

SELF-STUDY VISITING COMMITTEE REPORT

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

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

ADOLFO CAMARILLO HIGH SCHOOL

**4600 Mission Oaks Blvd
Camarillo, CA 93012**

Oxnard Union High School District

April 28 - May 1, 2019

Visiting Committee Members

Mr. Kevin Voeller, Chairperson
Teacher, Garden Grove High School

Ms. Jacqueline Morrow
Magnet Coordinator

Ms. Yvonne Oliver
French Teacher, John Burroughs High School

Mr. Drew Parker
Assistant Principal, Ridgeview High School

Dr. Donnie Rafter
Principal, Arnold O. Beckman High School

Mr. Eric Fitzpatrick
Assistant Principal, Los Angeles High School

Preface

The visiting committee recognizes the community of Camarillo, and Adolfo Camarillo High School (ACHS) specifically, have had a challenging and emotional year. On November 7th 2018, the neighboring community of Thousand Oaks suffered a tragic loss during the mass shooting at the Borderline Bar and Grill which killed 12. Several of the victims had ties to the Camarillo community. None of these ties were greater to ACHS than the death of Cody Coffman, a recent graduate. The loss of Cody hit the students and staff hard as he had been in their class just over two years earlier.

Then, in the immediate aftermath of the shooting, the community was struck by the Woolsey and Hill fires. Some members of the staff and their families were directly impacted by evacuations and even more families of the ACHS community took in displaced evacuees.

The WASC process in this cycle had significant issues both in implementation and participation. The FOL self-study was incomplete and absent in several areas. Many of the prompts were not addressed at all by the school, and many were off point with findings that did not correspond to the prompts in that section. Teachers and staff reported that participation occurred during afterschool meetings in which many teachers were not present due to other priorities such as coaching.

Focus groups also reported that their meetings centered around answering questions (the prompts) on a worksheet. These answers were then compiled by the coordinator who pulled out strengths and key issues for follow-up. The coordinator did report back their work to the focus groups for conformation and applied any changes that the focus group required. However, this was done via email and there is no evidence that any meaningful dialog occurred within focus groups regarding strengths or weaknesses for each focus group or schoolwide needs. The VC recognized the great deal of work performed by the site WASC coordinator and that faults in the process were not the results of a lack of effort on their part. Rather a lack of understanding of the WASC process schoolwide, from administration to faculty, contributed to issues and delays in the self-study.

ACHS VAULES AND SCHOOLWIDE LEARNER OUTCOMES

ACHS VALUES

Positive School Climate: All stakeholders will:

- * Ensure a safe, tolerant, respectful, and courteous culture
- * Participate in an honest, hard-working, independent, and collaborative community
- * Support relationships that build self-esteem and value individuals' unique contributions
- * Teach life skills to prepare students to participate responsibly in a global society

Collaboration and Engagement: Faculty will:

- * Continue personal education and collaboration with all stakeholders to develop as professionals
- * Adhere to agreed-upon scope and sequence protocols
- * Assess and reflect upon practices for continual improvement

Instructional Strategies: Teachers will

- * Post visible daily learning goals, objectives, or essential questions, which are reviewed throughout the lesson
- * Create lessons with engaging activities that incorporate critical thinking, creativity, collaboration, and communication
- * Differentiate and personalize instruction
- * Provide immediate, positive feedback and frequent checks for understanding
- * Emphasize mastery learning, which includes re-teach, re-test, re-do, and allowances for late work, as appropriate
- * Use common assessments to inform instruction

STUDENT LEARNING OUTCOMES

Upon graduation from ACHS, students will demonstrate the ability to:

1. Think critically, question intelligently, solve problems and set realistic goals.
2. Gather, read, and evaluate information needed to function in a technologically-based society.
3. Communicate effectively in written and spoken English.
4. Apply basic mathematical functions and concepts.
5. Nurture self-worth and show respect for diverse cultures and viewpoints.
6. Interact as informed, positive contributors to local and global communities.

Chapter I: Progress Report

Since the last self-study:

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

OUHSD recently opened a new magnet school down the street from ACHS. This school was originally planned to be a comprehensive high school, however with slowing enrollment growth in the area the district decided to make it a magnet school for project-based learning with a focus on science and technology, with its student participating in ex-curricular activities at ACHS. Due to this new opening ACHS has seen a decline in their enrollment, from over 2,600 students down to just over 2,200.

The district has seen some turn over at the top of their organization. Oxnard Union High School District (OUHSD) has had two superintendent changes since the last full WASC visit to ACHS. The current superintendent has been in the position since May of 2016. The school reports that the new superintendent has been working hard to increase communication and understanding between the district offices and the school sites. The school reports that relationships between the district and the site have improved and a once strained situation is continually getting better. At the conclusion of the mid-cycle WASC visit the committee left ACHS with the following recommendations for follow-up:

- 1. It is the recommendation of the visiting committee that Adolfo Camarillo High School staff continue to be purposeful in their monitoring and formation of goals with their Single Plan for Student Achievement in assuring cohesiveness with their WASC action plan.*
- 2. It is also the recommendation of the visiting committee that a yearly schoolwide report be compiled from their individual PLC and schoolwide work that identifies progress to date in response to the school wide critical areas for follow-up.*

ACHS regularly evaluates its mission and vision statements to ensure that it complies with the district LCAP goals and the needs of their students. They also reviewed their "Values" statement, which inform their SLOs, and determined in 2017 that there was no need for an update at that time.

ACHS Mission

Adolfo Camarillo High School's mission is to provide safe, engaging, and supportive learning experiences that will inspire and prepare all students for success in college, career, and life.

ACHS Vision

*Adolfo Camarillo High School's vision is to **inspire and prepare** students for **success in college, career, and life** by providing college prep, honors, Advanced Placement, academy, and career technical education courses **as well as a variety of co-curricular opportunities that incorporate the practices of critical thinking, creativity, collaboration, and communication**. Students will attain a high level of academic and personal achievement as measured by state standards, common and individual teacher assessments, classroom observations, **as well as student accomplishments beyond the classroom**. Staff collaboration and engagement will model and contribute to student success on all levels. Intervention will be provided for students who experience challenges to working at their potential. Safety, tolerance, **respect, and courtesy** will be reinforced across the curriculum and campus to develop **positive social and interpersonal skills** students may carry into adulthood.*

The change in the mission and vision statements were collaborated on with some stakeholders at various meetings and was driven specifically by both the District LCAP goals and ACHS' School Site Council's (SSC) School Goals for Improving Student Achievement. However, participation of stakeholders outside of the SSC was limited. The bolding of phrases within the vision statement draws additional emphases not only a student's academic achievements, but also their creativity, communication, respect and positive interactions with others in line with the LCAP goals.

Although some individuals do periodically review and evaluate overall ideals at ACHS, there is little or no discussion amongst stakeholders about the "*monitoring and formation of goals with their Single Plan for Student Achievement in assuring cohesiveness with their WASC action plan.*" Even within the FOL process ACHS failed to provide a WASC action plan that significantly addresses the stated concerns from their self-study.

The visiting committee was unable to see the correlation between the items in the Action plan and the vague "findings" of the self-study. While the site Single Plan for Student Achievement plan does appear to be regularly updated and monitored by the district and site administration, this document does not directly address the needs identified by the WASC process.

ACHS has created an Instructional Leadership Team (ILT) made of department heads and course leads to provide to drive and support future instructional changes. Much of this professional development is designed to take place after school on early release days. The committee noted that there is some misunderstanding between the district and some teachers about the requirements of this time. There are approximately 25 early release days and 4-5 of them are structured in an Ed-camp style (The school uses the term Ed-Cam), where teachers act as hosts to their colleagues and demonstrate instructional strategies. These Ed-Cams are teacher determined and teacher led. It is unclear how the remaining 20 early release days are used, there is little to no oversight or monitoring of how this time is used or any determination of how effective this time is in improving student achievement.

Chapter II: Student/Community Profile

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

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates).
- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.
- **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Adolfo Camarillo High School (ACHS) is situated in the city of Camarillo in Ventura county. It is one of six comprehensive high schools in Oxnard Union High School District (OUHSD) which serves the communities of Camarillo and nearby Oxnard.

Camarillo's population is over 67,000 and mean housing price is \$636,000 with an average rent of over \$2000. Camarillo boast a growing downtown business district filled with small business and a farmer market which features produce and wares from local farms and artisans. These features add to the small-town agrarian feel of the city. In the past few years the city has be developing open space is into lower income housing to help maintain affordable housing in the years to come.

There are several varied programs to challenge and assist students of all levels and interests and needs. ACHS has more than 44 campus clubs, 18 AP courses, a budding CTE program which includes everything from digital photography to agriculture and an expanding AVID program that has 350 students, 10 sections, and a 64% college acceptance rate.

ACHS provides students with a large diversity of co-curricular and extra-curricular opportunities. Their music program has nearly doubled in recent years and they offer a full slate of male and female sports programs.

The campus also has a very active and enthusiastic ASB that provides activities such as pep rallies, dances, and other related services to students across campus.

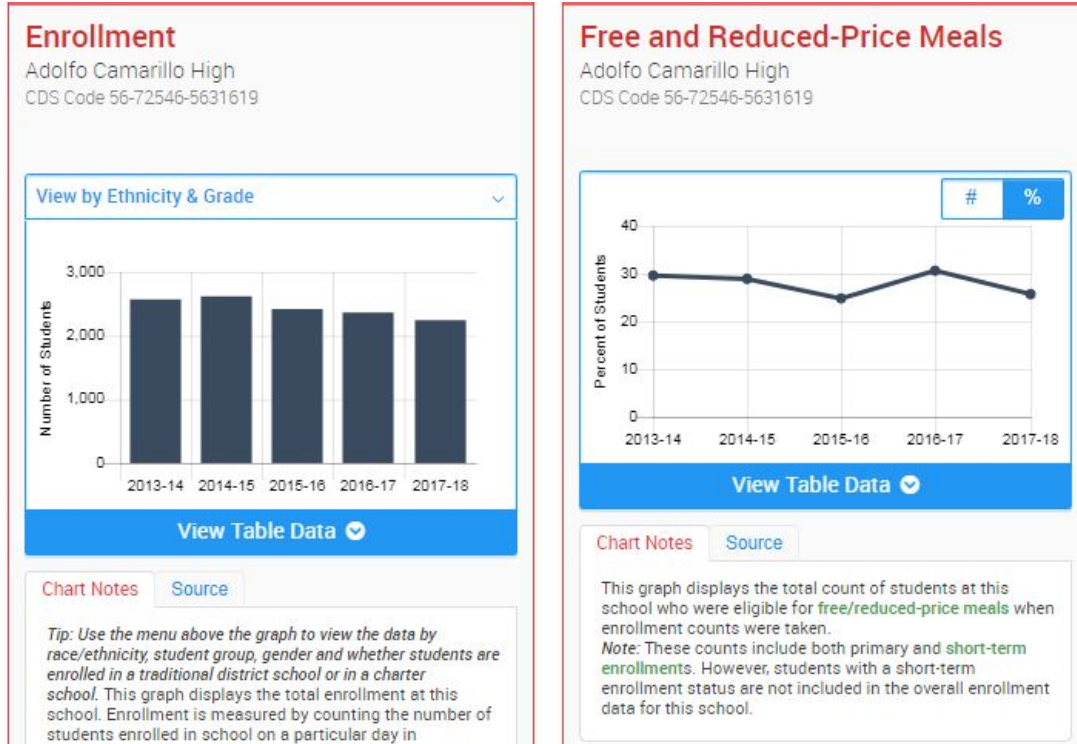
ENROLLMENT DATA

Academic Year	Total	Grade 9	Grade 10	Grade 11	Grade 12
2018-19	2,225	25.0%	26.4%	25.8%	22.8%
2017-18	2,245	25.6%	26.5%	23.4%	24.5%
2016-17	2,366	25.1%	23.3%	24.0%	27.5%
2015-16	2,418	23.1%	24.5%	27.2%	25.2%
2014-15	2,618	25.6%	26.1%	24.4%	23.9%

ACHS has seen a significant decrease in enrollment largely due to the opening of a nearby district magnet school. Rancho Campana High (RCH) opened in the 2015-16 school year. RCH has seen its enrollment grow from 345 in 15-16 to 700 in 17-18, subsequently ACHS has seen a yearly decrease in enrollment despite an increase in the local population.

ACHS serves just over 2200 students 44% are white, 41% are Hispanic and 6% are Asian. These percentages do not precisely match the community of Camarillo. 2017 census data shows the community is 59% white, 25% Hispanic and 11% Asian.

Enrollment by Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian or Alaska Native	10	7	6	2	2
Asian	164	156	138	125	111
Black or African American	44	46	40	46	50
Filipino	115	115	108	105	96
Hispanic or Latino	985	1,026	978	940	923
Native Hawaiian or Pacific Islander	12	11	8	9	9
None Reported	1	0	0	0	0
Two or More Races	74	81	83	75	83
White	1,163	1,176	1,057	1,064	971
Total	2,568	2,618	2,418	2,366	2,245



The rate of socioeconomically disadvantage (SED) students served by ACHS has remained between 25% and 30% even with the declining enrollment.

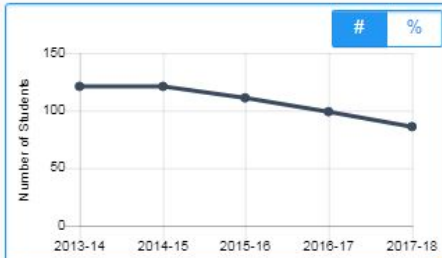
Ethnicity 2017-18	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	55	9	16.4%
Asian	111	2	1.8%
Filipino	97	3	3.1%
Hispanic or Latino	934	100	10.7%
White	1,031	96	9.7%
Two or More Races	89	7	8.2%
School Wide	2279	217	9.5%

The overall rate of chronic absenteeism (9.5%) is better than the LEA (17%) and comparable to the county (9%) and state (11%) rates.

EL DATA

English Learners

Adolfo Camarillo High
CDS Code 56-72546-5631619



[View Table Data](#)

[Chart Notes](#) [Source](#)

This graph displays the counts of students at this school who were classified as English learners when enrollment counts were taken. Use the # % button at the top of the graph to toggle between counts and percentages. (Note: In 2010-11, some 413 districts and independently reporting charters did not certify their EL data, resulting in an

Redesignated Fluent English Proficient

Adolfo Camarillo High
CDS Code 56-72546-5631619



[View Table Data](#)

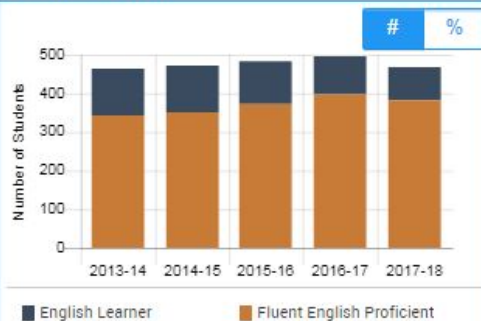
[Chart Notes](#) [Source](#)

This graph displays the students at this school who were redesignated as Fluent English Proficient (RFEP) each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEP percentage is calculated by dividing the number of English

English Language Acquisition Status

Adolfo Camarillo High
CDS Code 56-72546-5631619

View by Subgroup



[View Table Data](#)

[Chart Notes](#) [Source](#)

This graph displays English learner students in this school by their English language acquisition status.

State and federal law require that all students whose primary language is other than English be assessed for English language proficiency. Students who are identified

The number of EL students at ACHS has decreased from 121 in 2014 to only 86 in 2018. EL students currently makes up less than 4% of the student population.

ACHS has been redesignating around 30% of its EL student each year, since the 2015-16 school year.

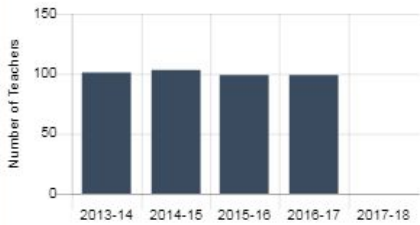
It was shared with the visiting committee (VC) that once RFEP students enter CP classes they can struggle to perform. The VC feels it is important for ACHS to find ways to support all students especially RFEP students in fully accessing learning within all of their classes. The VC has recommended this as an area for the school to follow-up with.

STAFFING AND CLASS SIZE DATA

Teachers

Adolfo Camarillo High
CDS Code 56-72546-5631619

View by FTE, Race/Ethnicity & Gender



View Table Data

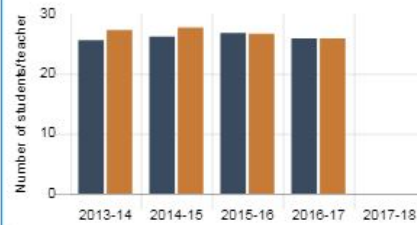
Chart Notes Source

This graph displays the total number of teachers in classrooms or specific programs at this school. This count includes itinerant and push-in/pull-out teachers but not adult education, Regional Occupation Programs (ROP), child care, and preschool teachers.

Per Pupil Ratio: Teachers

Adolfo Camarillo High
CDS Code 56-72546-5631619

Filter graph



View Table Data

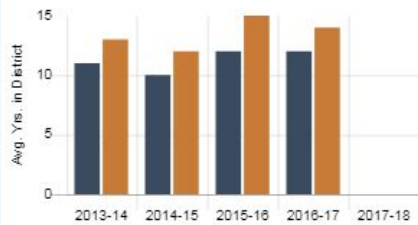
Chart Notes Source

This graph displays the number of students for each teacher or full-time equivalent. The counts of students and teachers are collected on the first Wednesday of October each year.

Average Teaching Experience

Adolfo Camarillo High
CDS Code 56-72546-5631619

Select options



View Table Data

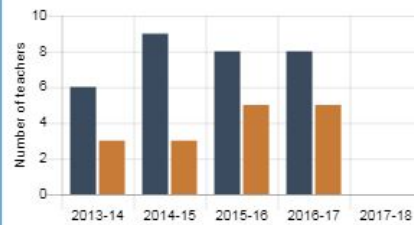
Chart Notes Source

This graph displays the average number of years that the district's teachers have been teaching in the district.

First & Second Year Teachers

Adolfo Camarillo High
CDS Code 56-72546-5631619

Select options



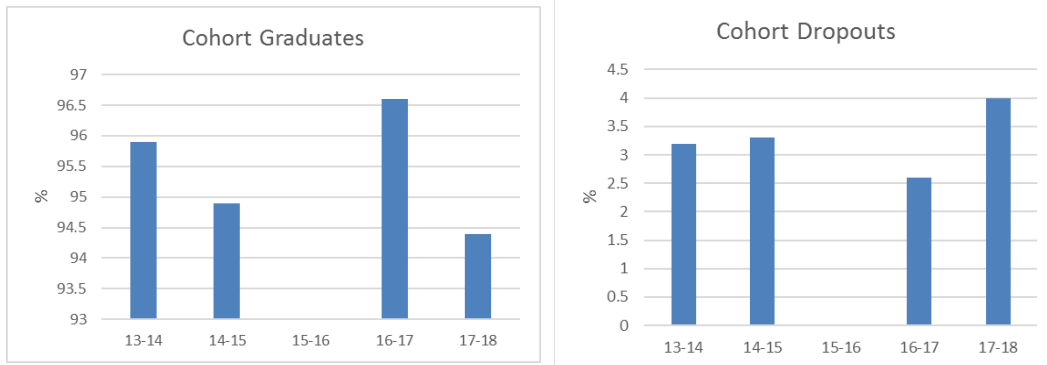
View Table Data

Chart Notes Source

This graph displays the number of first- and second-year teachers at this school. A large proportion of first- and second-year teachers may indicate a less experienced teaching force.

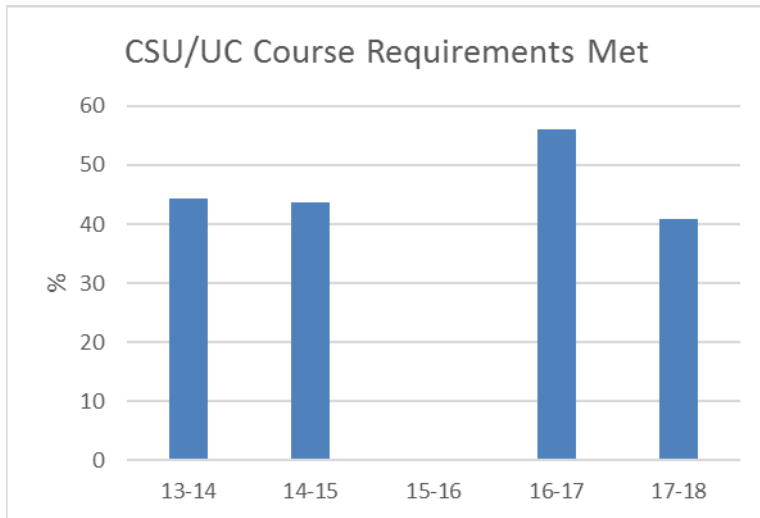
The credentialed teaching staff at ACHS has remained around 100 through 2017-18. The average class size has seen a decrease, from 27 to 25 per pupil ratio, over the same period due to declining enrollment at the school. Average teaching experience remains in the mid-teens, with 13-15 teachers in their first two years of service each year. It was reported to the VC that many of these are CTE and SPED teachers. All teachers are highly qualified in the classes they teach.

COHORT GRADUATION AND DROPOUT DATA.



(2015 data was not available on state reporting websites)

A-G RATE DATA



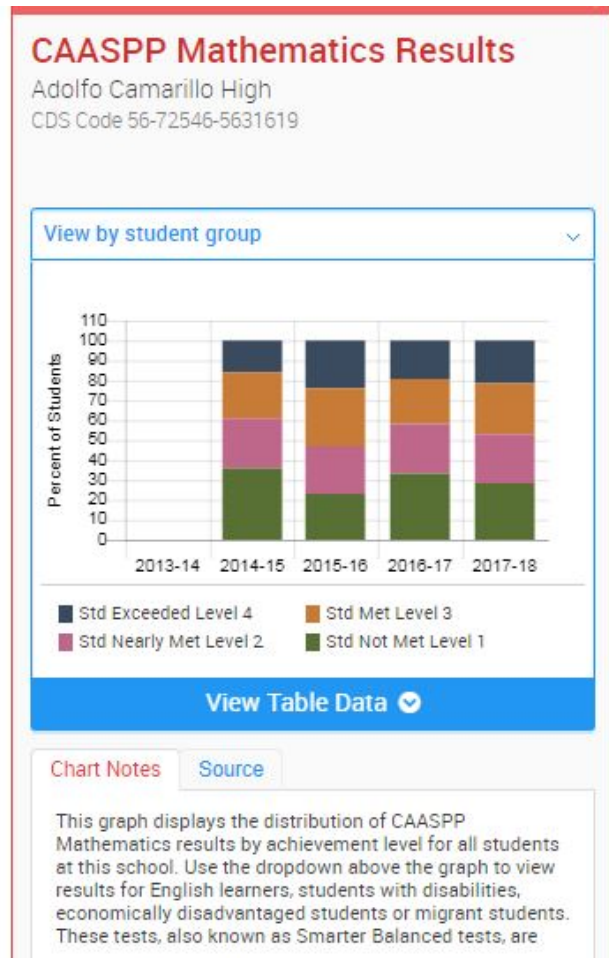
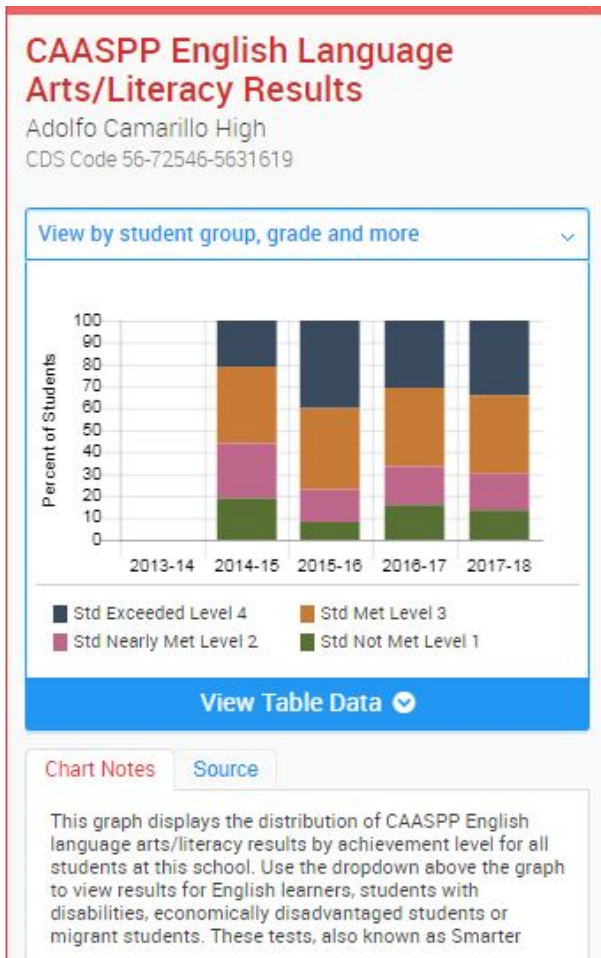
The a-g rate at ACHS has been consistently in the low 40% range. There was a significant increase for one year in 16-17. ACHS offers a strong AP program, and a CTE program with a plethora of pathways.

In the last three years the AVID program has grown to serve close to 350 students at ACHS. There are four faculty members assigned to the AVID program offering 10 AVID class sections. AVID is also supported by one counselor and several core teachers. The program has 56 seniors.

ACHS SENIOR AVID DATA 2017-18

Applied to 4-year college	Accepted to 4-year college	Submitted their FAFSA	Took SAT/ACT	Have at least one AP Class	Taken a college course while in HS	Attending college out of HS	A-G completion
100%	64%	85%	SAT-100% ACT-78%	46%	12%	96% attend college 32% attend 4-year	60%

SBAC TESTING DATA



The California dashboard shows a that ACHS is 40 points above standard in ELA and showed a 5.9 increase over last year. Although SED, special education (SPED) and EL groups were below standard, all groups at ACHS saw and increase in ELA SBAC results from the previous year.

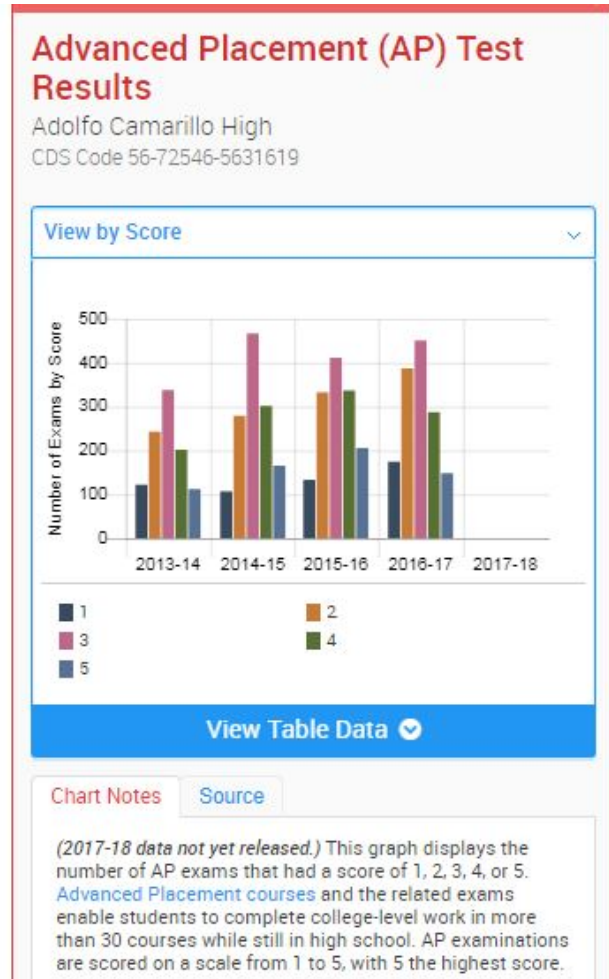
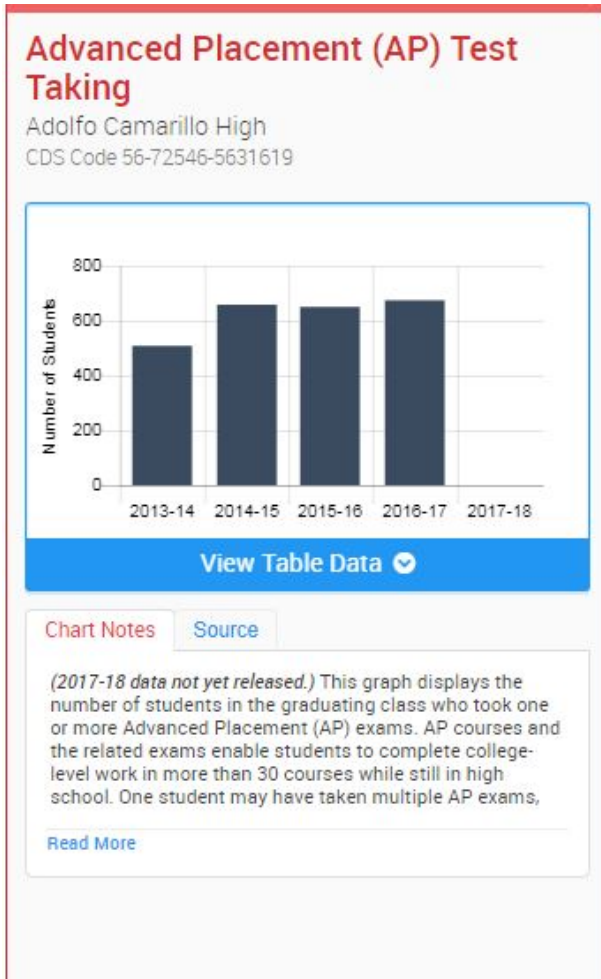
Math SBAC results showed that ACHS as a whole is 17 points below standard, but they did see a 7-point increase over the previous year. White and Hispanic, the largest sub groups, both showed 5-point gains, while SED, SPED and EL groups showed declines. All groups except white students were below standard in SBAC Math.

SAT DATA

SAT Report	Grade 12 Enrollment	Number Tested	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
2017-18	549	284	245	86.3%	206	72.5%
2016-17	651	362	321	88.7%	269	74.3%

In the 2018-19 all 9th-11th grade students took the PSAT exam. All 11th and 12th grade students also took the SAT. OUHSD and ACHS plan to have all 9th-11th grade students continue to take the PSAT and all 11th and 12th graders take the SAT going forward.

AP TESTING DATA



ACHS offers 18 AP courses. In 2018 553 (25% of their students) students took 1064 AP exams with 64% scoring a 3 or higher. Schoolwide and in most AP classes ACHS is similar with or surpasses the state averages.

Summary of California Dashboard by subgroups.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Yellow	Yellow	Green	Green
English Learners	None	Orange	Green	Yellow	Orange	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Yellow	Orange	Yellow	Orange
Students with Disabilities	None	Red	Orange	Orange	Orange	Red
African American	None	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	Blue	Green	None	None
Filipino	None	Blue	None	None	None	None
Hispanic	None	Orange	Yellow	Orange	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	Blue	Yellow	Green	Green
Two or More Races	None	Orange	None	None	None	None

Chapter III: Quality of the School's Program

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

A1. Vision and Purpose Criterion

- *To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?*
- *To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?*

ACHS has a clearly stated mission statement that reflects their current instructional practices, expected student outcomes and commitment to success. Their mission and vision statements were changed during the 2015-2016 school year, to reflect the changes in their student population as well as the changes in their community and society which embraces the student's holistic health, not just academic success. However, it is unclear to what extent all stakeholders played in the development of the current mission statement and if it truly addresses all stakeholders. The SSC a small but representative body did most of the work with the mission and vision.

ACHS now understands the effectiveness of the self-study processes which should have engaged representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes, the group determined that the processes are somewhat ineffective. While teachers do collaborate on the mission statement as does school site council, there may not be a complete representation of all stakeholders in the process. This would include students, classified staff and parents beyond the school site council members. However, ACHS staff used this self-study opportunity to spend a professional collaboration opportunity evaluating how they measure their SLO's in their individual classrooms. ACHS has recently created a google classroom and each teacher is currently working on uploading evidence of measurable outcomes of their SLO's.

ACHS leadership, on a regular basis evaluates the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes, the information is shared out to the community in various ways, but there may not be feedback from the community regarding understanding or commitment.

A2. Governance Criterion

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

- *To what extent does the governing board delegate implementation of these policies to the professional staff?*
- *To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?*

The governing board is the OUHSD school board and district administration. ACHS has determined that the governing board has clearly-stated policies and procedures that supports their school.

ACHS and OUHSD have clearly involved parents, students, and staff in regard to school governance. ACHS would like to continue to grow the involvement of the community members particularly in areas beyond sports and extra-curriculars.

ACHS has a clear understanding of the Uniform Complaint procedure from the district.

A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion

- *To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?*
- *To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?*

Teachers referenced PSAT, SAT, CAASPP, and ASVAB data in conversations, however the extent to which they utilize data to make instructional decisions is unclear. It appears that very few teachers reference data to make curricular/instructional decisions. Admittedly, many of the school's interventions are in the emerging phase, and this is an area the school voiced as a place they are focusing on.

The SPSA is clearly aligned to the district LCAP, but the extent to which ACHS staff used student data is unclear. The SPSA also seems to be largely unknown to those outside of the SSC, although the school reported working with the SPSA in staff meetings. It is likely that most of the staff is unaware of the SPSA itself even though they may at times be presented with information derived from it.

Some ACHS teachers continue to work with other teachers and administration to make responsible decisions regarding student learning. These same teachers use self-reflection on their teaching practices to help drive their instruction. The extent to which all ACHS teachers are held accountable for implementing practices, programs, actions, and services that support student learning is unclear.

ACHS has recently hired an Intervention Specialist to help support student needs.

ACHS staff utilize emails, peer collaboration, department meetings, and PD opportunities to communicate, plan, and resolve issues.

A4. Staff: Qualified and Professional Development Criterion

- *To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?*
- *To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?*

Staff members are highly qualified, placed in their area of certification and meet the qualification standards set forth by the California Commission on Teaching.

ACHS distributes a staff handbook that contains the majority of site policies and procedures is given to each teacher at the beginning of the school year. Policies are also shared periodically during staff meetings and via email when necessary.

Time is set aside several times a month during “Collegial Days” for teachers to collaborate with one another after school. The plan for this time is left up to the teacher with the exception of two times that a mandatory Ed-Cam (Ed-Camp style PD) was held. In most cases, staff members contribute to professional development through Ed-Cam style informal trainings and there is a tech coach available for technology integration assistance. When requested, teachers are given the ability to attend conferences.

The remaining Collegial Days are used for faculty meetings, department meetings or teachers time. There is a disagreement between some teachers and the district as to how the remaining days can be used, with some disagreement about whether the time is in or outside the teacher contract day.

The TASP process gives teachers different options for evaluation (portfolio, admin evaluation, peer feedback.) The process appears to be well liked and effective amongst teachers and administrators.

A5. Resources Criterion

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

The LCAP plan is developed at the district level and is derived from critical student needs. The site teaching staff feels that the district does not solicit their input in the development of the plan

and has little say in the allocation of LCAP funds. Site specific budget decisions are made by the principal with input from site staff members.

The school adheres to standard accounting procedures and budget development. Sites are allocated funds based on district level processes. The facilities, while old and outdated, appear to be safe and meet the needs of students. A modernization project will begin within the next 2-3 years which will address many of the facility issues that are present.

To quote the report: *“As it pertains to the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and technology, such as technology tools and software, the support systems for technology, software, textbooks, other resources and material, library media resources, manipulatives, and laboratory materials for instruction, it is noted that money is appropriated by the district for these items.”* Site staff are not aware of the process but appear to feel like the policies and procedures are adequate.

There seems to be frustration with the lack of input site staff have on district level purchases: *“While new programs and training is appreciated by the staff, the site staff has little or no input on which programs are purchased. Surveys are occasionally sent out, but little feedback is provided.”*

The hiring practices of the district are based on union contract specifications as well as qualifications that are listed on job descriptions. Applicants are properly vetted through paper screening and an interview process. Site hires are typically vetted through the principal and the chair of the department that the applicant will be a member of.

ACHS and the OUHSD are in the process of shifting towards complete a-g requirements which includes CTE pathways that are developed by teachers and approved by the district based on student preference. This plan is in the initial stages and is geared to have all students college ready upon graduation from ACHS. This plan is also in accordance with ACHS’s mission statement and school vision.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- ACHS is open to teaching staff being involved in the areas of Vision and Purpose, Governance, Leadership, Staff, and allocation of Resources.
- ACHS student leaders are aware of and embody the ACHS' mission statement.
- ACHS mission statement, SLO's, and Values are all aligned with OUHSD policies and LCAP.
- ACHS has an active PTSA which supports the school in many aspects.
- ACHS regularly evaluates their Vision and Mission Statements.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Continue to explore ways to build time within the instructional day to provide student interventions based on identified student academic needs.
2. Continue to strive to include ALL stakeholders including classified staff, students, and parents, who are not already a part of on-campus organizations, in all decisions.
3. Continue to explore a collaborative dialog with the District on District goals and vision.

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

- Self-study
- Staff interviews
- Meeting with parents
- Interviews with superintendent and district staff
- Meetings with WASC leadership team, ILT and site administration
- Student surveys
- Meetings with student groups
- Focus group conversations
- Classroom observations

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

- *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?*
- *To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?*

There is some evidence based on classroom observation and interviews with faculty that some educational research is utilized at ACHS, however it is utilized in a somewhat inconsistent and entirely informal manner. Teachers report that they employ a wide variety of instructional strategies. In observations some classes place students in groups where they are encouraged to communicate with one another and to collaborate on various assignments. In some classes, technology was utilized. However, in many other classrooms, there has been little or no updating of instructional strategies over time. Direct instruction and students completing worksheets with a textbook were the most common instructional strategies observed during classroom visitations. This sentiment was echoed in student meetings, where the common feeling was that many teachers had not worked to update their lessons in several years. While some students could identify an interesting lesson they had been exposed to, the consensus of the students was that up to a third of teachers didn't try in their lessons. This was a consistent message communicated to the VC throughout the visit.

OUHSD has defined clear College and Career readiness standards and has worked to communicate them with teachers. Adolfo Camarillo is working to meet College and Career Readiness Standards through the implementation and growth of its academies, pathways and their AVID program. The school offers distinct pathways in several fields and a Business and Technology Academy (BATA).

General core classes teach Common Core and NGSS state standards and AP classes adhere to the College Board's suggested guidelines and pacing. In teacher conversations it was stated that some courses and departments have common assessments and/or pacing guides. The use of pacing guides and curriculum maps is emerging and appears to be moving towards full implementation with district support in some departments. Very few courses outside of the CTE areas and SPED realm were able to identify career readiness standards.

The AVID program has shown considerable growth over the last several years and appears to be flourishing. Students who are deemed to be the "mid-kid" are placed in AVID and given additional support to meet their college related goals. AVID tutors not only work with students in the AVID classes, but also make themselves available to the general student population at various times.

In general, most classes are college prep and meet a-g criteria and courses adhere to defined criteria. There appears to be some remaining "non-UC approved" classes, but they are the exception rather than the rule.

Academy and Pathways provide college and career readiness/exploration through the entirety of their curriculum as well as in their daily instruction and interaction with outside business groups.

The school and district has made a large capital investment in technology and is moving towards a one-to-one program and every classroom is outfitted with a digital interactive projector. This exposure to technology will assist with students learning of digital skills necessary for the workplace in the 21st century.

Opportunities exist for teachers to collaborate with other departments; however, the structure is seemingly non-existent and completely voluntary on most of the days.

There are some subject alike teams who are moving towards common pacing and equity within subject teams, however there are also several others who do not seem to be moving towards a consistent curriculum. Unit Planners and/or Curriculum Maps are in the emerging phase of development in several departments and are used to some extent across subject areas.

Communication with feeder schools is emerging and has occurred in the English department. SPED also works with feeder schools to ensure transition IEP and services can be effectively implemented upon enrollment at ACHS, but there is no mention of conversations with feeders in other subject areas. Science has worked with the district in science specific teams and several of the CTE pathways have ongoing communication with local universities and technical schools.

Follow up with graduates is done on an informal basis through the counseling team and various teachers or staff members who former students may maintain contact with.

Work with local colleges is ongoing. Guest speakers are utilized when possible to give students a direct link to the college and first-hand accounts of information needed.

B2. Access to Curriculum Criterion

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

In addition to the core content area offerings, several diverse elective opportunities are available for students to experience. There are several pathways and an academy available for students to explore. ACHS offers several academy pathways, many electives and a thriving AVID program, over 25 different CTE/ROP classes, Global trade and Logistics program, Police Explorers and a College and Career Center to help students make choices.

Each core department offers multiple a-g approved courses. There is a variety of AP/Honors offerings for students to take across a wide range of subject areas that are open to all students. The school offers 18 different AP classes.

The school prides itself on being completely “Open Access” and has been for years. Students who wish to challenge themselves by taking AP/Honors level classes are able to do so with proper counseling. Parents are the determining factor in their student’s schedule. Parents must sign off on all course changes/course selections made by students. Parents may then opt to meet with a counselor to receive feedback and course specific guidance pertaining to their child’s schedule. Parents indicate that their overall experience in working with teachers has been very positive. There is a general feeling that teachers genuinely care about students and want them to succeed.

Many teachers are in the process of incorporating more “real-life” experiences and assignment types. Science appears to have made the most gains in this area as they shift to the new NGSS standards by incorporating scientific phenomena and real-world projects where possible.

Counselors indicate that they meet with students periodically, but voice that they would like additional time to focus on student paths rather than their schedule.

AVID classes are growing and flourishing. AVID tutors are available for all students and share messages pertaining to post-secondary success and plans.

An optional College and Career Seminar course exists to work with students on a 10-year plan. Students identify a career and a standard of living then examine the gaps that exist in income levels needed to sustain a specific standard of living.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

- School supports a “College Going” culture for all which includes equitable access to various standardized college assessments.
- Nearly all courses are a-g aligned and meet UCOP criteria and each class adheres to Common Core State Standards or Next Generation Science Standards where applicable.
- Open access to AP/Honors classes
- AVID program has shown considerable growth over the last few years and appears to be servicing a large number of first-generation college bound students on campus.
- Business and Technology Academy (BATA) is well-designed with a goal to “prepare students for College, Career and Life.”
- Move towards Chromebooks and implementing technology gives students additional access to content and skillsets that will be required of them in post-secondary life.
- Collaboration with ROP to expand course offerings outside the bell schedule.
- College and Career center provides weekly speakers and helps with college applications.

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

1. All ACHS teachers should find ways to expand and continually reflect on current research-based instructional practices/strategies. ACHS ILT and administration should work collectively to monitor best practices and ensure they are implemented schoolwide.
2. ACHS should explore ways to create systematic, school-wide, and structured professional development that is collectively developed, monitored, and address identified student needs.
3. Continue to develop and implement curriculum maps and/or pacing guides for across the curriculum. Monitor, assess, and support implementation and ongoing changes to these curriculum maps and continue to development of common assessments.

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

- PSAT/SAT administration
- Self-study and focus group interviews
- AVID program has shown considerable growth over the last few years and services close to 350 students at this time. The AVID team has established their own club, and a peer-to-peer mentoring program where the AVID seniors mentor the freshmen. There are currently fifty-six seniors in the program and their stats are impressive.
- Interviews with teaching, administration and district staff
- Interviews with parents and students

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

Technology has begun to take hold in classrooms at ACHS. All classrooms have access to document cameras interactive LCD projectors. The science department teachers each have a class set of Chromebooks and there 16 additional sets on campus that teachers utilize. Google classroom is being used by a growing number of teachers in their lessons, and the school uses it to record student achievement of the SLOs.

Some teachers integrate technology in their classrooms by using connected devices such as smart boards. The Internet is used for project research, presentations and reference in some classes. Some teachers even use students' smartphones for online quizzes and educational games. The world language department uses language labs equipped with modern programs. Some teachers use online tests on Quizlet or other platforms and, are thus able to easily share students' achievement and discuss teaching strategies. Some departments use the Canvas platform for collaborative discussions on assignments and, provide rubrics and expectations.

Some departments collaborate regularly although informally. The structure, frequency and effectiveness of this collaboration varies widely. Some departments use pacing guides and some common assessments, although more departments report they are beginning the process of developing these. Some courses do not have defined pacing; however, they were seemingly still well coordinated. Others were not. Again, the implementation was inconsistent across the school.

Some departments like the English, math and world language departments are in the process of adopting new textbooks and are in various stages of developing new pacing guides for courses. The science department is working with online resources and "Flexbooks" and will be piloting new materials next year. The world language department is also getting ready for new AP tests and new State Standards and is consequently researching professional development opportunities to tackle these new challenges. The world language department is shifting to a production-based model emphasizing oral comprehension and speaking in order to start transitioning to the new state Standards. The English department is implementing multi-genre writing portfolios starting in 9th grade.

Several teachers state that they enrich their instruction with field trips to museums, historical or cultural places, concerts, speeches or plays. ASB and some teachers even bring guest speakers to their classrooms to bring cultural perspectives to their students, and to prevent bullying and violence.

BATA provides students the opportunity to work on real life professional projects and also provide students with the ability to meet business leaders from their community. CTE pathway classes such as architecture, film and pre-school also prepare students for the professional world and are taught by credentialed CTA classes.

All teachers are required to distribute a syllabus that clearly articulates learning objectives, class requirements and expectations.

Some teachers voice the desire for the implementation of a bell schedule that would allow for intervention during the day, to assist with remediation and/or reteaching of concepts. Multiple staff members state that future conversations regarding bell schedule modifications are forthcoming.

Both faculty and students benefit from onsite tech coaches who demonstrate the use of platforms such as Google classroom.

The district office also provides voluntary professional and technical training to faculty members.

The school offers a comprehensive range of AP classes with passing rates above state average for most subjects.

C2. Student Engagement Criterion

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

It was observed and shared in conversation with students that a number of teachers have not updated their instructional approach and course materials for several years. On a number of occasions, it was stated that many teachers utilize worksheets on a regular basis. This was also observed during classroom walk throughs by committee members. In addition, instructional strategies appear to be stagnant as they seem to have not been updated for many years. A consistent message was presented to the VC, and the VC concurred through observation and interviews that instructional innovation was severely lacking and sometimes impeded by a portion of the faculty.

Student groups expressed to the VC their wish for a more “out of the box” learning experience, beyond textbooks and worksheet learning. They wish some of their learning experiences were more relevant to their life. Some students also expressed a desire that their teachers would be more interested in their learning and created more projects and/or the creation of portfolios. Students have a strong desire for relevant and rewarding learning experiences that stretches beyond receiving good grades.

The VC did find pockets of strong and varied instruction in some classes, primarily higher level and CTE, but direct instruction and packets of bookwork were very commonly observed by the VC and described to the VC. There is little evidence of ongoing systematic data-driven reflection of instructional practices.

Some teachers have daily essential questions posted on the board to help further the lesson plan or unit. Some teachers supplement their lessons with online and multimedia educational resources such as Khan academy, TedTalks, Discovery Education, NoRedInk and Edgenuity.

Some teachers offer coaching and tutoring services to students after class and during lunch. In some classes collaboration among students is encouraged through group projects. A number of students' projects reflect real life and professional tasks and develop useful career skills in students.

The district office is supportive of faculty and regularly finances voluntary professional development and training sessions.

Parents and students have online access to grades and attendance.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

- Students benefit from a large catalog of classes.
- Classrooms are well-equipped and additional technology is planned for the coming years.
- Students' performance on state standardized tests are typical.
- Students benefit from thorough college readiness preparation opportunities.
- The school benefits from on-campus tech specialists.
- A strong AVID program supports AVID students in all of their courses.
- Development of MTSS Model by administration and intervention specialist with support and input from the staff.

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

1. All courses should increase use of research-driven, instructional strategies that provide multiple engaging learning opportunities and reduce the amount of direct instruction and packet/bookwork.
2. Continue to find ways to increase the levels of rigor and relevance in ALL classes.
3. Teaching staff should continue to increase the structured course and department level, professional development and collaboration centered around lesson best practices.
4. Find more ways to provide instructional strategies designed to support English learners across all courses.

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

- Self-study
- Staff interviews
- Meeting with parents
- Interviews with superintendent and district staff
- Meetings with WASC leadership team, ILT and site administration
- Student surveys
- Meetings with student groups
- Focus group conversations
- Classroom observations

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

- *To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?*
- *To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?*

ACHS releases assessment data in a piecemeal fashion to the staff. Once released to staff members, the assessment data information is available online. The LCAP and SPSA information is made available to staff and accessible on a website. The principal sends emails to staff with updates on the latest data, information and news. Staff members are presented with information in staff meetings, this reflects data results as well as LCAP information.

English teachers use the CAASPP data at district-wide department meetings to look for trends and the data. ACHS English teachers report that they have gone away from common assessments and focused more on common writing strategies. Adjustments in curriculum based on assessment results vary class to class. English teachers revealed that using assessment data to drive instruction in the classroom is a growing process. The self-study revealed that the English department does not meet on a regular basis and that the department would benefit from more collaboration. English teachers, as part of the category D focus group, report that the department meets “informally” on a regular basis. English department members do not meet regularly as part of the established school-wide collaboration time. Some of this is due to department members being a part of the ILT team and not being able to make it for collaboration time.

The Math department has used CAASPP data to develop performance tasks based on assessment results. This has also led to the increased use of computer-based learning and curriculum as well as the adoption of a new textbook. The Math department is still working on developing and integrating Algebra and Geometry effectively.

The Social Science department reports that they have pacing guides but there are not using common assessments within the department. They do report they collaborate on a casual basis. This includes discussions based around “best practices.”

The Science department is in the early stages of implementing the NGSS and therefore are collaborating casually and slowly implementing common pacing and assessments.

Students and parents have access to student attendance and grading information through the Synergy student information system. This is done through the “parent view” and “student view” options. ACHS parents feel that communication with teachers regarding grades and classroom information is good and teachers respond to inquiries in an appropriate amount of time.

ACHS teachers have limited involvement in the creation of the LCAP and the SPSA. The Instructional Leadership Team (ILT) provided feedback at monthly staff meetings. The position

of the Intervention Specialist was created through discussions based around the LCAP. Staff members assessed a need in areas to be addressed by the intervention position.

ACHS teachers report that standard-based grades, growth, and performance levels and how they are tested varies by department. Some departments work independently to create common formative and summative assessments. Teachers have autonomy within their department to teach the curriculum independently, although there are common rubrics to determine growth.

The self-study report revealed that the English department has yet to universally align curriculum with common rubrics, per grade level. This can have a negative impact, particularly on students who may have a schedule change during the academic school year. One remedy suggested by staff is to increase the amount of collaboration within the department. Through reading the self-study report and speaking with teachers, there is more informal collaboration than formal meetings during designed collaboration time. Collaboration on the ACHS campus is very teacher-led and there is little accountability on teachers regarding how they utilize collegial time. The introduction of the “Alludo” program has given teachers additional opportunities to explore professional development in the area of technology use.

ACHS does not have a set policy on grading practices. Teachers report that there is autonomy throughout departments when it comes to grading. Many teachers employ a traditional 100% grading scale, while a small number of teachers are utilizing a 5-point grading scale. The Synergy student information system allows teachers to adjust the weighting of grades and align the desired grading practices to their gradebook as desired.

Each department uses its own system to monitor student progress. The staff runs a D/F report every quarter in order to provide intervention for students struggling academically. In addition, counselors meet with students to help ensure that they are on-track with A-G requirements. The Renaissance program is in place to celebrate students who improve their grades and are no longer on the D/F report. Peer to Peer tutoring is available for students after school.

The TASP program is used by administrators as the process to evaluate teachers. This can be done through traditional classroom observations, peer to peer teaching projects, or portfolios assigned to the teacher. Through this model, teachers have the option to select how they choose to go through the evaluation process. The traditional evaluation by a school administrator is an option, but some teachers choose to work with another teacher or select a portfolio project. It is unclear how effective the peer to peer evaluation or the portfolio project are, but teachers report that it is a valuable experience. In addition, school leaders review course syllabus, classroom expectations, and determine the extent to which school practices and policies are being addressed. Academic counselors meet regularly to determine if students are on-track and discuss issues. The School Site Council (SSC) monitors the student data to determine if they are effective and leading to student growth on campus. In addition, the (SSC) monitors the distribution of the LCAP funds.

ACHS recently hired a Behavior Intervention Specialist. This staff member works with low performing students and also works with the peer to peer tutoring program and potential mental

health or social-emotional issues. In addition, the Behavior Intervention Specialist works with the special programs counselor to assist foster youth students.

Some departments informally review data to determine necessary changes to programs. The Math department reports that data is typically used to drive collaboration efforts and also to support curricular pacing.

The Science department does not use state testing data as they report that they are in between testing systems. Science teachers do meet regularly to collaborate and review shared department data.

The Social Science department reports that state testing data is utilized for the creation of the LCAP and SPSA but does not report that the data is used for their instructional purposes. Due to changing data, the Social Science department is looking into adopting new textbooks that more closely align with common core standards.

The English Department feels pressure to analyze the assessment data, identify needs, and then further drive the instructional practices based on those determined needs. The self-study report reveals that the English department does not collaborate regularly, and that doing so would help the department moving forward.

The Physical Education Department reports that data is used to drive instruction. The PFT data is typically used to determine needs for improvement and monitor student success. The Physical Education department also reports that collaboration is limited, and the demands of coaches makes the collegial days insufficient for success. In addition, the results are not used to drive professional development opportunities in the department.

The Business Department report that they do not have data to drive instruction, but they do research assessments, including commercial assessment and certification for students.

The Special Education Department reports that there are no assessment results that the department can use to update the program. Most of the information available is focused on IEP's, caseloads, and legal requirements.

The Counseling department uses available data to structure and change the master schedule.

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

- *To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?*
- *To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?*

Instructional leaders review classroom syllabi and AP course requirements in an effort to assess instructional practices. ACHS leadership reports that they visit classrooms on a schedule as well as impromptu visits.

All departments report implementing both formative and summative assessments in the classroom. Some formative assessments used are listed below:

- TAPPLE
- Kahoot
- Quizlet

Multiple Departments report the use of warm-ups. As well as entrance and exit tickets. Departments report meeting regularly for collaboration time, most meetings are informal and not during established collaboration time. Most departments need more collaboration time to analyze assessment data. In addition, training opportunities on how to effectively analyze the assessment data would be beneficial to the staff.

Information regarding timely feedback and how student feedback is used for college, career, and life were not clear in the self-study report. Focus group members reveal that students receive timely feedback on assessment and graded assignments. ACHS administration as well as parents report that teachers respond with grading information in an appropriate and effective amount of time. The implementation of instructional technology, particularly Google classroom, have helped make grading timelier. ACHS teachers work with counselors and the intervention specialist to monitor student success and provide interventions as needed. This is done through analyzing assessment data, counselors meeting with students, and the regular review of the D/F report.

Through the self-study, observations, and focus-group and other interviews it is clear to the visiting committee that data-driven reflection of instructional practices is uncommon at ACHS. Collaboration is most often informal, unstructured, varied from department to department and rarely focuses on instruction. Use of data is often thought of as state data only, therefore teacher created formative and summative student data is rarely analysed for instruction benefits beyond that one teacher.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- ACHS has an established Instructional Leadership Team (ILT), representative of all departments, that is active on campus.
- ACHS leadership is committed to the implementation of instructional technology. ACHS instructional leaders and counseling team, regularly review the D/F report and provide interventions and supports as needed.
- ACHS has added an intervention specialist which is helping with both academic interventions as well as social-emotional need of students.
- There is evidence that some meaningful informal collaboration occurs among many of the departments on a regular basis.

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

1. ACHS needs to build capacity within its teaching staff through collaboration and PD so that teachers can begin to analyze assessment data (state as well as teacher created assessment data) and use that data to inform and drive instructional and curricular changes in the classroom.
2. ACHS should continue to find ways to formalize collaboration and professional development time in a systematic and monitored way.
3. Find processes to monitor collaboration and professional development among the staff, provide accountability among all instructional departments and determine effectiveness of collaboration and PD and adjust when necessary.

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

- Self Study report
- Focus Group meetings
- ASB and ad-hoc student meetings
- District leadership meetings
- Student and staff interviews
- Informal interviews with teaching staff

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

E1. Parent and Community Engagement Criterion

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

ACHS has regular involvement of all stakeholder support groups. They have implemented some new strategies to communicate with families including outreach to non-English speaking families through Parent Square. PTSA is a very active group who hosts events for all stakeholders to participate.

ACHS has created a Business and Technology Academy. This CTE pathway creates real-world experiences for students using business and community members to further their instruction.

ACHS is well supported by the local business community through their sponsorship of many campus programs.

E2. School Environment Criterion

- *To what extent is the school a safe, clean, and orderly place that nurtures learning?*
- *To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?*

ACHS has existing policies and regulations and uses its resources effectively to create a safe, clean, and orderly environment that nurtures learning, including internet safety and Uniform Complaint Procedures.

ACHS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

However, through student interviews, some students stated that they feel some of the teachers “phone it in” and do not challenge them or provide relevant work to promote learning.

E3. Personal and Academic Student Support Criterion

- *To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?*
- *To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?*

The school has available adequate services to support student's academic and personal needs. ACHS recently added an intervention specialist, to additional support students' needs.

Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

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

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

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):

- ACHS brings in guest speakers from local businesses to judge projects, parallel their business models, and offer local business internships.
- The use of mock trial with local attorneys and the Ventura County Courthouse.
- Red Cross involvement providing volunteer opportunities such as blood drives and CPR training, and guest speakers provided by ASB to cover topics such as drug and alcohol abuse.
- The addition of an Intervention Specialist who has created a Wellness Center to meet the social/emotional needs of the students.
- The use of social media platforms to ensure ACHS communicates effectively with their stakeholders.
- The addition of several CTE Pathways such as Business and Technology Pathway, Robotics Pathway, and Information Technology Pathway.
- A dedicated classified staff supports all aspects of the school program.
- ACHS has a strong extra-curricular and co-curricular set of programs including many clubs and activities for students to participate in.

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

1. Create relevant and sustainable real-world opportunities for students to make connections to what they are learning in their classes and apply that learning outside of ACHS.
2. Find ways to continue to engage the local community and feeder schools with all the positive programs and activities offered by ACHS.

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

- Self-study
- Staff interviews
- Meeting with parents
- Interviews with superintendent and district staff
- Meetings with WASC leadership team, ILT and site administration
- Student surveys
- Meetings with student groups
- Focus group conversations
- Classroom observations

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

Schoolwide Areas of Strength (list numerically)

1. The addition of an Intervention Specialist who has created a Wellness Center to meet the social/emotional needs of the students.
2. ACHS has an established Instructional Leadership Team (ILT), representative of all departments, that is active on campus.
3. A move towards Chromebooks and implementing technology gives students additional access to content and skillsets that will be required of them in post-secondary experiences.
4. The addition of several CTE Pathways such as Business and Technology Pathway, Robotics Pathway, and Information Technology Pathway.
5. ACHS has a strong extra-curricular and co-curricular set of programs including many clubs and activities for students to participate in.

Schoolwide Critical Areas for Follow-Up (list numerically)

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. Continue to find ways to increase the levels of rigor and relevance in ALL classes.
2. Continue to explore ways to build time within the instructional day to provide student interventions based on identified student academic needs.

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

1. All ACHS teachers should find ways to expand and continually reflect on current research-based instructional practices/strategies. ACHS's ILT and administration should work collectively to monitor instructional best practices and ensure they are implemented schoolwide.
2. ACHS needs to build capacity within its teaching staff through collaboration and PD so that teachers can begin to analyze assessment data (state as well as teacher created assessment data) and use that data to inform and drive instructional and curricular changes in the classroom.
3. ACHS should explore ways to create systematic, school-wide, and structured professional development that is collectively developed, monitored, and address identified student needs.
4. All courses should increase use of research-driven, instructional strategies that provide multiple engaging learning opportunities and reduce the amount of direct instruction and packet/bookwork.

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

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

The action plan submitted as part of the ACHS self-study had little association with the identified areas of follow-up determined by the FOL process. The action plan was written to address the district LCAP goals. While these goals and action steps may have a positive impact on student learning if implemented, they largely fail to directly address the schoolwide needs associated with the WASC process.

The visiting committee worked with the school to develop a new action plan that will address the schoolwide areas of follow-up that we have enumerated in chapter IV of this report.

The school has the support of the district leadership team who is committed to help move the school forward. However, the visiting committee has concerns, based on consistent information provided by staff and students, that many among the staff are resistant to change. There was a clear feeling that many teachers at ACHS feel their students are doing fine and there is little need to change current instructional practices.

It is clear to the visiting committee that a significant number of faculty does not have the inclination to work toward the goals of the action plan. That said, there are also many members of the staff, including members of the ILT that could provide a strong catalyst for change and ongoing improvement at ACHS if provided strong leadership and support.

The self-study process undertaken by the school was ineffective and largely failed to produce meaningful outcomes. Therefore, there is little ability to determine capacity of the school to implement and monitor an action plan going forward.