

**PROBATIONARY VISIT
VISITING COMMITTEE REPORT**

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

HUENEME HIGH SCHOOL

500 W. Bard Rd

Oxnard, CA 93033

Oxnard Union High School District

March 4th and 5th, 2019

Visiting Committee Members

Susana Arce, Chair
Retired Administrator, Nordhoff High School

Genevieve Johnston, Member
Vice Principal, Oak Hills High School

Tom Whalen, Member
Social Studies Teacher, Arroyo Grande High School

I. Introduction (1/2-1 page)

Hueneme High School is one of the 7 comprehensive high schools in the Oxnard Union High School District. Having opened in 1959, it serves the communities of South Oxnard, Hueneme, and the Naval Base- Seabee Center of Ventura County. Demographics have remained consistent at 75% Hispanic/Latino, 14% White, 7.3% Asian, 2.7% African American, 1.6% American Indian or Alaskan Native, 0.2% Hawaiian/Pacific Islander. Nearly 68% of Oxnard households speak a language at home other than English, predominantly Spanish.

As a comprehensive high school, HHS offers Special Education Services, college prep courses, vocational courses, music and arts programs, and athletics. Further, Hueneme students have access to CTE courses, Honors and AP courses, career academies and Pathways, as well as a flourishing AVID program. Oxnard Community College is within walking distance of the school, and HHS has strong relationships with other nearby colleges and universities. The school district pays for all students to take the PSAT and SAT exams in the fall of each year. In 2017-18, 18% of the graduation class went directly to a 4-year college. This was the highest number and percentage of district students. Additionally, 268 others took advantage of the Ventura or Oxnard College Promise Program.

Hueneme High has adequate and improving facilities and technology. The business labs, Engineering Academy, Media Center, and College and Career Center provide opportunities for student engagement. As of September 218, the school has 58 Computers on Wheels, each holding a class set of Chromebooks for student use. The College and Career Center hosted 10 college application workshops and 2 financial aid workshops in the past semester of the current year, with several more financial aid workshops planned.

As the result of the recommendations by the WASC Visiting Team in 2015, the staff and faculty revised the Mission Statement, Schoolwide Learning Outcomes, and Goals. Since the mid-term visit of 2018, the school has made four goal areas their focus: 1) Instruction, 2) College and Career, 3) PBIS, and 4) Parent and Student Engagement. The staff, through faculty meetings and focused collaboration groups, created a new Mission Statement and Learner Outcomes to reflect 21st century skills. All stakeholder input was considered on the path to the final outcome. The preparation of the Self Study Report was overseen by Principal Gibbs and written by a staff member who gathered input from all stakeholders to distill the essence of the changes which have occurred and the approach to the Action Plan.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Goal 1 Curriculum/ Instruction/ Technology

- HHS has implemented PLC groups to create common syllabi, pacing plans, assessments, and for sharing instructional strategies. The leadership team at HHS was able to provide positive feedback about the PLC process. The departments are using the time they are given to collect data to drive instruction. It was evident after our meeting that HHS is in the beginning stages of PLC's, but they are committed to improving student learning through the process.
- Most departments offer Saturday Academies that provide opportunities for re-teaching, make-up work, and additional support. The program is still in the early stages. HHS staff will need additional time to collect data to see the overall benefit of the Saturday Academy.
- The Math department at HHS was able to identify the need for additional support for the ELL students. The department worked with the current administration to develop a pull out class that incorporated language skills and ELL strategies to assist their students and their language needs. *Social media, Design, medical Bi-lingual, Video & Graphics, Robotics*
- HHS has developed academy programs and pathways (ELD, AVID, NJROTC, AOED, and YES) to better prepare students for college and career readiness. The staff expressed the concern of funding to support the academy programs. The students of HHS take pride in the academy they belong to.
- HHS has implemented a tutoring schedule that offers a variety of times to assist student learning. The tutoring schedule is available on the website giving quick access to parents and students. HHS will need additional time to collect data to evaluate the effectiveness of tutoring.
- HHS has substantially increased the amount of technology being used on their campus since our last visit. The open access of technology allows 21st century learning skills to be taught in all subject areas. During the 2019/2020 School year HHS will go 1:1 and OUSD has a plan in place for professional development to assist with the rollout.
- The Visiting Committee witnessed a significant lack of classroom management and off task student behavior. It appears that class time could be used more wisely in an effort to improve student and teacher engagement so that everyone does what they are supposed to be doing while school is in session during normal contract hours.

*EL Strategies need to show consistent use in the classroom
V of EL strategies in all classroom*

Goal 2 College and Career Readiness/ Counseling

- HHS counseling department has established curriculum for each grade level to promote post high school and college readiness. Students learn about A-G college requirements, college enrollment process, and financial aid.
- The students at HHS expressed their enthusiasm for college fairs provided by HHS. Students were given the opportunity to receive information about the different universities and colleges.
- Students also showed support for the increase number of financial aid workshops. The workshops are offered in both English and Spanish.

- It was brought to the attention of the team that the large number of assignments given to the counseling staff prevents them from being readily available when needed by students.

Goal 3 Culture and Climate

productivity

- It is evident that the HHS is still in the early stages of PBIS, but they continue to make strides.
- HHS has added a Student Intervention Specialist that is using the BRIIMM Model to assist with the tier 3 students.
- HHS has seen significant improvement in attendance since the implementation of PBIS.
- While visiting classrooms the visiting team noticed that while some teachers are implementing PBIS strategies, there are still teachers who appear to be resistant.
- Students and teachers expressed the inconsistency with student discipline. The impression among the students is that the students that are the most defiant appear to "get away" with everything.
- Students stated that the use of vape pens, and negative graffiti in the restrooms is a growing problem. They feel this is creating a negative culture at HHS.
- The visiting team observed a variety of situations where students were disrespectful to the adults on campus. The interactions were with teaching staff and campus security.
- The visiting team encountered many positive interactions with students and staff at HHS. The NJROTC students and the student panel were very polite, well spoken young adults.

Goal 4 Parent and Community Involvement

- HHS has done a good job of involving parents in the activities of the school.
- Parents are generally satisfied with Hueneme High, expressing a culture of caring.
- Parents are encouraged to stay in touch with school activities primarily via the Parent Square all of the parents at the parent meeting claimed that they like the app.
- Parents have also commented on how they like being notified of student grades and attendance via the Parent View feature of the Synergy student information system.
- The Visiting Team was approached by a mother and daughter as we were leaving campus on the first day of our visit. The mother wanted to share with us how pleased she was with how well the school and district quickly addressed an issue she had with a recent complaint she had filed.

III. Commendations and Recommendations

Commendations:

Hueneme High School leadership has taken the previous Visiting Committee's recommendations seriously. The Probationary Report is indicative of serious thought and energy. Hueneme High School has addressed all of the critical areas for follow-up from the previous Visiting Committee.

1. The Site Administration Team has been very involved in the follow up from the previous Visiting Committee's recommendations.
2. Staff members have been involved in the writing and proofing of the WASC document. The document has been carefully prepared using a sound methodology involving all stakeholders.
3. Staff members are aware of the WASC process and what is included in the document.
4. Hueneme High School has created an aesthetically pleasing and thorough report.
5. With the current Administration and Leadership Team, Hueneme High School is well on its way to building a structure for ongoing school improvement.
6. The staff has done a lot of work in identifying areas of need and making appropriate structural changes in how students are scheduled and taught based upon data.

The current Leadership Team has done a commendable job in quickly addressing many underlying issues of the instructional program.

Parents and students at Hueneme High School have all expressed a culture of caring and engagement in student success, especially with the arrival of Principal Ayala.

University bound students reflect future academic potential for the school as a whole.

College bound students and parents have expressed appreciation for the recent increase of financial aid and college application workshops as well as no-cost schoolwide PSAT testing.

Recommendations:

HHS PCL groups should be able to show evidence of pacing schedules and common formative assessments in all department to the next VC.

Increased campus and classroom supervision by administration and staff would ensure improved learning and campus security.

Based on data that the majority of HHS students read between 4th and 6th grade levels, HHS needs to continually seek innovative ways to increase student reading levels.

Flexible

The VC strongly encourages consideration of a ~~7-period~~ bell schedule, which would allow student access to more academic opportunities.

The VC encourages OUHSD and HHS to continue developing strategies to raise awareness of the dangers of vaping.