



CONFIDENTIAL

Accrediting Commission For Schools

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Recommendation for a Term of Accreditation

Name of School Visited: Oxnard High School
Address of School: 3400 W. Gonzales Road
Oxnard, CA 93030
Name of District: Oxnard Union High School District
Form Used in Self-Study: Focus on Learning-WASC/CDE
Visit: 9th SS
Date of Visit: 4/2/01 through 4/4/01
Accredited Grade Span: 9 to 12
Enrollment: 3090

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

<input type="checkbox"/>	A Term Of Accreditation For Six Years: A term of six years with a written Progress Report to the School's governing board on the critical areas or major recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
<input checked="" type="checkbox"/>	A Term Of Accreditation For Six Years With A Review: A term of six years with a complete Progress Report on critical areas or major recommendations and a one-day, on-site review by a two-member committee to be completed not later than the third year of the six year term.
<input type="checkbox"/>	A Term Of Accreditation For Three Years: A term of three years with a Progress Report on critical areas of improvement and action plans, and a two-day visit as a requisite to continued accreditation.
<input type="checkbox"/>	A Term Of Accreditation For One Or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the critical areas or major recommendations, accreditation may be denied.
<input type="checkbox"/>	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

<u>FANDY AMMENTOR</u> <i>Fandy Ammentor</i>	<u>FRANK TURNER</u> <i>Frank Turner</i>
<u>LARRY CALLANAM</u> <i>Larry Callanam</i>	<u>BONITA BRADSHAW</u> <i>Bonita Bradshaw</i>
<u>JIM SZABO</u> <i>Jim Szabo</i>	<u>Stephanie Wilson</u> <i>Stephanie Wilson</i>
<u>STEPHANIE WILSON</u> <i>Stephanie Wilson</i>	<u>Ben Smith</u> <i>Ben Smith</i>
<u>DON GRIFFITHS</u> <i>Don Griffiths</i>	<u>4/4/01</u> <i>4/4/01</i>
Type or print name	Signature
	Committee CHAIRPERSON
	Date

DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the information in box:

<u>Ben Furuta</u> Chair Name	<u>Oxnard High School, Oxnard, CA</u> Name and City of School Visited	
<u>626-403-7706</u> Chair's Work Phone	<u>626-403-7706</u> Chair's Home Phone	 Alt Number during end of June (if applicable)
<u>Bfuruta@earthlink.net</u> E-Mail address (if applicable)		

Complete the narrative rationale for each section. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus. In addition, list by number the schoolwide areas of strength and the critical areas for follow-up, if any apply to that factor.

- ✓ **highly effective:** The results of the self-study and the visit provide evidence that this factor has impacted to a high degree the achievement of student learning, the schools program, and the school's operation.
- ✓ **effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- ✓ **somewhat effective:** The results of the self-study and the visit provide evidence that this factor has initially impacted the achievement of student learning and the school's program, and the school's operation.
- ✓ **ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

1. **The involvement and collaboration of stakeholders in doing the self-study that addresses the five self-study outcomes.**

Visiting Committee Rating: **Highly Effective** **Effective** *Somewhat Effective* **Ineffective**

Supporting Area(s) of Strength: 1, 2, 12, 18

Supporting Critical Area(s) for Follow-up: 3, 4, 5

Narrative Rationale: The self study process has deeply involved all staff members, especially teachers, since the three year review. All stakeholder groups were recruited to participate in focus groups and every group was given opportunities to review and respond to progress reports and draft statements. Parent participation by key parent leaders was significant but clear representation from across the parent community was less than desired. Similarly, student input was sought but active participation was less than desired. The school leadership was proactive in seeking input across the stakeholder community but with less success than desired. However, interviews and observation revealed that all groups were aware of and agreed with the efforts of the school leadership. A major action plan component addresses this issue.

2. The defining of the school's purpose through expected schoolwide learning results and academic standards.

Visiting Committee Rating: **Highly Effective** Effective **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 2, 4, 5, 12, 13

Supporting Critical Area(s) for Follow-up: 1, 2, 6

Narrative Rationale: The stakeholders have been involved in the re-writing of the ESLRs for over a year and a half. Concurrently a Local Improvement Plan has been developed focused on improving test scores specifically and achievement overall generally. While aligning the work on measuring student achievement of the ESLRs and increasing performance on standardized tests, the staff has engaged in meaningful discussions about not only the ESLRs but also the role of addressing standards. There is clear evidence in most classrooms of reorienting instruction to clearly addressing both standards and the ESLRs. Department lines have been crossed and work begun on a comprehensive staff development plan to further the school wide efforts in this area.

3. The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.

Visiting Committee Rating: **Highly Effective** **Effective** Somewhat Effective **Ineffective**

Supporting Area(s) of Strength: 2, 4

Supporting Critical Area(s) for Follow-up: 1, 2, 6

Narrative Rationale: The school community regards assessment results as important feedback and SAT-9 data is collected and analyzed on a regular basis. The school has only limited expertise in assessment and there is a lack of a systemic process across the curriculum for analyzing and using data although some departments are organized to use data. Many individual classroom teachers are systematically using data but schoolwide use is not yet in place. The Action Plan calls for training and implementation.

4. Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Highly Effective** Effective **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 4, 11, 12, 17

Supporting Critical Area(s) for Follow-up: 1, 2, 6

Narrative Rationale: Oxnard High School is in the process of actively working toward the accomplishment of the ESLRs. Lessons are linked to the ESLR and standards. Assessment at the classroom level is in the beginning state of basing evaluation on progress towards the ESLRs and standards. It is clear that ESLRs are becoming the focus of work across all classrooms and instruction. With the adoption of the school's action plan, clearer measures of student achievement will emerge across the curriculum. While the SAT-9 and API progress is not satisfactory, overall examination of student progress is satisfactory as measured by multiple means.

5. ***Vision, Leadership and Culture*** that supports high student achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 1, 2, 7, 9, 11, 18

Supporting Critical Area(s) for Follow-up: 3, 4, 5

Narrative Rationale: There exists an established district philosophy, goals and objectives which are aligned with the school's mission and vision statement. The school's goals are consistent with national, state and local standards and current educational research. The school's environment is safe, clean and orderly. Staff and parents have high expectations for students and promote a climate of caring and nurturing. Because of the adoption of the Local Improvement Plan, further clarity on the direction of the school and essential goals has been established. There is clear agreement and motivation by all stakeholder groups on what needs to be done to reach high achievement for all students.

6. ***Curricular Paths*** that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** **Effective** Somewhat Effective **Ineffective**

Supporting Area(s) of Strength: 6, 11, 13

Supporting Critical Area(s) for Follow-up: 1, 2, 7

Narrative Rationale: Oxnard High School has made a concerted effort to provide a rigorous curriculum. Although some students are enrolled in remedial and standard level classes, all are encouraged to move to college preparatory, honors and Advanced Placement classes as soon as possible. Career pathway career academies and AVID program are designed to address the needs and interests of at-risk students. Linkages to the local community resources are in place to assist student in increased academic achievement. There is some perception on the part of students of a lack of opportunity to move from one strand to another although there are clear policies at both the school level and district level to move students to the highest level of curriculum at the earliest opportunity.

7. ***Powerful Teaching and Learning*** that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 3, 4, 5, 16, 18

Supporting Critical Area(s) for Follow-up: 1, 2

Narrative Rationale: The school has developed a cadre of teachers necessary to deliver a staff development program centered on powerful teaching strategies. A wide variety of teaching strategies was observed in classrooms although some traditional approaches are in use. As testified to by students, there are many stimulating and innovative teachers and strategies in use, most of which can be used as models for the rest of the staff. A major action plan theme will insure that such strategies and techniques will become infused across all curricular areas to a much greater degree.

8. ***Support for Student Personal and Academic Growth*** that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 10, 11, 14, 17

Supporting Critical Area(s) for Follow-up: 3, 7

Narrative Rationale: Oxnard High School provides support to all students in both the cognitive and affective domains. Certificated staff receives support in the form of staff development opportunities. The web of support service provided to students and parents is adequate to meet the diverse needs of the school population. These service provide proactive and positive intervention tools to keep students connected to the school

9. *Assessment and Accountability* that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** **Effective** *Somewhat Effective* **Ineffective**

Supporting Area(s) of Strength: 2, 12, 17

Supporting Critical Area(s) for Follow-up: 2, 6

Narrative Rationale: There is evidence of collaboration among teachers. Performance based evaluation is being used in some classrooms. There is a need for a systematic process to analyze and other data for the purpose of improving programs, services, instruction and placement of all students. The leadership and staff need to develop multiple assessment strategies to include performance and other authentic measures of progress of all student towards the ESLRs. This is a major component of the adopted Action Plans

10. **The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.**

Visiting Committee Rating: *Highly Effective* **Effective** **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 1, 2, 3, 4, 12, 18

Supporting Critical Area(s) for Follow-up: 1, 2, 6

Narrative Rationale: The four major themes of the action plan match the needs and key issues identified in the Focus Group work. A central theme of improving student achievement in relation to the school's ESLRs, especially as demonstrated in the Local Improvement Plan is obvious. Individual staff development is in place and movement away from traditional instructional delivery towards collaborative models and performance based assessment is progressing. Continued effort needs to be made to use lead teachers as trainers in the professional development process. The recently implemented and ongoing Digital High School plan will propel the increased use of technology by students and staff.

11. **The capacity to implement and monitor the schoolwide action plan.**

Visiting Committee Rating: *Highly Effective* **Effective** **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 1, 2, 12, 18

Supporting Critical Area(s) for Follow-up: 1, 2, 3

Narrative Rationale: In the past year the school has, through the leadership team and motivation of the staff, developed a clear focus on developing ways to improve student achievement. It is clear from the interviews that all staff share a concern about rapidly and successfully implementing effective instruction in the classrooms. With such motivation, all efforts of the school are pointed at insuring that the adopted Action Plans are successful. Because of the combined emphasis from the Local Improvement Plan as well as the Self Study, the implementation and monitoring of the change process as directed by the Action Plan is the highest priority of the school. Resources are available and the leadership team will insure the barriers to change will be overcome.

12. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

Visiting Committee Rating: **Highly Effective** *Effective* **Somewhat Effective** **Ineffective**

Supporting Area(s) of Strength: 1, 2, 12, 18

Supporting Critical Area(s) for Follow-up: 1, 2, 6

Narrative Rationale: The focus of recent improvement efforts has been driven by the latest SAT-9 results and API scores. The school has successfully reoriented some of that work toward the larger goal examining progress towards the ESLRs especially as recommended by the previous visiting committee. The Action plan will further focus efforts towards a systematic analysis of all data for instructional decision making. The Local Improvement Plan further drives the school wide efforts at improving instruction for the purpose of increasing student achievement.

Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority opinion please indicate and explain.)

- **term options seriously considered**
- **reasons for the *term recommended***

In the comments reflect upon the following:

- the degree to which students are learning
- the strength of the school in all areas of program and the operation
- the capacity of the school to implement, monitor, and accomplish the action plan

The only term seriously considered was a six year term with a three year revisit. Overall, the school is a nurturing community of learners moving towards stricter accountability for student achievement, students included. There is a clear focus on rapidly adopting plans to improve all opportunities for students to learn at higher levels. While the school is not as effective as desired in some categories above, all of those areas are proactively being addressed in the adopted action plan with a high probability of success. Overall, students are making progress towards the ESLRs, good instruction is taking place and the staff along with key parent leaders are motivated to make critical changes to improve that instruction across the entire curriculum.

The school has the leadership, will and means to make the action plan work. The six year overall term will provide a needed affirmation that the school is on the right track to significant improvement and a visit after three years will provide additional stimulus for keeping the school moving.