

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

CHANNEL ISLANDS HIGH SCHOOL

**1400 Raiders Way
Oxnard, CA 93033
Oxnard Union High School District**

March 11-13, 2019

Visiting Committee Members

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Mr. Vincent Pratt
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Science Chair, Marshall Fundamental Secondary School

Preface

- Include a copy of the school's schoolwide learner outcomes.

According to CIHS the Student Learning Outcomes are referred as the "Sailing The Cs" and "The Raider Way":

Communicators and Collaborators

- **Students will demonstrate proficiency in reading, writing, listening, and speaking as outlined in the Common Core State Standards.**
- **Students will demonstrate the ability to communicate in collaborative settings to produce meaningful outcomes.**
- **Students will be able to access appropriate information in a variety of forms and be able to communicate that information.**

Critical Thinkers and Problem Solvers

- **Students will demonstrate critical thinking by understanding, evaluating, and analyzing information to reach a conclusion.**
- **Students will demonstrate the ability to create understanding and persevere in problem solving.**
- **Students will demonstrate the ability to apply problem solving skills to solve both hypothetical and real life problems.**

Citizenship

- **Students will demonstrate social and global citizenship by fostering awareness and acceptance of diverse cultures.**
- **Students will strive to be positive and productive members of their school and the community they live in.**
- **Students will demonstrate community, integrity, honor, and social responsibility as responsible citizens.**

Career and College Readiness

- **Students will demonstrate college and career readiness by taking the initiative for setting and achieving both academic and personal goals for success.**
 - **Students will gather, analyze, interpret, and utilize data in order to develop and complete a four-year plan.**
 - **Students will develop skills necessary to compete in the 21st century workplace.**
- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).
3. The gathering and analyzing of data about students and student achievement.
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Channel Islands High School (CIHS) involves all stakeholders in the Self Study process. The last full visit occurred in 2013 with a subsequent follow up visit in 2016. As evident in the instructional calendar of meetings from May 2017 to March 2019, Channel Islands High School had an ongoing process of Self Study as indicated in part or whole through professional development, collaborative activities and various levels of staff meetings including the Instructional Leadership Team (ILT), departments, and faculty. Stakeholders in this process include district officials, site administration, classified and certificated staff. According to interviews and sign-ins the, while attendance was limited, the ILT made every attempt to include the community, families, parents, and students in a collaborative manner to make findings about the direction of the school.

In the last nine months, along with interviews, PD agenda's, and sign-ins the faculty and staff reviewed, revised, and updated the mission, vision, and goals of the school as well as the Student Learning Outcomes based on the current environment in education. Further, student achievement was reviewed in the context of the Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Mathematics. The school program is annually reviewed with Single Plan for Student Achievement (SPSA) and the Action Plan developed in a collaborative manner with input from most stakeholders. The goals of the Board of Governors for the district, Single Plan for Student Achievement, Local Control and Accountability and Action Plan were reviewed to guide the process to ensure that the school has the capacity and resources to fulfill these plans with the involvement of stakeholders. Ultimately, the alignment of a long-range action plan has been developed to meet school's areas of need. In an effort to ensure the long -range plan is fully implemented and monitored, the leadership, and stakeholders will have to monitor periodically to ensure the plan is accomplished.

Chapter I: Progress Report

Since the last self-study:

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

Significant Developments

Since the last full WASC visit in 2013 and the three-day visit in 2016, several significant developments within the Channel Islands community have transpired. First and foremost, there were significant **Administrative Leadership and Staff changes**; The Oxnard Union High School District experienced a major change in administration with

Superintendent Dr. Gabe Soumakian stepping down in fall of 2015, after four years. Dr. Soumakian was temporarily replaced with Dr. Trudy Arriaga, who was present during the mid-term visitation and served until a replacement was found. During the 2016-2017 school year, Dr. Penelope DeLeon began her tenure as the Superintendent of Oxnard Union High School District. Dr. DeLeon implores her philosophy of equity and access to all students through the strong vision of “High Expectations and Powerful Futures for *Every Student*.” In particular, Dr. DeLeon’s leadership promotes an expectation of career and college readiness for all students of the OUHSD. The philosophy brought forth by Dr. DeLeon through district administration influenced the direction of Channel Islands High School’s revision of the mission, vision and student learning outcomes guiding our focus as educators.

Most importantly, the Principal position is the most significant change, since the last visit several administrative changes occurred at the school site level. During the initial visit in the 2012-2013 school year, Maricruz Hernandez was principal. Principal Hernandez left CIHS at the beginning of the 2015-2016 year to step in as Director of 21st Century Learning at the district office. OUHSD veteran, Dr. Ray Senesac, was appointed to the position of principal and sought to guide staff into the midterm visitation. However, at the start of the 2018-2019 school year, Roger Adams was appointed principal of Channel Islands High School. Mr. Adams was formerly a Dean of Student Achievement at Hueneme High School, an Assistant Principal at Pacifica High School and most recently, the inaugural Principal at Rancho Campana High School in the OUHSD.

Further, there were significant changes in the support staff at Channel Islands High School since the 2016 mid-cycle visit. The most notable changes are with the Assistant Principals at Channel Islands, except for Randy Ortiz, a Channel Islands graduate. After the mid-term visit, Oscar Verdin transferred to Oxnard High School and was replaced by Ramona Villavicencio. Leticia Carabajal was moved to Oxnard High School during the summer of 2018 and replaced by Shannon Houston Scott, formerly an AP at Oxnard High School. At the mid-term visit in 2015-2016 Marianne Ramos joined the administrative team. Mrs. Ramos accepted the role of Director of Instructional Support Services in September of the 2018-2019 school year. She was replaced by interim Assistant Principal James Edwards until Blanca Mendieta accepted the position. In the counseling department key changes include two new counselors: Michel Lara, a Channel Islands graduate, and Diego Lopez. Prior to the start of the 2018-2019 school year, Melina Sand, Daisy Arellano, and Carlos Campos joined the counseling staff as well. The 2018-2019 school year also saw the implementation of the Intervention Specialist led by the district Certificated Teacher of the Year, Ivan Kozin. Prior to this new position, Ivan served as the Mentor Counselor. The important responsibilities of Mentor Counselor are now shared by Shirley Fernandez and Santa Coria. The office staff has had new additions as well; however, the Principal’s secretary Estrella Manriquez and administrative secretaries Susan Robles and Diana Cortez have remained constant figures in the main office.

From the last visit the following Critical Areas were expected for Follow-up:
In preparation to resolve all or most of the Critical Areas addressed from the last visit,

the School Site Council (SSC) along with the principal re-aligned priorities strategically to fund each critical area by aligning the school's LCAP, SPSA and WASC Action plans. In the time since CIHS' last full WASC visit in 2016, the school has made significant progress in the aforementioned areas of critical areas for follow-up. Including but not limited to the following:

Critical Area 1: Reading and Writing Across the Curriculum

- Develop and implement a systematic approach for reading and writing across the curriculum
- Work with district and professional development leaders to address Common Core Standards

Develop and implement a systematic approach for reading and writing across the curriculum

Over the last several years coupled with leadership changes, CIHS made every attempt to make progress in the area of reading and writing across the curriculum. With the implementation of CCSS standards, teachers attempted to collaborate vertically and horizontally across the departments in order to align curriculum. Written from the last visit, academy teachers were to work with students across particular grade levels in order to provide a more consistent approach to reading and writing. Further, teachers in academies were to work by subject and grade level to create a continuum of cross-sectional literacy. And, through the use of academy cohorts in which teachers have a common prep period, teachers are able to create continuity across the curriculum. Although, based on evidence, classroom visits and interviews, writing across the contents has not been launched with fidelity.

Another program improving since the last visit is AVID. Through the AVID curriculum, students are taught a uniform system of note taking. Cornell notes are used in their academic core classes. Several AVID strategies, mainly Cornell notes, are utilized by non-AVID teachers. As an attempt to address writing across the curriculum, additional subject areas, specifically science, have incorporated Cornell notes in their interactive notebooks as part of initiating the writing process. Some math classes requires students to use mathematical reasoning to explain the problem solving process orally or in writing in order to justify their answer. In general, the core content areas work collaboratively to increase written responses to the material that is presented where appropriate.

Critical Area 2: Student Achievement

- Demonstrate consistent growth in all content areas including CST, CAHSEE, EAP, and AP passing rates
- Increase academic rigor in some classes and incorporate instructional strategies for higher level thinking
- Academy programs will need continued District support and financial resources to sustain success
- Future development of academy pathways requires development and collaboration with college campuses

- Academy structure should be clearly articulated and organized in a formal course matrix, identifying sequence and outcomes for emerging academies

Demonstrate consistent growth in all content areas including CAASPP, EAP, and AP passing rates

Since the last visit, Channel Islands High School has made efforts to make adequate progress on mandated standardized testing on SBAC, EAP and AP's. The district, site administration, and teachers evaluated the results of the base line data in 2014 and used it as an opportunity to improve the test-taking environment along with test taking skills. According to interviews, this process was invaluable in regards to setting up the infrastructure needed to provide proper implementation of the annual SBAC. Since 2014-2015 school year, the 11th grade class participated in the annual SBAC test for both English and Math, which provided data on how the school along with students were adapting to the state mandated assessment. The English Language Arts and Math departments continue to develop a systematic approach to increase student achievement through the use of Job-Alikes, collaboration, and District provided professional development. As a result, SBAC scores from its inception, has shown a decline in both ELA and math over three years.

In addition, the Math and English Departments are using the CAASPP Interim Block Assessments (IAB) biannually to assess student learning in various CCSS strands. The IABs are given to 9th-11th grade students in order to help prepare for the final summative assessment (SBAC) given in the spring of their junior year. From this data, the English Language Arts and Math departments, with the support of the Learning Design Coach and site Instructional Coach and Content Leads, identify projected goals for growth for student achievement.

Further, as part of addressing both ELA and math results, Channel Islands attempted to make and attempt to addresses the need for increased rigor and higher order thinking skills in the classroom. Based on observations, some teachers, not all require more reading, writing, listening, and researching of material that requires critical thinking. After observing classrooms and meeting with teachers, rigor has not been clearly defined and varies at different levels. Nevertheless, there have been several district opportunities to participate in professional development so that teachers may connect their curriculum to the rigor of CCSS.

Future development of academy pathways requires development and collaboration with college campus:

Based on the counselor interviews and college center staff, CIHS supports career pathways that include collaboration with college campuses. One of CIHS partners in collaboration is Ventura County Community College District, most notably Oxnard College, which is in close proximity to CIHS. Other student services are provided through the Early Academic Outreach Program (EAOP), with Coordinator Griselda Sanchez, and CIHS College and Career Center, with Career Technician Will Martin, and LNEC Upward Bound Channel Islands (UBCI) and CI Dream, Director Maria Elena Cruz, PhD. These programs are designed to work as liaisons between colleges/universities and CIHS to guide students on the path to a college and career

plan after high school. According to interviews, this guidance is done with close collaboration with the counseling department in order to provide assistance in financial aid, this is evident by documents of informational parent meeting flyers, purchased field trips, and archived presentations both inside and outside of the classroom to better prepare both parents and students in planning for life after high school. According to agenda's and archived flyers some presenters from CSU, UC, private schools as well as various post-secondary programs are regular guests on campus providing information to students about post-secondary options.

Further, CIHS collaborates with the UC, CSUs, and private universities in order to create pathways to college for CIHS students. EAOP works in coordination with the UC and CSU schools in particular, to help students fill out applications online, including assistance with Common App for private institutions in addition to assisting students on an individual basis with personal insights and college essays. Most senior students receive guidance and computer lab time to complete college applications and scholarship essays. Financial aid workshops are offered during the school day and in the evenings, providing all seniors and their families with the opportunity to hear from various higher education representatives as well as receive assistance for applications.

The EAOP provides information about the PSAT, SAT, ACT, ASVAB and other college assessments that students may need. With the implementation of the School Day administration of the PSAT and SAT, EAOP coordinates with the counseling staff to provide workshops for students to access, review and understand scores in order to prepare for the next testing opportunity. The workshops consist of information on how to create College Board account and connect PSAT and SAT scores to Khan academy to create personalized practice plans. EAOP also conducts an SAT Academy where students are provided workshops after school and on Saturdays. The focus of outreach is not limited to seniors; EAOP works with all grade levels to act as a conduit to higher education. UBCI and CI Dream work with a growing cohort of students in order to connect them to college and career programs. STEM, engineering, and robotics programs are integrated into the UBCI and CI Dream program giving students opportunities to visit schools, companies, leaders in the professions as well as guidance on college and financial aid applications.

Academy structure should be clearly articulated and organized in a formal course matrix, identifying sequence and outcomes for emerging academies:

During the 2018-2019 school year, the district office strove to create a directed approach to information the community, students, families, and staff regarding all Academy and Pathway options at all sites. Each school website has details regarding options for students (<https://www.channelislandshigh.us/academics/career-education/>).

The district page (<https://www.oxnardunion.org/career-education/>) links all school information in one place.

According to the master schedule, academies are 3-4-year programs that include a CE pathway and a prescribed program of academic courses. This model is a school within a school, perfect for small learning communities and students at risk of not completing high school. Ultimately, students will graduate with workplace skills and experience,

while completing requirements to attend their college of their choice. Students stay together for 3-4 periods a day throughout the life of the academy and will stay in this sequence until graduation. Academic programs are to be rigorous by UC standards, thus utilizing Project-Based Learning (PBL) activities and CE themes blended into academic coursework. Although, based on evidence of student PBL work, the scope of completion was narrowed to one or two academies.

Pathways are 2-3 years of a single industry-based class that apply academia and career skills training for a rich student experience of project-based coursework. The goal is to have students graduate with workplace skills and experience, while completing requirements to attend the college of their choice. Some students, not all, have indicated they have the freedom to choose other academic courses, allowing them to take University of California (UC) compliant Advance Placement (AP), World Language, Math, and English based on their skill level. Students are encouraged to complete pathways but can choose another course of study if they desire. Includes a number of Work-Based Learning (WBL) opportunities and experiences, including guest speakers, mock interviews, field trips, job shadowing, internships, and top students can earn an apprenticeship with local businesses.

Critical Area 3: Parent Involvement/ Communication

- Increase parent involvement (counselors & parent liaison addressing this)
- Continue to increase communication between teachers, students and parents to maintain a common understanding of expected rigor school-wide
- Continue to expand opportunity and access for parent monitoring of student grades and progress through ParentVue
- Increase awareness of post-graduate requirements (including A-Gs, test offerings, career pathway readiness)

Increase Parent Involvement/Communication

It is evident CIHS has made parent involvement and communication a vital component to the success of all student. As a benefit, many alumni of CIHS are part of the teaching, coaching, and support systems of the school. Synergy is a key method of communicating student information to both the parent and student through the ParentVue and StudentVue App. Through the app parents and students can view grades, attendance, notes, as well as connect directly to teachers through email. Current updates for the 2018-2019 allowed viewers to see grade trends, recent assignment updates, updated attendance views, etc. ParentSquare was adopted district-wide as a means to communicate to more families in multiple ways and languages. Complete implementation of this app will allow for increased communication with data regarding the success of emails, texts, phone calls, etc. in order to push for updated student contact information. Parents are welcomed to be active members of the PFSO, SSC, ELAC and DELAC meetings. According to parent interviews, even though there is a strong push to communicate vital school information that pertains to their children, most have indicated that parents still do not attend scheduled meetings

and continue to prefer the face-to-face method when discussing their children’s educational future.

Upon arrival it was evident, new principal, Roger Adams, has made increasing parent and staff involvement a priority. CIHS is making an effort to increase PFSO membership. Teachers are encouraged to join and to reach out to parents for them to join. As a result of this PFSO campaign, teacher membership in the PFSO has not made a steady increase as predicted. Another part of the outreach campaign is through multimedia communication such as CI Live which informs students daily about important issues and encourages students to have their parents sign up for the PFSO. At both Back to School Night and Open House the PFSO president addresses the faculty and parents in the gym to recruit new members to the PFSO. The PFSO is a consistent and visible presence at both academic, athletic, and extra-curricular events. This endeavor is commendable, although it will need to be continued with vigor in the years to come. As evident, membership has declined over the last four years:

	2015-16	2016-17	2017-2018	2018-2019
Total Number Members	34	26	10	18
Staff Members	23	6	1	2*

Continue to increase communication between teachers, students and parents to maintain a common understanding of expected rigor school-wide

CIHS continues its efforts to increase involvement and open lines of communication among the members of the school community to ensure support for students and to foster a sense of community for all. CIHS offers parents various opportunities to participate in the activities of the school. Technical infrastructure is improving to better involve parents by keeping them informed of school activities as well as their student’s individual progress. The district, school, and library websites are sources of information for the policies, procedures, highlights, and resources of both CIHS and the District. Parents and students have access to StudentVue and ParentVue for up to date information regarding grades and attendance as well as a means to communicate with teachers. A new program called Parent Square allows staff, students, and parents to stay informed regarding school updates and information via text messages, emails, and voice messages. Parent Square is a 21st Century School-Home Communication Platform to designed to connect parents to the school community. For example, all-calls are sent out inviting parents to events such as Back to School Night, Open House, College Night, Parent Project, SSC and ELAC Meetings, etc. These events as well as others provide an opportunity for parents to attend various student performances, purchase food in a festive environment (RaiderFest), and communicate with teachers. ParentSquare can also be used to provide emergency information to parents. Case in point, during the Thomas Fire in 2017-2018 and Woolsey and Hill Fires in 2018-2019 all-calls, emails, and text messages proved to be critical in providing all stakeholders information about school closings.

CIHS continues to pursue the goal of increased communication among teachers, students, and parents in creating a common understanding of expected rigor school-wide. Teachers employ a number of ways to open the lines of communication with parents. One of the traditional ways of communicating rigor is Back to School Night in the fall and Open House in the spring. Channel Islands continues to have the traditional Back to School Night while using Open House to also encourage incoming students and parents from feeder schools to explore all the programs that are offered. Both of these occasions provide an opportunity for teachers to present information about the curriculum to parents in their respective disciplines. The school has remained vigilant in communicating to families, although “rigor” as a topic of discussion will need to be further examined to ensure everyone including parents, students and teacher are on the same understanding. Coincidentally, CIHS also offers an AVID parent night to provide a nexus that allows for further communication and for creating relationships among parents, teachers, and students to support students’ academic achievement.

CIHS counselors continue to maintain and enhance programs that facilitate communication with parents regarding their student’s progress toward academic and social goals. According to counselor interviews, there is some evidence of a coordinated effort to target opportunities for parents to obtain specific information about a variety of topics. The Migrant Program and ELAC Meetings are coordinated by special programs counselor Carlos Campos who engages in ongoing outreach with parents and students. This program provides essential contact staff at the school to address their needs. The Migrant Program offers many services to parents including parent and family workshops, monthly parent meetings, awards nights, and is a general conduit for parents to access information about events that are happening on campus. There are also Mixteco and Spanish translators to accommodate parent’s language needs.

Counseling staff host Parent Nights at least once per semester to provide information to parents and to answer questions and concerns they may have. More importantly, this creates on-going face-to-face relationship that encourages parent involvement. Counselors hold additional workshops to advise parents on topics such as attendance, college and career, graduation requirements, FAFSA, and the college admissions process.

Continue to expand opportunity and access for parent monitoring of student grades and progress through ParentVue:

Synergy, including ParentVue and StudentVue, is instrumental in expanding the opportunity for both parents and students to monitor grades and progress. There are varied levels of implementation of ParentVue by administration, counselors, teachers, and students. CIHS Guidance Tech, Fabiola Sanchez, assists parents through various parent nights and on an individual basis with the activation of ParentVUE accounts. The Synergy program connects stakeholders at all layers of the school organization. Synergy provides a platform where teachers can submit information and administrators and counselors can access up-to-date information. Synergy supplies a database of information that allows for strategic goal setting in student, parent, and administrative conferences. In conferences with parents, this information allows administrators and parents to observe the overall progress of the students as opposed to a singular event.

Synergy also allows for access to various student test scores, including but not limited to PSAT, CELDT/ELPAC, CAASPP; however, at this time, this is mainly accessible by administration and the platform does not allow for student IEP information to be accessed on by staff.

One of the fundamental indicators of student progress is attendance. Through Synergy, attendance is monitored in real time to provide information to parents. Teachers have increasingly used Synergy to not only post grades, but also to include comments that can be private (only the teacher can see it) or public (all stakeholders can see it). Among the comments that are recorded are student-teacher conferences, parent phone calls, and other notes. Channel Islands also uses Synergy to create a paperless referral used by educators to submit discipline incidents as well as to access information on a student's discipline history. The increased use of Synergy by teachers, parents, and administrators provides information in a holistic manner to help address student needs.

Teachers and parents are able to communicate at varied levels of technological proficiency and language preferences. All teachers have e-mail that is easily accessible through ParentVue so that parents can ask questions and clarify expectations. Teachers have computer-linked-telephones in their rooms that they can use to call parents and receive calls and messages that are sent to email. Synergy provides a plethora of information about students and their families including the home language of the student. This is an extremely helpful tool that allows teachers and staff to prepare for bilingual parent phone conferences. According to interviews, a constant challenge is the need to communicate in the home language of our student's families which include but are not limited to: Spanish, Mixteco, and Tagalog. While not all teachers are bilingual, many faculty members and office staff telephone calls to parents in their home language. Other methods of increasing communicating in the home language include the website being translated into various languages and the ParentVue App both allowing families to choose the language in which they receive notifications and staff to translate messages into Spanish. One way that teachers overcome the language barrier is using Google Translator. Google Translator allows teachers to create written letters in the home language. Although, the translated communication may be skewed from its original intent, thus the need for a translator becomes paramount to ensure the correct message is sent out.

Increase awareness of post-graduate requirements (including A-Gs, test offerings, career pathway readiness) CIHS has addressed the needs of students and parents by increasing awareness of post-graduate opportunities focusing on college and career readiness which is reflected in the increase of CIHS graduates who are college and career ready. One visual example of the attention to A-G requirements is the placement of posters in teacher's classes as a daily reminder. A leading force in this process are the counselors who review A-G requirements with each student individually in a goal setting process from their first contact with incoming freshman. To stress the importance of A-G requirements, counselor and student create a four-year plan that can be monitored. Counselors also inform students of the tests that they should take as requirements to be admitted in the CSU, UC, or private school of their choice. Students and parents are advised about the PSAT, the SAT, ACT, and AP Tests and their

importance. In this process, counselors provide information about waivers that students can take advantage of to offset costs.

CIHS has both the Early Academic Outreach Program (EAOP) and LNESU Upward Bound Channel Islands (UBCI) who counsel students in a variety of ways to provide information and advice. The programs provide presentations to students with information on the many aspects of college and career readiness as an ongoing process throughout the year to all grade levels. These programs work with the counseling department, parents, and students to support students in writing effective personal insights, college, and scholarship essays, letters of recommendation, and FAFSA/DreamAct application completion. Each program holds various parents meetings to facilitate the process of filling out the proper paperwork that leads to admission into any system of higher education along with guidance to find the financial support needed to attend a college or university. While the school has made tremendous strides to increase A-G awareness for parents, attendance to workshops continues to be small not large.

Further, Mr. Martin, the College and Career Technician, provides work permits to students who have a 2.0 GPA reinforcing A-G requirements. Students are encouraged to enroll in the Work Experience class to further their hands-on knowledge of the world of work and earn credits. Mr. Martin also provides information about the ASVAB test, which shows aptitude for military service. In addition, CIHS has an annual career fair in which professionals from the community present information about various careers. Teachers help students accomplish college and career readiness goals by creating assignments that are aligned to the College and Career Readiness Standards.

Critical Area 4: Safety and Attention to Discipline

- Based on truancy rate data, there is a need to find a strategy to increase in-class seat time
- The suspension rate is higher than both the district and the state average and there is a concern to lower this statistic
- The numbers indicate that there is a need to lower the suspensions due to bodily injury and disruption of school activities or willful defiance

Based on attendance data, there is a need to find a strategy to increase in-class seat time:

CIHS addresses safety and attention to discipline by creating a positive learning environment and school climate fostering respect. One of the avenues that CIHS has taken to address the issue of truancy is by increasing parent contacts to improve attendance. CIHS has put intervention procedures in place to increase student attendance. Parents are informed in a timely manner about the absence of their students through a daily all call process as well as evening callers that contact parents outside of the school hours. CIHS has an attendance advisor who contacts parents about students' attendance and meets with them to provide options for both students and parents to follow. Administrators, the intervention specialist, and counselors work in conjunction with the attendance advisor to review attendance issues and create SSTs to

provide support in this area. One of the intervention procedures is having parents escort their student to the front office daily to have them sign their student in and out. Parents are also sent letters home after their student has been truant to inform the parent in writing, requesting them to monitor their student’s attendance. Students that are still not attending school in this stage of the process are referred to the SART process. This process is led by the District Attorney for further action. The District Attorney has appeared on CI Live to explain this process and to inform students of the importance of attending school as well as the consequences of not attending school. Based on data from the last four years, CIHS has made strides to change the direction of chronic absenteeism, although the data fluctuates year to year:

Chronic Absenteeism (School Innovations & Achievement; A2A)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 <small>(As of 12/20/18)</small>
Chronically Absent	328	397	357	350	308
Severely Chronic	127	153	152	247	183

These numbers reflect total number of students designated as chronically absent (misses 10% or more of student instructional days) and severely chronic (misses 20% or more of student instructional days).

In addressing the issue of truancy, CIHS has continued to create programs to support students and parents. CIHS provides parenting classes to provide support to parents in monitoring their student’s progress. A program that has been a positive intervention is the continued implementation of AEST (Academic Enrichment Saturday Tutoring) which allows for a Make-Up Saturday (MS). Parents and students are offered the opportunity to excuse absences by attending this program. Students are given the opportunity to make up work and receive tutoring during this period of time. A positive effect of this program is that even students who do not have attendance problems come voluntarily to access support from teachers and tutors. Data for the AEST program was not accessible therefore actual numbers to validate its success could not be confirmed.

Through interviews with administrators and the PBIS counselor since the implementation of PBIS, students have become more engaged class and motivated to attend to school. PBIS students are engaged through the use of Golden Tickets, which are positive reinforcement for positive behavior. Expectations of teachers are used as part of the curriculum with students to increase motivation. Students have a greater incentive to attend school when they have positive and caring relationships with their teachers. A program attached to PBIS is Link Crew/Freshman Orientation which is implemented to create connectedness for incoming freshman students using this positive reinforcement model. In recent years, students receive Perfect Attendance awards to recognize perfect attendance every quarter. According to student attendance data, in the last three years, attendance has declined slightly:

Site	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CIHS	93.37	94.09	94.34	94.59	94.55	93.46

CIHS has interventions in place to increase student attendance, decrease suspension rate, and address safety on school grounds. The social-emotional needs of students are addressed with therapy from an agency and support groups. Clinicas Del Camino Real comes to our site to provide individual therapy for students with social-emotional issues. Also, City Impact provides two support groups, Anger Management and Positive Choices, that address teen issues and help them make positive choices. After interviewing parents, teachers and counselors it is the consensus of the need to provide additional wrap around services at the school site to ensure students are provided social and emotional opportunities for personal growth.

The suspension rate is higher than both the district and the state average and there is a concern to lower this statistic:

Discipline Data

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Students Suspended	204	158	199	315	208
Suspension Rate	5.7%	6.0%	5.9%	8.1%	5.8%
Students Expelled	13	10	14	4	2
Expulsion Rate	.48%	.38%	.54%	.15%	.07

As evident by the data, CIHS has made efforts to decrease suspension rates over time as a school and in comparison to district and state averages. Since the last visit CIHS has made strides in reducing the number of suspended students. In the 2012-13 school year 221 students at a percent of 7.7 were suspended. In the 2013-2014 school year 157 students were suspended at a percentage of 5.7. In the school year 2014-2015 school year, 158 were suspended at a percentage of 6.0. Since the last visit, suspensions have increased, especially during 2016-2017 school year. Unfortunately the numbers are still high than the district average. Expulsions at CIHS are at the lowest with a decrease from 14 in 2015-2016 to 2 in 2017-2018.

In addressing suspension rates, CIHS has taken on the goal of increasing student engagement and motivation. One of the key reasons for the decrease in suspensions has been and continues to be, the institutional implementation of Positive Behavior Intervention and Support (PBIS). The rationale behind this approach is that when students are engaged and motivated they are less likely to exhibit behaviors that will result in suspension. Teachers participate in ongoing training in the use of PBIS

strategies to diffuse conflict in the classroom. By using the PBIS model to affect social behavior it helps promote academic behavior. PBIS is based on a matrix of positive behavior expectations where students provide input. The matrix has four components: **C**ommunity, **I**ntegrity, **H**onor, and **S**ocial Responsibility. The PBIS team and faculty work with students to establish expectations for each area, demonstrating appropriate behavior in different settings as evident with posted signs, banners and flyers.

According to the administrators, teachers have been given ample opportunities to attend training to reinforce positive behavior and mitigate negative behavior within class. One of the positive areas in this regard is the implementation of providing Golden Tickets to students who exemplify these behaviors. As evident on the screen, once a week Golden Tickets are raffled off for different CIHS items of apparel on CI Live and given to students. The public recognition that students receive in front of their peers on “television” has contributed greatly to the general climate of the school. The Blue Ticket system is geared to recognize when staff members exhibit PBIS strategies including but not limited to: standing at the door during passing periods, demonstrating Community-Honor-Integrity-Social Responsibility, etc. Coincidentally, this is also a follow-up in recognizing and rewarding staff to encourage a positive environment.

Chapter II: Student/Community Profile

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

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

Channel Islands Community Profile

Channel Islands is a comprehensive high school serving the community of south Oxnard since 1966, and we recently commemorated the 50th Anniversary in 2016. Channel Islands High School (CIHS) is proud to offer a rigorous and relevant curriculum with the intent of meeting all students' needs. CIHS is one of soon to be eight comprehensive high schools in the Oxnard Union High School District. The current enrollment for the 2018-2019 school year is 2,569 students (as of Jan 2019). CIHS serves a community primarily dependent upon agriculture and the military (www.ci.oxnard.ca.us). The staff is committed to sustaining a strong community partnership so that there is a collaborative effort to nurture excellence from the students it serves. Additionally, CIHS is successful in fostering familial relations among all stakeholders. CIHS is proud that about 40 of the current faculty and staff are CIHS alumni, including two administrators.

Due to socioeconomic demographics, CIHS is designated as a Title I school and receives Title I funds. The school is an ethnically diverse campus. The breakdown of the student demographics from 2017-2018 data is as follows: (total enrolled 2,559) 89.1% Hispanic, --6.0% Filipino, 2.3% White, .8% African American, --.4% Asian-American, and less than --1% Pacific Islander and American Indian (www.CDE.ca.gov/dataquest). Overall student enrollment of approximately 2550 students has remained stable over the last few years with some fluctuation.

Student demographics indicate a diverse student body, enrollment shows a large decrease from 2014-with 715 EL to only 470 in 2017. While most other subgroups maintain, there is a spike in the Homeless Youth population. There was an increase in students labeled McKinney-Vento during the 2017-2018 school year. Further, there was a slight increase of Students with Disabilities.

Subgroup Enrollment	2014-2015	2015-2016	2016-2017	2017-2018
English Learners	715	632	679	470
Foster Youth	11	10	11	11
Homeless Youth	6	19	33	142
Migrant Education	95	62	58	42
Students with Disabilities	302	282	294	318

Socioeconomically Disadvantaged	2128	1972	2114	2183
All Students	2531	2433	2482	2559

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

Based on the data scores from the CAASPP since 2016 have declined in the exceeds and met standards with notable increase in the not met especially in Math. There is also a downward trend in the EAP scores. This trend will drive Goal 1 in the Action Plan. According the CA Dashboard, CIHS has increased the percentage of graduates who are considered Career and College Ready.

CAASP Scores from 2016 to 2018

ELA-- All Students	2016	2017	2018
Exceeded	20	14.1	13.0
Met	39	31.1	25.62
Nearly Met	22	26.58	29.45
Not Met	19	28.21	31.93

Math-- All Students	2016	2017	2018
Exceeded	4	5.46	3.04
Met	16	15.66	14.07
Nearly Met	30	23.50	25.19
Not Met	50	55.37	59.70

CAASPP EAP – College Ready/Conditional from 2016 to 2018

CAASPP EAP	2016 ELA	2017 ELA	2018 ELA	2016 Math	2017 Math	2018 Math
College Ready	20	14.1	13	4	5.46	3.04
Conditiona I	39	31.1	25.62	16	15.66	14.07
Total	59	45.2	38.62	20	21.12	17.11

AP data shows an increase in the number of students participating in AP classes. The number of AP exams has increased from 2014; however, participation in AP exams has

decreased since a notable peak in 2015. Students have access to more AP classes and are performing on the AP exams at a better rate.

AP Exams from 2014 to 2018

	2014	2015	2016	2017	2018
Total AP Students	223	295	338	345	379
Number of AP Exams	551	750	706	567	628
Total 3+ Scores	85	120	138	172	183
% of 3+ Scores	38.1	40.7	40.8	49.8	48.3

Data derived from the school day administration of the PSAT and SAT show that scores are increasing on average for each class cohort from one year to the next. The success of the school day administration is also reflected in the YouthTruth survey analysis that reflects more students are aware of and creating goals for the college entry tests.

	PSAT 8/9		PSAT 10		PSAT NMSQT		SAT:JR		SAT:JR	
	1440 Scale		1520 Scale		1520 Scale		1600 Scale		1600 Scale	
	CIHS	OUHSD	CIHS	OUHSD	CIHS	OUHSD	CIHS	OUHSD	CIHS	OUHSD
Class 2019	n/a	n/a	796	847	822	882	864	916	883	930

CIHS graduation rate is also gradually increasing. A percentage of students are graduating UC A-G ready and with accomplishments like the Seal of Biliteracy and Seal of Merit. Although CIHS has a relatively low A-G “C” or better graduation rate from 28% to 36% in the last two years, although based on interviews and programs there is a concerted effort to increase in all areas in order to give students more chances for success.

Graduation Rates from 2014 to 2018

2014	2015	2016	2017	2018
90.1%	89.7%	93.1%	88.9%	89%

Graduation	2016-17	2017-18
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Class Size	532	547
Graduates	473	487
Met UC/CSU Requirements	136 (28.7%)	178 (36.5%)
Seal Of Biliteracy	48	46
Golden State Seal Merit	108	133

Dropout rates have shown a notable decrease since 2013-2014 where the rate was 2.2% and in 2016-2017 the rate was 1.7%. Although, both Hispanic and English Learners remain slightly higher than all other subgroups.

Grade 9-12 Dropout Rates by Ethnicity

Graduation Rates Ethnicity	2013-14	2014-15	2015-16	2016-17
Enrollment	2221	2222	2178	2203
CIHS Dropout Rate (%)	2.2%	1.3%	1.7%	1.6%
OUHSD Dropout Rate (%)	3%	2.5%	2.5%	2.1%
State Dropout Rate (%)	3.1%	2.8%	2.6%	2.4%
CIHS Dropout Data Breakdown				
English Learners	37	18	16	15
Migrant Education	6	0	2	3
African American	0	0	1	1
American Indian	0	0	0	0
Asian	0	0	1	0
Filipino	5	2	2	0
Hispanic	49	29	37	35
Pacific Islander	0	0	0	0
White, not Hispanic	1	2	2	0
2 or more races	0	0	0	1

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

Based on attendance data, there is a need to find a strategy to increase in-class seat time, as indicated with a slight dip in the last two years.

Attendance Data Trena for the last six years.

Site	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
CIHS	93.37	94.09	94.34	94.59	94.55	93.46

CIHS is also making attempts to reduce chronic absenteeism. The numbers below reflect total number of students designated as chronically absent (misses 10% or more of student instructional days) and severely chronic (misses 20% or more of student instructional days).

Chronic Absenteeism

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019 (As of 12/20/18)
Chronically Absent	328	397	357	350	308
Severely Chronic	127	153	152	247	183

Since 2014 CIHS has seen the English Only population dipped during 2015 and 2016, and then rose to 552 in 2017. The EL population has dramatically decreased from 715 in 2014 to 470 in 2017. Although the Fluent English Proficient numbers are lower than 2014, the Redesignated Fluent English population increased from 1082 in 2014 to 1429 in 2017.

Enrollment by English Language Acquisition Status

Group	2014-2015	2015-2016	2016-2017	2017-2018
English Only EO	564	502	510	552
English Language Learners EL	715	632	679	470
Fluent English Proficient (IFEP)	161	128	103	91
Redesignated Fluent English	1082	1169	1190	1429

RFEP				
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Channel Islands Faculty and Staff Profile

The faculty and staff are primarily made up of products of Ventura County, Oxnard, and the OUHSD. Several staff members have worked at CIHS for more than 10 years. Several staff members are not only graduates of CIHS themselves, they have students currently enrolled in either CIHS or another OUHSD school. The number of teachers have remained steady in the last four years. Although as of late, CIHS has had an increase of the number of first and second year teachers.

Faculty Profile by Gender Ethnicity and Experience

Year	2014-2015	2015-2016	2016-2017	2017-2018
Gender				
Male	51	49	51	53
Female	56	52	54	53
Total	107	103	105	106
Ethnicity				
American Indian/Alaska Native	2	2	2	2
Asian	4	4	7	5
African American	0	1	2	2
Filipino	3	3	3	5
Hispanic/Latino	10	27	24	26
White	87	63	67	65
Average Years Teaching Experience				
District	8	11	11	11
School	10	11	11	11
1st Years	25	5	10	13
2nd Years	2	8	4	4

Class size has remained relatively within District norm averages, thus affording students better learning opportunities within teacher to student ratios.

Teaching Class Distribution and Class Size for the last three years.

Subject	2016-2017				2015-2016				2014-2015			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31	15	30	49	30.1	21	38	44	30	18	35	46
Math	32	7	20	46	32.9	9	24	45	32	6	24	44
Science	31	8	17	44	32.6	12	25	38	30	11	26	36
Social Science	32	7	23	40	33.3	12	20	46	31	8	24	41

- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

CIHS has made a concerted and collaborative effort to develop its school wide learner outcomes that reflect the needs of students, staff and parents. Further, the overarching headings of the ESLO's are also aligned to the schools LCAP and SPSA goals, thus giving the school ample opportunity to strategically implement with fidelity.

- ✓ Communicators and Collaborators
- ✓ Critical Thinkers and Problem Solvers
- ✓ Citizenship
- ✓ Career and College Readiness

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

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

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

Channel Islands High School community believes that all students can and will learn and also that the school as a community will pursue rigorous and diverse curricula in a safe, ethical environment as they challenge the future. This helps guide the school's daily practices.

The School-wide Learner Outcomes for Channel Islands High School state that graduates will be collaborative communicators, critical thinkers and problem solvers,

practice citizenship, and aspire to become career and college ready.

The school's core values are the following:

* Instruction –The school has a strong focus on A-G courses and is planning on moving into all students having access to technology and teaching students how to use it effectively.

*Parent, Family, reflects the need to focus on citizenship-CIHS is focused on building stronger relationships with students and their families to work together to create a safer environment that holds the students to a higher standard of citizenship.

* College & Career Ready –CIHS has programs and A-G courses place to help students work towards college and career readiness. CIHS is working to ensure that the rigor of those courses and programs is meeting the needs of their students to truly be college and career ready.

* Positive Behavior, Intervention, and Support-CIHS have some good programs in place to help support students academically and to hold them to a higher standard of behavior and citizenship. CIHS is in the process of making sure that those programs are used effectively to help students that are not following the positive behavior model and also for students that are not meeting academic requirements.

An extensive process was implemented for the stakeholders to examine the school's mission and purpose, school-wide learner outcomes, and core values, and that process resulted in important updates to those seminal documents, including updates to the document itself, which were ratified by using community input from staff, students, and parents. The OUHSD is in the process of developing and aligning the LCAP with the Single Plan for Student Achievement, WASC action plans, and the SPSA in the refinement and refocusing of the school SLOs, mission, and vision.

The school would benefit from a more frequent review of the school's mission and vision as it relates to the overall district mission and vision, especially in the areas of technology and facilities. In addition, the school would benefit from a more creative way to involve local community members and students in the implementation of the Channel Islands mission and vision.

- ILT Meetings
- Faculty Meetings
- Department Meetings
- SSC
- LCAP Meetings
- Job alike

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

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

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

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

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

As such, the Oxnard Union School District Board of Trustees serves as the governing body of Channel Islands High School and is responsible for all revisions to the CIHS document. The board is comprised of six publicly elected officials who serve in their position for four-year terms representing the Oxnard Union School District. All program planning, facility planning, personnel action, and budget expenditures recommended by the CIHS are subject to pre-approval.

In order to adequately service the needs of the school, the board has exclusively devoted one meeting per month to CIHS and the other schools in the district. At this board meeting, faculty, staff, and students report on recent happenings and developments at Channel Islands as well as the other schools in the district. To further service of the needs of the school site, the Board has appointed a School Site Council and ELAC that brings further guidance and direction to the school and staff in the area of instructional planning. The make-up of the SSC attempts to be representative of all school stakeholders; therefore, it is made up of students, parents, faculty, support staff, and administration.

The members of the SSC and ELAC govern themselves using bylaws established and approved by the school board. Annually, the two groups are charged with the development and revision of the Single School Plan for Student Achievement, a Safe Schools Plan for each campus, and the Channel Islands Local Control and Accountability Plan (LCAP). Additionally, they have both been a part WASC self-study processes.

Administratively, the Board of Trustees and district superintendent delegate the responsibility of the daily and ongoing operation of the school to the high school principal, and the teachers and support staff of CIHS. The principal reports directly to the superintendent and is responsible for overall oversight of the school, including the school budget, student recruitment, revisions to the handbook, and the Local Control and Accountability Plan (LCAP).

School staff is regularly apprised of data regarding student achievement and the

attitudes of stakeholders. State and national measures such as the California School Dashboard, CAASPP, AP, PSAT, SAT, and ACT are used to evaluate and improve student achievement.

School climate surveys and the California Healthy Kids Survey provide evidence regarding student attitudes and the learning environment perceived by stakeholders. The data received from these surveys is shared with faculty and staff while also being reviewed and consistently referenced at SSC and ELAC meetings. In addition, the district board of trustees reviews assessment results when it considers and approves the school's Single School Plan for Student Achievement.

- Review of SLOs
- Faculty Meetings
- Department Meetings
- ILT Meetings
- LCAP Faculty Meetings Fiduciary Monitoring (SPSA, LCAP, SARC)
- Academic Monitoring of the Board

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

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

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

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

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Channel Islands High School collects and analyzes data at every level to ensure that teachers, students, and parents are able to routinely monitor and assess student progress. CIHS teachers manage their own grading portal on Q (grade progress monitoring system). Students and parents have access to the portal in order to continually monitor progress and completion.

Teachers meet weekly in Professional Learning Communities (PLC) to review student data as well as course curriculum and determine continued direction of student instruction.

At the classroom level, assessments include tests, unit projects, interactive labs, writing, and portfolios. Within departments at CIHS, student progress is monitored among the

different course levels and grades to ensure that students are continually meeting subject standards and SLOs. The Math Department is using CAASPP Interims as well as benchmark assessments that are given to all students at the end of every school year to monitor students' progress and skills development from year to year; these internal findings also will be compared with the results of state and national tests. At the school level student data is analyzed through a variety of assessments such as AP, PSAT, ACT, SAT, CAASPP, and ELPAC, as well as classroom assessments. Incoming ninth grade students are placed based on teacher recommendations. We recommend implementing other placement supports (placement testing, SBAC scores, etc.)

The Single School Plan for Student Achievement (SPSA) is presented and approved to the Board of Trustees annually. The aforementioned SPSA process includes analysis of data, establishment of goals for student achievement and performance, and actions in support of the goals. Faculty makes decisions on course curriculum based on California Common Core State Standards as well as the requirements of the University of California, and College Board.

Staff monitors students' progress in many ways. The demonstration of good citizenship through personal integrity and responsibility is monitored through student awards, the number of positive referrals, and the number of office or detention referrals for inappropriate classroom and campus behavior (currently much too high in these two areas). Implementation and proper use of other model (PBIS) will help to lower student suspensions especially in areas of defiance and other discipline issues that do not usually require suspension. Student progress is monitored through classwork, quarterly and semester grades, and standardized tests such as CAASPP, and PSAT. Real world application of academic knowledge is monitored through CE/ROP coursework, and classroom activities such as project based learning projects and presentations designed to bring real world problems to the classroom to be solved.

Teachers serving as PLC/Department Leads meet monthly with school administration to discuss instructional practices, school programs, school policies, and other pressing topics. These meetings work to refine district articulation as well as explore new initiatives, review current practices, and examine student data.

Quality school culture is of great importance to CIHS staff. There is a great sense of pride and culture at CIHS. Additionally, the teachers that are here consist of many alumni of the school and they are working to continue to carry on that sense of pride, the staff and students would like to see an administration that is going to be staying around and be a part of carrying on that sense of culture and pride.

In considering decisions, the CIHS principal will discuss options with the PLC Leads, who then gather input from their respective departments. As possible, decisions are made via consensus of the Leadership Team and ultimately the staff.

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

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

Single School Plan for Student Achievement Correlated to Student Learning: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

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

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

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The Oxnard Union School District Human Resources Department ensures that candidates for teaching and administrative position are highly qualified in terms of credentialing, background, and training. Each year, the CIHS administration and OUHSD Human Resources Department conducts an audit of teacher credentials against what they have been assigned to teach to ensure that no teachers are teaching a course outside of their credentialed areas. Teachers are assigned courses based on credentialed subject, area of expertise and student-driven subject needs. If a teacher is new or is given an assignment for a subject that he/she has not taught before, the District Office offers a week-long orientation for all new staff members but that orientation program in general lacks specific preparation for the assignment of the respective participant. This orientation is helpful for accomplishing administrative needs and for establishing district wide goals and best practices, but does not provide any site-specific training or orientation. There is a clear need for site-specific training and orientation directed towards familiarization with campus facilities, procedures, staff, policies, adopted technology and amenities. The CIHS administrative team is working to ensure that the teachers receive the proper training and support to be able to deliver the curriculum in an effective way.

The Oxnard Union School District promotes some but needs to promote more professional development through district-wide professional development days, school and departmental collaboration, opportunities for administrators, teachers, and classified employees to receive specialized training in their assignment and areas of interest and the Teacher Induction Program. Veteran teachers can request to attend county workshops, conferences, or other opportunities. Additionally, the district actively explores ways to build capacity and enable employees to become better at what they do. In the area of educational technology, CIHS is rolling out a new plan where all

students will have access to a Chromebook. It is essentially that staff is trained on how to use those devices effectively so that it doesn't become a three hundred dollar pencil. More site based professional development is also recommended. Classified staff at CIHS needs to be more included in effective Professional Development opportunities.

Teachers are evaluated in an ongoing Teacher Assessment and Support Program (TASP). The joint contract agreement between OUHSD and the Oxnard Federation of Teachers and School Employees (OFTSE) stipulates that teachers will complete a self-assessment once a year, indicating goals and objectives that correspond to one of the six domains of the California Standards for the Teaching Profession. Untenured teachers are evaluated annually by administrator observation for two years. Teachers are granted tenure if the administrator certifies that the teacher has met all six domains of the California Standards for the Teaching Profession. In addition to the annual self-assessment, tenured teachers are evaluated on a two or three-year cycle depending on the type of evaluation the teacher chooses. Once a highly qualified teacher has taught for 10 years and has had satisfactory evaluation, the evaluator and teacher may agree to extend the evaluation cycle to every five years.

There is a consensus that the school's supervision and evaluation procedures are insufficient in their ability to promote professional growth and accountability. CASP/TASP is the currently employed procedure for evaluation of staff/faculty and includes a series of options that may be taken by the employee.

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

Qualifications and Preparation of Staff: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

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

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

A5. Resources Criterion

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

School leadership engages with district administration on budget recommendations for the OUHSD Board of Trustees. As possible, school leadership work to be faithful to

input budget priorities they receive from the Channel Islands High School Site Council (SSC) and from school stakeholders. Examples of this included LCAP funding to support additional sections for EL classes, especially with math and math supports. There has also been an Intervention specialist added this year. In both cases, the SSC had articulated a need and the district administration and school board supported this. At other times, budget decisions are not as benign, such as when flattening budget support from the state and rising contributions for employee retirement programs (CalSTRS and CalPERS) can cause projected deficits.

The district's Business Services Department prepares an annual budget and a five-year budget projection. The annual budget and five-year projection assist the school in staying solvent and making sure it can underwrite its mission. Greater transparency in that budget development process might help stakeholders reconcile some misperceptions by stakeholders about staffing decisions, and available resources.

District Business Services staff work with administrators and office staff to ensure that CIHS is adhering to district policies and procedures. Business Services interfaces with auditors and coordinates with staff on reports, exhibits, and other documentation that are required for the audits.

While CIHS has a lot of room, they are in varying states in regards to modernization, and much work needs to be done to make the high school campus truly compatible with the high school students it serves. The fifty seven million dollar bond will allow for many upgrades and all stakeholders need to be involved to ensure that the funding is spent to allow the school to better meet its mission and vision.

The decisions regarding the resources allocations are ultimately decided at the district and site administration based on the district's LCAP. While decisions are made at the administrative level input into these allocations are valued from stakeholders. Purchase orders have a rubric that is connected to the LCAP, SPSA, and WASC goals in an effort to be compliant. School Site Council is an important vehicle for stakeholders to discuss and approve proposed expenditures. Department chairs are given budgets in which they may support student achievement that is specific to the needs of their discipline. Although admin (principal) does have control over the LCAP, the school site council does oversee and control the supplemental federal monies. During the 2018-2019 year SSC is working to better evaluate the transparency of and effect of the programs we spend money on.

The district allocates resources based on needs identified in the LCAP and the SPSA. The resources allocated to the school are adequate. The staff is involved in providing input and the department chair is provided a budget to allocate resources specific to their needs.

The Channel Islands High School Local Control and Accountability Plan (LCAP) are working to become more aligned with both the district vision and with school and site priorities.

The LCAP itself is put together with an eye to addressing stakeholder input to the extent that funding is available. New school administration is currently in the process of getting more stakeholders involved in the approval of LCAP funding as well as in the spending of bond money at Channel Islands High School.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

All course work has been revised over the last 4 years in order to align with state and federal standards (CCSS/NGSS), AP audit approval and UC "a-g" requirements. During this time, there have been several changes to the curriculum in core courses. In some curricular areas, CIHS has integrated and aligned the coursework to the specific program.

Channel Island High School has made progress towards ensuring that all students are receiving a rigorous, standards-based curriculum. They have set a goal that all courses offered will follow the UC "a-g" requirements, and classes that do not meet the requirements will be eliminated from the master schedule. Although Core subjects follow state and federal curriculum guidelines, CIHS is in the beginning stages of implementing three year integrated science courses and are continuing to fine tune integrated math.

Collaboration time is provided two days per month and teachers typically meet in small break-out groups based on their specific departmental assignments called job alike. During this collaboration, teachers adapt and adjust current and upcoming curriculum based on classroom assessment results and pacing calendar needs. ELA teachers report the use of common rubrics and unit plans with a freshman essay and reading test given within the first few days to assist with appropriate placement. Social science has two common assessments, one research paper and one DBQ. Spanish uses a placement test for freshmen and new student with many shared lessons. Science has begun the process of creating common assessments with district support to align with the new integrated science model.

Many core teachers use blended learning approaches with Google Classroom, Google Mail, Canvas as well as websites and applications that are student-centered and directed such as ed-puzzle and kahoots. Teachers have access to Computers On Wheels (COWs), the library/media center, and four computer labs provides access to technology. The district is planning to move to 1 to 1 chromebooks and have begun training teachers on their use. Trainings have been voluntary, however, a mandatory training for all teachers is currently scheduled.

During the 2017-2018 school year, CIHS created a collaborative team of AP and Honors teachers. The total number of students taking AP classes has increased and the number of passing scores has increased. The total number of students participating in AP testing increased from 223 in 2014 to 379 in 2018 with number of exams taken rising from 551 in 2014 to 628 in 2018. The percentage of students passing has increased by 10.2% in the last five years from 2014-2018. CIHS has added Computer Science A, Human Geography, Studio Art and Studio Drawing since the last WASC visit.

The AVID program, for students interested in going to college after high school, has about 240 students enrolled. Through the AVID curriculum, students are taught Cornell notes, class success strategies and have the opportunity to visit four colleges. CIHS also offers an AVID parent night to provide a nexus that allows for further communication and for creating relationships among parents, teachers, and students to support students' academic achievement. AVID students received over \$640,000 in 2017 and over \$840,000 in scholarships in 2018 with four students receiving full ride UC scholarships

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

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

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

Congruence: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Integration among Disciplines: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

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

Professional development at CIHS is largely driven by teacher “job alike” groups. The district provides two days of professional development that often included teacher choice in what workshop to attend. There are also many opportunities for teachers to attend voluntary trainings as part of pull outs, afterschool and on Saturdays. The Ventura County Office of Education provides induction for new teachers which pairs them with a mentor teacher at the site with the district office providing a week-long orientation for all new staff members establishing district wide goals and best practices, but does not provide any site-specific training or orientation. AVID Teachers are sent to the summer conference to update and refresh strategies for student success.

CIHS has made efforts to improve articulation between feeder schools (students entering) and colleges (concurrent and exiting students). Two areas of articulation are through the Marine Science Academy which includes dual enrollment courses with Ventura College and UCSB and through the Business and Finance Academy which includes dual enrollment courses with Oxnard College and CSU Channel Islands. CIHS has six career pathways in robotics, medical, dance performance, mariachi, automotive technology, and culinary & hospitality that include dual enrollment at Ventura College, Oxnard College, Moorpark College, CSU Channel Islands and California Lutheran University. All the CTE courses are aligned to the CTE and Industry Anchor standards. Additionally, students have the opportunity to gain work experience or internships through one of the academies or pathways on site.

30-35 students participate in the Business Finance Academy with a similar amount enrolled in the Marine Science Academy. CIHS currently does not track the number of students who participate or complete in all pathways.

Other academic programs offered to students are: AVID, LNESB Upward Bound Channel Islands (UBCI), UCSB Early Academic Outreach Program (EAOP).

B2. Access to Curriculum Criterion

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

Students at CIHS meet with their counselors one-on-one and develop and/or revise their four year plan one each year. With the College and Career Guidance Initiative, students are able to explore a variety of career options to choose from such as: AP courses, ROP, and CTE courses with two academies and six pathways that are still being developed. Students who need alternative placement CIHS offers CyberHigh School and Edgenuity.

Many of the pathways and ROP courses at CIHS provide students the opportunities to learn career related skills and internships. The rigors of the AP program and AVID courses helps to prepare students to meet the rigors and the demands of post-secondary education. Some CIHS teachers offer after school tutoring. Parents felt that the information about college and career resources were available for those who sought the information. CIHS notifies parents of students progress primarily through the parent portal.

The counseling department uses teacher recommendation, student request and placement test data to program. The guidance counselors work with students for credit recovery and graduation using Cyberhigh.

In the 2018-2019 school year, the Raider response team was formed to help struggling students. Up to 20 teachers will be assigned 5-10 students that they will coach. Interventions will consist of weekly grade checks, missing assignment reviews, study sessions for finals and the development of SMART goals. Currently 120 students are assigned to 19 teachers.

Saturday AEST school has been revamped for the 2018-2019 school year for students to make up absences, missing work or to receive tutoring from teachers or CSU students. The science department offers tutoring at lunch and after school with low attendance by students. Some departments have success strategies that include "no zeros", success contracts and late work.

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

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

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

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

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

Many of the pathways and ROP courses at CIHS provide students the opportunities to learn career related skills and internships. Approximately 15% of the students at CIHS are enrolled in AP courses, with 10% enrolled in a career academy and 10% in the AVID program. The rigors of the AP program and AVID courses help to prepare students to meet the rigors and the demands of post-secondary education.

According to the self study, 20% of all students fail at least one course per semester. Math has a D/F rate of over 30%, English has a D/F rate of over 30%. CIHS has developed a system to help support students who need additional support with their coursework through credit recovery and informal tutoring.

The 2018 overall review showed (from the 2017 survey) a decrease in student engagement, rigor, school culture, and college and career readiness. The 2018 results maintained the results from 2017 in relationships with teachers and peers. In regards to Engagement, students did desire to do their best at school; however, they were less likely to “enjoy coming to school”

Parents at the meeting report a feeling of inclusion and welcome at CIHS. A recent college trip to CSU Channel Islands included 60 parents as part of the college and career readiness. Some parents expressed a concern about lack of challenging curriculum and teacher engagement. The counseling center provides support for parents in technology to check grades and for college and career programs.

CIHS currently has two academies and is working to complete six career pathways. Counselors use a senior survey to determine student plans after high school. ABS and CHIS hold an academic achievement pep rally for students on the Principal list and for CIF distinguished scholars. Counselors and staff host a migrant student achievement celebration and a senior award ceremony.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

1. Opportunities are available for students to be involved in career-based academies, CTE pathways, and practical vocational experiences.
2. Resources are available to help students and parents understand graduation requirements and post-graduation educational options.
3. There are a number of electives and world language courses providing students a wide variety of high interest courses.
4. CIHS's academies, CTE pathways, and electives allow students to have real world, beyond the classroom experiences, including the use of technology, service-learning, and career research/experience opportunities.

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

1. Increase effectiveness of job alike meetings and department time to ensure implementation of rigorous, standards-based curriculum.
2. Staff needs further training and support in how to integrate PBIS strategies into curriculum to meet enrichment and intervention goals for all students.
3. Despite changes to the curriculum, student subgroups (ie. EL and SPED) are still not increasing in performance level. There is a need to reevaluate the scaffolding and curriculum across the departments for rigor and depth of knowledge.
4. There is an immediate need for a development of D/F interventions within the classroom and support through after school tutoring and parent contact.

There is a clear need for site-specific training on school wide procedures, policies, scaffolding for rigor and depth of knowledge.

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

- Master Schedule
- CTE Pathway and Academy
- ROP Classes

- “A-G” approved courses
- AVID
- Parent Workshops
- 4-Year Plans
- Textbook list
- PBIS
- Staff and Student Surveys
- SBAC, AP scores
- SAT/PSAT assessments
- Classroom observation
- Curriculum focus groups
- Student focus group

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences

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

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

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

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

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

Channel Islands High School's schoolwide learner outcomes are "Sailing the C's": communicators and collaborators, critical thinkers and problem solvers, citizenship, and college and career readiness. As evidenced by classroom observations, students collaborate frequently in groups; examples include but are not limited to brainstorming Question Formulation Technique (QFT's) on posters and Google Slides, and co-creating Kahoot quizzes for classmates. Students have opportunities to communicate and debrief their rationale for choices within a group as well as proofreading each other's work.

Staff are working towards providing students more opportunities to conduct challenging and relevant work in instruction (which would align with being critical thinkers and problem solvers), as evidenced by observations of instruction in classrooms. In some classrooms, students participate in activities that require recall, which align with level 1 and/or 2 of the Depths of Knowledge (DOK) framework. An example would be warm-ups (on Google Docs or paper) where teachers typically call on one student to share out and teacher reviews the content for the whole class.

As evidenced in student work across multiple content areas, most samples demonstrate learning that applies to levels 1 and 2 of the DOK framework, which entail recall. Samples that tend to align with levels 3 or 4 of the DOK framework (analysis or synthesis) tend to be Honors or AP student work. In most content areas, student work approaches grade level in terms of Common Core and NGSS state standards.

With regard to academic standards, some classrooms display common core standards that align with the lesson of the day. English and math departments issue Interim Assessment Blocks (IAB's) to students that align with the California Assessment of Student Performance (CAASPP). Math teachers prepare students for IAB's by conducting practice assessments that align with the CAASPP and state standards. English utilizes IAB's to prepare common units and assessments.

There is evidence that some classrooms communicate the standards and expected performance levels. Some teacher classrooms display learning goals and/or student learning objectives that align with California standards. As evidenced by group interviews, some teachers use rubrics and check lists. Examination of student work indicates that AP Spanish classes use rubrics to convey performance standards to students.

Many co-teacher (General Education and Special Education) pairings collaborate to deliver whole-class instruction and small group assistance. As evidenced by group interviews, RSP teachers differentiate instruction for students based on their Individualized Education Plans (IEP's) and reassess instructional practices with the General Education teacher, as needed. In addition, ELL teachers differentiate instruction through visual cues and implementation of new programs, such as Edge Fundamentals (a new textbook with digital resources) and Rosetta Stone.

During the 2018-2019 spring semester, CIHS initiated "Tech Tuesdays" as part of Professional Development. Three technology teacher leaders and an instructional coach surveyed the teaching staff to gauge technology needs for instruction. Some topics that have been covered in PD are Google Classroom, Google Forms and Pear Deck. As evidenced by classroom observations, some teachers use Google Slides, Google Docs and Kahoot, and CPM Tiles to facilitate learning for students. Teaching staff reported in group interviews increased usage of other technology such as Padlet and Adobe Spark. All PD's are voluntary except for two mandatory PD days per school year.

C2. Student Engagement

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

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

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

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

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

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

Students use technology to support their learning.

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

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

Channel Islands staff have opportunities to receive professional development either on site, through the district, and the county. CHIS refers to PLC's as "job-alikes" and each department is allotted at least 1 job-alike day per semester to plan units and common assessments. CHIS has enabled English, Social Science, math, Science teachers to district and county office trainings. For example, science has attended the NGSS trainings and the math leadership PD at the county. The English department collaborate to develop common assessments, particularly for 9th and 10th grade; an ELD teacher had an opportunity to complete a Dual Immersion PD. The SPED team, for example, have received training from the district on new protocols. Newer AP teachers are mandated to attend the week-long AP summer institute. Some PD agendas were available to observe, however, CHIS is progressing toward a consistent structure for PD.

As evidenced by classroom observations, some teachers serve as coaches to facilitate learning and engage students. Some teachers randomize participation by calling on various individual students and groups as a means to increase accountability. In addition, teachers randomize group pairings to create more opportunities for social engagement; some teacher assign roles for group work to further help facilitate learning.

Teachers provide students multiple opportunities practice structures and routines. Some teachers frequently model and practice classroom routines with students by using attention cues for quieting down or prompting students to close their computer on wheels carts partially when the teacher needs to deliver instruction.

As evidenced by classroom observations, some teachers use technology such as Google Slides, Kahoot, iLit (program for essay writing). Most classrooms are equipped with a computer on wheels carts cart, and students have access to desktops in the lab and library. Teachers anticipate to further increase integration of technology as Channel Islands High School has implemented "Tech Tuesdays" for PD and anticipates to become a 1:1 technology school

As evidenced by classroom observations, students are working toward applying acquired knowledge and skills at higher cognitive levels. For example, in a AP Human Geography class, students presented their interpretation of College Board prompts with visuals and definitions of essential vocabulary to prepare for the AP test. Some English

courses facilitate Socratic Seminars on essential questions such as “to what extent can morality and ethics be compromised for scientific advancement?” in relation to a *Frankenstein* unit.

While CIHS is currently working towards a schoolwide instructional strategy, many teachers (particularly in the Science and English department) use the Question Formulation Technique (QFT's) to facilitate students to creating their own questions in various content areas. As evidenced by classroom observations, students are prompted to develop open-ended and leading questions, as well as to be able to distinguish between the two. QFT's are designed to help students develop productive research questions and potential essential questions.

Students have access to career preparation activities primarily through the Upward Bound and Early Academic Outreach Program (EAOP) program, as well as the College & Career Center. CIHS organizes fieldtrips for subgroups of student populations such as AVID courses, EAOP, SPED and the Migrant Program. Channel Islands students (primarily juniors and seniors) have visited the following colleges this school year: Cal Lutheran, Cal State University Channel Islands, UCSB, UCLA, Oxnard College, Ventura College, Westmont College, and Moorpark College.

The UC representative assists with organizing fieldtrips and facilitating workshops for SAT and applying for FAFSA. In addition, AVID courses prepare CIHS students to be college and career ready. There are two AVID courses for each grade level, and teachers attempt to recruit younger students (targeted by GPA) to join each school year, which can entail an interview process. Each AVID student attends at least four college field trips throughout the course of the program. Each AVID class focuses on different topics that are grade-level appropriate, for example, the seniors currently are researching and applying for scholarships.

Areas of Strength

1. As evidenced by classroom observations and group interviews, CIHS have integrated technology both in teacher-led PD and in classroom instruction, as many teachers use computer on wheels carts within the classroom, most notably, the Google and Microsoft Suite programs.
2. Within the classroom, most classrooms facilitate the school-wide learning outcome of communicating and collaborating through group work and discussion.
3. College and career staff as well as AVID teachers work diligently to provide both hands-on experiences (such as fieldtrips) as well as curriculum that aligns with college and career topics. As a school site, CIHS provide opportunities for upperclassmen to see different colleges.

Areas of Need

1. CIHS staff are working toward differentiation through co-teacher collaboration, such as rotational groups and scaffolding, particularly for SPED and ELL populations.
2. Depth and complexity of instruction continues to be an area of growth. Teaching staff can continue to work toward facilitating evidence-based responses instead of recall.
3. Teaching staff can also work toward consistency in displaying standards, objectives and learning goals in classrooms.
 - SPED co-teaching
 - AVID
 - Job-alikes
 - AP classes
 - DBQ's
 - Edge Fundamentals
 - Rosetta Stone
 - Google Classroom
 - "Tech Tuesdays"
 - QFT's
 - Google Suite
 - Microsoft Suite
 - College field trips
 - EAOP
 - Upward Bound
 - College & Career Center

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

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

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

Basis for Determination of Performance Levels: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

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

Assessment of Program Areas: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

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

D.1.1 Channel Island High School reports student performance data to parents and other stakeholders of the community through the publication of SBAC results. Parents receive a comprehensive report of their student's performance in the mail. The school's results are also available on Channel Island High School's SARC, published on the district website. CIHS staff work in departmental and WASC focus groups to analyze CAASPP and CELDT (now ELPAC) results, and achievement data from multiple sources using a district-developed data analysis protocol. This protocol includes analyzing student performance, recalling the program and practices of the previous year, reflecting on possible connections between performance, program, and practice, and identifying factors that may have influenced performance.

Actions are proposed to improve student achievement and increase student performance. The data is shared with several advisory groups (School Site Council, English Language Learners Advisory Committee, Parent Advisory Committee) during their regularly scheduled meetings where similar discussions are held. The school's action plan is modified yearly and approved by the SSC to reflect changes and additions in strategies for improving student achievement and is shared with the school's advisory groups. Channel Island High

School has made the transition from California Standards Test (CST) based instruction to CCSS aligned instruction, content to skills based. Teachers now require more reading, writing, listening, and researching of material that requires critical thinking. The CIHS staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. Teachers use the results from the CAASPP and interim assessments to have focused discussions to collaborate and analyze data especially in English Language Arts and Mathematics to inform instructional practice. Teachers use this information to in an effort to build strategies to support student learning. The department uses assessment to place students in the proper classes and provide targeted support to students who might need it.

CIHS is looking at several sets of data and having conversations about what they can do to improve on student assessment scores, there seems to be some inconsistency in both the development of this process and the degree to which all courses and subjects are participating. CIHS seems to be in the developing stage and needs to spend more concerted effort in the area of common assessments, solidifying what they have started. The district does not seem to be providing what they need in the way of common assessments and as a result they have begun developing their own but it is going to take a lot more work before the process is considered fully developed and effective.

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Some CHIS departments are using site-level created common assessments, and some are using individual teacher-created assessments. Some of these assessments are regularly scheduled (for a specific point in the semester or at the end of a unit) and some seem to not follow a scheduled plan. The creation, implementation, and evaluation of these common assessments can be more consistent, systematic, and productive if they were implemented as a school-wide focus (i.e. all courses in all departments create, implement, and evaluate regularly scheduled common assessments). CIHS needs a more systematic approach, a common program to use in the collection of the data to ease analysis efforts, and a cohesive approach to common assessments in all courses and all departments.

A more widespread use of this program could benefit the disaggregation of data with the intent of informing instruction. While the school uses several methods of assessment, has release dates to evaluate the data collected on these assessments, they need to spend more time developing the process they have begun to implement.

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

English Learners take the ELPAC test during the testing window in fall. A variety of formative (projects, student presentations, quizzes, tests, quick writes, lab reports, group assignments) and summative (unit tests, Benchmarks, Papers, Lab Practicums, Oral

Presentations, Group Projects/Presentations) assessments are used at CIHS.

The Apex and Cyber High programs are aligned with State standards and have been approved by the District Office of Secondary Education and the Board of Education. These additional online Assessment Online Curriculum has built assessments that are both formative and summative. These built in assessments provide feedback to the student and teacher regarding content and skill acquisition. Students cannot proceed to the next “unit” or “lesson” until they have demonstrated mastery.

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

It was acknowledged the strategic use of assessments is still an area for growth at CIHS. Since the school’s initial WASC visit in 2013, teachers and staff have taken steps to prioritize assessment data as a basis for modifying curricular and instructional approaches. During formal/informal meetings, they have collaborated to discover ways in which they could align curriculum, instruction, and assessment. Since all students receive Math, English, History, and Science instruction the school could continue to benefit from district coaches assisting CIHS instructional coaches to help build instructional capacity.

CIHS has many standing committees are charged with looking into data to assess programs and initiatives. These include School Site Council and Leadership amongst others. For example, School Site Council has used data in order to allocate funds towards programs seen as having a positive effect (such as our centers mentioned above), or towards moving away from programs that have not been getting results (such as the individual after school tutoring).

CHIS administration, counselor, and teachers confirmed a monitoring of student progress through formal and informal mechanisms, including but not limited to staff discussions, student-teacher discussions, and emails between staff members.

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

The staff at CIHS analyze student data at the beginning of the year when the scores for the previous year are released. The information is distributed to the staff for analysis on a large scale. The data is broken down in more specialized groups by content where reflection takes place. The groups create further steps to follow to increase student achievement. The framework provided by the SPSA and LCAP along with the WASC Action Plan are reviewed and modified to reflect to most current information and needs of the students. These plans are integrated to streamline efforts for all stakeholders and is shared periodically with the Student Site Council.

CIHS is encourage to spend more concerted effort in the area of common assessments, solidifying what they have started.

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

CIHS School administration, leadership team, and teachers use results published by the California Department of Education (CDE) and CA Dashboard regarding student performance including graduation rates, credits, A□G course completion, math failure rates, grades, and other important and relevant data. The data is used to modify the schoolwide action plan and prioritize categorical spending to target identified weaknesses or areas for growth. The agreement on how and to what extent these focus should be implemented is not consistent though and should become part of the school's professional development to ensure all staff are in agreement and adhering to addressing what they have determined to be a schoolwide need.

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

There are several high-stakes test indicators used to assess and monitor student progress. These indicators include CAASPP data, and CELDT/ELPAC scores. This data is used for many reasons including targeting funding for professional development, identification of specific academic interventions that address student need, and research-based programs.

As part of the annual review of this data, parents also review LCAP and Title I expenditures designed to support students in attaining high academic standards and improving performance on assessments. Annually, expenditures are evaluated for effectiveness and stakeholders collaboratively determine which to continue, discontinue, and modify. Stakeholders also identify new strategies for meeting growth targets.

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

It is very apparent there is constant informal conversations between staff and students about classes and individual assignments and projects and that this information is essential in this large setting. This anecdotal evidence can be valuable as a barometer of student understanding, enjoyment, frustration, or confusion of a particular subject or assignment. Additionally, many teachers collect feedback from other teachers and administration in order to assess effectiveness of the activities in their classrooms.

All of this data, along with SBAC, and other state/national testing results, are easily accessed by teachers, parents, and students through ParentVue and StudentVue. Score reports are easily sorted and broken down by various categories and sub populations. This has allowed the various grade/subject level meetings to focus on areas of growth and need for all students.

Some changes to the master schedule have been made as a direct result of analyzing student performance on state, district, and school assessments. Examples of changes to the master schedule include adding math support classes for entering freshmen who

perform significantly below proficient, and the addition of an ELD support class for beginning, intermediate, and intermediate EL.

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

The increasing demand for college and career readiness has been supported by the staff and the district. Many teachers and district employees are working hard rewriting current courses to ensure A-G certification, and submitting recommendations for new courses that are A-G certified.

Report cards are sent home every five weeks for parents to monitor the student's progress. SARC (School Accountability Report Card), Progress Reports (4 per semester), StudentVue and ParentVue, Marquee, Student Site Council (SSC), School Publications, Finally Friday

Parents are encouraged to view their child's grades through ParentVue, or StudentVue, although the school-to-home communication is challenging due to a variety of circumstances. Parents can view assignments, grades received for individual assignments, and overall grades of the student for each individual class.

Channel Islands has effective professional development support, time and resources to meet the needs of the staff. Professional development has facilitated some improved instructional practices, but more is needed to increase engagement and rigor in classes.

Additional professional development opportunities need to be explored and expanded. The District offers some professional development opportunities that the staff participates. More opportunities need to be explored to provide teachers and staff with trainings that address academic standards, college- and career-readiness standards, and schoolwide learner outcomes.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

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

Appropriate Assessment Strategies: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

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

CIHS is piloting a new intervention model through the Raider Response Team. The Administration & Intervention specialist will collect and distribute names of students that are at risks of failing one or more classes. The Raider Response team which consist of 20 teachers will follow up with the students on their caseload of 5-10 students. Teachers provide support and interventions to be used with the students. CHIS is hoping that the use of "Raider Response Team" will be in full-effect by next school year. While this program is in the piloting phase, teachers are still able to complete paper-based SST referrals.

As both a formative and summative assessment tool, Channel Island High School has given the PSAT to 9th, 10th, and 11th graders who elect to take it again. The experience of taking the PSAT alone has been shown in previous studies to help students do better on the SAT. This also gives teachers and administrators a tool to evaluate SAT readiness for the next year's 11th graders, is used to assist in identifying AP ready students, and gives students an opportunity to evaluate their own strengths and weaknesses as counselors review the data, how to read the reports, and explain access to free practice tests, all in a classroom setting

Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

It was observed in some settings that teachers use various formal and summative methods to determine the student's progress toward acquiring subject matter, specific knowledge, and skills. Teachers state that they also use exhibits, journals, learning logs, demonstrations, product outcome, performance tasks, projects, observation checklists and note cards, and open-ended and guided responses. Teacher-created tests, quizzes, and performance tasks are also used as strategies for assessment of student learning.

To further familiarize students with online learning and assessment environments, many teachers have begun making use of Google classroom for organizing, assigning and assessing assignments. Academic integrity in the online environment is ensured by teachers monitoring usage of devices and proximity. It is observed that student use of devices, specifically cell phones, would need to be closely monitored.

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

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

- CIHS staff and new administration continue to explore and implement different ways to improve and build on standards-based student leaning. With the influx of technology that will be available next year to all teachers and students, CIHS will be more accessibility to more types of practice and assessment programs. Teachers can be encouraged to participate in technology-based professional development and to utilize technology in the classroom.

- Special Education students are assessed formally and informally for their annual IEPs. Goals are set yearly and progress is monitored. In addition, special education teachers use student IEP goals to help evaluate their progress meeting standards, graduation.
- Teachers in Math and English follow the Common Core State Standards to determine the learning targets for courses taught. Science teachers follow the Next Generation Science Standards. Teachers other than Math and English use the Common Core standards to aide in student literacy.
- Counselors meet with students on an ongoing basis to evaluate their progress towards A-G completion, high school graduation and attainment of their 4-year graduation plan; counselors also work in conjunction with teachers and support staff to ensure student proper placement of EL students resulting in the student's success

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

- Assessment and tasks, which address higher thinking skills, need to be consistent in all AP classes and college prep courses. Some of the AP classes and many college prep courses list high-level skills as the standard of focus, but the classroom tasks and assessments evidenced the required thinking done by students to be at a lower level of complexity.
- Develop a more systematic (schoolwide and timely) approach to how common assessments are created and implemented, as well as how data is collected, analyzed, and used to inform instruction. This includes providing time for staff to develop this system so it may be implemented more thoroughly and consistently. Common assessments should be implemented in all courses on a regular basis and must be used to inform instruction.
- Programs favored are being underutilized (indicated by staff and students); there needs to be better communication on their availability so they are more regularly used, and staff and students need to be trained in how to use them.

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

- WASC Parent Meeting
- WASC Student Meeting
- Artifacts provided by the School
- WASC Assessment Focus Groups
- Individual Staff Meetings

- Classroom

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

E1. Parent and Community Engagement Criterion

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

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

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

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

E1 Indicator

The school culture of Channel Islands High School is led by their school spirit. The teachers are passionate and care about their students. Channel Islands High School is working towards increasing parent involvement and community involvement that will benefit the students of CIHS greatly. Channel Islands High School offers multiple parent information nights ranging from social emotional needs to college topics. Open House and Back to School Nights are opportunities for the staff and parents to get to meet in person. These evenings have translators and speeches are conducted bilingually, Performances bring parents out to see their students display their pride in extracurricular activities. One group of note is Baile Folklorico, which performs cultural dances that are from different regions of Mexico. Starting last year, CIHS has focused on expanding Open House to provide opportunities for parents and students of feeder schools as well the families with students currently enrolled. All are invited to visit CI to see the various programs and opportunities offered at our campus.

Channel Islands High School meets regularly with their SSC and ELAC. In addition, CIHS provide weekly dialers and Channel Islands High School is placing a stronger emphasis on their PFSO to assist with fundraising and parent involvement throughout the community. Channel Islands High Schools has also started utilizing ParentSquare as a form of

communication with families. Channel Islands High School also works with families and community members to create a stronger following for their pathways program. In addition, CIHS is focusing on providing a stronger student voice as students have great ideas to assist with improving their school.

Channel Islands High School is striving towards being a pillar in the Oxnard community. This is evidenced by their ability to create a welcoming environment for staff, students, parents and community members. Channel Islands High School is working towards instructional rounds and guest speakers in an effort to communicate the learning/teaching process on a regular basis. CIHS offers Academies to students and members of the Academies go to the feeder schools to provide information to parents and students about their programs. CIHS currently has MSA, BFA, and other career pathways. Some of the partnerships MSA has established are working with the Port of Hueneme, Global Trade Logistics, and Virtual Enterprise within the community.

In order for students to be effective learners, their social and emotional needs must be met and CIHS works with local agencies to bring services onto campus, such as individual and group counseling through Clinicas, City Impact, and VC Behavioral Health.

College and Career pathways are supported by three Upward Bound programs on campus, SEGUE career speakers, a full-time EAOP counselor on campus, school and district sponsored career fairs, college fairs, ROP placements, internships for academy seniors, and military recruiters.

- Filipino-heritage event
- Fundraisers held throughout community (ie, restaurant events)
- Clinicas and City Impact (counseling services)
- Dallas Cowboys camp (fundraising)
- Strawberry Festival
- VC Behavioral Health;
- Peer Resource/Teens Kick Ash
- Speakers provided from VCOE
- SARB – Student Attendance Review Board

Channel Islands High School is beginning to provide higher expectations for students and teachers. In addition, CIHS has started the process for providing academic structure and learning outcomes in a more consistent manner spearheaded by the use of academic language. Channel Islands High School does a good job of co-teaching and providing their students with special needs an opportunity for a stronger curriculum. In addition, Channel Islands High School provides an online option for students who need a more independent learning environment.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

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

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

High Expectations/Concern for Students:The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. **Atmosphere of Trust, Respect and Professionalism:**The school has an atmosphere of trust, respect, and professionalism.

E2. INDICATORS

Channel Islands High School has the challenge of having an older campus that will benefit from upgrades. The district personnel and administration has a plan in place to assist with campus improvements and resources for both staff and students. Channel Islands High School students have expressed concerns as it relates to facilities on campus needing upgrades. Channel Islands to a moderate degree has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. The school has implemented policies and committed resources to ensure a safe school. One of the implementations has been the development of the School Safety team. A significant commitment of time and resources has been allocated to the PBIS program. The community of Channel Islands High School has used its resources to keep the school clean. The school has a yearly Williams facility inspection. The maintenance and custodial staffs clean the facilities daily, including restrooms and classrooms. There has been a campus beautification projects to promote a warm environment. There are trash and recycling cans throughout the campus that are painted blue and yellow. The staff model trash pick up, especially administrators who supervise the quad at lunch. There are displays of art around the campus and there is a graffiti removal program. At the end of each year there is a summer deep cleaning of teacher classrooms. However, the wear and tear of a 52 year old school is visible and needs attention.

Channel Islands High School has an abundance of school spirit that is evident the moment you walk on campus. The staff and students are very proud of their school and express this

pride in many ways. The students believe the faculty and staff of CIHS take the time to support the students' needs. The administrative team of CIHS have begun providing a stronger opportunity for student voice as it relates to the needs of the campus.

Channel Islands High School is going to a one-to-one program next year that will ensure all students have access to computers and technology on campus. The campus of CIHS will need an upgrade of their infrastructure to support the one-to-one initiative. Students of CIHS have expressed an issue with the current wifi settings of CIHS as there are many spots on campus where students can not access the internet.

Channel Islands High School is working towards creating high expectations for all students. Channel Islands currently has a culture where students are supported socially and emotionally, however they are not challenged to the level of their neighboring schools. Channel Islands High School is also working towards creating a learning environment that establishes learning outcomes and learning processes on a more continuous basis.

Channel Islands High School utilizes a SRO to support the students and the staff in ensuring a positive and safe learning environment. The SRO also communicates with the community and provides training and updates for all topics that help to extend the safety both on and off the campus.

CIHS creates a culture of professionalism through numerous manners. One way is the staff are given at least three opportunities a month to work with each other through collaboration, department, and faculty meetings. Another way that the staff are able to work together, as a department on a quarterly basis, is through Job-Alikes. During Job-Alikes, faculty in the same subject group, get together to share ideas, activities, experiences, and resources.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

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

Adequate Personalized Support: The school has available and adequate services to support student's academic and personal needs.

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

Support Services — Multi-Tiered Interventions and Student Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

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

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

Channel Islands High School is a campus that is proud of its diversity and passion. Channel Islands is effective in providing academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan. Channel Islands High School is in the process of establishing a MTSS that provides students with the opportunity to increase their academic achievement. This year, CIHS added the position of Student Intervention Specialist, who works with the administration team, counselors, the school psychologist and the attendance advisor to address targeted Tier 2 interventions for students and provide family support. Also this year, CIHS began the Raider Response Team, which links staff members with struggling students. Staff members meet with the students 2-3 times a week to discuss academics and provide support. Staff members also contact parents once a week.

The faculty and staff of Channel Islands High School are working to improve their MTSS so every student can achieve success. Channel Islands High School is also implementing and training staff in the area of PBIS backed with professional development and a consistent focus.

The full-time, on-site school psychologist assists the SPED department in the testing of students, attends IEP and 504 meetings, and assists in providing mental health services along with staff from Clinicas and City Impact.

Channel Islands High School is seen as a leader in the district as it relates to Co-teaching classes and providing opportunities for Special Education students to achieve the least restrictive environment necessary. Staff members have been trained on Co-teaching strategies and have a process in place for ensuring academic achievement.

Channel Islands High School takes pride in their clubs, activities and athletics. The school spirit that is evident on the campus extends to all three of these categories. Channel Islands High Schools has also achieved national level success in their flag teams. Channel Islands High School is working towards increasing the percentage of students who are taking part in a club, activity or sport in an effort to connect students more to school. Channel Islands High School is also working with coaches to increase the competitive nature across the board of their athletic programs.

Channel Islands High School is in the process of creating a college going atmosphere. CIHS offers multiple resources beyond teachers and counselors to help students matriculate to college, including: a four-year AVID program; Upward Bound/TRIO, offered on site as well as at Oxnard College and California Lutheran University; a site office for a full-time EAOP (Early Academic Outreach Program) coordinator; a full-time College and Career Center coordinator who helps with on-site and district College and Career events, arranges for guest speakers from colleges and the business community, provides information on scholarships, coordinates with military recruiters for presentations and the administering of the ASVAB.

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):

- Multiple clubs and opportunities for students on campus
- High level of school spirit
- Multiple athletic programs on campus with on campus coaches
- 45 employees graduated from CIHS
- Multiple Pathways for students to explore their passion and interests
- Customer service

- A sense of understanding of what the students are going through
- Parent workshops on mental health, deportation, drugs, depression, FASFA, a-g
- Intervention specialist is bringing in more MOUs to bring resources students can use more readily
- Student engagement, student responses, student voice,
- Less than 5% of courses are not a-g
- PD collaboration led by teachers (5 of them)
- Leader in co-teaching in OUHSD
- Teachers observe each other
- 45 former students are employees
- PBIS systems in place
- Multiple contracts with outside agencies to support students

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

- Setting high expectations across the board
- Creating a college going culture
- Turnover impacts the consistency of the school culture vision
- Providing opportunities for concurrent enrollment in core classes
- Supporting students in a trauma informed way
- More clearly defined vision for the school
- More college information visible for students
- Increased community service opportunities
- Increase regular parent involvement
 - E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.
- Increase student involvement in extracurricular activities
- Tracking college data--EAOP, UB, Oxnard Promise, CIHS is looking for ways to track students progress after high school graduation.
- CIHS increase areas for Educational Focus to help students find tech pathways
- Facilities updates, additions, improvements

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

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

Schoolwide Areas of Strength (list numerically)

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Governing Board and District Administration

1. The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.
2. All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.
3. Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.
4. Teachers as Coaches
5. Teachers facilitate learning as coaches to engage all students.
6. Students use a variety of materials and resources beyond the textbook.
7. The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, student
- E1.2. Indicator: The school uses community resources to support student learning.
8. The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
9. Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum
10. Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

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

- **Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**

- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

Schoolwide Critical Areas for Follow-Up

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

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

1. The school's facilities are adequate to meet the students' learning needs, support the educational program and are safe, functional, and well-maintained.
2. The policies and procedures for acquiring and maintaining adequate instructional materials and equipment.
3. There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.
4. Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.
5. Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.
6. The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
7. The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.
8. The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.
9. Students use technology to support their learning.
10. The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

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

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

1. The school's facilities need improvement and modernization to meet the students' learning needs, support the educational program, and improve facility maintenance.
2. There is an immediate need for development of D/F intervention within the classroom and support through afterschool tutoring and parent contact.
3. Teachers need to work toward facilitating evidence-based responses to increase higher level thinking as a way to increase rigor.
4. Staff needs time to review the data and so that teachers can develop lessons which target gaps in student learning and address specific subgroups of students who are not succeeding.
5. Increase regular parent involvement by implementing strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

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

- Include a brief summary of the schoolwide action plan

CIHS has made a concerted effort to align the school-wide action plan to specific goals, LCAP goal and linked to the school wide learning goals.

- Comment on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP, technology plan, staff development plan*)?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and systemwide?
 - ♦ Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The following alignment of goals linked to the school’s ESLO’s are as follow:

Goal 1: Increase proficiency in all content areas for all sub groups on state mandated, district and site assessments.

LCAP Alignment: Goal 1

Link to SLOs: Critical Thinkers and Problem Solvers / Career and College Readiness

Rationale:

Self-study findings indicate a need to improve student achievement in English Language Arts, Math, Science and Social Science. State assessment data, D/F rates, and review of student work support this need.

Indicators (as of 2017-2018 school year):

CAASPP; CAST; SBAC; School Day PSAT and SAT; AP test scores and accessibility; CFAs; ELPAC, D and F Rates

Goal Measurements:

2017-2018 Score Summary: Scores from the CAASPP since 2016 have declined in the exceeds and met standards with notable increase in the not met especially in Math. There is also a downward trend in the EAP scores. PSAT and SAT scores for the school day administration are showing improvement for each class by year. According the CA Dashboard, CIHS has increased the percentage of graduates who are considered Career and College Ready

2018-2019: Baseline test scores identified:

- **2019-2020: 3 % increase in student scores who “Met” or “Exceeded” standards on state test scores**
- **2020-2021: 5% increase in student scores who “Met” or “Exceeded” standards on state test scores**
- **2021-2022: 7% increase in student scores who “Met” or “Exceeded” standards on state test scores**

Goal 2: Increase parent involvement.

LCAP Alignment: Goal 4

Link to SLOs: Communicators and Collaborators / Citizenship / Career and College Readiness

Rationale:

The self study shows that parent involvement at CIHS is limited in the sense that only a small number of parents attend the current opportunities for parent connection and involvement at CIHS. In order to help our students be more connected and successful, it is important to increase opportunities as well as number of parents/stakeholders in attendance.

Indicators (available as of 2017-2018 school year):

PFSO membership records; SSC members and participants; Attendance meetings; Parent Project attendance; Back to School and Open House attendance/sign ins; Synergy/ParentVue workshops; ELAC and Migrant meeting attendance, leadership, and district meeting attendance (DELAC); Student-centered meetings: SST, IEP, 504, Teacher Conferences; ParentSquare

Goal Measurements:

- The self study shows that there is a decrease in parent involvement in PFSO; however, there is still active involvement in the SSC and ELAC. Opportunities for parents/families to be informed and involved (Parent Square, Synergy, College Nights, information nights, etc) are available; however, there is room for improvement (frequency, communication, opportunities).
- Increase translation of schoolwide posters: PBIS Matrix, SLOs, etc; create a new enrollment parent/student process; coffee with the principal series; facilitate the district-wide implementation of online registration for incoming freshmen/new enrollments
- Evaluate and increase parent, student, teacher, and administrative use of ParentSquare (measurable data available); Increase online parent resources (ParentSquare, ParentVue, Website, Registration, athletic clearance, etc); create adjunct opportunities for teachers to become parent facilitators.

- Increase and/maintain attendance rates at Parent Project, ELAC, DELAC, SSC, etc
Increase parent communication and resources on campus (workshops, information nights, etc)

Goal 3: Increase student engagement and motivation.

LCAP Alignment: Goal 1, 2, and 3

Link to SLOs: Communicators and Collaborators / Citizenship

Rationale: Studies indicate that students who have a moderate involvement in extracurricular activities (moderate is defined as involvement in no more and no less than two domains of extracurricular areas where the four domains of involvement are: academic/leadership, arts activities, clubs, and sports) achieve higher in academic measures (Knifsend 2012). The implication of the study is that if students increased their involvement to two domains of extracurricular areas, they would show academic improvements with fewer Ds/Fs, tardies, lower suspension rates, increased attendance and higher graduation rates. (increased buy in, connectedness, sense of community...)

Indicators (available as of 2017-2018 school year):

PBIS; Club Day; Club List; Extracurricular participation rates/Title IX data; Freshman Orientation; Discipline Data; Graduation and A-G Rates; FAFSA and College application data; Attendance and Tardy data; Student Survey Data

Timeline:

- The self-study shows that CIHS has several opportunities for students to be engaged on campus. There is an increase in clubs and programs on campus that allow students to be connected to groups, the community, athletics, as well as look at college and career options post-high school.

2018-2019: Baselines identified:

- Decrease tardiness and absences to maintain an average of 96-97% attendance.
- Increase student involvement in extracurricular activities- athletics, clubs, academic programs, etc
- YouthTruth Survey Results- see an increase in positive responses
- A decrease in the number of suspensions in the area of disruption of school activities or willful defiance.
- Improvement of graduation rates
- Increase number of students who are A-G eligible.
- Increase FAFSA application completion
- Increase PSAT/SAT scores