakeholders to partner with the school including online and offline options. There are events that welcome the community to the campus throughout the year. This includes back to school night, open house, and financial aid workshops. Guest speakers, often OHS alumni, present to multiple groups of students during the school's Speaker Series. Topics include environment conservation, decreasing violence against women, men and children, and career awareness as it relates to career and technical education pathways. The student body increases their knowledge of the arts through visitations by local poets, musicians and artists as well as poetry slams and open mic nights.

OHS students also engage the community off campus. The music department performs at cultural parades, events, and ceremonies. Student organizations volunteer at local festivals and charitable events. Students in the Law and Business, and Green Technologies Academies take field trips to meet local business leaders to gather input on the direction of the pathways. The ROTC has partnerships with the Channel Islands Air National Guard which brings resources to OHS students.

Parents and families are able to access information about all of the many opportunities above through the redesigned OHS web application, Google suite, and Parent Square. There has been an intentional effort to provide better support to families by hiring more bilingual counselors and office staff.

One of the schools critical areas of follow up from their 2013 WASC visit was that the school would increase the number of parents participating in decision making. Evidence suggests this has partially been accomplished. OHS complete made over their website to be more user friendly for all stakeholders including parents. The website is now easier to access and provides up to date information for families. The school also uses Parent Square to send out phone messages, texts, and emails as well as social media (Twitter) to announce events. Some teachers are also using Google classroom as a way to communicate with parent regarding classroom assignments. Some teachers also use the Remind App to send messages. Some parents expressed frustration over the use of the tools stating that there are too many. Others stated they did not have access to online platforms. The staff is commended for their efforts to provide multiple ways of communicating

with families, and bring to reality the Principal's motto of, "One touch to stay in touch." However, training for parents and families is needed so they are not only more aware of the tools, but also understand how to access them.

E2. School Environment Criterion

OHS takes steps to communicate District and school policies regarding maintaining a safe, clean, and orderly environment. This includes distribution of bulletins that address the Acceptable Use Policy, anti-bullying, uniform complaint procedures, school safety and security, drug free workplace, weapons and dangerous instruments, tobacco, injuries, sexual harassment, and search and seizure. There are scheduled fire, lockdown, active shooter, and earthquake drills. OHS addresses substance abuse through a unit in health classes. They have implemented a discipline policy that incorporates multi-tiered systems of support. The Peer resource class provides peer mediation in addition to sponsoring awareness events. Resources have been allocated to provide for an intervention counselor to support positive resolutions to peer conflicts.

OHS has worked to create a school environment of caring, concern, and high expectations for students. PRIDE SLO's are posted throughout the campus and in classrooms. School resources were reallocated to support this effort. There are two school counselors per grade level that move up with their assigned class in order to develop relationships and trust. The school environment supports the culture that is being built. For examples there are murals on campus expressing student diversity and culture. One student expressed that these murals create excitement on campus as the art creates a sense of pride and appreciation for the arts and culture. On the school experience survey many students expressed the following as neutral, agree with, or strongly agree with: they feel welcomed on campus, they can talk to a teacher when they need help, and they feel like teachers help them to improve their grade.

Teachers expressed a desire for professional development on the topics of generational changes, classroom discipline, and PBIS discipline procedures. In addition, students expressed they want personal attention from their teachers, and that teachers should listen to student feedback.

There is work to be done in the area of creating an atmosphere of trust, respect, and professionalism. Staff reported: 58% said the school has an atmosphere of trust, 34% said communication between leadership and stakeholders is effective and consistent, 30% said all stakeholders are involved in the decision making process related to the SPSSA.

A critical area for follow up was creating a culture of caring at the school. In addition, part of the criteria for the schools SLO's is that students will demonstrate positive values and personal accountability, show kindness and respect, and express honest opinions appropriately. There is

progress towards meeting this outcome.

The library is an active space on campus not just for academic pursuits, but also as a safe and caring place for students. It was reported that additional funding was received to support library services. As a result a therapy room has been created for group counseling to be held, there are additional spaces created with comfortable seating, games and puzzles. In addition, old spanish books were replaced with new ones to help demonstrate valuing the latinX culture.

E3. Personal and Academic Student Support Criterion

There are multiple opportunities for student to receive academic support and intervention during the day, during lunch, before school during zero period, and after school. Students also have access to personal support services and activities. Academic supports include tutoring after school, Saturday School tutoring, and college application and financial aid support in the College Center. 9th graders with two or more D's/F's are required to attend lunch time tutoring. OHS has made a concerted effort to put more instructional technology into the hands of their students. Each department has a Chromebook cart (COW) that is shared among teacher.

Personal support services include bereavement groups, anger management, and safe spaces for LGBTQ students. The library has created the "Re-Room" an open calm space for students to relax and have some quiet space in the library. Students are referred for vision and auditory testing. Pregnant students are referred to the CalSafe Program.

There are personalized and alternative learning options for students that need it. Students who are behind on credits may be dual enrolled, taking classes on the OHS campus and at the continuation school site where they may work toward recovering credits at their own pace. Students who qualify may also receive supports through a 504 plan or an individualized education program for more significant needs. The school recently added two more counselors to bring the total to eight. There are now two counselors per grade level, with each level also having a bilingual counselor in order to meet the needs of native Spanish speakers.

Extra curricular activities are an important aspect in the life of an OHS students. There are over 20 club offerings to meet student interests. ASB student leaders shared that there is a club fair at the start of the year where students can learn about, and sign up, for clubs that interest them. Other events throughout the year include art events, Week of Kindness, Poetry SLAMS, Pride Day, College Decision Day, and Autism Awareness Week.

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

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

- Variety of online tools available for parents and families to access school event information. (E1)
- Supervisors (campus aids) are visible throughout the campus. (E2)
- There is a visible hall pass system for students out of class. (E2)
- There is an increase in the number of ways students and teachers are positively recognized (postcards home, verbal praise).
- Students have access to concurrent enrollment between the independent study school where they can make up credits and enrollment in OHS.
- Library reflects support for students (therapy rooms, drawing and origami space, couches, multiple seating areas, puzzles). New EL books purchased to replace the old “shabby” ones to reflect valuing the culture of these students.
- SLO’s visible throughout the school; inside and outside of the classrooms.
- The main entrance front desk is welcoming to visitors, and secure. In order for visitors to pass into the school, from the office, the desk clerk must remotely unlock the entry door.
- The Catapult Emergency and Crisis Management System has proved to be an effective means of communicating during an emergency.

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

- Streamline methods of communicating with parents and families.
- Consider that all families do not have access to online resources or internet at home. Provide a method for virtual meetings for families who cannot attend on campus.
- School wide behavior expectations should be visible throughout the campus and in classrooms (expand the PRIDE posters to demonstrate criteria for meeting behavior expectations)
- Expand the number of class sections offered during the day in order to support students who fall behind in credits and in order to be able to include more students in electives or programs they are interested in. Consider a new bell schedule with additional periods or a block schedule.
- Continue to develop your CTE pathways by increasing opportunities for students to achieve industry certifications, complete the capstone class successfully, and establish industry partnerships.
- Desegregate the location of SDP/SLD classrooms. Increase inclusion opportunities for SPED students.
- Provide training to parents on the use of online communication and social media tools (Twitter, Google Classroom, Remind).

- Address unmotivated and disruptive students in the classroom. Provide dedicated professional development on defusing disruptive behavior and classroom management.

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

- During the parent meeting some parents expressed frustration that there are too many methods of communication. They expressed a desire for a consistent way that the school communicates with the home. (E1)
- During the parent meeting, some families expressed that they do not have access to technology at home to access email and social media where some events are published. (E1)
- One supervisor reported that there are a total of 6 supervision staff members. (E2)
- The majority of students out of class were holding a bright yellow plastic hall pass with the room number engraved on it. One student told me that they are not allowed outside of class during instructional time without a pass. They are sent or walked back to class by a supervisor if they are out of class without permission. (E2)
- The leadership team stated the following:
 - "Parent Square sends out a blast to the entire school in their chosen language. It is a new app this year. We push out emails and text messages if they have the app." (E1)
 - "Synergy (SIS) allows teachers to communicate with parents." (E1)
 - "A lot of us also use remind. I get my students on remind. I encourage parents as well." (E1)
 - "We also use Google classroom. So they know on Google classroom they can go in and see the assignment. Everyone does it a little differently. Some do it day by day or week by week or big assignments." (E1)
 - "We also have a weekly newsletter. There is a Friday update. We share highlights of the key things that have happened. We also use the marquee. Email and website for newsletter and parent square. There is a bulletin three times a week" (E1)
 - "One touch to stay in touch is the motto." (E1)

- One student stated, "I am a 'mixed' students. I take 0-3 periods at OHS and attend continuation school where I work at my own pace to complete courses and earn credits. That works better for me." (E3)
- The Librarian stated, "This year my budget was doubled which is great. It has allowed me to create new spaces in the library to support students emotional needs. This includes areas for drawing and origami, couches, small collaborative spaces, puzzles and games. We also have created a 'therapy' room where outside agencies can come in and do group sessions. With the funding I was able to purchase new Spanish language books. The old ones were 'shabby' and I did not want them to feel like we do not value their culture." (E2)
- Some teachers were standing at their doors between class periods. (E2)
- Some classes had behavior expectations or classroom rules posted. (E2)
- All teachers had PRIDE SLO's posted but without the criteria listed. (E2)

- Some teachers had school wide behavior expectations posters displayed. (E2)
- One of the custodians stated, "I have been in the District for 20 years. This is the best place I have been. The people and relationships are just great. Like this guy..." (As a teacher walked by he 'fist bumped' the custodian) (E2)
- During after school tutoring on 3/11/19 there were 40-50 students in the library. Students stated that they come in to work on homework. There are teaching assistants walking around helping individual students. One student stated that only her AVID teachers gives her class credit for attending tutoring. (E3)
- During focus group, students said they cannot get the classes they want with the current schedule. (E3)
- One classroom had a missing tile in the ceiling and the ventilation system showing. One person stated that it leaks through the opening and it has been like that for two weeks. (E2)
- During a focus group students stated, that they feel pride in their school. They mentioned multiple events including Week of Kindness, LGBTQ Day, Sexual Assault Awareness Week, and Culture Week. (E3)
- Students stated they knew about A-G requirements. (E2)
- Students stated they want to choose their classes and not be assigned by the counselors. They also stated when they are told no, the counselors do not explain why. (E3)
- Students stated they could not get certain classes because the classes were full. (E3)
- There is a visitors waiting area at the front desk. Guests may wait for their child or enter and go to their destination. There is a locked gated entrance that requires the desk manager to 'buzz' it open for people to enter. (E2)
- There are A-G graduation posters displayed in most of the rooms to encourage academic behavior and goal setting. (E2)
- Some classrooms display school wide behavior expectations that were created several years ago. (E2)
- Behavior expectations are taught to students through classroom mini lessons and informally in the hallway. (E2)
- Parents have not been part of the PBIS plan. (E2)
- Department Chairs provide recommendations for the master to the counselors. The master is based on student needs such as EL's. All of the different groups of students (academics, AVID, CTE) restrict options for programming. (E2)
- The special education SLP/SLD classes are segregated into one primary section of the campus. (E3) (E2)
- Per the school survey, 34% of teachers stated they do not believe leadership communicates effectively or consistently with staff. However, many teachers during focus groups stated that they stayed up to date by checking the website and keeping up with emails. It was stated that it is the professional responsibility of each teacher to keep up with communications. (E3)
- 3 out of 22 students asked could state what PRIDE stood for. (E2)
- Students reported they believe there are less fights this because there appear to be more supervisors visible. (E2)
- Students reported they need more restrooms available. They said only 3 are open and

- students have to use all of their break time to access. (E2)
Many students in the focus group reported they have overall positive relationships with their teachers. They stated that certain students though take away their instructional time with disruptive behavior. They want the teachers and school to do more to address unmotivated students. (E2)

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

Synthesize schoolwide areas of strengths and list numerically.

Schoolwide Areas of Strength

1. OHS has a new leader who is refocusing the schools efforts to improve both academically and behaviorally.
2. OHS provides a variety of intervention to insure student learning (after school tutors, Lunch bunch, Saturday school, Cyber High)
3. PBIS Coach, Technology Coach and Instruction Coaches are working with the staff to positively influence academic outcomes.
4. Students are aware of the A - G requirements and are actively pursuing their completion.
5. OHS has a variety of career pathways, academies and the ROTC to keep students engaged in school.

Schoolwide Critical Areas for Follow-Up

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

1. There is a need to increase academic rigor and relevance in instruction and curriculum.
2. There is a need to decrease the D and F rates.
3. There is a need for the development of a support system for 9th and 10th graders (D and F high, discipline high)
4. There is a need to increase overall A - G rates

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

1. The visiting committee has discovered a positive shift in school culture, this must continue until all stakeholders are committed.
2. The visiting committee has discovered a need to increase communication between the school and parents.
3. The visiting committee has discovered the need to continue to improve the push out

- model and to use Co-Teaching
4. The visiting committee has discovered a need for the staff to examine its current bell schedule to allow for intervention during the school day and increase scheduled collaboration time.

Chapter V: Ongoing School Improvement

Action Plan

1. To increase student achievement, the percentage of students at standard met or higher on CAASPP ELA and math will improve by 4% a year for all significant subgroups.
2. To improve college and career readiness, as measured by the College/Career Indicator on the California Dashboard, the percentage of students at the "Prepared" level will increase by 5% a year for all subgroups.
3. To improve conditions and climate for all subgroups, especially among 9th and 10th grade students, the suspension rate will be reduced .5% a year, chronic absenteeism will decrease by 2% a year, and the percentage of students receiving grades of D or F at each semester will decrease by 3%.
4. To improve the communication and collaboration between all stakeholders, OHS will increase the percentage of teachers utilizing Parent Square by 20% each year.

This school wide action plan adequately addressing the identified critical areas for follow-up. The action plan is aligned to the LCAP and single school plan. The action plan is well laid out with strategies and action steps determined for the next 6 years to enhance student learning. The action plan is clear, focused and user friendly which has integrated all major school initiatives. The leadership team has sufficient commitment to ensure the action plan is followed. The action plan is a living breathing document that OHS will review and revise as needed.

The new Principal has begun a positive change in school culture and environment. The Visiting Committee has confidence in the Principal and the leadership team will use this action plan and elicit positive outcomes. They must use this as a tool to improve student achievement both academically and behaviorally. A possible impediment to improvement that the visiting committee has noticed is staff buy in. It appears that not all staff are willing to change and learn. The leadership team will use Professional Development opportunities to and the action plan to guide the OHS staff down the path to success.