

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

**545 Airport Way
Camarillo, CA 93010**

Oxnard Union High School District

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Preface

Frontier High School's self-study process has been ongoing since the 2013/14 self-study visit. The previous Principal met with the previous WASC coordinator and the FHS leadership team on a monthly basis to ensure that the recommendations of the report were being monitored and implemented. The former WASC coordinator worked with the entire staff to prepare for the 2016/17 mid cycle follow-up. During this time, the leadership team and home groups continued to meet monthly while focus groups met bi-monthly.

In 2017/18, the principal and WASC coordinator met on a weekly basis to discuss the WASC process and to exchange ideas. The principal continued to meet with the leadership team once a month to continue the self-study process. Home groups and focus groups were updated to reflect changes within the campus staff and to ensure diverse staff participation and collaboration in each focus group. The FHS leadership team meets the first Tuesday of every month with additional meetings to address immediate needs. The second Tuesday of every month is a faculty meeting where all staff are informed about WASC. The third Tuesday is dedicated to home groups to address specific issues, techniques, and/or strategies in the core. Focus groups meet on the first and third Thursday of every month and for the past two years during half days.

The staff, home groups, SSC, and parent liaison contacted parents and guardians during the WASC process for additional input. Home groups focused on including students in the WASC process through surveys, classroom discussions, and writing assignments focusing on ways to improve their experiences and education. The new homeroom class has continued the open dialogue and pressed it further to create an atmosphere where students feel comfortable talking about the strengths and weaknesses; how to improve the school and what they would like to participate in.

The evidence indicates that Frontier has major strengths as well as areas for growth. Frontier's new trimester system has led to an increase in the number of graduates to a 4 year high of 142 in 2017/18. The trimester system led to a 5 year low of 21 dropouts. The trimester system led to fewer discipline issues and lower suspension rates. The trimester system, based on data from the student survey, has given students a belief that they can graduate.

Positive Behavior Interventions and Strategies (PBIS), along with homeroom, has helped build school spirit by focusing on the positives. Evidence is seen in the lower discipline rates and the ability to move from a 4-minute passing period to a 3-minute period without an increase in tardiness or tardy related discipline.

Frontier has worked to create a college and career culture. All Frontier students are provided access to take the SAT or PSAT for free. Homerooms regularly discuss college skills, deadlines, majors, and scholarships. Colleges, military recruiters, and job

programs are regularly on campus to promote their programs and to connect students with next steps. The district and FHS have reached out to parents to answer questions about college and to promote workshops. Frontier's master schedule includes an increased number of A-G classes.

One of Frontier's major strengths is access to, and amount, of technology available to teachers and staff. With more than 11 laptop/Chromebook carts, FHS has increased technology on campus. The availability of technology has led to more staff implementation of technological resources, additional programs, new position (tech coach) and increased professional development opportunities

School-to-home communication continues to be an issue. The school has implemented many new methods of communication since the last self-study. Frontier created postcards that each teacher can send home when a student is excelling in any area. The district and FHS added ParentSquare that allows easy communication between teacher and parent/guardian in their home language. The parent facilitator and the school's administration have conducted workshops to help improve communication which continues to be an area for improvement for FHS.

Frontier needs to improve the student's CAASPP ELA/Math and CAST test scores. The entire FHS staff has worked to update and improve the curriculum and lessons to reflect the change to Common Core. Teachers have worked to give students access to the materials and help students gain familiarity with the new testing administration. Despite Frontier's efforts, the test scores are far below in ELA and math. Low CAASPP scores show the need for more relevant professional development, specialized training, and stronger instructional strategies for struggling students

Frontier has made major changes over the past two years that led to positive student outcomes. The school has seen a drop-in discipline issues, fewer dropouts, higher graduation numbers, more students have passed a CEC course and a new trimester schedule. Work continues to be done to implement Common Core, prepare students for the CAASPP and next the CAST and improve parent/guardian communication.

Preliminary Critical Student Needs

The FHS preliminary critical student needs or areas for growth are;

- Students need to improve in reading, writing, and English skills across all disciplines.

- Students need to improve mathematics skills, specifically the ability to explain their reasoning along with concepts.
- Students need to continue to develop 21st century skills with an emphasis on tech and computer skills as well as the ability to apply them.

Important Questions To Be Discussed In The Focus Groups

- How does FHS increase test scores (CAASPP, PSAT, SAT)? Specifically, in Math and English.
- How does FHS improve the technological skills of our students?
- How does FHS reduce the number of suspensions?
- How does FHS reduce the number of Ds and Fs?
- How can FHS communicate with students and parents more effectively?

Schoolwide Learner Objectives

Gain literacy and communication skills in all disciplines

Reach for higher education and training for today's rapidly changing global economy

Apply mathematical concepts, science, and technology to solve real life problems

Develop personal and civic responsibility

Chapter I: Progress Report

Significant Developments

1. Administrative Leadership and Staff Changes:

Oxnard Union High School District experienced a major change in administration with the Superintendent leaving in fall the of 2015. Temporary replacements finished out the 2015-2016 academic school year before a new Superintendent was hired

A major change was the retirement of the FHS principal at the end of the 2016/17 school year. He was principal for 20 years. The current principal was hired for the 2017-18 school year. There have been three self-study coordinators in the last 6 years.

2. Calendar

FHS moved from a traditional semester schedule to a trimester schedule, implemented in 2017-18, which allows students to earn 82.5 credits a year when previously students could earn 60.

3. PBIS and PRIDE

Positivity is the focus of PBIS, Positive Behavioral Interventions and Supports. PBIS was implemented on all campuses in the Oxnard Union High School District in the fall of

2016. The program focuses on changing the culture and climate of the school community by concentrating on positives, rather than negatives. The PBIS team, works with the FHS staff, to develop positive solutions to everyday problems/ behaviors and to create an environment where students feel welcome and supported. The FHS staff developed a PBIS guideline for students and faculty to follow that is designed to promote success and positivity, known as

P.R.I.D.E.

- **Perseverance**
- **Responsibility**
- **Integrity**
- **Dignity**
- **Empowerment**

4. CAHSEE to CAASPP and Common Core

One major change that affected curriculum and assessment in the English and Math departments was the elimination of the California High School Exit Exam (CAHSEE), and the implementation of the California Assessment of Student Performance and Progress (CAASPP). English and Math departments are working to implement common core state standards and to integrate CAASPP testing strategies. Teachers have collaborated to identify skills and testing strategies necessary for the exam.

5. Technology

In the spring of 2017, the district and school sites began exploring less costly ways to increase technology. In 2017/18, Frontier's campus began buying and using Chromebooks. To date, FHS currently has 11 total carts made up of 283 laptops and Chromebooks. The Oxnard Union High School District has continued to dedicate resources to strengthen the school's WI-FI network. Each year, bandwidth has increased for greater connectivity.

6. CEC Classes

FHS students access Career Education Center (CEC) classes located across the street from the school. The classes focus on career and technical education. At the start of the 2017-18 school year, the local CEC program worked with FHS administration to develop a school schedule that closely aligned with Frontier's school schedule. CEC classes are offered on Frontier's campus during the regular school day

7. Thomas Fire

On December 4, 2017 California's largest wildfire, at that time, started in the Santa Paula Mountains, just north of the area served by OUHSD. The massive fire burned 281,893 acres over several weeks and destroyed 1,063 homes. Several FHS staff members lost their homes and/or were evacuated during the first week of the fire. FHS and OUHSD were forced to close for 8 days over 3 weeks due to poor air quality and falling ash.

During Frontier's 2016 WASC 2-day mid-cycle, the visiting committee presented the staff with the following Critical Areas for Follow Up.

1) Increase efforts to prepare students for post-secondary options including, but not limited to college, tech schools, and vocations including the military.

Frontier High School has increased efforts to prepare students for their post-secondary options. Frontier has worked to make college and career a focal point of instruction and show students that post-secondary education is possible. Frontier teachers wear their college t-shirts or sweatshirts on designated days and students are allowed to wear college team sweatshirts and t-shirts at any time. Military recruiters are routinely on campus and work with the career tech to provide opportunities for the students to enroll in the military. Frontier continues to participate in the district's annual career fair with representatives from over 100 different fields. The new homeroom course spends time each trimester on college and career topics.

Every 12th grade student at Frontier was able to take the SAT free of charge and 10th and 11th graders were able to take the PSAT. The local community colleges have worked with the counseling department to enroll FHS students on campus, walking them through class selection, creating a first semester schedule and assisting them in filling out the FAFSA. 91% of the 2017/18 graduating class enrolled in CC upon their graduation from Frontier. There have been two field trips to local community colleges providing exposure to the college environment. In addition, the Frontier geography bowl team went on a campus tour of UCSB. The counseling department and the parents project outreach group have put on several college informational workshops, as well as a FAFSA workshop.

FHS students can take CEC classes, across the street from the school, as well as on campus. The classes focus on career and technical education. At the start of the 2017-18 school year, the CEC program worked with FHS administration to develop a school schedule closely aligned with Frontier's school schedule. CEC classes are taught on Frontier's campus during the regular master schedule. Frontier students took advantage of these opportunities and CEC enrollment has increased over the past few years. During the 2016/17 school year, 39 CEC classes were passed. For the 2017/18 school year, a better relationship was created with the CEC program to allow more students to take classes. As a result, the enrollment jumped to 185 CEC classes passed.

Guest speakers from local colleges, the military, job recruiters, trade schools and internship programs are routinely on campus. Teachers have worked with the career tech to have a varied guest speaker program and to have them speak in their class. Guest speakers stay during lunch to meet with students individually and to answer any questions from students. During the annual Back to School night, FHS created a program where the four branches of the military, local trade schools, and the local junior colleges are on campus to meet with both students and parents.

The homeroom course allows each teacher to work with their specific group of students to develop options for their post-secondary step. During homeroom, the teacher works to motivate students to think about the next steps and to break down any preconceived notions about college, military or careers. Students are able to work with their teacher to gain access to the opportunities that FHS provides and for the teacher to suggest programs that the student might like. This personal connection with the students gives them an opportunity to try something they might normally miss.

2) Establish a systematic data collection process for tracking students after graduation from high school.

Frontier has created an initial graduation survey that is given to every graduate. FHS is working towards making the survey available online. Frontier is in the early stages of creating a data collection process for tracking graduates after high school. Several teachers have been working on a questionnaire to determine how to roll it out. Currently Frontier is working to solve this issue.

3) Explore possibilities of offering students partial credits on a quarter system as an incentive to motivate students to work toward goal of graduation.

During the 2016-17 school year, a committee was formed to research the possibility of switching the school calendar to a quarter or trimester schedule. The committee met 17 times over the course of the year to develop a trimester schedule. The trimester schedule allows students to earn 82.5 credits in a year when previously they could earn 60. Students are enrolled in a home room course that helps the students adapt to Frontier. Homeroom teachers cover skills that their individual students or classes need to succeed at Frontier. A welcome week was added to foster the positive relationships between homeroom teachers and students.

4) Collaborate with other schools within the district which are also going through the WASC process to share intellectual resources and ideas in creating an Action Plan which is more concise, streamlined, and user friendly.

The Frontier WASC coordinator and principal have been in contact with several other high schools within the district to better organize and streamline the Action Plan. The WASC coordinator meets with the WASC coordinators at Channel Islands, Rancho Campana, and Pacifica monthly to share data, best practices, and improve the overall product. The WASC coordinator has met numerous times with the WASC coordinator at Channel Islands and Pacifica High Schools to collaborate on a better WASC process. The entire WASC leadership team is also part of the FHS leadership team and works closely with other departments throughout the district.

Chapter II: Student/Community Profile

Located in Camarillo, California, Frontier High School is the only continuation high school in the Oxnard Union High School District (OUHSD). Frontier High School was established in September of 1972 as a continuation high school. From 1972 to 1974, FHS was located in the first wing of the Rio Plaza Elementary School in El Rio, California. In 1974, the school was moved to the Oxnard Air Force Base (presently the Camarillo Airport), located on the outskirts of Camarillo, California.

OUHSD and FHS serve the populations of Camarillo, Oxnard, Port Hueneme, and the unincorporated areas of El Rio and Somis. FHS draws students from the seven comprehensive high schools, Adolfo Camarillo, Channel Islands, Hueneme, Oxnard, Pacifica, Rancho Campana, and Rio Mesa, within OUHSD. FHS is designed to serve as the OUHSD's primary dropout and retention program for students who are at risk of not graduating. It is an alternative educational school for students who are in need of a temporary or long-term placement due to poor attendance, credit deficiencies, and/or other disciplinary issues.

Community of Oxnard

The city of Oxnard is the largest city in Ventura County with a population of 207,906. Oxnard is approximately 62 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. The area encompassed by the incorporated limits of the city of Oxnard is approximately 26.89 square miles. The city of Oxnard encompasses six school districts and a community college, Oxnard College, which is one of three community colleges within Ventura County. In close proximity is a four-year university, California State University, Channel Islands located in the southern adjacent city of Camarillo. The city is home to Naval Base Ventura County, (Naval Construction Battalion Center, Port Hueneme, and Naval Air Station, Point Mugu), which is the largest employer and responsible for 15,000 jobs. The major industry in the city of Oxnard continues to be agriculture.

Oxnard is comprised of 73.5% persons of Hispanic or Latino origin, 14.9% white, 7.4% Asian, 2.9% African American, 1.5% American Indian and Alaskan Native, and 0.3% Native Hawaiian and other Pacific Islander. 68.2% of Oxnard households report they speak a language at home other than English. 65.6% of the community are high school graduates and 16.2% have a bachelor's degree or higher. The median household income is \$60,621 with a median value of home-owner occupied homes of \$345,800. 16.6% of the community lives below the state-defined poverty level with a 4.5% unemployment rate.

Community of Camarillo

Camarillo is approximately 52 miles north of downtown Los Angeles and 44 miles south of Santa Barbara. The area of Camarillo is approximately 19.53 square miles and extends from the Oxnard plain to the west, the Santa Susana Mountains in the north, the Cornejo Valley to the east, and the Santa Monica Mountains to the south. Camarillo has two school districts, Pleasant Valley School District for elementary and middle

school and Oxnard Union High School District for high school. Also located in Camarillo is California State University, Channel Islands. CSUCI is Camarillo's largest employer along with the Pleasant Valley School District and St. John's Pleasant Valley Hospital.

Camarillo has population of 67,845 comprised of 59.5% white, 24.9% Hispanic or Latino, 10.2% Asian, 2.1% African American, and 0.2% American Indian. 92.2% of residents have a high school diploma and 40.4% have a Bachelor's degree or higher. 22.4% of Camarillo households report they speak a language at home other than English. The median household income is \$88,125 with a median value of home-owner occupied homes of \$493,800. 6.2% of the community lives below the state-defined poverty level with an unemployment rate of 2.7%.

Special Programs

Group	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>
FEP	38	38	42	31	15
RFEP	129	119	156	257	251
EL Learners	31%	36.70%	34.10%	34.90%	36.3%
Migrant	12	12	19	15	11
Special Education	58	55	53	50	39
Free and Reduced Lunch	73%	88.7%	77.2%	90.1%	85.5%
Foster Youth	10	22	38	24	9
Homeless	79	107	95	85	89

Frontier students come from a variety of high-risk populations. With an English Language Learner population, roughly 1/3 of FHS's population, teachers focus on using ELL strategies in all courses. The English Language Learner population has remained steady; while, there is a drop in FEP numbers. Frontier has seen a rise in RFEP students, which corresponds with the change in requirements for reclassification. With the implementation of the ELPAC, it is unlikely that FHS will see a trend until the test has been administered for several years.

Frontier's Free and Reduced Lunch numbers are high and have fluctuated between 73% and 90% over this self-study. Frontier has been able to qualify all students to

receive breakfast and lunch at no charge for the 2018/19 school year. Frontier has seen steady numbers in both homeless, foster youth, and special education students.

Student Outcome Data

Graduation Rate/Dropout Rate

	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>
Dropout (FHS)	32	50	46	26	21
Graduation (FHS)	152	128	118	135	142

Frontier's number of graduates dropped from a high of 152 in 2013/14 to a low of 118 in 2015/16. Frontier had a high number of dropouts during that time. During the 2016/17 school year, Frontier administration reviewed the population and determined what was working and what needed to be updated for students. New classes were implemented, students were encouraged to take CEC courses after school (later these classes were also made available to be taken during the school day,) and a committee was created to look at ways to allow students access to additional classes. Results showed the number of dropouts reduced by half the first year and continued to drop the next year. The number of graduates increased as well, with an additional 17 graduates in 2016/17 and then 10 more the following school year.

Graduation/Dropout Rate by Ethnicity

	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>
<u>Graduation</u>					
African Americans	5	4	7	2	3
American Indian	1	2	1	1	0
Asian	1	0	1	0	1
Filipino	5	3	1	0	1
Hispanic	126	108	101	123	132
Pacific Islander	0	0	1	0	1
White	14	11	6	9	4

<u>Dropout</u>					
African Americans	1	1	2	0	0
American Indian	0	2	0	0	0
Asian	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic	28	46	41	23	20
Pacific Islander	0	0	0	0	0
White	3	1	3	3	1

Graduation/Dropout Rates by Student Programs

	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>
<u>Graduation</u>					
English Language Learners	27	36	28	23	23
Foster Youth	1	1	3	4	3
Migrant Education	2	1	5	5	1
Special Education	8	5	6	11	14
Homeless	0	4	4	14	26
<u>Dropout</u>					
English Language Learners	9	22	21	5	3
Foster Youth	1	3	2	2	1
Migrant Education	0	0	0	0	1
Special Education	0	3	2	2	2
Homeless	0	4	3	4	3

Frontier's graduation and dropout rates are in line with FHS's student populations. The highest number of dropouts and graduates are Hispanic as most FHS's students are

Hispanic. The number of homeless and SPED students graduating has increased as FHS worked to ensure that all their rights and needs were met. FHS has seen a decrease in the number of English Language Learners dropouts over the past two years. The migrant and foster youth dropout and graduation numbers are too small to determine a trend.

CAASPP ELA

ELA-All Students	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	1%	1%	0%
Met	8%	8%	4%
Nearly Met	23%	26%	16%
Not Met	66%	64%	80%
ELA-English Learners	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	0%	0%	0%
Met	2%	0%	0%
Nearly Met	11%	17%	2%
Not Met	84%	83%	98%
ELA-Economically Disadvantaged	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	0%	0%	0%
Met	6%	5%	4%
Nearly Met	26%	23%	16%
Not Met	67%	71%	80%
ELA-Migrant	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	--	--	--
Met	--	--	--
Nearly Met	--	--	--
Not Met	--	--	--
ELA-SPED	<u>2015</u>	<u>2016</u>	<u>2017</u>

Exceeded	--	0%	0%
Met	--	0%	0%
Nearly Met	--	9%	14%
Not Met	--	91%	86%
-- Used if less than 10 students were tested the data is too small for statistical accuracy or to protect student privacy, as directed by the state			

CAASPP Math

Math-All Students	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	0%	0%	0%
Met	0%	1%	0%
Nearly Met	5%	5%	2%
Not Met	95%	95%	98%
Math-English Learners	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	0%	0%	0%
Met	0%	0%	0%
Nearly Met	4%	0%	0%
Not Met	96%	100%	100%
Math-Economically Disadvantaged	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	0%	0%	0%
Met	0%	0%	0%
Nearly Met	5%	2%	2.5%
Not Met	95%	98%	97.5%
Math-Migrant	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	--	--	--
Met	--	--	--

Nearly Met	--	--	--
Not Met	--	--	--
Math-SPED	<u>2015</u>	<u>2016</u>	<u>2017</u>
Exceeded	--	0%	0%
Met	--	0%	0%
Nearly Met	--	0%	0%
Not Met	--	100%	100%
-- Used if less than 10 students were tested the data is too small for statistical accuracy or to protect student privacy, as directed by the state			

CAASPP ELA scores have declined since the test started in 2015. English scores have dropped with gains in the SPED department's English scores. Frontier's Math scores are low across all students.

FHS realizes that this is an area of improvement and must be addressed. In 2018/19, English and Math teachers gave all students the same interim assessment. The teachers worked together and compared results and best practices. The practice served several purposes: students were able to practice the testing system and style, students were exposed to the types of questions they will see and teachers were able to assess where students struggled with content and with the test. Frontier's focus on Common Core throughout the curriculum should improve all student's test scores

In 2017/18, OUHSD required that all twelfth-grade students take the CAASPP Science (CAST). Scores for the CAST were not readily available for the self-study report, but Frontier continues to monitor and assess the skills of students in the Science program. The test data will also allow teachers to note trends in student performance.

CELDT/ELPAC Data

<u>ELPAC Data</u>	
<u>2017/18</u>	<u>Totals</u>
Advanced	7.00%
Early Advanced	39.69%
Intermediate	35.80%

Early Intermediate	12.45%
Beginning	5.06%

<u>CELDT Data</u>				
<u>2016/17</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Advanced	--	2 (6%)	13 (15%)	15 (12%)
Early Advanced	--	15 (44%)	38 (44%)	54 (44%)
Intermediate	--	17 (50%)	23 (27%)	40 (33%)
Early Intermediate	--	0 (0%)	10 (12%)	11 (9%)
Beginning	--	0 (0%)	2 (2%)	2 (2%)
<u>2015/16</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Advanced	--	0 (0%)	11 (12%)	11 (10%)
Early Advanced	--	8 (42%)	38 (41%)	46 (41%)
Intermediate	--	8 (42%)	33 (36%)	41 (37%)
Early Intermediate	--	3 (16%)	9 (10%)	12 (10%)
Beginning	--	0 (0%)	1 (1%)	1 (2%)
<u>2014/15</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Advanced	--	4 (11%)	22 (23%)	26 (20%)
Early Advanced	--	14 (37%)	43 (46%)	57 (43%)
Intermediate	--	15 (39%)	27 (29%)	42 (32%)
Early Intermediate	--	4 (11%)	2 (2%)	7 (5%)
Beginning	--	1 (3%)	0 (0%)	1 (1%)
<u>2013/14</u>	<u>10th</u>	<u>11th</u>	<u>12th</u>	<u>Total</u>
Advanced	--	4 (13%)	12 (17%)	16 (16%)
Early Advanced	--	14 (62%)	44 (62%)	58 (57%)
Intermediate	--	12 (39%)	14 (20%)	26 (25%)

Early Intermediate	--	1 (3%)	1 (1%)	2 (2%)
Beginning	--	0 (0%)	0 (0%)	0 (0%)

Frontier High School has seen an increase in the English Language Learner population. The number of RFEP students has risen from 129 in 2013/14 to 257 in 2016/17 and 251 in 2017/18. Students have scored intermediate or better at a rate of 83% or better in every year of the self-study process. Frontier’s “beginning” rate has risen to a high of 5% in 2017/18.

The scores dropped in 2017/18 as the new ELPAC testing was implemented. The English teachers, and the entire staff, have been working to improve English Language Learner’s skills and prepare them for the new test. With Frontier’s increased emphasis on Common Core ELA skills, and on more reading and writing, scores should improve.

D/F Rate

<u>School Term</u>	<u>D/F Ratio</u>
2016/17 Sem 1	44%
2016/17 Sem 2	54%
2017/18 Tri 1	35%
2017/18 Tri 2	37%
2017/18 Tri 3	42%

The D/F rate at FHS was lower for 2017-2018 than it was for 2016-2017. 2016-17 was the last year that Frontier was a semester high school. Beginning the 2017-18 school year, FHS introduced the trimester schedule. The first trimester saw a 35% D/F rate. This was a 9% drop from 44% for the first semester of the 2016-2017 school year. FHS saw a rise in D/F rates for trimester 3 to 42%, but all 3 trimester D/F rates for 2017-2018 were below the previous year’s low of 44%, and far below its high of 54%. Data from prior to 2016/17 was difficult to get because of a change in leadership. Further, the D/F rate for 2017-2018 establishes a baseline that can be used as evaluation of the overall efficacy of the trimester schedule.

Chapter III: Quality of the School's Program

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

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

School Profile

Frontier high school receives students from seven comprehensive high schools from OUSD, as well as throughout the surrounding region. They all come to Frontier with the goal of earning enough credits to obtain a high school diploma

Frontier HS took into account the OUHSD LCAP goals to prepare students with the skills necessary to be successful. These skills include literacy, computer literacy, communication, problem solving, and personal responsibility. The Frontier staff started the process to reevaluate the school's statements by considering future global competencies and looking at who its students are and what we want and need to teach them.

Staff split into groups and discussed what were believed to be the most important things for students to receive from their time attending school. These ideas were synthesized within each group and then shared and discussed amongst all the staff. The staff then decided as a whole which part were best and used these ideas to form Frontier's Vision Statement, Mission Statement, and Schoolwide Learner Outcomes.

Under the direction of the principal, the faculty and staff of Frontier High school revisited the school's vision, mission statement and schoolwide learner outcomes and evaluated each for their effectiveness. Through a collaborative process, (where each member was placed in a diverse group of individuals), a new vision and mission statement, along with schoolwide learner outcomes, were created.

During collaboration, the clearly stated vision and mission statements were revisited and evaluated in their relation to student needs. The statements were later reinforced, reviewed, and revamped during collaborative faculty and staff meetings, professional development functions, and staff communications in order to be successfully implemented within the school environment and be impactful for the students.

These statements were later communicated with the greater school community, including: students (who were introduced to these through their homerooms), parents and guardians via the school website, written communication, SSC and ELAC meetings.

All SSC, LCAP, ELAC meetings are publicized to ensure that all parent and guardians are aware of the meetings and are welcome to participate. FHS employs a parent facilitator who is the point of contact between home and school. This person regularly communicates with families in Spanish and English, keeping them informed of school and district parent events. The meetings are posted on the school 's website and bulletin boards as well as by "all call" phone messages in both Spanish and English.

FHS runs on a one-month, continuous improvement cycle. The school leadership committee meets at the beginning of each month to discuss the previous month's progress and to plan and proceed with the current month's focus and collaborative meetings.

The School Site Council meets regularly five times a school year to evaluate and approve school programs and spending. FHS continuously strives to increase parent involvement through various parent-involved meetings. FHS understands that this is an area of growth for the school and has been working on new ways to garner parent involvement and support. Frontier High has implemented a principal/parent breakfast that occurs every other month. This event is presented as an informal opportunity to voice their concerns, questions, and suggestions.

FHS has 4 main goals when it comes to the Single Plan for Student Achievement which are aligned to the district's LCAP. They are:

1. Lower D and F rate through rigorous instruction.
2. Every student will have at least 4 college and career readiness opportunities in a school year.
3. Reduce discipline referrals by 20% through systems of PBIS (positive behavior intervention strategies).
4. FHS provides monthly opportunities for meaningful parent involvement.

Each year, administration works with staff members in the creation of the action course for obtaining these goals. Department chairs work with their teams to determine spending required for these actions.

Department Meetings

During department meetings, teachers share and discuss overall student performance to determine best practices for raising student achievement. Success stories are shared, and teachers provide one another with feedback and support.

Collaboration

The goal of collaboration is to have all staff, both teachers and administration, act as partners who collaborate and freely share ideas. Meetings occur bi-monthly where the school leadership directs the staff's attention towards the most pressing issues regarding student progress and achievement. New strategies are proposed, and staff discuss with one another the viability of new strategies and how they may be implemented to best improve learner outcomes.

The maintenance and facilities at Frontier High School are another example of the support shown by the District Office. Frontier High School employs one full time maintenance worker and two-part time custodians/groundskeepers. The District Office provides the campus with weekly landscaping services. During the summer months and vacations, Frontier High School undergoes preventative maintenance and upkeep projects.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

- 1 The mission, vision, and SLOs are supported by all stakeholders.
- 2 The entire classified staff work at high levels to maintain a safe, clean, and orderly environment for teachers and students.
- 3 There is effective communication among/between teachers, staff, administration with parents and students.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

- 1 All members of classified and certificated staff work collectively together to meet the needs of the student population.
- 2 Ensure representation from all stakeholders on campus in the formulation of decisions made for the school.

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

1. Department Meeting Agendas
2. Focus Group Meetings
3. Student Group Meetings
4. Classified Group Meetings
5. Appendices Documents

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking:

The school uses current educational research to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Under the direction of the OUHSD, the departments and individual teachers at FHS apply current educational research. FHS teachers have transitioned from standards-based instruction into common core. With this transition, courses were updated, the teachers have improved their curriculum, and some instructional strategies were implemented. The instructors attended a Rich Smith conference, and use this data analysis when creating an appropriate, effective and viable instructional program for their students. They have instructional coaches that provide research-based support systems for all core academic departments and attempt to focus on best practices in each subject area.

With the change to a trimester schedule, FHS has added a homeroom class that attempts to address life skills, graduation requirements, community outreach, and current events. The trimester schedule provides students with more opportunities to earn credits and also attempts to give teachers time to dedicate, motivate and inspire their students each day in the home room period. Research concerning alternative schools and schedules was conducted and lead to the adoption of the trimester schedule in 2017-18. Prior to the adoption, a site team was formed and met 17 times to evaluate different aspects of schedules and which would be most beneficial to the FHS student population.

The staff at FHS participate in a range of professional development trainings and committees. These include those offered on site, district supported, and Ventura County Office of Education sponsored.

Academic and College- and Career-Readiness Standards for Each Area

The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program that meets or exceeds graduation requirements. Throughout the master schedule, FHS offers a variety of “A-G” courses, through traditional classroom instruction well as on-line based learning (Cyber High).

All courses have been reviewed and approved by department chairs, District Curriculum Committee (DCC) as well as the OUHSD School Board. The approval of all courses requires thorough evaluations of course standards and materials.

The instructors follow state and federal level standards and curriculum to support student achievement. FHS teachers also provide students with college and career readiness materials/activities.

Frontier previously used APEX as its online curriculum and in 2017/18 FHS and OUHSD transitioned to Cyber High curriculum. Cyber High courses had been determined by FHS to provide a more rigorous and equitable “A-G” curriculum. In addition, Cyber High is a resource to help students earn credits through credit recovery. All students are able to access Cyber High at home to enable students to work on

courses at their own pace. Cyber High is an online curriculum that requires students in designated courses to access supplemental materials (textbooks, workbooks, and core literature readings) to complete specific courses, such as: English, Government, Art, and United States History. Cyber High meets state and federal level standards for student achievement. Additionally, Cyber High courses are required to be, and are, approved by the district department chairs, and the OUHSD Board. The approval of all courses requires a thorough evaluation of course standards and materials.

Congruence

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

Through the use of an A-G curriculum and Common Core Standards, FHS's Schoolwide Learner Outcomes (SLO) focus on literacy and communication skills, higher education and career training, application of mathematical and scientific concepts, and the development of personal and civic responsibility. FHS teachers model Frontier's SLOs, which were created with the intent that FHS students will have college and career readiness skills when they graduate. One of the SLOs ("Gain literacy and communication skills in all disciplines") is targeted with the use of NoRedInk, a prescriptive and adaptive grammar website. This website is used throughout the English department to diagnose student understanding from basic parts of speech to complex grammatical structures. The algorithms in NoRedInk online program diagnose, prescribe, and adapt student comprehension levels, while simultaneously providing instructors with data demonstrating student learning. Student mastery of each subject in NoRedInk further supports their literacy and communication skills in a cross-curricular way.

The department chairs at FHS meet with community college curriculum developers to ensure congruence. The information was shared throughout departments and FHS is attempting to create congruency within the school curriculum and instruction.

The Law Academy students receive a certificate which is a stepping stone into explorer programs, internships to city or county government jobs. Additionally, it provides FHS students with the opportunity to explore different careers related to careers in the legal and justice system. Pertinent field trips are held to provide real experience to support these opportunities.

Integration among Disciplines

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

FHS has outsourced material to aid in the instruction of their students. The teachers work to maintain the integrity of the classroom so that the students are learning both appropriate and relevant information. The academic program at FHS utilizes outsourced curriculum through online programs and websites which reinforce and enhance language and literacy skills as well career and technical disciplines are

introduced for job training.

The integration among disciplines is maintained through the use of prescriptive/diagnostic reading comprehension tools such as NewsELA. Membean software is utilized to increase reading, grammar and comprehension as well as overall fluency across the different curriculums within the English department.

Outsourced curriculum is provided by the CEC into academic program for students at FHS for multiple career technical disciplines. Currently, students are taking CEC coursework in the career disciplines of auto body work, TV and film makeup, entrepreneurship, and medical terminology. Some of these courses are offered on site as well as offsite across the street at CEC.

Cross-curricular unit sharing with project-based learning is occurring sometimes at FHS. This collaboration for the 2018-19 school year include work within and between the subject areas of English, Math, Art, and Special Education departments.

Articulation and Follow-up Studies

The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school is in the beginning stages of using follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Due to FHS being a continuation school, they draw students from high schools within the district, from dropout recovery programs, local charter schools, group homes, juvenile hall and county schools. FHS works with the high schools to coordinate the curriculum and best practices.

Workability which is unique to SPED, offers students that have IEPs, an opportunity to participate in work-based programs: job shadowing, internship, and experience in the workplace.

All FHS students are taught by credentialed teachers that are highly qualified in their subject matter. FHS teachers attend workshops and professional development to stay current on best practices and to provide a relevant and rigorous curriculum to all FHS students.

FHS attempts to ensure all students, without prerequisites, access to a rigorous, relevant, and coherent curriculum across all programs in the following ways: Common Core Standards, ELL Strategies, informal Walk-Through Observations, Teacher Assessment and Support Program (TASP) and Access to Homeroom Curriculum.

FHS registers student's tri-annually to the Camarillo CEC, as well as on-site programs aimed to provide them with applicable skills and mentoring in their field of their choice. Upon completion of the course, students will have earned a certificate (and credits) which demonstrates their competence in their chosen field.

Bi-annually, FHS offers students the opportunity to enroll in the OUHSD Law Academy. The program offers students an introduction to the basics of careers in law enforcement.

Upon successful completion, students receive a certificate which demonstrates their grasp of required background knowledge in law enforcement. This is an after-school program which also permits FHS students to earn additional credits towards their high school diploma.

FHS is a part of The Drag Racing against Drugs and Graffiti (DRAGG). The after school Program is a collaboration with OUHSD and the Oxnard Police Department. Community sponsors provide youth a unique learning experience and an introductory opportunity for exposure to a potential career path. The classes are taught by high school instructors where students explore a hands-on curriculum in automotive, interact with guest speaker in the industry, and participate in various community weekend events. Students who complete the program earn 5 credits in either Introduction or Intermediate Transportation Technology.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum

1. A wide range of curriculum for student learning
2. Students have an increased access to post-secondary opportunities in the area of academics as well as vocational.
3. Campus wide communication with family/guardians for students' needs as well as their accomplishments.

Key issues for Standards-Based Student Learning: Curriculum

1. The implementation of curriculum is inconsistent school wide.

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

1. FHS self-study report
2. Focus group meetings
3. Classroom visits
4. Meeting with the leadership team daily
5. Meetings with parent/community, student, counselor, classified, SRO and security
6. Informal interviews with campus staff and students
7. Meeting with the Superintendent
8. VC discussions

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Gain

All Frontier High School courses have been board approved and are taught by highly qualified teachers in their subject area. All site courses are designed and executed to develop student competency within the individual discipline in order to enhance opportunities and continued growth upon graduation. Students are required to learn

content relevant vocabulary and use such language when communicating key concepts to fellow students, instructors, and in the process of solving posed problems whether the responses be verbal or in writing.

Frontier High School has fully adopted the Common Core State Standards. The OUHSD, including teachers from Frontier, assigned teams to help create the new Scope and Sequence for Mathematics and English Language Arts. Additionally, it has worked to transition to the Next Generation Science Standards.

Reach

All students are encouraged to take courses offered through the Career Educational Center (CEC) in an effort to increase exposure to potential future careers that do not necessarily require a four-year degree. Frontier High School frequently hosts, on campus, College and Career Fairs. FHS continues to provide field trips to two of the three local community colleges, as well as tours to California State University Channel Islands, University of California Santa Barbara, and Cal Lutheran University.

Apply

Frontier High School offers Work Experience where eligible students can earn up to twenty credits within the academic year. Students are encouraged to participate in Geography Bowl, Poetry Out Loud, and the Robotics Club. They work in small groups with teachers to hone their subject matter skills prior to entering into competition with students from other high schools.

Develop

A fifteen-minute homeroom was adopted at Frontier High School during the 2017/18 school year. Students are assigned to the same homeroom for the entire academic year with the expectation being that the students and teacher form genuine relationships, creating a greater degree of comfort when communicating concerns or requesting advice. Small group, semi-scripted conversations within homeroom are held in an effort to encourage the development of personal and civic responsibilities.

Frontier High School utilizes an online instruction program, Cyber High, as a credit recovery program for students who are credit deficient but are capable of working independently. The primary function of Cyber High is to enable students who are credit deficient to recover credits at an accelerated pace during regular and after school hours giving the students additional opportunities to recover credits and graduate. The classes use a personalized online learning platform to access student specific course material. This learning management system provides asynchronous courses that students can also access from any device using a web browser such as Internet Explorer, and Google Chrome. Teachers and counselors frequently review students' transcripts to identify students who might benefit from this program. This program is under the supervision of three on-site teachers that monitor and hold students accountable and on-track.

Some FHS teachers have a learning goal and/or essential questions for every lesson

and every course. Some teachers routinely write the daily lesson goal or essential question on the board and reference it throughout the day/lesson in an effort to increase the students' understanding.

Students are assessed using a limited amount of methods, through both formal and informal assessments. For example, typical informal assessments include checking for understanding, think-pair-share activities, free writes, journal entries, structured writing assessments (essays), and lab entries.

FHS teachers use a limited range of differentiation strategies in their respective classes. Some of the teachers use group work activities and learning stations to pair students with different learning levels in an effort to aid student comprehension and understanding. Teachers have expressed while monitoring and helping with these groups, they are able to spend extra time with struggling students.

Some teachers at FHS differentiate learning in their classes to address the needs of various learning styles. Teachers use think-pair-share and group strategies to accommodate shy or less talkative students to take an active part in class learning.

Each classroom is equipped with a smart board which allows teachers to integrate technology by providing visual aids, PowerPoint presentations and incorporate educational videos into lessons.

The campus has 11 Computers on Wheels (COWs) to provide a 1 to 1 computer/student ratio for up to 11 classes daily (with 2 more classroom COWs on order, boosting the total number of classes with computer/tech access to 13). Annually, teachers use the COWs to instruct students, using interim assessments, and utilize the tools provided within the CAASPP in preparation for the actual exam.

Computer programs such as Google classroom, Quizlet, Storyboard That, Vocabulary.com, Newsela, No Red Ink, CommonLit, Edmodo, Kahoot!, Class Dojo, Canvas, D2L, and Brain POP allow for differentiation of instruction and technology for students by allowing students to work at their own pace and Lexile level.

Two Frontier teachers are taking part in a Lesson Study program to further strengthen teaching methodologies and technology activities in the classroom. In the Lesson Study activity, teachers meet to plan a lesson to focus on developing student skills, with an emphasis on using technology to bolster reading, writing, and/or math skills. Each teacher then observes the other delivering the lesson, with a particular focus on what exactly the students are doing, rather than focusing on the teacher delivering the lesson. Lastly, the teachers meet again to discuss how the lesson went, were goals met, and how to make changes to improve the lesson in regards to improving students' math, reading, writing, and technology skills.

Teachers at FHS use limited coaching strategies to facilitate learning for all students. All

Frontier teachers and staff have been trained in PBIS strategies and implement them daily into the instruction.

Student work, assignments, and projects demonstrate structured learning allowing students to organize, access, and apply knowledge they have learned the use of some teaching strategies across the curriculum. Students have the tools needed to gather knowledge and apply that knowledge. These tools include curriculum, classroom computers, Chrome carts, a computer lab, and a library.

Some departments use project-based learning and student presentations to further assist student growth in the area(s) mentioned above. In addition, many teachers use “COWS” in the classroom allowing digital content to be researched, saved, and accessed from most digital devices with an internet connection.

The “COWS” allow the students to research, inquire, and demonstrate discovery. In addition, many homeroom classes provide and store student work, work samples, and the vast activities and topics covered in the homeroom curriculum as a resource for students to refer to. Also, within the homeroom folders, writing samples, students’ opinions of various topics, and issues covered/discussed from either internet sources or print media.

Google Classroom, Canvas, as well as D2L before Canvas was introduced, allow teachers to monitor students’ online work in real time. Each of these programs give the teacher the opportunity to correct mistakes immediately and provide support and instruction while the students are working, as well as allowing for students to work on assignments outside of school hours at home, and/or while out sick to help prevent students from falling behind. This allows for greater communication between teacher and student, and/or student and student.

Every classroom at FHS has a smart board and most classrooms also have a document camera. The teacher driven technology gives students access to guided technology and breaks down academic material. Students are able to view the use of and the proper way to access technology in a nonjudgmental way. This use of technology gives the students opportunities to witness videos and simulations, research topics and sources, evaluate sources for authenticity, and present their own work when possible.

Summary

Over the last several years, Frontier High School has made a conscious shift by practically all departments and teachers to incorporate more technology within the

school curriculum, and more project-based learning activities for students. Led and encouraged by administration and Department Chairs, this move to include more technology throughout the school curriculum is noticeable schoolwide.

The teaching and support staff at Frontier High School has embraced the move toward utilizing more technology in the classroom and going beyond the old educational model of disseminating information, then testing students to regurgitate the same information. Through the increased use of technology schoolwide, Frontier teachers are working together to push students to develop academic skills to then process, apply, organize, and present information in a variety of creative ways through activities and projects. This shift has been a conscious effort by Frontier teachers and staff and has been led, encouraged, and supported by administration and Department leaders in order to help prepare students for their next step in the academic and working world of the 21st century.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction

- 1 Smaller classroom sizes increase student to teacher interactions.
- 2 A growing number of FHS teachers have integrated the use of various forms of technology in the classroom to deliver their curriculum.

Key issues for Standards-Based Student Learning: Instruction

- 1 The need for research based instructional strategies to be a part of daily lessons to promote literacy across all subjects.
- 2 The need to create essential standards for each academic discipline along with pacing guides driven by formal assessments.
- 3 The need for professional development in research based instructional strategies in all areas.

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

1. FHS self-study report
2. Focus group meetings
3. Classroom visits
4. Meeting with the leadership team daily
5. Meetings with parent/community, student, counselor, classified, SRO and security
6. Meeting with the Superintendent
7. VC discussions

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

Frontier High School systematically utilizes professionally acceptable assessment processes to collect, disaggregate, analyze, and report on assessment results, including the CAASPP Summative Assessment, the CAASPP Interim Assessment Blocks in ELA and math, the CAST, and the ELPAC. The staff is participating in a district-wide effort to use CAASPP Interim Assessment Blocks (IAB) as common assessments on which instructional decisions will be based. The school's faculty is supported by Learning Design Coaches in building capacity to analyze the IABs and apply data analysis to instructional decisions. In both the self-study and teacher focus group, staff members also expressed a need for protected collaboration time in order to effectively analyze CAASPP Summative Assessment and IAB results.

The FHS staff notes that students are assessed to determine their need for math intervention. The report names several online programs used at the school and indicates that each has an assessment component. What is less clear in the report is the scope of this math assessment initiative and whether a particular assessment tool is utilized. During the visit, it was made clear that this assessment is done by the Transition teacher using reading and math interest assessments.

The staff also identified the challenge of creating common assessments due to the school's size, which necessitates most courses being taught by one faculty member. It is noted that the OUHSD has created a Content Lead position to facilitate collaboration focused on the creation of skills-based common assessments.

Some teachers at FHS use multiple forms of assessment to determine student growth and academic success. Most teachers report using a variety of student work to evaluate student learning as well as using rubrics to evaluate performance.

Homeroom teachers review assessment results with students. Students meet with counselors each trimester to evaluate their progress toward graduation. Students at FHS are also provided an opportunity to take the SAT in 12th grade and the PSAT in 11th grade. All students in a fifth year are put on a contract that details attendance and behavior expectations.

The school staff created a survey for all graduates and is in early stages of creating a system to collect longitudinal data on graduates' progress post-graduation. The staff created school-level LCAP goals based on reflection and analysis of student progress. In addition, these site-specific goals serve as the criteria for utilization of resources. Examination of course completion data led to adoption of a trimester schedule as well as ongoing efforts to improve its implementation.

Evaluation of referral data through the lens of PBIS led to adoption of the "coat check room" strategy and allowed staff input on decisions involving behavior support.

The school developed a parent facilitator position to help parents and guardians

understand their student's progress and use available tools to access their child's grades.

An evaluation of the school's instructional program and the initiative to integrate more technology into instruction led to the use of numerous online programs. They have assessment and data collection capabilities as part of their platforms, e.g., Membean and Class Dojo. Every teacher is expected to create a syllabus that outlines the criteria for success within the course. The FHS staff reports that teachers work collaboratively to develop curriculum and assessments. The PE Department reports using technology to "introduce, apply, and test" new learning and skills.

The FHS staff points to an increase in use of technology, e.g., Google Classroom and Canvas, to support feedback to students in real time. In order to meet the needs of students who are willing and able to accelerate, the self-study report describes the Senior Success Tutorial Program, which allows students to have individual ownership of their learning through an accelerated and self-paced format. Addressing the social and emotional requirements for academic success, the school developed a Personal Growth and Development class in which teachers facilitate students' better understanding of the skills needed to be successful at FHS.

The self-study reports in numerous instances that the policy and culture at FHS grants autonomy to teachers in making instructional and evaluative decisions. While teachers are undoubtedly the experts about their students, grades and other teacher-determined criteria for success must be only one component of a vibrant assessment program. Teacher autonomy in determining how learning occurs will likely become even more powerful when it is in counterpoint to clear agreements around what skills and understanding are necessary for student success.

During the site visit, Visiting Committee members met with members of the FHS WASC Self-study Assessment Writing Team. That focus group session illuminated and amplified issues discussed in the self-study. Focus group members discussed a number of concerns, which included:

- The impact of the trimester schedule on teachers' need for timely and actionable data
- The need for the District to continue and accelerate its efforts to support schools in using IABs as benchmark assessments
- The benefits and challenges of reliance on teacher autonomy
- The need for teachers to be provided with increased, systematized communication of student data
- The need for teachers to continue to be provided with protected time in which to review and analyze student assessment data
- The need to consider re-defining what benchmark assessments look like in the era of California Content Standards and the Next Generation Science Standards (NGSS)
- The opportunities this benchmark issue provides for cross-curricular collaboration that focuses on interdisciplinary skills and conceptual understanding

Impact of the trimester. While allowing the opportunity for students to earn more credits per year, the trimester has also mounted some unforeseen challenges. It has heightened the urgency teachers feel to be provided, upon student enrollment, with a comprehensive student profile that includes more than just prior grade performance.

Benchmark assessments. As pointed out in the FHS self-study, when the state used the previous version of content standards, the District had a system of standardized benchmark assessments that allowed teachers to drill down to a student's understanding of individual standards. The adoption and implementation of the Common Core in the form the California Content Standards has left a gap in the area of benchmark assessments.

Teacher autonomy. There was general agreement among focus group members that teacher autonomy was critical for the success of the instructional program at FHS but noted that it also led to a level of data inconsistency inherent in subjective evaluation. Fundamentally, members of the group expressed a desire to maintain teacher autonomy while also finding ways to have objective baselines of students' level of skills and conceptual understanding.

Communication of student data. Focus group members spoke favorably of the new Transition program and expressed a desire for the school to find a way for the assessment data generated during that time to be shared with them expeditiously. The FHS assessment writing team expressed a desire during the site visit for an even more robust system of communication of data generated when students are in the Transition program. They stressed that this would likely require additional support for the Transition teacher to be able to do this.

Protected time for data analysis. Teachers in the focus group strongly endorsed the school's efforts to encourage collaboration time for data analysis and hope for the practice to be expanded.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

In addition to the strengths noted by the FHS WASC Self-study Assessment Writing Team in the self-study report, the Visiting Committee notes the following additional strengths:

1. Campus wide use of a common gradebook (Synergy).
2. Faculty consensus to administer common ELA and math IABs, and to endeavor to use those assessment results to modify instruction.
3. Analysis of D/F course grade rates, which led the FHS staff to implement a potential solution by working to increase rigor in instruction, and greater student engagement through relationship building.

Key issues for Standards-Based Student Learning: Assessment and Accountability

The Visiting Committee agrees with the key issues outlined by the FHS WASC Self-study Assessment Writing Team in the self-study report. In addition, the Visiting Committee adds the following areas of needed growth:

1. The school staff needs to continue to establish and refine common agreements on success criteria so that all students know the precise steps necessary to be successful in meeting course expectations.
2. The school needs to continue to refine its ability to collect student performance data in multiple forms and expeditiously share it with instructional personnel.
3. The school should consider the possibility of utilizing common assessment tools for literacy.

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

1. FHS self-study report
2. Focus group meetings
3. Classroom visits
4. Meeting with the leadership team daily
5. Meeting with the Superintendent
6. VC discussions

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

Parent and Community Engagement Criterion

FHS strives to involve families, business/industry partners and members of the community in the teaching and learning process. This involvement is critical to meeting the needs of the at-risk student population.

Family Involvement

FHS provides parents/guardians with opportunities to collaborate and be involved with the education provided at FHS is a priority. Parent interaction at FHS occurs in several ways throughout the year and is addressed in the following. It is a collaborative effort for family/guardian involvement and school and community organizations. This collaboration/interaction is done with an emphasis on kindness, respect and value towards all stakeholders. This is still a challenge for the school.

Back to School Night: To begin the school year, parents are invited to campus at FHS in the evening to meet teachers, counselors, administrators and staff. Explanation of the mission of FHS and the expectations from teachers and administration is clearly expressed.

Open House: In the spring, parents are invited to campus at FHS. Discussion of classroom norms, grade status and reporting out on current progress occurs with parents and students. Student projects and work samples are available for review when possible.

School Site Council Meetings (SSC): The SSC meets bi-monthly to discuss the academic, social and site budgetary direction of the school. Present at the SSC meetings are students, parents, teachers, classified staff and administrators.

English Learner Advisory Committee (ELAC) Meeting: The ELAC meets bi-monthly, following the SSC meeting, to discuss the academic, social, and site budgetary concerns for English Language Learners (ELL). The ELAC consists of students, parents, and classified and certificated staff and administration.

LCAP Meetings: Parents and students are invited to be a part of the process of developing strategies for budget allocations from the site and district level that improve the learning environment and school culture at FHS.

SARB: Monthly meetings are held with the attendance advisor, dean of students, SRO, probation officer, district attorney and county nurse to meet with students and parents regarding the causes of truancy and improving attendance in the future.

District Wide College and Career Fair: In the spring, all OUHSD College and Career Technicians organize a districtwide College & Career Expo. The event is hosted by the Oxnard Rotary Club at the Oxnard Performing Arts Center. There are over 100 employers, representing 15 career sectors. In addition to post-secondary options, students can attend "Soft Skills" workshops on topics such as interviewing techniques and résumé writing. Students have the opportunity to interact with and interview local business professionals for their future college and career choices.

People's Choice Awards: Each year in the spring, students are nominated by teachers and staff for excellence and/or improvement at school. The nominating teachers and staff members write a summary of why they selected their student and the summary is

printed in a formal program for an evening awards night. A catered dinner is served to students and their families and all students are awarded a framed certificate on stage with the school principal.

Parent Workshops: Parent workshops are offered alternating in the evening and during the day to accommodate differing parent schedules. Parent workshop topics include, drug awareness, anxiety, vaping and depression and developing and maintaining positive relationships with teens.

Student/Parent Financial Aid Workshops: Financial Aid workshops are offered during the day and evening during the application period, December through February. Local community college financial aid representatives and school staff are present to answer questions and assist with properly completing the FAFSA and the DREAM Act applications.

Personalized Postcards: Personalized postcards are mailed home by teachers to students that are doing well or making improvement in the class.

Business/Industry Involvement

FHS offers many opportunities for students to participate in various classes and clubs. Guest speakers from various professions and outside agencies engage the students in thinking of future goals as well as applying the goals to their present academic situation. Currently, FHS has one CEC class on campus, medical terminology, as well as dual enrollment CEC classes after school in auto mechanics, entrepreneur and make-up for film and TV. The Leo's Club has weekly meetings with Lion advisors from the community and requires members to work with Lions: fundraising booths, community service activities as well with several community agencies.

Community Involvement

FHS is connected with the various social clubs in the area. These include the Optimists of Camarillo, Lions and Rotary who celebrate the students through awards and recognition dinners, as well as the Kiwanis, and the FAAC (Filipino-American Association of Camarillo) who offer annual scholarships. FHS's ASB connects with the community through blood drive competitions, coordinated through United Blood Services. FHS won 1st place in annual blood donations for its size the last two years. Sports tournaments are held annually with the other alternative school sites in the county. The fall tournament is flag football and the spring tournament is basketball.

In addition to community agencies, Frontier has a strong relationship with the Ventura County Community College District. Representatives from the three campuses (Oxnard, Ventura, and Moorpark College) visit FHS throughout the school year to present on topics ranging from college planning and student services to financial aid. Additionally, FHS students attend registration events at Oxnard and Ventura colleges for first-time applications to the college and college programs.

FHS students have the opportunity to enroll into the district's after school law academy which provides a five-credit course presented through the Ventura County Sheriff's offices. Through the process of this course, relationships and community collaboration

is established within the culture of FHS as well as the students' relationships with Law enforcement.

Motivational support is provided to students via guest speakers that visit the campus with the goal of inspiring students to do their best. Other guest speakers speak with FHS students regarding career awareness and the fundamental skills necessary to be successful post high school. Motivational and career-based speakers come from the fields of entertainment, athletics, law and fire/rescue. Career based classes are available through the VCOE CEC located directly across the street from FHS as well as on campus at FHS. The CEC cooperates with FHS to accommodate their students' schedules.

Partnerships between FHS and the local community colleges appear to have been strengthened over the past two years. College application workshops and community college campus visits are part of the student calendar as FHS strives to ensure every graduating senior completes a college application. Financial aid workshops are hosted on the FHS campus to provide students and families with the opportunity to complete financial aid applications in a small setting for personalized attention. Workshops generally include at least one school counselor and community college representatives that assist with all aspects of the college and financial aid application processes in Spanish and English languages.

School Environment Criterion

FHS clearly provides a safe, clean, and orderly environment through the use of daily practices and specific procedures. Consistency in the use of these tools is critical to their success.

To set the tone each and every day, as buses arrive on FHS campus, the students are greeted by a staff member(s) and checked for appropriate clothing and hats. As students arrive on campus, most teachers are at the door of their classrooms greeting students; PBIS one liners of "walk and talk" are employed to encourage student to quickly get to class.

Safety can be defined in many ways, as physical, medical, mental and social. There are many examples of how student/campus safety is addressed at FHS. Students must sign several forms/contracts during their orientations process: an internet use form, Random Wandering of Classes, K-9 Searches, use of Catapult and Referral Process. Along with Support Groups (drug and alcohol, anger management, teen issues), Red Ribbon Week, Guest Speakers, Peer Resource, students organize and disburse information to the school. School wide bullying project done by Peer Resource Students, Law Enforcement class teaching topics including hate speech, conflict resolution and drug/alcohol abuse, African American Fashion Show promoting diversity and appreciation of other cultures, Distracted Driving Workshop "Street Smart" S.A.F.E., "Kick Ash" Program anti-smoking, " Straight Up" Program anti-alcohol, and guest

speakers for suicide prevention. Students at FHS have a good relationship with the maintenance staff at the school. Students show respect for their environment in keeping it clean and following rules of picking up after themselves.

Poor academics and behavior are commonly associated with students referred to continuation high schools, but high expectations for positive academic results and behavior are fundamental to the success of FHS.

Students and parents/guardians are required to attend an initial orientation prior to their students' first day. This is where all expectations, rules and procedures are explained in detail. Orientations are held in both English and Spanish.

PBIS is a concept that guides the approach to creating a positive school atmosphere as well as instructional strategies at FHS. The PBIS team is made up of eight teachers and the administration at FHS. Continuous effort and attention are given to making FHS a more positive, supportive and encouraging environment.

For the first time in the history of the OUHSD, all eleventh-grade students district wide were given the PSAT in the fall and SAT in the spring at no charge. It was reported that the students at FHS shared out in a dialogue session with FHS administration that being included in the PSAT and SAT testing was a source of pride and communicated belief in them as students.

ASB lunch activities provide a fun atmosphere that resembles the type of activities seen at comprehensive high schools. Examples of ASB lunchtime activities include heritage celebrations, spirit weeks, school wide contests, music, prizes, games, volleyball and sports tournament sponsorship. ASB celebrates perfect attendance monthly throughout each trimester and uses a program called Renaissance which celebrates with bronze, silver, gold and platinum commendation/categories. ASB is responsible for supporting school functions, such as Back to School Night, Open House, and People's Choice as well as the FHS Car Show and other activities/fundraisers.

Personal and Academic Student Support Criterion

FHS provides each student with multiple layers of personalized support services. Students have daily access to school counselors, a transition teacher, part-time school psychologist, intervention specialist, and a part-time school nurse. In addition, FHS has a full-time School Resource Officer (SRO).

When a student is found to need additional support, a student study team (SST) meeting is held and educational needs and goals are discussed. If additional supports are needed, a referral is made for these students. The supports can include school psychologist assessment (IEP/504), meeting with school nurse, meeting with Intervention Specialist Counselor, and/or participation in Group and Individual Counseling services on the FHS campus.

FHS accommodates a wide variety of student capabilities and personalities. Students are given the opportunity to form relationships with a specific teacher and their peers in a fifteen-minute home room period each day. There is a significant level of teacher involvement, not only in-home room, but across the curriculum that taps into the challenges and struggles students may face and makes efforts to assist in overcoming those challenges and struggles.

The faculty and staff at FHS are dedicated to establishing a school and classroom culture rooted in the principles of PBIS. Positivity and respect are emphasized to all stakeholders. To maintain the trust of all stakeholders, the faculty and staff at FHS seeks to find an appropriate balance between attempting to deliver a rigorous curriculum and maintaining high expectations.

FHS has a School Parent Support Facilitator which serves for one year under the direct supervision of the principal. This individual serves as a family advocate: perform community outreach, coordinate parent workshops and events. The Parent Facilitator communicates to parents about upcoming parent events by conducting outreach such as personal phone calls, email, website notification, contributing to the school's Friday update and parent newsletter, school site parent meetings, and sending flyers home. They also disseminate information regarding community resources and health and social services for students and families.

An additional member of the counseling team was hired at FHS at the start of the fall of 2018. The title of this counselor is an *Intervention Specialist*. Their task is to focus on student needs that include academic and behavioral interventions, crises, and 504 plans.

FHS has a TOSA that serves as the Transition teacher. The Teacher on Special Assignment has knowledge of academics and intervention, credit recovery, law pertaining to McKinney-Vento/foster youth, and PBIS strategies. She facilitates the new student transition program at FHS. The position will work closely with high needs student population. At mid-term enrollment, provide individual instruction while assessing student's needs both social/emotional and academic while providing appropriate interventions.

The FHS counselors offer guidance through multi-tiered offerings, which include academic, personal, social, emotional, and college-to-career planning.

Parents are provided with educational and long-range planning to ensure a positive learning environment. Parents are connected to the FHS MyVUE portal where online access to student attendance and academic progress is documented. In addition, information and events for community agencies, CEC, Adult School and Community College enrollment is provided.

Referral Process to FHS is through OUHSD Student Support Services/Ed Services and has created an Alternative Placement Committee (APC). The committee is comprised of one Assistant Principal/site designee from each school site. The committee screens, approves or denies enrollment to FHS and provides feedback to schools regarding alternative placement requests. The committee reviews appropriateness of each request.

Special education services are provided to all students that qualify. Each student with an IEP has a dedicated case manager and placements are made in SDC and RSP class settings.

Every student at FHS works with a counselor to address social/emotional needs, academics and college/career counseling. There is a part-time special programs counselor and an intervention counselor/Specialist. Counselors work with at risk youth to focus on social/emotional needs and response to crisis situations. Individual and group counseling is coordinated with outside counseling professionals by the intervention specialist. Academic interventions are also a focus. Students are connected to outside agencies when the level of need is determined to require tier 3 interventions. In addition, administration and Special Education department work collaboratively to help insure students' emotional and well-being needs are met.

Oxnard College and Ventura College representatives are present at events held at FHS. All students at FHS are encouraged to develop a "Grad Plan" which regularly involves the registration and/or enrollment in college prior to graduating from high school.

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):

1. Equitable access and support services are in abundance and available for all FHS students.
2. Personalized academic, social/emotional, and vocational support is provided by FHS staff.
3. Care, concern, passion and desire on the part of the faculty and staff are evident campus wide.

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

- 1 District and school explore increasing the counseling staff to meet student needs.

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

1. FHS self-study report

2. Focus group meetings
3. Classroom visits
4. Meeting with the leadership team daily
5. Meetings with parent/community, student, counselor, classified, SRO and security
6. Meeting with the Superintendent
7. VC discussions
8. Observations while touring the campus daily

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

Schoolwide Areas of Strength

1. Frontier High School is to be commended for student access to technology
2. Frontier High School is to be commended for a clean, safe, positive and nurturing learning environment
3. Frontier High School is to be commended for implementing PBIS & PRIDE.
4. Frontier High School is to be commended for working collaboratively and positively as a staff.
5. Frontier High School is to be commended for student access to the Career Education Center (CEC).
6. Frontier High School is to be commended for the senior success course.
7. Frontier High School is to be commended for increasing socio-emotional and academic supports for all students.

Schoolwide Critical Areas for Follow-Up

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

1. Improve student's access and grasp of 21st century technology skills and how to use them.
2. Develop common skills assessments to refine instruction and promote improved lessons.
3. Continued focus and implementation of Common Core Standards across the curriculum.
4. Improve parent and guardian communication to promote meaningful involvement.
5. The development of a graduation survey to track graduates throughout their post high school college and career choices.

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

1. The need for common formative assessments across all academic disciplines to measure student growth.
2. The need for professional development and implementation of research based instructional strategies in all areas.
3. Implementation of curriculum is inconsistent among teachers school wide.

