

# **VISITING COMMITTEE REPORT**

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

**FOR**

## **OXNARD ADULT SCHOOL**

**1101 West Second Street  
Oxnard, CA 93030**

**April 1-3, 2019**

**ACS WASC Postsecondary Manual, 2013 Edition (Updated)**

**This report represents the findings of the evaluation team that visited Oxnard Adult School on dates of visit.**

### **Visiting Committee Members**

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## Chapter 1 — Introduction

This chapter is a brief statement of the nature of the school and its accreditation history. General observations about the school and about the visit are stated in the introduction. Briefly summarize the most critical information from the student/community profile that impacts the school, including the following:

- Brief description of the students and community served by the school
- School analysis of student achievement data
- Other pertinent data

Oxnard Adult School (OAS) is part of the Oxnard Union High School District. Since 1937, it has served adult students from the Oxnard, Port Hueneme, and Camarillo areas. OAS has provided residents with lifelong learning opportunities, has offered short-term vocational training, and has assisted adult students in moving toward social mobility, the workforce and/or further education.

The student population for 2017-2018 was 7,253; 6,275 Hispanic, 42 American Indian, 104 Black, 272 Asian, 334 White, 101 Filipino, 17 Pacific Islander, 20 Unspecified, and 88 identified as Other. Classes are offered in 10 locations throughout the county. Students enrolled are between the ages of 18 and greater than 61. At least 25% of all students have not been educated beyond the 8th grade and over 80% of students have not completed any diploma or degree program.

Courses taught are in the areas of Career Technical Education (CTE), Adult Basic Education (ABE), English as a Second Language (ESL), Adult Secondary Education (ASE), and U.S. Citizenship.

The three cities of Oxnard, Port Hueneme, and Camarillo; and adjoining unincorporated areas of El Rio, Channel Islands Beach, and Somis make up the Oxnard Union High School District. The agricultural areas of the west county surrounding Oxnard have a higher rate of ethnic minorities and lower socioeconomic conditions. The OAS Hispanic demographic is predominately from this area which houses a high population of migrant students. Though the median income levels of the surrounding communities of Oxnard Adult school range from \$49,592 to \$88,125, a large portion of adult learners who matriculate fall within poverty levels.

Baseline and Target Annual Program Completion indicators are how the school measures student success. For example, from 2015 to 2018, the percentage of students who completed an ESL level grew from 37.50% to 40.80%. This growth shows a strong improvement in English language communication skills. Additional indicators of student achievement are as follows:

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School analysis of student achievement data:

	2015-2016	2016-2017	2017-2018
ESL Promotion Rates	37.50%	39.20%	40.80%
Students working toward a high school diploma or HSE	2223	1076	2733
Students earning a high school diploma	53	24	58
Students completing HSE	162	172	158
CTE Students	589	414	1117
CTE certificates	331	317	479

**Other pertinent data**

Due to decreased funding imposed by the state and the district, the school is unable to offer services needed and thus continues to experience a fluctuation in student enrollment numbers.

**Oxnard Adult School Annual Budget**

*Includes funds from AEBG, WIOA, CalWORKs, Fees, Rent and LCFE*

Year	Budget Total
2015-16	\$ 4,736,806
2016-17	\$ 5,304,473
2017-18	\$ 4,707,680
2018-19	\$ 3,636,461

OAS has had a budget decrease from 2015-16 to 2018-19 in the amount of \$1,100,345, which clearly has impacted program, staff and hourly reductions at the adult school.

**Institutional, Community, and Student Characteristics**

Due to OAS's diverse adult student population, there are multiple unique programs and course offerings available. To support the non-traditional needs of adult learners, individualized and self-paced curriculum is carefully designed to support instruction in a competency-based format.

**2017-18 Adult Classes:**

- Career Technical Education (CTE) – 1,117 students
- Adult Education (ABE) – 276 students
- English as a Second Language (ESL) – 6,699 students

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- Adult Secondary Education (ASE) – 2,733 students
- U.S. Citizenship – 34 students

Numbers include students attending multiple classes.

### Young Adult Migrant Student Program

Courses to serve young migrant students are offered on main campus and are financed by district categorical funding – Ages 18-22. Total current number of students is 130 as of Visiting Committee visit.

### Institutional, Community, and Student Characteristics

Briefly summarize the most critical information from the institutional, community, and student characteristics that impacts the institution. Include the following:

- Brief description of data (include pertinent data about student achievement)
- Comment on significant findings

Student success, program effectiveness and outcome is measured through the Comprehensive Adult Student Assessment System (CASAS) which gages competency skills of math, English, reading, and listening of students before they begin a course and at the end of a course of study. The exam serves to assess student progress and is also used by administrators to determine the overall effectiveness of the instructional program. CASAS and results are reported to the state each year and successful outcomes enable the school to receive federal WIOA grant points.

The OAS Self-Study indicates school analysis and student data has been difficult to measure due to the transient nature of the student population. This instability and the language barriers of the large migrant student population served make data analysis difficult. Examples cited were seasonal migrant patterns such as extended winter holidays, unemployment rate, and conflicting schedules cause difficulty in gathering historical student data and tracking success. ESL classes operate on an open-entry/open-exit basis and therefore make it even more difficult to assess achievement data. Adult students attend voluntarily and often face many obstacles to succeed in their studies. Consequently, attendance patterns vary widely as students “step out” and then return. Because of these issues, the school decision to transition from taking action on students with low attendance due to their hardships was necessary. The shift to retain students was based on best practices that focus on creating an educational environment that engages students and motivates them to become self-directed learners. Internal issues, such as limited staff and lack of a monitoring system, make it difficult to track students after exiting the school’s programs. In addition, the reduction of school budget makes it difficult to follow and track student success once they exit the programs at OAS. Enrollment for 2017-2018 via ASAP indicates 9,091 with a student count of 6,489.

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### **Additional barriers impacting the institution:**

- **Part-time Principal**
- **Assistant-Principal – Currently in TOSA position**
- **2 Part-time Counselors**
- **Reduction of custodians from 2 to 1**
- **Course reductions**
- **30 minutes reduction to faculty – ESL CIT, and ASE**

OAS offers courses in the areas of Adult Basic Education/Literacy (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE), U.S. Citizenship, and English as a Second Language (ESL). Oxnard Adult School currently provides access to industry certifications in programs such as Accounting, MIG and TIG Welding, Cardio-Pulmonary Resuscitation, and Upholstery. Students are eligible for state-issued certifications/licensure in the Certified Nursing Assistant, Medical Assistant, and Pharmacy Technician programs, after successfully completing the course requirements. Class sizes vary by program. In most programs, the number of students in a class is dictated by the classroom capacity. Computer labs, for example, are limited by the equipment available. Some programs such as the Certified Nursing Assistant (CNA) program, the number of students allowed at the clinical site is restricted by law to 15 or fewer. This limits the number of students that may be enrolled. Other classes offered in a lab setting show large numbers of enrollment, but students attend only a portion of the available hours.

Over 80% of students enrolled at Oxnard Adult School have not completed any diploma or degree program. At least 25% of all students at the school have not been educated beyond the 8th grade. The school also serves a small number of students with advanced degrees who have enrolled in OAS classes in order to improve their English language skills or update their job skills.

### **Briefly summarize all types of online instruction and specialized programs offered and the impact on student learning, if applicable:**

OAS offers online courses in three departments: ASE, CTE, and ESL. The school's online policies are aligned with the District online policies. The courses may be accessed via desktop, laptop, and hand-held devices. Online training for staff is available when requested by the staff using the following student programs: Edmentum, Burlington English, WIN Work Readiness Credential, Plato, Rosetta Stone, and Lynda.com. Staff uses online professional development sources, such as CALPRO, CASAS, COABE, and CCAE webinars to enhance their teaching strategies. Instructors share their experiences with other instructors during their PLC meetings.

The impact on student learning is positive as shown by increased number of ESL students being promoted to a higher level and increased confidence in the use of computer-based technologies as reported by student surveys and to the WASC visiting team.

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## Chapter II: Progress Report

**Progress based on the key issues of the previous ACS WASC Visiting Committee: This chapter of the report validates efforts by the school to address key issues from previous Visiting Committees. Thoughtful responses to the key issues are expected from a school.**

- **Comment on the school's major changes and follow-up process in addressing key issues since the last self-study.**
- **Discuss the progress on the schoolwide Action Plan, noting the integrated key issues from the prior self study/visit.**
- **Describe specific responses to each of the major key issues identified by the previous ACS WASC Visiting Committee.**

In the time since the previous self-study, OAS has made significant progress in addressing key issues, while encountering budget cuts and associated challenges. Following the last WASC review, the school began working collaboratively with three primary groups responsible for implementing the School-Wide Action Plan: The Leadership Team, WASC self-study chairs and focus group leaders. The 2013 Action Plan was evaluated and updated annually, incorporating feedback from all stakeholders through in-service meetings, surveys and electronic communications.

Committed to following and completing the Action Plan, many of the goals have been met or surpassed at this time. During this process, minor modifications to the Action Plan were made as a result of considering the community needs. Primarily, the Action plan has remained in its original form.

**Key Issue #1: Develop Professional Learning Communities (PLCs) in order to enhance the Learning outcomes of all students in all programs.**

In the fall of 2013, the principal set up trainings for the staff in PLC procedures. In the spring of 2014, PLC groups were established, and leaders were chosen. From the fall of 2014 forward, trainings have taken place in PLC meetings and data has been gathered and disseminated to all staff. Surveys and needs assessments were developed and utilized to make program changes. This is evidenced by the purchase of new textbooks and software for the ESL program, update and revision of all ESL classes, addition of a new academic level to the ESL program, a new work readiness class, review and revision of all adult secondary class curriculum, and a heavy investment in new technology in OAS classrooms. This investment included the purchase of new monitors, the addition of Wi-Fi at the main campus and Hueneme Road site, 80 tablets and 7 carts, new laptops for staff, 185 laptops for students and 6 carts. OAS also is beginning the process of getting email accounts for all students. Additional evidence of enhanced learning outcomes are the increases in student achievement and successes. A marked increase in the number of CTE certificates of completion and number of concurrent high school courses completed appears in the data from 2015 to 2018.

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**Key Issue #2:** Improve data tracking and analysis for a more effective instructional program and improved schoolwide learner outcomes.

In the fall of 2014, student surveys were developed, and student data entered into the TOPS Enterprise system. In the spring of 2015, the leadership looked at the learner results and used CASAS data to interpret program effectiveness. Starting in the fall of 2015, a system was developed for teachers to use data results to improve program areas. CASAS, EL Civics, Edmentum software and survey results were all used to determine program improvements. In the 2017-18 school year, an implementation of a new version of CASAS e-testing for students' assessment was completed. The process of data tracking through a multitude of sources has continued to the present. This use of a variety of new data trackers shows evidence of improvement to in data tracking. The use of this data to create a more effective instructional program and improve learner outcomes is evidenced by the purchase of new textbooks to improve CASAS results, Choosing EL Civics units based on survey results and the generation of HSE study plans based on individual Edmentum prescriptions. Finally, a College and Career Technician has been hired to provide follow-up to track graduates, especially CTE and HSE students.

**Key Issue #3:** Develop the procedures to facilitate student transitioning to higher education and/or career paths.

OAS has taken strong action to meet this objective. The start of the process was to get students to set goals. A form was created to track student goals in the HSE/HSD program and teach an EL Civics unit based on goal setting. In the fall of 2014, the administrator, counselors and leadership team created student contracts for persistence, identification of barriers to education and creation of plans to eliminate barriers. This was done to help students complete their levels and move to higher education. Adult secondary courses were aligned to Common Core Standards to further assist students to a higher education transition. OAS created a partnership with Oxnard College and takes students on field trips there. A resource fair in the 2015-16 school year brought various employers, colleges and military branches on campus. Most significantly, a full time College and Career Technician was hired, and is on the main campus five days a week.



## Chapter III: Evaluation of the School's Response to the ACS WASC Postsecondary Criteria

This chapter provides most of the substance of the Visiting Committee Report and is the chapter to which each team member makes a contribution. The team report notes whether evidence has been offered to demonstrate that the institution is accomplishing its published objectives and that these objectives are appropriate to postsecondary education and consistent with the ACS WASC Postsecondary Criteria.

### ACS WASC Postsecondary Criterion 1: Institutional Mission, Purpose, and Objectives

The school demonstrates a strong commitment to its mission, emphasizing student achievement. The school communicates its mission internally and externally. Schoolwide Learner Outcomes (SLOs) are developed and reviewed annually to ensure that they are current and relevant.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

#### Vision Statement

Oxnard Adult School empowers and equips all students to be lifelong learners and powerful participants in today's global community.

#### Mission Statement

Oxnard Adult School prepares and empowers students to achieve educational, career and personal goals; promoting lifelong learning in a safe, supportive and multicultural environment.

#### Schoolwide Learning Outcomes

##### ALL STUDENTS WILL...

1. Transition to higher education as demonstrated by:
  - Obtaining level advancement in ESL levels
  - Completing High School Diploma or High School Equivalency Certificate
  - Completing CTE program
  - Improving basic skills
2. Utilize technology for career advancement as demonstrated by:
  - Practicing skills using computers and other technology
  - Gathering information using technology
  - Communicating using technology
  - Searching for employment using technology

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3. Communicate effectively and confidently at school, in the community, and in the workplace as demonstrated by:
- Completing coursework and assessments
  - Preparing for job interviews and job promotions
  - Practicing language skills for real-life situations
  - Interacting among students and staff

OAS meets this criterion, with procedures in place for reflection and revision. As a result of refining the school's vision statement, OAS refined their mission statement to be in alignment with their vision statement. The new mission statement was presented to staff and the community beginning fall of 2018. With annual monitoring, the relevancy and effectiveness of the mission statement on student achievement can stay current. Central to school planning, the mission statement provided guidance in the process of consolidating and eliminating programs over the past three years due to budget restrictions. SLOs were developed alongside the new mission statement, also adopted by consensus in fall of 2018. Referencing the current trends in education and technology, the SLOs utilize technology in student achievement outcomes, and test result data and student survey results create a feedback loop for any necessary revisions. Vision and mission statements are printed on class schedules and flyers that are distributed to the public. They are displayed on the school website and printed on the school letterhead. They are posted in every classroom as a daily reminder to students and staff of the school goals of OAS. Academic exams, portfolios, student surveys, baselines and targets, CASAS benchmarks, program completion, and job skill attainment are all examples of measuring SLO achievement. A strategy for increasing student achievement was to have SLOs integrated into lesson plans.

Additionally, OAS uses attendance and demographic data, as well as annual local labor market studies to inform their process of review. This review process has specifically led to an increase in math tutoring hours for students in all programs and increased ESL computer lab hours—all a result of their clear mission statement and data review process. The Visiting Committee concurs with this finding.

- Identify the strengths and key issues for this criterion.

### Strengths:

- Strong shared vision and mission.
- Supported and shared communication and feedback.
- Strong community partnerships.
- Shared sense of community among staff and students.
- Flexibility in program planning to respond to student and community need.

### Key Issues:

- Improve staff collaboration regarding use of student outcome data.
- Develop a system for measuring the achievement of SLOs and adding SLOs to course outlines.

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- Improve staff utilization of available technology
- Develop a strategy for increasing student achievement by integrating SLOs into lesson plans.

### ACS WASC Postsecondary Criterion 2: Organizational Infrastructure and School Leadership

The school utilizes the contributions of leadership throughout the organization to provide for ongoing improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness. The governing body enables the administrator/director to implement policy and lead the school effectively.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

Functioning within the Oxnard Union High School District, a clear definition of leadership and governance exists at both the district and site level. District administration oversees the site administrator to ensure that instructional standards, state regulations, and board policies are implemented according to the California Department of Education. At District level, the Board of Trustees are elected by local voters and develop policy, referenced on the district's website. The Superintendent meets with the Principal to develop goals which are aligned to district expectations. At the school level, the leadership team meets regularly to evaluate progress towards goals for school improvement. The organizational structure and roles of governance are clearly defined and designed to facilitate decisions that support student learning and improve institutional effectiveness by the development of focus groups and implementation of Community Advisory Committee. They discuss areas of need for the community and make suggestions for ways the school can serve the community. Students also play an active role in the leadership of the school by participating in student surveys and guiding the needs and direction of OAS. OAS currently runs with a part-time principal and no assistant principal (currently a TOSA), due to fiscal issues. The team at OAS has been flexible with recent budget cuts and despite many staff cut backs, the administration has remained positive and forward moving. The principal creates a positive learning environment and an open-door policy for changes to be made in an on-going manner. As evidenced in meeting minutes, Professional Learning Communities (PLC) actively support leadership contributions within the organization. Recent PLC meeting minutes reflect active shared learning. The district and OAS staff recognize the importance of the school and its services and continuously work to facilitate the necessary changes. Guided by California Education Code and OUHSD Board Policies, school policies and procedures are updated annually, signed upon receipt.

- Identify the strengths and key issues for this criterion.

#### Strengths:

- Positive, supportive learning environment focused on student success.
- Communication of information to staff from administration via email.
- Detailed organizational chart with clear lines of responsibility.

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- Culture of continuous improvement.
- Administrative support of teacher initiatives.

### Key Issues:

- Expanded demands on diminishing staff due to budget concerns.
- No full-time administrative support, in either the principal, no assistant principal positions, nor full-time counselor.
- Establish immediate communication and collaboration with all faculty, staff, students, and community stakeholders.
- Revise student survey to correlate with SLOs.

### ACS WASC Postsecondary Criterion 3: Faculty and Staff

The school employs qualified personnel to support student learning programs and services to ensure institutional effectiveness. Personnel are treated equitably, evaluated regularly, and provided opportunities for professional development that impact student learning.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Adult education teachers hired into Oxnard Adult School are required to have a credential corresponding to the position they will hold. A potential teacher's qualifications, experience and history are reviewed. OAS continuously reevaluates the number of staff needed to meet the learning needs of all its students.

Personnel policies are developed by the OUHSD Board and are implemented by the district's Human Resources Department. OAS administration fully explains the certificated personnel policies detailing the procedures and employment requirements to all new instructors at a teacher orientation meeting. This is conducted prior to an employee assuming his/her duties. Classified employees are required to attend an orientation prior to assignment at the school site. In addition, school policies are reviewed with all staff by the principal. Updated OUHSD Board Policies are given to each employee at the fall in-service conducted each year. All employees must sign a verification indicating they have received and read the policies. An updated school handbook is distributed to all employees each fall. This is comprised of calendars, procedures, standards (including the California Standards for the Teaching Profession), course descriptors, and forms.

Fairness to employees is ensured through clear guidelines and policies included in all employment packets. Terms of employment are defined in the assignment letter issued to teachers before the beginning of each semester and are agreed upon by signature of both the teacher and the administrator. Assignments are made based on program need with consideration given to an instructor's tenure status, credential and availability. Administration verifies both verbally and through observation that all new hires clearly understand the expectations of their employment.

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Annual in-services also address policy issues. They function as training time for all employees and promote a sense of teamwork, pride, and satisfaction in being part of the OAS staff. The administration has an open-door policy and is always willing to listen to any concerns that may develop.

The principal is evaluated annually by the superintendent. Each fall, the principal submits goals and objectives to be met over the school year for approval. At the end of the year, a comprehensive report of outcomes is reviewed with the superintendent and recommendations for follow-up actions are made.

All students provide evaluations of their programs by completing annual surveys about their learning experiences. In addition, CNA students submit evaluations of instructors and work sites each semester. These evaluations are used to determine how the courses have helped students meet the SLOs at OAS and address areas of improvement needed.

Even with budget cuts, the staff utilizes the resources available which do not require travel or high registration fees such as OTAN, CALPRO, CCAE, CASAS, and CAEP.

- Identify the strengths and key issues for this criterion.

### Strengths:

- Dedicated staff with much longevity.
- Regular, relevant staff development opportunities.
- Open door policy by principal.
- Encouragement and support for new ideas.
- Professional environment that enhances student learning.

### Key Issues:

- More opportunities for collaboration to improve communication between departments.
- Increase evidence supporting ACS WASC Action Plan results and learning outcomes by utilizing better data-keeping.
- Resume consistent formal evaluations for certificated staff.

## ACS WASC Postsecondary Criterion 4: Curriculum

The school demonstrates a conscious effort to support student learning through the development of a challenging, coherent, and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). The school's curriculum reveals its mission and SLOs and connects directly to current student learning needs. The school pursues current, research-based curriculum development information to keep its programs relevant and effective.

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- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

OAS demonstrates a conscious effort to support student learning through the development of a challenging, coherent and relevant curriculum that allows all students the opportunity to reach Schoolwide Learner Outcomes (SLOs). OAS has documented curricular maps outlining courses, outcomes and certificate expectations. A schedule of classes is posted in multiple locations to reach all stakeholders. OAS has multiple programs meeting student's needs. The ESL program, which meets the needs of the largest portion of students, has 7 levels outlining language and life skills. The ASE program is aligned with California State Standards. The CTE offerings are aligned with industry standards and constructed around the mandated objectives of the California State Licensing Boards. The Work Readiness program prepares students for passing the National Work Readiness Credential examination.

All curriculum is regularly reviewed with the following priority areas: ESL, Adult Secondary Education and CTE—thus meeting the needs of the local community. In addition to reviewing SLOs, curriculum committees were formed to review and update course content. This review led to new textbooks and updates across program offerings. OAS courses are not A-G aligned, but students do have access to UC and CSU "A-G" courses through Edmentum Online Learning for those pursuing higher education. Due to the widely varying expectations given their highly diverse population, combined with budget cuts, there is a need to shift and narrow the emphasis in the school's curriculum. Finally, teachers differentiate instruction within individual classrooms based on student's needs.

Students have access to texts, learning materials and information resources through several avenues. Students can purchase or rent books and materials, and teachers have a resource room organized by OAS teachers. Additionally, students are encouraged to visit local public libraries and also have access to classroom libraries.

There is a high degree of effective integration of online curriculum into the program at OAS. The school is striving to be more actively engaged in technology and e-based learning with current and relevant curriculum. Several curricular resources are utilized for their online programs including Edmentum, McGraw Hill, Rosetta Stone, Burlington English, Pearson Side by Side eText and Google Classroom. A recent addition to OUHSD, Google Classroom has recently been added to all schools, however, there continue to be technological impediments for implementation and student access at OAS due to limited student emails.

Students have access to online curriculum through five computer labs between the Second Street campus and the Hueneme High School campus. ESL students have varying scheduled time periods to utilize the computer lab. The ALC has a computer lab, Computers on Wheels (COW) and access to several other computers for students to use daily. The highly specialized CTE program courses provide resources pulled from various sources, including hands on, textbook and online resources.

There is collaboration and professional development so teachers can better meet the unique goals and aspirations of the individual student. Furthermore, there is an on-going review, revision and evaluation process focusing on ESL, ASE, and CTE. All high school diploma students meet with

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a counselor for transcript analysis, goal-setting and orientation, which results in a formal academic plan. Regular review of the course outlines by the curriculum committee, with ESL being the largest component, insures that the curriculum remains challenging, coherent and relevant. New curriculum, new textbooks and resource materials guarantee that information remains up-to-date.

The committee of teachers from ESL, the largest component of the teaching staff at OAS, were responsible for completely revising their curriculum in 2017-2018. The ESL Curriculum Committee is currently working on establishing clearly defined learner outcomes that align with English Language Proficiency Standards, Workforce Innovation and Opportunity Act (WIOA) II standards, and applicable CASAS Civic Objective and Addition Assessment Plans (COAAPS). These learner outcomes will be used to revise and update all the ESL course outlines. After new ESL curriculum was completed, new textbooks were chosen for the various ESL levels. The choices were made by the ESL curriculum committee after input from the ESL teachers was reviewed.

Assessment of online curriculum falls under state standards and is discussed in monthly ALC/PLC meetings pertaining to the benefits of the curriculum. Approved stakeholder business partners assess curriculum material annually and the ESL online curriculum is determined by the percentage of students who progress to the next level.

- **Identify the strengths and key issues for this criterion.**

### **Strengths:**

- Clearly-defined leveled objectives for all curriculum, based on state and industry standards and supported by PLCs, technology, and collaborative planning teams.
- Curriculum that is accessible to all students at diverse campuses in the community, in online format as well as classroom and traditional textbook format.
- Hands on format utilized for CTE and some HSD classes to enhance and enrich learning experience.
- Online curriculum accessible to students to increase options for learning at nontraditional times of day and location.

### **Key Issues:**

- Need to increase academic standards even though available budget continues to decrease.
- Need for continuous realignment for ESL Course Outlines and integrating additional EL Civics.
- Need for effective tracking to follow-up with students after leaving OAS.

### ACS WASC Postsecondary Criterion 5: Instructional Program

The instructional staff uses research-based instructional strategies and teaching methodologies that engage students at high levels of learning and allow them to achieve Schoolwide Learner Outcomes and course objectives. Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The OAS instructional staff uses research-based instructional strategies and methodologies that engage students at high levels of learning and allow them to achieve SLOs and course objectives. This is evidenced by the number of students who complete state certification exams, pass a HSE test, earn a high school diploma, advance to a higher ESL level or show gains on a CASAS post-test. OAS teachers use different instructional strategies based on the needs of their programs.

HSE students begin preparation for the HSE exam with an online assessment. This assessment is used to guide individualized help and study materials. Students receive one-on-one instruction and have a choice of two software programs to prepare them. Spanish HSE teachers use textbooks, pair/group/small group instruction sets and Kahoot, 365 GED and other technologies to deliver course content. The Adult Learning Center (ALC) also offers online coursework for HSE students. Official practice tests are used to determine readiness for testing. This instructional strategy replaced a previous workshop style teaching methodology and has resulted in a higher pass rate for HSE exams. This demonstrates the willingness of OAS to try new instructional strategies and methodologies and determine success based on student outcomes.

The high school diploma component of OAS uses both standard classroom teacher directed study and independent study to provide students with different instructional strategies. The ALC also offers students the opportunity to complete diploma coursework online. OAS also offers a Migrant Education Program, funded by non-adult school district funds, for high school diplomas which utilizes an online learning program available in both Spanish and English. Students in ASE with learning disabilities or special needs receive individual assistance from a teacher with a special education background.

ESL teachers frequently use Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) techniques. Students are engaged with reading, writing, speaking and listening skills, teachers model expected responses and use role-play. The class set varies from large group to small, one on one and independent. Computer programs, textbooks and worksheets are used to reinforce learning.

CTE instructors use teacher-directed classroom instruction combined with industry-specific role-play and work experience. Use of technology is seen across CTE programs to aid student learning, particularly in the Health and Medical program. This program uses a wealth of technology including SIM Chart, Canvas, online support material for textbooks, Medisoft Electronic Health Records program and the WIN career readiness system.

OAS has computer labs available to all students. ESL students use the lab once a week and have



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access to laptops weekly for in class use. Programs available include Rosetta Stone, Breaking News .com, PerfectEnglishGrammar.com and Burlington English. HSE have access to McGraw Hill HSE preparation. Fee-based computer classes stressing business skills are also available to students in the ALC as well.

Faculty members are given ongoing training in various instructional strategies that allows them to address the varied learning styles of students in their classrooms. The trainings are offered onsite, online and offsite. Teachers have been trained in programs such as Edmentum, ASAP, Oxford Picture Dictionary, Microsoft 365, WIN, Burlington English, Side by Side, ActivInspire, Canvas and others. These trainings can be basic or address advanced uses of the software. Teachers have also received training in educational hardware. Faculty members who attend professional development off campus are utilized to provide trainings on campus for those unable to attend.

- **Identify the strengths and key issues for this criterion.**

### **Strengths:**

- OAS has a strong technology component and use technology/software to deliver instruction in different ways to students.
- There is a strong commitment to the use of technology and software as both stand-alone instruction and blended learning.
- Teachers are well trained in the use of this technology and software.

### **Key Issues:**

- Need for more school-wide online collaboration opportunities.
- Need for an increased budget for a more accessible and supportive technology team to troubleshoot and update systems and programs.
- Need for a transition strategy plan for HSE students.

## **ACS WASC Postsecondary Criterion 6: Use of Assessment**

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs, and student learning levels. The institution recognizes the central role of its faculty for improving courses and programs through the assessment instruments and practices used in the school. Assessment is used to measure student progress, to modify learning approaches, and to carry out institutional planning and ongoing school improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The instructional staff uses established assessment procedures to design, administer, deliver, and evaluate courses, programs and student learning levels. This process begins with CASAS testing administered to all ESL and ABE/HSE/HSD students at the beginning of the term. These pre-

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tests are used by teachers to determine skill needs and lesson generation for the coming term. CASAS tests are also used by ESL as an aid to determine when it is proper to advance a student to the next ESL level. All students in the ESL and ABE/HSE/HSD programs are post tested after 100 hours of instruction or at the conclusion of coursework. This is done to document student gains.

ESL teachers use a variety of assessments beyond the CASAS test to monitor student progress. These include weekly tests, chapter tests and teacher observations. Teachers have also created an exit test for each ESL level based on multiple measures. This program is being utilized across the ESL levels to provide continuity. The exit tests are also used throughout ESL levels to provide a common assessment across classes.

High school diploma students are assessed frequently from the start of their learning process to the end. Diploma students are pre and post tested using CASAS test. After assignment into coursework, students are tested at the end of each unit to demonstrate competency.

Students in the HSE test program are pretested in each subject area and the results are used for prescriptive instruction. The instrument used for this assessment is Accucess, an Edmentum software assessment system. Student progress is monitored on tracking sheets which record completion of skills. The program uses official practice tests to determine readiness for the actual HSET or GED exam. Students have the option to use an on-site testing center. The results from the center are reviewed monthly by the teachers to plan additional instruction if necessary.

CTE students operate in an environment of continuous assessment to track readiness to take certification exams. CNA/HHA students are allowed to start coursework after passing an OAS entrance exam specific to their program. There are weekly quizzes and hands-on clinical skills checklists that measure progress and students must take a final exam. After successful completion of their classes, students take a variety of state required certification tests.

OAS recognizes that faculty plays a central role in improving courses and programs through assessment instruments and practices of the school. This is evidenced by faculty and administrator meetings that use conclusions drawn from student assessments to determine student advancement, plan revised curricula based on class needs and make positive changes in overall school effectiveness.

Assessment is used to modify learning approaches, carry out institutional planning and improvement of OAS in a variety of ways. Examples of this include the use of CASAS entry test results to plan classwork, assessment results informing the planning of program schedules and staff assignments, and changes to SLOs based on assessment of student needs. Although effective in collecting assessment data, teachers require additional training in the disaggregation of data to advance and transition students to the next academic goal.

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- Identify the strengths and key issues for this criterion.

### Strengths:

- One-on-one placement counseling and assessment is available for every student.
- Multiple measures are used by staff to evaluate student achievement and identify instructional needs.
- Technology is integrated in the assessment process: eTesting is used for CASAS pre and post testing, Burlington English is used for the EL Civics and Integrated EL Civics units, Plato is used in HSD and HSE and Cyber High is used in the Migrant HSD program.

### Key Issues:

- Need to improve data-driven decision-making in lesson planning to increase effectiveness.
- OAS should continue to seek additional funding sources beyond CAEP and WIOA II.
- A plan is needed to keep current technology updated and functional within the budget.
- Revise assessment hours from 100 hours to required hours in CASAS program.

## ACS WASC Postsecondary Criterion 7: Student Support Services

The school recruits and admits students who are able to benefit from its programs. Student support services address the identified needs of students and create a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The school systematically assesses student support services using faculty, staff, and student input and other appropriate measures in order to improve the effectiveness of these services.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

OAS supports student success by allowing various options based on students' needs. Classes are offered at eight different locations at convenient hours on weekday mornings and evenings. Textbooks and workbooks are available for purchase in the office, and books and dictionaries are available for use in the classrooms for students who cannot purchase them. Free literacy tutoring is offered for adults through the Camarillo Library and Ray Prueter Library in Port Hueneme.

OAS offers individualized instruction for students wishing to obtain a high school diploma. Students who enroll in the High School Diploma (HSD) program are required to meet with a counselor for transcript analysis and to discuss goal setting. During this time, they have an initial orientation and sign a student contract. The counselor determines the best placement for the student and assesses whether the student may need any additional support. The counselor also provides the student with a follow up visit four to six weeks later to check progress. HSD students are individually placed with a teacher who helps guide and support them through their journey to graduation. Students meet with this teacher weekly to discuss and evaluate progress.

Self-paced classes are offered Monday through Thursday from 9:00 am – 8:00 pm and 9:00 am to 12:00 pm on Friday. Online resources for research and supplemental instruction are available for use in the classroom. Textbooks, encyclopedias, novels and dictionaries are available to be checked out

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for use in the classroom. During the academic school year, a pre- and post- Comprehensive Adult Student Assessment System (CASAS) test is administered to document academic progress. Teachers monitor student progress and track credits earned as courses are completed. Students earning a high school diploma may gain elective credit based on work experience.

Career Technical Education (CTE) courses offered in partnership with the Ventura County Office of Education (VCOE), can also be applied to elective requirements. Students can also get credit by taking classes offered at Ventura County Community College District (VCCCD). Students not making adequate progress are referred to the counselor for additional support. Students within five credits of graduation are encouraged to meet with their counselor for a credit check to ensure that they are on track for graduation. After completion of their last class, students take an in-depth skill and interest test, to give them an insight and guide them in making choices for their immediate future. For the final step, they meet with the counselor who will prepare them for transition to their next planned goal, whether that is post-secondary education or joining the workforce.

OAS offers the High School Equivalency Certificate (HSE) Program. It was designed for people who did not finish high school. OAS offers a variety of study materials to help prepare the students to take and pass the HSE exams. Students study in a lab setting with teacher support to gain the skills needed to pass the tests. In addition, students are able to work from home online. This is an open-entry program. Students may register anytime school is in session and may attend during open hours for as long as they need or until they pass the exams. OAS also offers HSE Test Preparation in Spanish. The Spanish preparation is offered at convenient hours. This class has two levels: Spanish Pre HSE-Preparation (equivalent to grades 6-8), and Spanish HSE Preparation (equivalent to grades 9-12).

OAS is an official HSE Testing Center which has three options for students to obtain their HSE Certificate: the GED® computer exam, the HiSET® computer exam and the HiSET® paper exam. Both the GED® and the HiSET® exams are available to be taken in Spanish. These tests are available twice a month - once in the morning and once in the evening.

The testing center offers a positive testing environment for all OAS students. Besides being the HSE testing location, the testing center also offers assessments for new ESL students to determine level placement. In addition, it monitors ESL CASAS pre- and post-testing results, which are reported to the instructors to facilitate additional supportive instruction.

The Migrant Program at OAS offers assistance to those students between the ages of 18 and 22 who work in agriculture or who are dependent on someone who works in any activity related to growing crops, food production, fishing, and packing. Support offered includes Cyber High, books and school supplies, academic tutoring, personal counseling, medical, ophthalmic, and dental emergency services (once a year). Students are able to take classes toward their high school diploma in Spanish or English on Cyber High. Students are invited to participate in school events and educational field trips to career fairs, museums, colleges and universities.

To improve the services offered to its students, counselors administer a survey for teachers and students to assess what additional services are needed. Counselors document support services or

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issues noted by teachers, staff members or students. OAS provides a comprehensive program for student counseling and guidance. When a program need is detected by the counseling team through test results, observations, or teacher and student comments, the team convenes to find means to solve the issue. When developing programs, previous research, theories, and current practices are taken into consideration. Counselors meet monthly with the administration to discuss items of significance from the counselors' meetings and any other program issues.

The safety of OAS students and the community are of the utmost importance and have an updated safety plan, new door locks and a new school paging system named Catapult EMS, a cloud-based portal to inform students and staff of emergencies.

All programs at OAS are focused on meeting student needs, which are evaluated routinely. OAS provides flexible hours and attendance is voluntary. The ability of the school to meet the needs of students is crucial, in order for students to continue to be motivated to attend school and achieve their goals. The office has extended their hours during the day to help students.

- **Identify the strengths and key issues for this criterion.**

### **Strengths:**

- Counselors keep current on methodologies and pedagogy by attending mentor counselor meetings, district counselor meetings, California Adult Literacy Professional Development Project (CALPRO) trainings, county trainings, and through membership in the School Counseling Association.
- To accommodate at-risk students, in the HSD/HSE program, flexible non-traditional class hours are available.
- An open-door policy exists to welcome and support students. This flexibility gives students an opportunity to meet course load expectations.

### **Key Issues:**

- Need full-time principal and reinstatement of an assistant principal because budget cuts have reduced hours and eliminated administration.
- Increase additional counseling staff.
- Need outreach support as budget cuts have created a reduction in advertising.

### ACS WASC Postsecondary Criterion 8: Resource Management

Financial resources are sufficient to support student learning programs and services. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The school plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

Resources available to OAS are sufficient to sustain priority programs and are effectively used to promote achievement of the SLOs. Considerable energy is dedicated to both acquiring resources and appropriately and efficiently distributing resources. School funding is primarily by the state California Adult Education Program Consortia funds, WIOA II funding based on payment points, CalWORKs allocations, and other small local contracts that vary from year to year. Therefore, the budget varies from year to year, although for the current and following year, both will be hold harmless years. Grants are incorporated into the budget and budgets are shared with all staff at professional development meetings, and at leadership meetings.

OAS works closely with OUHSD business services to ensure financial integrity and transparency, with proper management. The budget planning process begins each spring when the principal surveys the staff to determine their requirements for the next school year and ascertain potential resources. At the end of each year, a review of the year's budget activity and occurs and an evaluation of the final outcomes.

Long-range planning in adult education has always been difficult and continues to be increasingly difficult under current budget restrictions. However, with an 80-year history of service, OAS has overcome fiscal challenges before and established a tradition of excellence where students have a safe, supportive place to learn and work with genuinely dedicated and caring staff. To focus planning, an advisory committee concluded that four areas will be a priority: strengthening existing core programs, building Career Technical Education, diversifying resources, and targeting outreach. Various measures are taken to keep budget costs down and marketing, a high priority in planning focus, is developed in-house to keep costs to a minimum. Each year, a marketing plan is laid out. Professional development is another area where planning plays a vital role, and with no budget, sourcing free and low-cost professional development opportunities is also a priority.

OAS facilities and grounds are maintained and secured by grounds, custodial and security personnel. The school reviews the need for improved or additional facilities with a focus on student learning and implements those needs accordingly. Because of the emphasis put on maintaining the safety and cleanliness of the campus, the facilities at OAS provide a safe and nurturing learning environment for students that makes them feel welcomed.

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- Identify the strengths and key issues for this criterion.

### Strengths:

- Effective resource management.
- Well-defined priorities for decision making.
- School has lived within its means despite severe budget cuts.
- Well-equipped classrooms.

### Key Issues:

- The uncertainty of the future of OAS's main campus to continue current programming.
- Lack of secure funding and scarce budget.

## ACS WASC Postsecondary Criterion 9: Community Connection

The school seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members. Connections within the community provide students with expanded learning experiences, including additional educational or vocational opportunities.

- Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.

OAS seeks to enhance its educational effectiveness by developing close partnerships and relationships with community members by meeting with local businesses and organizations throughout the year. Local industry leaders are invited to participate in Advisory meetings to share pertinent industry sector data to ensure up-to-date pedagogy and teaching methodologies. OAS meets annually with its stakeholders through the Community Advisory Committee. The committee is comprised of representatives from local business and industry, non-profit agencies, local government, law enforcement, educational institutions, interested community members, students, and staff. It is from this committee that new educational needs are voiced, suggestions are made for improving the school's connection with the community, and possible community resources are identified to support program improvement and/or development.

Meetings are meant to share current trends, job market data, skill requirements, equipment and technology use. In addition, community leaders volunteer their time speaking about their industry, and sharing knowledge that is of value to students such as banking, finance, and fire safety.

Partnerships with academic institutions are also sought out to facilitate student's transition to community college. For example, Oxnard College counselors are invited on to the OAS campus once a month to assist and advise ASE students on the process of transitioning to community college. Cooperative institutional agreements with the Career Education Center also adds value to course offerings for adult learners as the focus is on training in high-demand occupations. For example, the Dental Assistant Program visits a free dental clinic on a regular basis to assist the dentists and gain work experience in the community. Though the courses are fee-based, the cost is relatively reasonable.

Community service, and internship/externship opportunities enrich the student learning experiences while also connecting them to their potential future profession. Informal service projects such as blood drives, recycling, and donations of school products give students an opportunity to volunteer in their community. Additionally, opportunities such as Medical Assisting externships give students 100 hours of hands-on-training in a real-world setting at a locally approved medical facility. Business-associate agreements between approved sites with OAS are vetted through the California Department of Public Health.

OAS offers work experience for credit towards a high school diploma. Students can earn up to 40 units of work experience credit that can be applied towards credit. Work for pay is required to be completed for each course taken. A total of 80 hours gives students time to learn critical soft skills such as speaking, listening, communication, tolerance, and respect.

A school profile is shared with internal and external partners/stakeholders to help assess the needs of all students and to share the relevance of partnering with community.

- **Identify the strengths and key issues for this criterion.**

**Strengths:**

- Strong network of community partnerships and support.
- Student involvement with community.
- Staff participation on school committees and in community activities.

**Key Issues:**

- Need to add more CTE advisories.
- Need a system to track alumni industry partners and student success.

**ACS WASC Postsecondary Criterion 10: Action Plan for Continuing Improvement**

The school uses the self-study process to identify key issues that are inserted into a schoolwide Action Plan that governs school improvement activities and events. The schoolwide Action Plan is used regularly, reviewed annually, and monitored consistently by the governing body to ensure continuing school improvement.

- **Provide a brief analytical summary that describes to what extent the school meets or exceeds this criterion.**

The school uses the self-study process to identify key issues that are inserted into a school wide action plan that governs school improvement activities and events. For this accreditation the process began in October of 2017 with creation of a WASC leadership team. This team was composed of staff members from all areas of OAS. The leadership began meeting monthly in November of 2017. The OAS team began the process of redirecting and updating the Schoolwide Learner Outcomes, which are the driving factors in deciding action plan items. The self-study identified key issues that included improving the use of student outcome data to help meet



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student needs more effectively. The importance of working together as a staff allows the human capital to augment the already restricted budget. A WASC meeting for all OAS staff was conducted in January of 2018. At this meeting SLOs were refined and information gathered for the action plan. Another all staff meeting was dedicated to working on Chapter 3 of the WASC report and to start work on the action plan. Final work on the action plan draft was completed by the leadership team. The draft was then distributed to all staff for discussion and feedback.

- **Identify the strengths and key issues for this criterion.**

### **Key Strengths:**

- Self-study process is inclusive.
- Positive, dedicated and adaptable staff.
- OAS has demonstrated the ability to carry out an Action Plan.
- OAS staff is committed to continuing schoolwide improvement.

### **Key Issues:**

- Improve data collection and analysis to more accurately assess student learner outcomes.
- Refine the procedures to facilitate student transitioning to higher education and/or career paths.
- Develop a plan to update and maintain technology relevant to educational and career trends.

## Chapter IV: Action Plan Effectiveness

The report ends with the identification of the school's major areas of strength and its major key issues that will be embedded into the schoolwide Action Plan.

- **Identify the school's major areas of strength.**
  - The faculty and staff create a professional, positive, supportive learning environment focused on student success.
  - OAS has demonstrated continuous improvement, particularly in the areas of curriculum and instruction, as evidenced by updated curriculum and making investments in hardware, software and textbooks.
  - Staff is committed to building strong networks that bridge students to industry and industry to OAS.
  - Institutional commitment to school wide improvement that helps support all students' academic, workforce, and lifelong goals.
- **Describe how well the school used the ACS WASC accreditation process to identify its major key issues.**

The leadership team convened to review the self-study and to highlight elements of focus. By categorizing them into four groups, they determined what they could embed into the action plan and what was not feasible due to budgetary constraints. In doing so, the leadership team discovered there were needs that could not be met due to lack of funding. These key issue concerns were named and added to a list outside of the action plan.

- **Identify the school's major key issues.**
  - OAS must augment current funding streams and develop new funding streams to support the current programs it has in place in order to improve/expand its program.
  - Establish immediate contingency plans for possible relocation of the current main campus and/or continued occupation of the main site.
  - Establish immediate communication and collaboration with all faculty, staff, students, and community stakeholders regarding possible relocation and/or continued occupation of the main site.
- **Describe the process used to merge the key issues into the school's Action Plan.**

Arguably the most salient features of the schoolwide action plan concern the "action steps." In the aggregate these steps provide the best option, given current realities, for addressing the

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school's identified growth needs that impact student learning. The Visiting Team has discussed with Administration, Leadership and staff for input regarding the timelines and commitment to successfully completing stated goals by OAS. The Visiting Committee concurs that Oxnard Adult School is fully committed to all stated goals and will be completed by the stated timeline.

- **Comment on the capacity, competence, and commitment of the school in the implementation and monitoring of the school's Action Plan to address major key issues.**

The action plan is well thought out, but not overreaching. The plan is intended to carry the school from the present well into the future with specific and quantifiable goals as well as paths toward them. Also included are areas of responsibility for those goals and those charged with that responsibility; all presented in customary ACS WASC format.

