

Accrediting Commission for Schools
Western Association of Schools and Colleges

INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS

3050 II

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: Oxnard Middle College High School

School Address: 4000 South Rose Avenue, Oxnard, CA 93033

Grades Reviewed: Grade 9

Enrollment: 39 Students

School Type(s): Alternative Education

Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

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Date of Visit: April 24, 2019

Introduction

Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

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Oxnard Middle College High School (OMCHS) is the newest addition to the Oxnard Union High School District (OUHSD). The city of Oxnard is located halfway between Los Angeles and Santa Barbara. Oxnard is the largest city in Ventura County with a population of over 200,000 residents. The school opened its doors for the first time during the summer of 2018. Oxnard Middle College High School is located at Oxnard Community College (OC) in Oxnard. OUHSD has a memorandum of understanding with Oxnard College for the rental of facilities. The facility occupied by Oxnard Middle College currently includes three classrooms and office space. Students at OMCHS are currently enrolled in college classes at Oxnard College and have access to all student's services provided by the college. The enrollment is presently 39 students. The student population is very similar to the district's population and a reflection of the community. The ethnicity of the students is 71.5% Hispanic, 11% white, 5% Filipino, 5% African American, 5% Vietnamese, and 2.5% Asian. The student enrollment at OMCHS is made up of 28 female students representing 72% of the student population and 11 male students representing 28% of the student population. The percent of students that qualify for free and reduced lunch is 67%. OMCHS opened the year with staff consisting of 2.2 FTE's, 1 English teacher, 1 mathematics teacher and .2 physical education teacher. The school added a .2 Special Ed Teacher in the in December 2018. Oxnard Middle College is a school that allows students to participate in high school classes and college classes. Students are dually enrolled and will have access to complete the IGETC or earn an AA or AS degree after four years along with having access to earn a high school diploma.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

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

Selected statements from the school application (optional):

Vision Statement:

OMCHS prepares students to innovate, think critically, communicate, and reach their personal and academic potential.

Mission Statement:

OMCHS provides a safe environment that supports students in college and career readiness with access to rigorous classes and technology-rich learning experiences. We foster resiliency and academic excellence through a strong partnership with families, Oxnard College, and the community.

Student Learner Outcomes:

Innovators who...

- Think critically to solve problems, analyze, and evaluate data.
- Participate in inquiry-driven learning.
- Use technology to access credible sources and create representations of learning.
- Collaborate and contribute meaningfully toward common goals in a variety of roles.
- Navigate high school and college systems.
- Complete creative and rigorous tasks and projects to demonstrate academic stamina.

Communicators who...

- Develop academic literacy across the curriculum.
- Listen and respond with objectivity.
- Speak and write with clarity.
- Express themselves through a variety of media for a variety of purposes.
- Use conventions of language to develop a point of view.

Self-Directed Learners who...

- Set achievable goals.
- Monitor and evaluate their progress.
- Assume responsibility for their own learning.
- Construct systems of organization.
- Advocate for themselves and others.

Act with integrity.

Visiting Committee comments:

OMCHS has a very specific and unique reason for its development and existence. The school has established a clear, coherent statement of vision and mission, the understanding and dissemination of which is critical to school and student success. During development, the goal was to ensure vision, mission, and SLOs are consistent and congruous. These documents were clearly developed collaboratively with the involvement through a focus group composed of key stakeholders (staff, parents, students and District staff). It is readily apparent that a clear and systematic network of communication (and in many cases consistent and regular personal communication) exists to articulate and reinforce the school's purpose and SLO's, particularly to prospective and enrolled students and parents as their understanding is critical to on-going continued student enrollment and progress in the school (evidenced clearly from regularly scheduled ongoing meetings between school staff, students and parents). Consequently, there is a high degree of observed commitment to the school's purpose by all stakeholders. Ongoing school improvement and its evolving program is predicated on the development of, and consistency with, the school's purpose, SLO's, and student needs. The leadership team continues to meet during the school year to evaluate data and examine if revision to mission/vision/SLOs is needed as the program and the population it services grows and evolves.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

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

Selected statements from the school application (optional):

The district's board policies and bylaws are clearly stated on the district website. The vision and mission of Oxnard Middle College High School connect to the district's vision of "High expectations and powerful futures for Every student". Each teacher was provided with the Board's expectations and goals and they were discussed during faculty meetings.

The school board approves each school's Single Plan for Student Achievement (SPSA). The SPSA is closely aligned to the district's LCAP plan and the Board's goals. The school principal presents to the board once a year on the progress of the school's goals.

Visiting Committee comments:

A clearly delineated governance structure exists with well demarcated lines of authority and responsibility. As with many aspects of the school's development, definitions of the roles and responsibilities of governing authorities will evolve. The school's existence and purpose are consistent with board and district policies and also support the district's overall goal of addressing the needs of all students. It is clear that central office and board personnel were, and continue, to be involved in the development of the school's purpose and SLOs. The monitoring and evaluation of school progress and operations are in place both through the Superintendent's and the School Board's level.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

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

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

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

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

Selected statements from the school application (optional):

The leadership team of Oxnard Middle College High School consists of the principal, one fulltime teacher and the Principal's Secretary. The leadership team meets informally on a weekly basis to discuss students' schedules, curriculum, and other school issues. If a teacher has a concern or question, he or she can meet with the Principal immediately. In addition to regularly scheduled faculty meetings, there have been several voluntary meetings to address issues of concern.

Oxnard Middle College High School uses the following methods for communication: weekly informal meetings, faculty meetings and email. In addition, parents, students, faculty and staff receive communication via Parent Square. Every Friday staff provides a weekly update that is uploaded to the school's website.

The staff meets regularly to discuss student achievement and student concerns. The School Site Council will be responsible for creating the Single Plan for Student Achievement (SPSA) over the course of the school year following identification of the school as title one.

Visiting Committee comments:

Given student enrollment of 39 students, most attention in terms of data has been on individual student assessments and monitoring. Decision making processes and the actions of school leadership are clearly linked to, and focused upon, the school's primary purpose of high student

achievement for all. Leadership also maintains effective communication with the District staff to support the SLOs and academic standards.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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

Selected statements from the school application (optional):

For every teacher on cycle for observations and evaluation (TASP), there is an option of having an administrator come in and evaluate teacher performance. TASP (Teacher Assessment and Support Program) is a dynamic evaluation process, based on ongoing inquiry, data gathering, and reflection. All teachers have the opportunity to self-assess on a continuum of teacher abilities to determine a baseline for professional growth through the TASP process.

Teachers attend professional development in content, technology, testing, and instructional practices, which they implement in the classroom. Teachers then use collaboration time to evaluate student work samples, PSAT results, CAASPP Interim assessments and other data to inform the effect of the professional development.

There is time for collaboration every other week, when the school Counselor takes over the AVID class for no more than one hour. Teachers were invited to participate in AVID training during the summer. Current teachers will be invited to attend AVID training every year during the summer.

Visiting Committee comments:

School staff is clearly qualified for assigned responsibilities and clear employment policies and practices are in place. Continued determination of the nature and responsibilities of additional or new staff as the school grows may necessitate changes in the orientation and induction program. The process to determine future professional development opportunities involves input from the site teachers, administration and district staff. OUHSD clearly has staff evaluations processes in place.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

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

Selected statements from the school application (optional):

As a brand-new school, there were resources allocated by the district office to establish the school. Resources are allocated based on what will provide the most benefit to the students and allow access to the curriculum. Each student is provided a laptop from the district office. The maintenance of those devices is district responsibility.

All students' materials for their college classes are provided with special funding allocated by the district. Additional funding is specific to College Readiness practices. Budget for supplies and supplementary materials is included as part of the Principals budget. All school site spending is aligned to students' needs, the District Local Control Accountability Plan (LCAP), and site and district goals.

As a brand-new school located at Oxnard College campus the maintenance and care of the facilities is the sole responsibility of Oxnard College. The college campus is extremely safe, and our school facilities are located adjacent to the College Police Department. Each classroom is equipped with an Epson short throw projector, document camera and sound system.

Visiting Committee comments:

There is clear support at all levels to maintain the development of the school, which will require continued resources including ongoing curriculum development for grades 10-12 and technological support. While individual student data analysis is central to the program, schoolwide data analysis will need to continue to be developed to guide future resource allocations including staffing and professional development.

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Selected statements from the school application (optional):

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Visiting Committee comments:

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Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Selected statements from the school application (optional):

Teachers also collaborated with English and Math teachers and department chairs at Oxnard Community College to align high school classes that students take during their freshman and sophomore year with the expectations and objectives of the community college courses that students will take during junior and senior year. The Math courses were presented and approved by the district and as a-g prior to the 2018-2019 school year. The English courses are currently in the process of a-g approval and will be presented to district committees and uploaded to the UC doorways for approval during the 2018-2019 school year.

Visiting Committee comments:

Many of the criterion for this category are seemingly addressed in terms of rigor, relevance, coherence, standards and college readiness. The curricular offerings mirror those offered at the home schools in grade level progression that facilitates a smoother transition for students entering OMCHS. Students have access to curricular areas related to higher level academic courses, expanded elective and career-technical course offerings through Oxnard College.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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

Selected statements from the school application (optional):

Students at OMCHS are exposed to postsecondary preparation on a regular basis. Teachers, counselor and administration present information to students on college readiness. Every student has been informed about a-g requirements and graduation requirements. All students were guided in creating a College Board account and a Khan Academy account. 100% of the students participated in the PSAT 8/9 school day and understood the importance of taking the test.

Visiting Committee comments:

As OMCHS purpose is to provide a rigorous curriculum and an opportunity for each student to access a college experience leading to an Associate's Degree, this category is the school's hallmark feature. The personal learning plan, learning styles, interests, and goals are central to the structure of a student's participation. As the school program develops, increased opportunities for students to explore career goals and to partake in learning activities and courses beyond those offered currently for the 9th grade will develop.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Selected statements from the school application (optional):

All students take college prep courses, which are grounded in the academic standards. College and career readiness is addressed in every content area through assessments with a depth of knowledge and critical thinking as well as through targeted instruction in AVID. Every class has inquiry assignments, critical reading/writing assignments, and systems of organization for which students are accountable.

Visiting Committee comments:

Students and staff both reiterated that the curriculum provided for the ninth grade students is challenging and rigorous. Students are held to high expectations in regards to the assignments, and projects they produce. Students feel they are strongly supported by the teachers, counselor and administration to ensure they can access the curriculum and be successful in their academic pursuits.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

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

Selected statements from the school application (optional):

Teachers have access to Google Classroom and Canvas as an online student management system. Textbooks were designed to be digital with access at home and school. By working in collaborative teams, students and teachers have opportunities to engage with professionals and address real world problems. During assessments, teachers create questions that require students to apply their knowledge to real world scenarios. English and AVID classes focus on research and critical thinking with writing, classroom discussion, and student presentation as major mediums.

Visiting Committee comments:

As students' needs are self-identified or identified by staff, support is available. Students reported that they feel the curriculum is rigorous and challenging. They relish the opportunity to get a high school diploma and access college curriculum. Staff is anxious to participate in professional development opportunities that will assist them in guiding students and enriching their academic experience.

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Selected statements from the school application (optional):

Teachers collect data from a variety of sources to monitor student progress. These include: CAASPP Interim assessment block results, PSAT 9 data, and class assessments, both formative and summative. Teachers use the district's benchmark (interim block assessment) to evaluate progress towards mastery of the common core standards. Teachers also use a variety of measures, including assessments in which students are asked to perform collaboratively or individually. Assessments come in a range of forms: quizzes, tests, essays, performance tasks, and multimedia projects. Grading data is reviewed at the site and at the district level every quarter. Teachers use online platforms, including google classroom and other edtech tools to check formative progress. OMCHS sends progress grades to parents every five weeks via mail. Parents have continuous access to monitor student's academic progress and attendance through ParentVue.

Visiting Committee comments:

OMCHS employs a variety of both formative and summative assessments and measures to monitor and analyze academic progress. Varied local, district, state and nationally based assessments are used to determine content mastery, state standards and college readiness. The staff meets on a consistent schedule to discuss achievement data, course content, instructional strategies and students of need. Additionally, the small size of the program allows teachers, students, administration, and support staff the opportunity to collaborate and address needs immediately. Data is reviewed at the local and district level on a frequent basis and shared with stakeholders through individual and group meetings and publications using multiple forms of presentation. Student achievement and progress is readily available to students and families utilizing several easily accessible platforms.

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

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

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

Selected statements from the school application (optional):

Teachers check for understanding with homework, warm-ups, class discussion, writing prompts, tech tools, and individual conferencing. Because of the small school size, teachers can check in with each student individually or in small groups to monitor progress. All classes use google classroom to provide access to curriculum and check in with student progress in real time. Each teacher has a weekly tutoring schedule available to students and allows students to retake assessments. Teachers use collaborative and individual tests to see if there are concepts that need to be retaught. The mathematics teacher allows students to retake all tests following a remediation to ensure student mastery. Students can redo writing assignments based on feedback in order to reach mastery. In AVID, students and teachers monitor college and career readiness indicators, such as grades, extracurricular, critical reading/writing skills, and study habits. When assessments on these indicators show areas of weakness, AVID teachers plan lessons to address student needs. Students participated in PSAT 8/9 this past October. The results from the test will be used to reteach concepts as needed based on the test data. Students participate in CAASPP interim block assessments and data is analyzed and used to reteach concepts.

Visiting Committee comments:

Teachers use various methods of assessments to gauge student learning and have scheduled regular meeting times at the local and district level to analyze data and use findings to inform instruction. Findings are also used to provide individualized instruction during teachers' weekly tutoring time. Collaborative and individual exams are used to determine content mastery. Students can retake assessments and redo assignments following remediation to ensure mastery. Achievement data is evaluated, and areas of needs are addressed and supported through the AVID program. PSAT and CAASPP assessment data will be disaggregated and analyzed to determine standards content mastery and college readiness.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

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

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

Selected statements from the school application (optional):

The first standardized assessment given school wide was the PSAT in October of 2018. Results have been analyzed and will be reviewed with students and parents during January 2019. All students participated in CAASPP block assessments in English and Math. Results are shared during collaboration among our two teachers and later with counselor and administration. Resources are allocated for regular collaboration time between teachers and with the counselor and administration as needed. The leadership team will be responsible for evaluating the effectiveness of the curricular programs currently offered. The PSAT will be evaluated in terms of college readiness and preparation for the SATs and ACTs and semester or final grades will be used to make curricular changes if necessary. SST's for some students have already taken place bases on teacher recommendation. Additionally, the counselor and administrator have met with some of the parents to address student's grades and progress.

Visiting Committee comments:

Based on interviews, students and parents are extremely happy with the rigorous curriculum in all areas. It is obvious through our interviews that staff observe students personally and through assessment data and are committed to high expectations and relevance based on what they learn in order to serve the students and monitor them towards success.

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

E1. Parental and Community Involvement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

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

Selected statements from the school application (optional):

Oxnard Middle College High School has a very active and involved School Site Council(SSC). The School Site Council meets five times per year to review the school's goals and needs. The SSC reviews the home-school compact, provides advice and guidance. The SSC will set priorities and goals for 2019-20 during the scheduled meeting in April 2019. Students have access to all college services including tutoring, library services, mentoring services, presenters and can also participate in any club available at the college. The district hosts an annual career day that students will be participating in and students will participate in College tours every year. The school's purpose is communicated to parents and all stakeholders during back to school nights, Open House, coffee with the counselor, WASC committee meetings, Orientation nights, and during board meetings. Parents utilize email and phone as a means of communicating with school personnel. All parents' email and phone information was uploaded to Parent Square and this system is utilized on a regular basis to communicate major events with parents, students and staff.

Visiting Committee comments:

Both parents and students expressed the importance of the communication from the school, and that they appreciated the timeliness of the information. Students like sharing their progress with their parents, and they feel like they have a voice in their education.

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

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

Selected statements from the school application (optional):

Students stay in the office area during breaks and lunch time and are most of the day under the direct supervision of school staff. OMCHS works with Oxnard College campus police and they are always vigilant of students. The school safety plan is aligned to OC's safety plan and the school follows their safety procedures. There is a memorandum of understanding with Oxnard College regarding facilities and OMCHS is in constant communication with the maintenance department for any school need. The district provided access to an online anonymous website, Sprigeo, as a means of reporting incidents of bullying. As a school, all students spent one day in a student retreat/orientation and an introduction to the school expectations. The supervision of students is a team effort, teachers, administration and staff maintain the safety of students. In addition, the campus police department is visible every day. Each student is given an email address. Parents are notified every time there is a school event, after each grading period, during dual enrollment process and regularly for teacher-parent conferences. Weekly updates are submitted by teachers and administration, posted on the website, and emailed to the district board members on Fridays.

Visiting Committee comments:

OMCHS is located on the Oxnard College campus. The college campus police office is located next to the classrooms used by OMCHS which parents cite as a sense of safety and security. The campus and classrooms are clean and equipped to meet the needs of students. Students are extremely happy to be connected to the college campus where they have the opportunity to access college courses and interact with professors.

OMCHS staff is accessible, builds strong and healthy relationships with students, and has high and consistent expectations for performance and participation.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Selected statements from the school application (optional):

The school has a part time academic counselor. The counselor provides academic guidance to students and meets with students to provide social and emotional support. There is a specific pathway for all students that gives them access to earning a high school diploma and a college degree. Students are aware of the academic courses required for both AA and AS degrees, and for fulfilling the UC a-g graduation requirements. Most of the curriculum delivered is via direct instruction but students are expected to participate in online curriculum also. During the online class the instructor is available to students to provide academic support. Students that are experiencing difficulties know that they can go to the principal's office for advice during lunch or nutrition and to the Counselors office on Fridays. Parents with concerns can contact the office and request a Student Success Team (SST) meeting with all teachers and the student to get back on track. To provide students with support in social skills and build a strong student community, all students also participate in ASB class to organize events and establish a culture that will continue for generations to come. The ASB class participate in co-curricular activities like: executive board campaigns, Red Ribbon Week, Hour of code, Kindness Week, and other team building activities. Students who wanted leadership opportunities could run for School Site Council and the schoolwide ASB. If a student wants to participate in sports, there is the option to return to their home school for participation.

Visiting Committee comments:

As evidenced by student interviews, they feel well supported both academically and social-emotionally. Teachers, administration and support staff respond to students needs in a timely manner. OMCHS students participate in comprehensive high school courses and are able to access college courses in order to earn an AA, AS degree or earn transferrable credits to pursue post secondary pursuits. OMCHS seeks to provide students with additional access to co/extra-curricular activities and CTE programs.

Other areas to which the school has responded or to which the committee wishes to respond.

Type here...

Selected statements from the school application (optional):

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Visiting Committee comments:

The VC met with the site teachers, a counselor, the principal and classified support staff as well as parents, students, and the District Superintendent and an Assistant Superintendent.

The VC observed that site and district personnel are passionate about providing a safe and supportive environment for their students and are reflective, thus willing and able to make modifications as the school continues to evolve.

Based on district and site level staff interviews, it is obvious that the school is designed to meet the needs of students who seek in many cases to be the first in their families to graduate from high school and earn a college degree. As such, every student comes to OMCHS with a different story. The school is open to accepting those students who are willing to meet the demands of a rigorous curriculum and are open to modifying the programs and supports as needed based on the clientele.

Ongoing School Improvement

Schoolwide Areas of Strength

1. Utilizes student achievement data to inform teaching and learning.
2. OMCHS is a student-focused community.
3. Collaboration in the development and monitoring of mission, vision and SLOs.
4. Active and involved School Site Council.
5. Positive school climate and collegial environment.
6. District financial, staffing, and professional development support.
7. Effective communication with students, parents and community.
8. Positive relationship between District, school site and community college.
9. OMCHS is a safe, clean, learning environment.
10. Accessibility of administration, teachers and staff.

Critical Areas for Follow-up

1. Investigate additional hours for counseling services.
2. Resolve scheduling conflicts between athletics and college classes.
3. Incorporate student desks that are technologically compatible.
4. Continue training for all stakeholders on pathways of study.
5. Investigate additional extra-curricular offerings.
6. Provide students with understanding of in-house system to report concerns.