

Focus on Learning

Report of the Visiting Committee

Oxnard High School

3400 West Gonzales Road
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Visiting Committee Report

Oxnard High School

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Chapter I: Student/Community Profile

- *Include the School's Student Community Profile*

*note: Because of the length of the school provided profile, the following is a summary and abridged version of the written profile rather than a complete copy.

The City of Oxnard

Oxnard is located on the Pacific Coast in Southern California approximately 62 miles northwest of downtown Los Angeles and 35 miles southeast of Santa Barbara, with a population of 160,035.

Oxnard High School was established in 1901, and is still the mother campus in a district of five comprehensive high schools, a continuation high school, and a community day school. There are seven public feeder schools and one parochial school that send students to OHS. A new growth high school, Pacifica, is scheduled to open in the fall of 2001. In close proximity is a community college, Oxnard College, and a four-year university, California State University-Channel Islands that opened its doors for students in the fall of 1999.

The ethnic breakdown for the city of Oxnard as of 1997 was 57.01% Latino, 29.77% Caucasian, 7.94% Asian, and 4.67% African American. Sixty-one percent of the residents are high school graduates and 13% have college degrees. The present unemployment rate is 8 percent. OHS programs serve a community in which the median household income is \$37,174. The projection for the year 2005 indicates the Latino population will increase to 60%, with a corresponding decrease, primarily in the Anglo population. According to the U.C. Santa Barbara Economic Forecast Project, the median home price in Ventura County is \$227,360. Housing patterns in Oxnard reflect the diversity of the population, ranging from Section 8 low-income housing to multi-million dollar beachfront homes.

Oxnard High School

The present site of Oxnard High School, a state-of-the-art facility, opened in 1995 as a replacement school. Located on eighty acres of agriculture land, the new school consists of 214,000 square feet divided into thirteen buildings and eight portable classrooms. Submitted to the state in the spring of 2000, the Digital High School Grant will allow the school to bring technology to every classroom on the campus. This will make it possible for every teacher to support the Expected School-Wide Learning Results to produce graduates who are technologically literate. Each permanent classroom has Internet access, and is wired for fiber-optic communications. The physical plant includes four computer labs, a Performing Arts Center, a Career Center, an outdoor amphitheater, two gymnasiums, and a football stadium with an all-weather tartan track.

Oxnard High School was built to house 2,200 students but currently 3,000 students are in attendance. The physical capacity of Oxnard High School expanded with the addition of eight

portable classrooms, and additional teachers were hired to accommodate the increased enrollment. However, several teachers travel period by period. In line with the Certificated Unit Agreement between teachers and the District, the maximum single period class size is 38 students for a total five period teaching days of 170 students. Presently, the average class size is 31. Enrollment in non-academic classes such as music, drama, student government and physical education serve larger numbers of students.

In the 1996-97 school year, the Oxnard Union High School District initiated a pilot program extending the number of instructional days by fifteen. The goal of the program was to provide teachers with more instructional time - time on task - in order to teach subject matter in greater depth. The first year consisted of a partial implementation of 12 additional days (7 state-funded days plus 5 staff development days), increasing the total number of school days to 187. In the 1997-98, 1998-99, and 1999-00 school years the schools received funding for full implementation of 20 additional days (15 state-funded day plus 5 staff development days), increasing the number of instructional days to 195. An independent evaluator was contracted to assess the impact of the extended year. The results indicated that the extended school year had positive results when compared to the baseline period. The District calendar returned to the traditional 180 instructional days in 2000-01 when state funding ceased.

A new principal was appointed in July of 1999 with three new assistant principals. In addition, four new counselors arrived at OHS in the fall of 1999 to join the four new administrators. Furthermore, the school psychologist transferred to another school in the district and the interim school psychologist became a permanent staff member. A new Athletic Director was also selected. In addition, our school nurse retired and was replaced by a school nurse who transferred from another district school.

With the new administrative team, a new configuration was developed that has allowed counselors and assistant principals to work in a case management model in which teams work to improve student achievement.

Also, a renewed emphasis was placed on ensuring a safe and secure learning environment with the addition of security cameras, improved campus supervision, and the reconfiguration of fences and gates to support our closed campus policy.

The changes that have occurred at OHS have provided a climate that is conducive to trust, cooperation and respect. The collective efforts of the new administration have provided forums by which assumptions are clarified, opinions are allowed to be expressed, and the knowledge that decision-making is a collaborative effort by all who want to take part in it. There is an ongoing "open-door" policy between staff and administration. Bimonthly meetings are held to discuss, analyze, and evaluate data that is relevant to student achievement. In addition, there is an ongoing emphasis placed on campus climate, student recognition and staff moral.

Oxnard High School Staff

Staff at Oxnard High School consists of 126 teachers including 5 administrators and 6 counselors. There are 12 other office staff in support and specialty roles with 76 classified staff in campus supervision, clerical and office jobs.

The following charts provide an overview of the personnel in relation to level of education, years of service, gender, and ethnicity.

Certificated Staff Education Level and Service Report

Gender	Doctorate	Master's Degree+30	Master's Degree	Bachelor's Degree+30	Bachelor's Degree	Total Staff	Avg Yrs of Ed. Service	Avg Yrs in District
Female	1	13	8	19	21	62	13.9	10.1
Male	1	14	14	19	16	64	15.6	12.6
Total	2	27	22	38	37	126	14.7	11.4

Certificated Staff: Gender and Ethnic Group

Gender	Native Amer	Asian	Pac Isl	Filipino	Hispanic	Af Amer	White	Total
Female	0	1	0	0	13	3	47	62
Male	0	3	0	0	14	3	46	64
Total	0	4	0	0	27	6	93	126

Although one of the District's major interests is maintaining the lowest class size that is economically feasible, OHS has experienced a large influx of new students. The current teacher organization agreement calls for a 27:1 pupil-teacher ratio for academic classes. The maximum single period class size is 38 students for a total five-period teaching day of 170 students. Enrollment in non-academic classes such as music, drama, student government and physical education may be larger. Adding eight portable classrooms and additional teachers to accommodate the increase in enrollment has expanded the physical capacity of OHS.

Class sizes remain in compliance with district guidelines, as noted below.

Class	Average Size	ELD Class	Average Size
Reading	25	English	27
English	33	Math	25
Math	32	Science	29
Science	32	Social Science	20
Social Science	32		
Foreign Language	33		

Teachers are generally assigned in the areas of their major or minor preparation as authorized by their teaching credential. Due to the growing student body OHS has had to utilize full-time Single Subject Emergencies, Limited Assignments Emergencies, and Variable Term Waivers. The OHS staff has seven teachers on emergency or restricted credentials.

It is the policy of the OUHSD to assign only credentialed substitute teachers, and every effort is made to place substitutes in the subject area in which they have specialized preparation. For district wide needs, 176 available substitutes are registered for 2000-01 school year.

The Student Profile

Analysis of CBEDS (California Basic Education Data system) data shows that the total school enrollment has continued to increase yearly, with this trend expected to continue. The student population is diverse with significant subgroups within the student body. Some of these are 17.5% identified English Language Learners (ELL), 5% identified Migrant, 11% identified Gifted (GATE) and 10% Special Education. Approximately 38% of the students qualify for the free and reduced lunch program.

The following chart represents the ethnic mixture of Oxnard High School students with trend data for three years.

Enrollment By Ethnic Category						
School Year	Hispanic	Black	White	Asian	Filipino	Total
1998-99	61.2%	7.0%	21.9%	3.6%	3.9%	3,030
1999-00	61.7%	6.9%	21.3%	3.8%	3.8%	3,090
2000-01	62.0%	6.0%	21.0%	4.0%	4.0%	3,166

The student population of OHS has grown steadily since it's opening in 1995. The above chart reflects a three-year span of enrollment of the student body at OHS.

A recent study found that students who were in class 95 percent of the time were twice as likely to pass state language-arts tests as students with lower attendance rates. It is the belief of OHS that good attendance is directly related to students' academic success in school while poor attendance patterns are often considered predispositions to a student's academic failure and dropping out of school. Because of the clearly-stated policies and intervention program at OHS, the ADA rates have improved as indicated:

<u>Year</u>	<u>ADA</u>	<u>DROP OUT</u>
1999-00	93.0%	1.36%
1998-99	92.9%	1.19%
1997-98	90.5%	1.66%

Even though the drop out rate at OHS increased slightly to 1.36%, it is still below county, state, and national averages. Parent conferences, home visits, weekly attendance checks, issuing truancy citations, referrals to the student attendance Review Board (SARB), and referrals to alternative educational programs are some of the strategies used to keep students in school.

Language Status

There are 11 languages other than English spoken by students with comprehensive SDAIE and ELL instruction taking place. The largest language group is Spanish with only one or two students in the other language groups. Redesignation rates are rising for the approximately 25% of all students who are second language learners with a high percentage graduating.

Student Performance Data: SAT 9 and the Academic Performance Index

OHS did not meet the 2000 API Growth Target of ten (10) and thereby qualified for the "Immediate Intervention for Under Performing Schools Program." The school did not apply for this funding. Instead Oxnard High School has developed in accordance with district guidelines and direction a Local Improvement Plan (LIP), which is the guiding document for the development of the Self Study Action Plan. The stimulus for the LIP has been a district initiative; however the site was responsible for developing the specific action components of the plan and all budget expenditures must be linked to the outcomes of the plan.

The decline of the Academic Performance Index (API) from 608 to 596 has initiated a school wide effort to improve student performance on the Stanford 9, which measures student progress in reading, language arts, math, science, and social science. This will simultaneously prepare OHS students for the successful completion of the High School Exit Exam (HSEE).

The API information for 1999-2001 is summarized below.

Overall API Data				
Year	API Scores	API Growth Target	Statewide Rank	Similar School Rank
1999	608	---	5	10
2000	596	10	4	7
2001	TBD	10	TBD	TBD

API Scores by Subgroup			
Year	White not Hispanic	Hispanic	Socioeconomically Disadvantaged
1999	754	535	501
2000	730	533	497
2001	TBD	TBD	TBD

Other measures:

Participation in the Golden State Examination program, Advanced Placement testing and Scholastic Aptitude testing is at a representative level for Oxnard High School Students. In general, pass rates and scores are increasing although there is a dip in the percent of students completing requirements for UC/CSU. However, the source data for UC/CSU requirements was different in different years. Approximately 30% of the 500 or so graduates each year plan on attending a 4-year university with another 40-50% planning on community college or specialized training. Other measures, including classroom assessments indicate; a need for attention to developing basic literacy skills for all students. While the usual measures such as the SAT and AP scores are positive, there is a growing awareness of needs in this basic skills area.

School Climate

Oxnard High School is a modern up-to-date facility that is clean and pleasant. Security is more than adequate with no reported recent incidents of violence or tension among the members of the diverse student body. Administration has excellent communication with local law enforcement

agencies and all staff has been trained in emergency procedures and first aid. Discipline rules are clear and understood by everyone and are seen as a positive set of guidelines of behavior.

Significant Findings of the profile and other items:

This is a comprehensive high school that attempts to blend the academic, social, and practical elements of a well-rounded education into an organized and well thought out package. While existing in a local area and community that is very diverse, the school has established a focus on improving the academic achievement and career options for all students.

A significant factor in the past two years has been the stabilization of the administration and counseling staff. Prior to 1999, there were several principals with short tenure; counseling staff and assistant principals have also undergone significant changes with a resulting reorganization in office arrangement and assignments.

Student population at the school has undergone steady growth in the last few years. The Hispanic population overall is growing while the Caucasian group is decreasing with the other minority groups remaining steady. Because of the population growth, the opening of the new district high school will not have a large impact on population at Oxnard High School.

A significant finding is that the diverse student body is seen as a strength; students and staff see the multicultural makeup as a source for helping students live successfully in the larger society. There is no observable animosity or tension among groups on the campus. A safe and nurturing environment for all members of the school community is a high priority.

The school is serving higher achievers very well. While there is some indication of general improvement in most areas, data shows that reading improvement overall is the area of greatest need. There is clear drive to improve the Academic Performance Index due to the fact that the school has realized a significant dip rather than growth in 2000. SAT-9 testing has become a priority for the school. A comprehensive honors and AP sequence is in place for students and success is being shown for these students. Approximately 30% of the graduates self reported that they went on to four year universities with another large percentage reporting Community College enrollment.

Staffing at the school is composed of a mixture of veteran and new teachers. Staff commitment to students is high with the great majority of staff choosing to be at the school. Similarly, the students in general feel a close connection with staff at the school.

The school has had considerable improvement in facilities in the last two years with major work accomplished in technology. The technology component has been significantly enhanced because of the participation in the Digital High School grant and AB 2882 funding.

Chapter II: The Progress Report

The school's major changes and follow-up process since the last self-study.

Since the last accreditation, the school and staff have undergone important changes that have had an effect on the direction of the school. The major changes include:

- Because of the rebuilding of the school, up-to-date classrooms for all teachers and students have been provided although there is a crowding issue because of the size of the student population. The opening of a new high school in the district will alleviate this to a small extent, but it appears that significant population decreases will not occur in the near future.
- Significant improvements have been made in providing access to technology in all areas although more training for teachers is needed. The school has completed the application and planning process as a Digital High School and has been receiving significant funding for technology to further improve the access to technology for all students.
- Major changes occurred in administrative staffing and organization. Some stability in the administrative staff has been achieved whereas in the past there was significant turnover in short periods of time. Staff feels more assured about continuity as a result of the latest appointments and reorganization.

The progress made on all recommendations from the last full visit.

Previous major recommendations from the Visiting Committee have been adequately addressed. Below are summary comments on these recommendations.

The major recommendations from the previous report focused on:

1. *Establish common goals and direction within the school community and to improve communication with all stakeholders. Increase awareness of post-secondary opportunities to improve student acquisition of the Expected Schoolwide Learning Results.*

Communication has improved since the move to the new campus, in large part because improved technology has increased the methods of communication. While much has been improved in this area, communication among all stakeholders still remains a priority. Increased efforts need to be made to include all stakeholders with particular attention paid to parents and community organizations.

While a number of career fairs and other processes were put into place to increase awareness of post secondary opportunities, this has not become a regular set of events. The school intends to pursue improved student participation and better preparation of students for the events and a better integration of career pathways into the events and classrooms.

2. *Improve student educational and social responsibility and accountability through increased contact time and by maintaining student-centered improvement plans for continual growth.*

The major focus to address this action theme has been in the area of improving attendance. Numerous processes have been developed to improve contact with homes as well as changing the accountability and recording system with teachers making personal contact and follow up. While some confusion still exists about the adopted system, attendance has improved. Work has progressed on school wide portfolio development to provide students with clearer ideas of expectations and goals. In addition, students are beginning to use the four year personal learning plan and the school wide planner to improve responsibility.

3. *For the faculty to utilize a greater variety of instructional strategies appropriate to students' learning styles that will keep students actively engaged in their learning.*

Professional development opportunities and participation have been the main vehicle for addressing this need. While there is no clear school wide focused professional development plan, there is an oversight committee of staff that monitors and discusses requests in this area. Peer observations and collaboration have been incorporated into the evaluation process with an emphasis on teaching and learning. Teachers within a particular discipline interact, share and model ideas and materials, and brainstorm strategies, especially in the areas of the core curriculum, higher order thinking skills, technology, and collaborative instruction. Discussion of student work has been of particular importance in this area.

4. *Leadership Team at Oxnard High School review the ESLRs and revise the Schoolwide Action Plan in order to reflect the progress and the new demands placed on the school in view of the dramatic changes which have occurred since the previous accreditation visit. (this recommendation was made by the 3 year review team in 1998.)*

Given the new accountability regulations and processes both at the state and district level, the school has had to address the issue of ESLR progress and integration of standards into instruction. With the required Local Improvement Plan, the focus of work in the past year has been on improving instruction to achieve the ESLRs as well as improving performance on mandated tests.

While these efforts have fundamentally and adequately addressed all the recommendations of the previous Visiting Committee, the work needs to continue in light of the new action plan based on the Focus on Learning self study process.

Chapter III: THE SELF-STUDY PROCESS

The Expected School wide Learning Results

The Expected Schoolwide Learning Results state the following Oxnard High School objectives.

1. Complex thinkers who:
 - Meet or exceed the OUHSD's graduation requirements and standards.
 - Demonstrate higher order thinking and problem solving skills.
2. Productive graduates who:
 - Are technologically literate.
 - Are math empowered.
 - Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.
3. Effective communicators who:
 - Convey, receive, and interpret information.
 - Demonstrate verbal, written and interpersonal skills.
4. Collaborative workers who:
 - Use effective leadership skills to foster, develop and maintain relations within diverse settings.
 - Use appropriate social interaction skills.
5. Community participants who:
 - Appreciate, respect, and show consideration of others.
 - Demonstrate knowledge of diverse cultures, fostering tolerance.
 - Accept responsibility for their actions.
 - Attain environmental awareness.
 - Acquire knowledge of our democratic values and government.

Accomplishment of the Five Key Outcomes and Accuracy

The school used the self-study process to move to a higher level of discussion about change. Just as with other schools involved in the shift to Focus on Learning, there was some initial confusion and uncertainty about the process; however, given the experience of key staff members, both on site and at the district level, the self-study process resulted in authentic discussion about the school. The motivation of the staff was to present an accurate picture of the school, and there has been significant reference to actual student achievement. Some data were disaggregated to a degree at the school level, and there is evidence as to how that data were used in the analysis.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

Most persons involved in learning activities were involved in the development of the self-study. While all members of the school community were given opportunities for feedback, participation rates were not as high as desired. All teachers were members of at least one focus group and also their departmental areas as well. Stakeholders with the exception of students were given opportunities to review the draft work and provide input. Response from some groups, especially parents and the community was lower than desired; however, the school has a core of parents devoted to assisting the school and participating in the review process.

2. The clarification and measurement of what all students should know, understand and be able to do through expected school wide learning results and academic standards

The majority of critical stakeholders actively participated in the development of the expected school wide learning results; however, the connections of the ESLRs to standards achievement and the school program need more definition so that staff can clearly determine progress of students towards the ESLRs. Faculty that were trained to teach teachers how to incorporate ESLRs into lesson plans are working with colleagues to help the progress towards all students realizing the ESLRs. The formal and informal leadership groups and the majority of the staff see the importance of the ESLRs but need to use them more specifically as guides in their work.

3. The gathering and analyzing of data about students and student achievements

A significant effort was made to relate discussions and findings to student learnings. Administrative staff especially has looked at student data and there is an increasing emphasis on developing more authentic measures of student progress. More work needs to be done to get a full understanding of the impact of the developing programs, but staff is clearly moving towards this objective.

4. The assessment of the entire school program and its impact on student learning in relation to expected school wide learning results, academic standards, and WASC/CDE criteria.

The evidence provided to the Visiting Committee, as well as the evidence in classrooms, showed that there are a variety of assessment practices in place for the individual student and classroom. The systematic use of student outcome data to examine the effectiveness of various programs needs to be further developed and school wide data, anecdotal evidence indicates some progress in this area. Some of these programs have not been in place long enough to provide longitudinal information upon which to make decisions. Action plans should be prepared to address this need. As with other schools, the implementation of standards based instruction and full understanding of how the standards relate to the ESLRs needs further work.

5. *The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the school wide action plan*

The four major sections of the School wide Action plan were developed by the school Leadership Team as they reviewed the strengths and areas for improvement identified by the focus groups. Specific actions have been defined with identified persons by title and groups on campus responsible for the actions with appropriate assessment and accountability measures; however, the number of specific goals and the lack of a more defined timeline may hinder the successful accomplishment of all of them.

To what extent does the self-study accurately reflect the school's program for students?

The study reflected the school's program for students. All important segments of the program were mentioned. The Visiting Committee identified critical areas for further study and action while conferring with focus groups and observing the school.

To what extent does the observable evidence reflect a sampling of what all student are doing and producing with respect to the WASC/CDE criteria and the expected school wide learning results?

The school-wide summary of data fairly represented all student groups although some further analysis is needed. Scores and other data were disaggregated for major subgroups on a school-wide basis for the school profile, but more work needs to be done to relate these data to the specific criteria and the classroom level decision making. However, the staff is beginning to examine student work and explore the implications of the achievement data for decision-making.

To what extent does the observable evidence support the schools identified areas for growth?

All focus group reports, interviews and observations indicate that the areas for growth identified by the school are important issues to address. The action item on staff development plan should be expanded to focus more clearly on defined on school-wide instructional needs, the ability to use data more effectively, and to assess student progress towards the ESLRs. Expanding parent/home involvement in the education of all students is an important area to address as well.

CHAPTER IV: QUALITY OF THE SCHOOL'S PROGRAM

A. VISION, LEADERSHIP, AND CULTURE

What Currently Exists

Criterion A1

- To what extent does the school have a clearly stated school vision or purpose based on its beliefs, students needs, and current educational research?
- To what extent does the governing board and the central administration support the school's vision?
- To what extent is the school's purpose defined by expected schoolwide learning results?

The school's vision was developed with representatives of faculty and school community. The developed expected student learning results are congruent with the vision statement. They reflect school goals that focus upon students meeting graduation requirements, California State Content Standards and acquiring knowledge necessary to meet college entrance requirements.

The school board supports the ESLRsw and provides in-service and collaboration time for alignment activities. The vision statement is aligned with written board of education annual educational priorities. Staff is trained and policies have been developed based upon board-approved California State Content Standards and Expected School wide Learning Results.

Instructional goals are based upon the school vision of desired learning results, California State Content Standards, established graduation requirements, college entrance, perceived student needs and interests, and a belief that all students deserve the opportunity to learn

Criterion A2.

- To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?
- To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The school's leadership team works closely with key members of various stakeholder groups to shape and promote the school's culture and vision. The principal encourages staff involvement in instructional planning, goal setting, and implementation of the school-wide vision. He actively works with the leadership team and school community to promote the school vision and instructional goals.

The school community is made aware of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision.

The principal maintains effective communication with the district and board to facilitate mutual support of district and site expectation of student learning results and alignment with State Content Standards.

Criterion A3.

- **To what extent is the staff supported, utilized, and monitored to facilitate achievement of the expected schoolwide learning results?**
- **To what extent are leadership and staff a part of an organized structure that is committed to professional development?**

The school-wide Local Improvement Plan focuses upon improving student achievement to meet California growth targets for the coming year and preparation for the coming High School Exit Exam. These two objectives were presented by the Board of Education and incorporated into the school ESLR development process.

Staff development is focused upon improving student achievement to meet growth targets and activities are related to expansion of effective classroom strategies aligned with Expected School-wide Learning Results. Staff input is encouraged through the Local Improvement Plan, leadership team meetings, as well as principal's advisory council. The staff is also utilized to provide ongoing training on campus.

Teacher monitoring includes formal evaluation, as well as routine ongoing informal visits. The staff considers monitoring very effective and a vehicle for further professional development.

Staff development is related to student achievement, but in the absence of a comprehensive written plan, focus is limited to teacher and/or departmental requests submitted randomly throughout the school year.

Criterion A4.

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

The school environment is safe, clean, and orderly. Efforts have been made to address security and safety issues through high staff visibility, and application of increased technology. Staff expertise is valued and supported. Research and innovations are shared on an informal base.

The staff share a common sense of purpose and enthusiasm for improvement of student learning. There is a coherent, school-wide Learning Improvement Plan directly related to all students achieving the expected school-wide learning results.

Areas of Strength

- Positive climate of mutual respect and caring among staff, administration, and students.
- Site administration and staff participation in the Self-Study process.
- The school's leadership team, which works cooperatively with key stakeholders to ensure that the school's Vision and ESLRs are the central focus of the school's efforts.
- A safe, clean and positive learning environment for staff and students.
- Staff enthusiasm to continue with the Focus on Learning process for ongoing schoolwide improvement.

Key Issues

- Refinement of the Schoolwide Action Plan to:
 - develop an assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs
 - annually review the ESLRs
- Evaluate how the school's distribution of resources supports student progress in achieving the ESLRs.
- Wider parent participation to support the educational program.
- Continue to address the total learning needs of the diverse student population
- Design and implement a formal, school-wide staff development program
- Support and expand the conflict resolution/peer mediation and Student Assistant Program to insure a safe campus.

B. CURRICULAR PATHS

What Currently Exists

Criterion B1

- **To what extent do all students participate in rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results?**

Students receive a curriculum based on ability level and traditional expectations for skills and knowledge. Interaction between teachers occurs across some disciplines. While some efforts have been made to relate the core curriculum to the Expected School Wide Learning Results and California Content Standards learning continues to emphasize facts and concepts. Varied staff have created innovative interdisciplinary strategies that actively engage students.

Students can choose sequences in the curriculum that lead to a basic, general, or college preparatory education. Electives, Academics and ROP classes are available for those who want to explore applications of academics to real-world learning, gain field experiences, or pursue some subjects in depth.

Criterion B2

- **To what extent do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?**

For many students, personal learning plans define the student's future goals, chart progress in meeting requirements for graduation and/or college entrance, and guide course selection and sequencing.

The counseling and guidance staff consult with students in order to help them complete their personal learning plans. They discuss connections between high school courses, future plans, and academic performance with students and parents. They also recommend course sequences based upon student performance levels, high school graduation requirements, and college entrance requirements.

Prior to their freshman year, students, parents, and 8th grade teachers meet and consult with a guidance counselor to choose courses based on the student's post secondary plans, performance levels, and interests. Subsequently, students are encouraged to share their personal learning plans with their parents, and parents are invited to discuss the plans with a staff member if they wish to do so. Although there are significant numbers of Honors, AP, and College Prep classes offered, some students are frustrated trying to access these classes.

The school has a system to accommodate student requests for changes in their programs when their goals, needs, or interests change. However, the recent turnover, relative inexperience and

excessive workload for current counseling staff impedes this progress. There is also a system in place to facilitate the transition into high school and from high school to post-secondary training and educational programs. As a result of these efforts, students and parents are informed about high school and college entrance requirements and application dates.

The school recognizes the need to extend the application of knowledge. Students experience basic research skills and knowledge of information systems for future use.

Criterion B3

- **To what extent are all students prepared upon graduation to continue the pursuit of their academic and occupational goals?**

Students are scheduled into courses that are designed to prepare them for success at their perceived ability levels. Students are divided primarily into college prep or non-college prep programs, and expressed a concern to the visiting committee regarding the lack of a process whereby they can access the more advanced classes. This appears to be a perception that could be changed by better communication. The school encourages students to consider post-secondary education and professional career options. The school makes use of additional community and business resources to help prepare students to pursue their academic and occupational goals. Many students, especially those performing at the high end of the academic spectrum, understand the connections between high school course work and requirements, post-secondary options, and academic performance.

To learn more about the success of their students after graduation, the school depends primarily on follow-up reports from colleges, informal business community responses and follow-up studies from specific programs, which trigger dialogue about improving processes for student preparation, including the student achievement of the Expected School Wide Learning Results.

Areas of Strength

- The implementation of parent/student/counselor registration conferences and the building of a Four-Year Personal Education Plan prior to the freshman year.
- The establishment and continued maintenance of career course sequences, career academies, and school-to-career connections for all students who wish to access them.
- The renewed focus on improving student performance in critical content areas, as evidenced by tutorial, remedial and schoolwide basic skills programs.
- The establishment of an integrated relationship between the business community and the school through students participation in Career Pathways.

Key Issues

- Implement the systematic analysis and use of data, both in the classroom and across the curriculum, to make instructional decisions.
- Develop strategies and programs that will better enable and encourage more students to take advantage of college prep, honors and AP courses.
- Increase the number of contacts between student and counselor for the purpose of reviewing, updating and revising the Four-Year Personal Education Plan and adjusting class schedules.
- Develop incentives to improve and increase parent involvement in the school.

C. POWERFUL TEACHING AND LEARNING

What Currently Exists

Criterion C 1

- **To what extent are all students involved in challenging learning experiences to achieve the ESLRs .**
- **To what extent do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?**

The school has made a significant effort to integrate powerful teaching strategies across the curriculum in many classrooms. Departments have incorporated job-alike departmental activities in an effort to share best practices and support powerful teaching activities. State standards are evident in instructional activities and referenced for students on daily classroom agendas.

The school has developed an appropriate action plan to address the vision and ESLRs. A Local Improvement Plan has also been developed with the specific goal of raising the API score by 20 points. This energetic plan addresses specific activities and teaching strategies designed to support powerful teaching and learning. Teachers have been involved in instructing students in their extended Period 2 classes, utilizing sample Stanford 9 questions and test taking strategies. The Stanford 9 test, for the 2000-2001 school year, will be administered by teachers in their current Period 2 classes. The entire school community is aware of the school wide goal of raising the API significantly this school year. Classroom instruction demonstrates a commitment on the part of the faculty to identify appropriate standards and ESLRs in daily lesson plans.

The faculty has implemented a writing rubric across the curriculum. The rubric is well utilized by the teaching staff in all departments. Students are aware of what essential elements are necessary to produce an outstanding writing product in all disciplines. Practical real-world activities in science and math have enhanced the instructional program. Collaborative learning experiences and rubric assessments are evident in many classes. The faculty is aware of these learning experiences and the strategies are discussed in department meetings and staff development activities. Students have opportunities to participate in College Prep, Honors and Advanced Placement classes.

The Digital High School grant includes training components for students as well as teachers. Teachers are encouraged to gain computer experience by incentives provided by the grant. At the completion of the installation phase of the grant, the school will have nine complete computer labs, an installation of Internet resource computers for the library and from up to five computers in each classroom. Computer literacy will be a component of the curriculum for each 9th grade student.

Teachers are increasingly using student performance data to drive the instructional program. Diagnostic tests are utilized in English and math to determine the appropriate placement for students as well as providing feedback upon instruction. Portfolio assessments have been

utilized in the past on a school wide basis, however, currently they are found only in individual classes.

An example of a successful educational strategy can be found in the Industrial Technology program. This educational experience provides students with an interdisciplinary experience combining math, English, and technology. The students applied interdisciplinary skills to solve a practical problem in planning and construction of a useful product. The Vocational Education program will benefit from the Digital High School grant with computer CAD applications and graphic arts resources for every student enrolled in the classes.

Criterion C2

- **To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?**
- **To what extent does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?**

There is ample evidence of sequential learning activities and a commitment to standards within specific disciplines. Teachers new to the profession are supported and mentored directly by teachers within their departments. The school district supports new teachers with the Basic Teacher Support Academy. New teachers are comfortable with the practice of administrative evaluations and classroom visits resulting in constructive performance reviews. Job-alike meetings within departments have contributed to sharing best practices and instructional strategies as well as identifying appropriate standards within disciplines. Teachers demonstrate a clear understanding of the school's mission and goals. Collaboration exists among staff members. The student participation is conspicuously absent in the self-study; however, the student body feels adequate opportunities exist for students to express their concern to the leadership agencies on campus.

Teachers are actively engaged in tutoring experiences for their students. Teachers refer students as well as provide tutoring services during lunch periods and after school in their classrooms. A formal after school tutoring service is in place in the library to serve students. Accessibility to after-school programs is provided by late buses for participating students.

Students engage each other in the Link Crew and Peer Mediation. Both programs are supportive systems for students. The business community supports the school with products donated for student recognition as well as grant resources directly supporting the educational program. Edison, Exxon, U.S. Navy, and Amgen have directly supported the school with grant money.

Criterion C 3

- **To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and classroom?**

Students have successfully utilized the tutoring and computer lab resources to support their learning activities. Students are referred to tutoring directly by instructors. Parents are informed of this resource. Extended hours for the library has encouraged student study sessions. The district provides a Career Day experience for interested students. The Renaissance Program encourages students to excel; this form of recognition is highly valued by the student body. Recognition breakfasts and ceremonies celebrate achievement on an individual basis.

The Link Crew Program is utilized to encourage the full participation of incoming freshmen in the educational process. Students are paired in a buddy system of older students mentoring and guiding younger students to a full academic experience at the school. The ratio is five to one and students receive community service credit for mentoring younger students in the Link Crew Program.

Areas of Strength

- The school is addressing the decline of the API scores and seeking remedial strategies.
- The school has developed a Local Improvement Plan to direct the school's strategies for improving API scores.
- A writing rubric has been applied across the curriculum.
- Development of innovative programs such as the Industrial Technology Project.

Key Issues

- The educational program would benefit directly from a universally applied staff development plan driving instruction towards standards based instruction in every classroom.
- Examine methods of assisting teachers in incorporating ESLRs and standards in lesson planning.
- Continue to expand interdisciplinary experiences for students.
- Continue to align teaching and learning to standards of instruction.
- More opportunities for teachers to discover and experiment with varied instructional activities are needed.
- Expand the use of rubrics as assessment tools.

D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

What currently exists

Criterion D1

- **To what extent do all students receive appropriate support to help ensure academic success?**

Oxnard High School provides support to all students in both the cognitive and affective domains. Certificated staff also receives support to further professionalism in the form of staff development opportunities both on and off campus. Faculty members who participate in conferences and training return to Oxnard High to share new knowledge with their colleagues.

A wide variety of academic support strategies are currently in place. Categorical program funds are used to support Migrant, ELL, SPED, and Title I students. Teachers have been hired to work so that tutoring can be made available four days a week after school. In addition, teachers continue to make a practice of tutoring before school, during nutrition, lunch, and after school. A late bus is available to take students home after tutoring sessions are over. Additionally, AVID, peer tutoring, CSF tutoring, teacher aid tutoring, the Cal State Readiness program, and the AP Challenge Grant all work toward moving students toward academic success.

Support systems are in place to help serve students in the affective domain including support groups, clubs that focus on leadership skills, and crisis counseling. Helping students develop a Four-year Individual Learning plan using an interest inventory tool helps them become focused on personal life-long goals.

Assessment results are used to communicate with students who need help in particular areas of growth. Faculty integrates ELD standards into content area curricula. Target Teach is being used, and school-wide mini-lessons aimed at improving test scores have been implemented. Students and staff consult on results of the SAT-9.

Criterion D2

- **To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Students at Oxnard High School are provided the opportunity to visit their counselor during non-instructional time. Interviews with students reflect the desire for timely responses by the counseling staff. Students and families have access to the school psychologist and a school nurse for information on community services for family counseling and support. Teachers can refer students about whom they have concerns.

Standardized test scores are one of the criteria used to determine placement in Honors and Advanced Placement courses. The school district has developed a policy that requires a score on

the SAT-9 in the 50th percentile or better, along with teacher recommendation to get into Honors or Advanced Placement classes.

A realignment of counselors and administrators has resulted in a team approach. With fifty percent of the support staff bilingual, parent comfort with and access to school communication is continuing to improve.

In order to improve student opportunities and academic success, a concerted effort has been made to improve student attendance. An attendance advisor and Outreach Consultant work full time on attendance issues. An automated phone system assists in parent contact. SARB and the school resource officer are used to support the attendance monitoring efforts.

There are a wide variety of extra-curricular activities that allow students to have opportunities to develop a sense of school and community involvement.

Criterion D3

- **To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?**

Community involvement at Oxnard high School is exemplified in parent participation in PTSA, Back-to-School night, Booster Club activities (including Bingo) and School Site Council, along with many other activities. The high number of bilingual staff is another positive aspect of the parent/community outreach program. Personal phone calls from the Guidance Technicians along with messages sent on the Phone Master phone system help to further communication with parents.

The community has access to and takes advantage of the excellent facilities at OHS. The students reach out to the community in several ways through programs such as job shadowing, ROTC, ROP, and participation in Career Academies.

Criterion D4

- **To what extent are the human materials, and financial resources as well as facilities available to the school?**
- **To what extent are these resources sufficient and effectively used to support all students in accomplishing the expected schoolwide learning results?**

A coordinated effort has been made to utilize funding and human resources to the best advantage of the school site and its stakeholders. There has been an updating of much of the technology on campus, and there are now television sets and VCRs available to each classroom. Updated materials to support the curriculum as well as educational remediation to support the curriculum are in place.

The Digital High School Grant monies have allowed purchase of hardware to access the software which will enable students to further research and explore educational opportunities and career options.

The school librarian has worked closely with staff to provide the students with a variety of appropriate materials to further their educational goals. The library is a student-friendly place that gets used on a daily basis during nutrition and lunch, as well as before and after school.

Student Study Team Meetings, Special Education assessment referrals and timely IEP meetings help support all stakeholders working toward academic success. Other remedial measures for academically challenged students are also available.

Areas of Strength

- The school has implemented a new Guidance Plan that utilizes Guidance Technicians, increased classroom interaction by counselors and other methods to improve student support.
- The after-school tutoring program.
- The school library.
- The addition of Attendance Advisors.
- On-campus support groups for specific social-emotional student issues.
- Various incentive programs to motivate students to improve their academic performance.
- The school provides important written communication to students and parents such as newsletters, the registration handbook, the student planner, and the website.

Key Issues

- The Guidance Staff needs to fine-tune the Guidance Plan so all students to have improved access to counselors, and a formal system of early and effective intervention.
- The Career Center Staff needs to continue its efforts to update the technology and accessibility of the Center to students.

E. Assessment and Accountability

What Currently Exists:

Criterion E1

- To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?
- Do students use assessment results to modify their learning in order to enhance their educational progress?

A variety of assessment strategies to evaluate students is in place. However, the extent to which the various strategies are embraced by the teachers, and the degree to which curriculum and instructional practices are consequently modified (with the major exception of the use of the results of the annual Stanford 9 test) is unclear. Departments develop unit tests, which focus on standards. Text, instruction, and assessment are matched to Essential State Standards. The English department has created and distributed a writing rubric used throughout the school. Cross-curricular, department and teacher developed rubrics are beginning to be utilized.

The most dynamic assessment tool has been the Stanford 9, specifically the one completed in 2000, which revealed a drop in the API score and the consequent designation of "Under Performing School." The school declined IUSP funds; Instead, the school, in concert with District mandates, established a plan to improve school scores. The Board of Trustees' set their own API Growth Target for the 2000-01 school year. Twenty points of improvement will double the missed target of 1999-2000. To ensure improvement on the current year SAT-9, Honors and Advanced Placement class entrance is dependent on students achieving a minimum fiftieth percentile score. Concurrently, the Board has set an objective to prepare students for successful completion of the High School Exit Exam (HSEE) in 2004.

The principal announced a "laser-like" focus on instruction, curriculum, and student achievement. A Local Improvement Committee was established, consisting of invited and voluntary staff members representing all departments at Oxnard High School, met over a period of four weeks to address the Board objectives. From this committee the Local Improvement Plan (LIP) was developed. Strategies, suggestions for academic support, and ideas for student/staff motivation were planned and implemented.

Current strategies in place to improve student achievement include: (1) second period was lengthened by 8 minutes, in order to address school wide instructional issues and practice test preparation materials, (2) assistant principals spending one full day each week visiting classrooms and providing relevant feedback, (3) restructured Department and Faculty meetings which focus on SAT-9 test score improvement and Exit Exam preparation, (4) development and beginning implementation of "Four Year Plans" for students, (5) evening athletic program tutorial, (6) create time for "job-alikes" to begin to align essential standards to classroom curriculum and, (8) utilization of Target Teach.

A variety of programs to remediate under-performing students has been initiated, including: 9th and 10th Grade Success Programs now offered during the summer. Students have the opportunity to earn additional credits during the program. Extensive English remediation classes are in place. Of the four hundred and sixty-seven students who were mandated to take these classes, two hundred ninety-one students completed these classes with credit. Additionally, students utilize after school and evening tutoring in the library, in-class tutoring by a trained community college AVID tutor, the computer lab and the library during lunch time.

Growth areas identified in the self study report, interviews with relevant stakeholders, and classroom observations reveal the need for: (1) immediate feedback to students, (2) ongoing student evaluation linked to the school's goals, objectives, ESLRs, HSEE, and Stanford 9, (3) continue department curricular evaluations to improve and make structural changes in the curriculum, (4) increased parental involvement, (5) a Staff Development Plan (including inservice opportunities to address standards in lessons, as well as ways to integrate lessons to the ESLR's,) (6) continue to encourage students to establish learning plans based on assessment results and standards, (7) regular formal assessment as an indication of ESLR achievement.

Criterion E2

- **To what extent do the school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results?**
- **Are assessment results reported regularly to the entire school community?**

Regular review of school progress is provided by the Principal's Weekly Friday updates to the faculty and the Board, and his quarterly newsletter ("Inside the Hive") to the Board and the community. The community is informed through Open House, Back-to-School Night, Freshman Orientation, and Senior Parent Night. Occasional articles appear in the student-generated campus newspaper. In-service meetings provide faculty with information regarding student progress and expectations.

While the ESLRs and Vision Statement have guided the instructional program, the recent results of the API scores have forced OHS to align its instruction so that students will be successful in standardized testing. Communication with parents has been improved through the use of Phone Master as well as the use of the student planner. Additionally, parents continue to receive the Principal's quarterly newsletter.

The Principal meets monthly with the Student Advisory Committee to focus on improving student achievement. The administrative team meets weekly to focus on improving student achievement. Assistant principals spend one full day each week visiting classrooms and providing relevant feedback. Leadership, Department, and Faculty meetings are mandated to focus on improving Stanford-9 scores and preparing the Class of 2004 to pass the Exit Exam.

Growth areas identified in the self study report, interviews with relevant stakeholders, and classroom observations reveal the need for: (1) encouragement of teachers to continue to

promote ESLRs and Standards, (3) improved parental involvement (4) improved means of tracking success rates (5) the successful transitioning of students from LEP to FEP.

Criterion E3

- **To what extent does the assessment of ESLR's drive the school's program development and resource allocation?**

To improve school scores, additional remedial and tutorial programs have been instituted. There is a perception among staff members that success in the school program equates to achieving the Expected Schoolwide Learning Results.

The shift away from the ESLRs to the Stanford 9 and HSEE has dominated the school's program development and resource allocation. By District mandate funding has been provided for API related workshops and in-service activities. The district has sponsored staff development for this purpose. Release time to observe and train colleagues has also been allocated.

Areas of Strength:

- A proactive administration is actively involved with the continuing process of improving student achievement.
- The awareness and adoption across the school community of the goal of improving schoolwide student performance in critical content areas.
- The use of a writing rubric across the curriculum.
- Significant efforts to remediate under-performing students through the extension of Period 2.
- Success of the ELL program.

Key Issues

- Develop assessment tools to measure progress toward essential standards.
- Develop assessment tools to measure achievement of the ESLRs.
- Focus on plans and processes to implement standards based instruction in every classroom.
- Develop a long range Staff Development Plan with defined objectives directly related to improving student achievement.
- Develop clear processes to identify and recruit able members from all stakeholder groups to serve on critical committees and councils for the school.

F. Strengths and Key Issues

General Comments

The staff, community, and students of Oxnard High School have embraced the processes of Focus on Learning in examining their critical issues for improvement. The evidence that supports the identified strengths and critical areas for improvement include a thorough self-study; conferences and interviews with major committees, student groups and parent representatives; observations of classrooms and the school environment including support areas, and informal but extensive interviews with staff, students and parents.

School-wide Areas of Strength

1. Proactive leadership that deals with emerging questions, issues and problems in a timely and expert manner.
2. Awareness and adoption across the entire school community of the goal of improving school-wide student performance in critical content areas.
3. Staff members who can serve as high quality models of a variety of innovative teaching strategies for other staff.
4. A cadre of teacher leaders who have and continue to be trained in implementing standards based instruction who will serve as a resource for the entire staff.
5. The use of a writing rubric across the curriculum.
6. The implementation of mandatory parent registration conferences for ninth graders with a four-year individual learning plan.
7. A safety plan that promotes a quality environment for learning in spite of overcrowding.
8. Sufficient funding for instructional resources
9. A modern, up to date, well kept and maintained physical plant that supports student learning.
10. A safe, clean and positive learning environment for staff and students that fosters pride.
11. Support for students that allows all students to participate in after-school programs and events such as tutoring, activities and athletics.
12. The development and use of a Local Improvement Plan to improve the API scores.
13. Development of innovative programs such as the Industrial Technology Integration Project.
14. The development and use of important written communications to students and parents, ie. Registration handbook, school planner, and the school newspaper.
15. Development of impressive school web page.
16. Success of ELL program.
17. Significant efforts to remediate under-performing students through the extension of Period 2 to direct the improvement of API scores.
18. The school leadership team, which works cooperatively with key stakeholders to ensure that the school's Vision and ESLRs are the central focus of the school's efforts.

School-wide Critical Areas for Follow-up

The Visiting Committee agrees with the major growth areas identified by the school. This list of critical areas for follow-up is a synthesis of suggestions to strengthen the areas already identified and additional areas identified by the Visiting Committee.

The Visiting Committee has identified the following critical areas for follow-up:

1. Develop and implement plans and processes that lead to standards based instruction in every classroom and an increase in the use of a wide variety of teaching strategies for all classrooms.
2. Develop a long range comprehensive staff development plan with defined objectives directly related to improving student achievement especially in the critical areas of English Language Arts and Mathematics.
3. Maintain and assure development of district support for stability of the current administrative staff including counselors.
4. Develop clear processes to identify and recruit members from all stakeholder groups to serve on critical committees and councils for the school.
5. Develop strategies to promote wider parent involvement in key committees and councils of the school.
6. Implement the systematic use of data both at the classroom and school levels to make instructional decisions. Develop agreed upon assessment tools used to measure progress towards critical standards across the curriculum and analyzing and assessing student progress towards the ESLRs.
7. Communicate clear procedures to access high quality challenging curriculum for all students.

These items have been discussed with the leadership team and are either a part of already established action plans or are being incorporated into those plans.

Chapter V: ONGOING SCHOOL IMPROVEMENT

Summary: The Schoolwide Action Plan

The leadership team of Oxnard High School considered all reports from the five focus groups and identified the four major areas for action. These are:

1. Maintain a comprehensive learning environment that provides continuous staff development activities in current educational issues.
2. Ensure students acquisition of ESLR's, standards, skills, strategies and attitudes toward mastery of testing skills that will improve API and prepare students for completion of a rigorous high school curriculum and successful completion of the High School Exit Examination.
3. In concert with the current counseling case-management model, increase parent and community involvement to support students in their academic endeavors, career opportunities, and personal growth.
4. Increase the knowledge and use of technology throughout the school community with the implementation of the Digital High School Grant.

The Visiting Committee, in considering the self study, interviews, observations and other evidence and in discussion with the leadership team, has identified the following areas requiring action. The Oxnard school community should consider the following:

1. In support of action items 1 and 2 above, the staff and other stakeholders should establish a comprehensive staff development plan to insure that there is an increased use of a wide variety of teaching and learning strategies used by all teaching staff for all students especially in collaboration on assessment practices and the development of interdisciplinary instruction.
2. The school leadership team should continue refinement of the Schoolwide Action Plan to include:
 - plan for the annual review of the ESLRs
 - develop a multiple assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs and adopted standards in critical content areas.
3. In support of action item 3, the school leadership team should explore ways to significantly improve involvement of parents and the community in the educational processes of Oxnard High School Students.

Comments on school improvement issues

General timelines and responsibility assignments have been given in more detailed parts of the Self Study with reference to resources needed and persons responsible.

Schoolwide Action Plan

- Adequacy
- Addressing the critical areas for follow-up
- Enhancement of student learning
- Feasibility within existing resources
- Degree of commitment schoolwide and system wide

The Visiting Committee concurs with the school in all areas of their action plans; however there needs to be careful monitoring to insure integration of the following critical areas into the plans.

1. Expand use of the four year plan so all stakeholders understand the critical value of that plan for each student.
2. Examine the use of the Career Center as a vehicle for deepening the impact of career awareness and curricular path choices for all students.
3. Insure that all student know the processes to gain access high-quality curriculum
4. Develop clear processes to identify and recruit members from all stakeholder groups to serve on critical committees and councils for the school.

Existing factors that support school improvement

Using the FOL strategies, the school has a developing infrastructure for decision making to deal with all emerging issues. This is supported by:

- The adoption by the entire school community of the comprehensive Local Improvement Plan to guide all efforts towards school improvement.
- A staff that has clearly recognized and embraced the need to develop authentic, usable strategies for implementing instruction and assessing progress of students towards the expected school-wide learning results.
- A school staff and stakeholders who mutually support one another.
- A strong sense of empowerment by all segments of the school community.
- A warm caring relationship among all members of the school community actively supported by the leadership of the school.
- Adequate resources for change.

Impediments to school improvement

The committee has identified the following possible impediments to change:

- Possible continuing turnover in administrative and counseling teams as experienced in the past.
- The increased complexity of providing time for staff to have in-depth planning and discussion sessions to implement the action plan.
- The increasing demands from district and state level for implementation of plans and programs not directly related to or supportive of action plan elements.

- Planning for multiple directions for improvement. Plans should be monitored frequently to keep focus on achievable goals within reasonable time frames.
- A need for increased understanding of ways to deal with the unique needs of the students of Oxnard High School. While economic and social conditions within the community and home clearly affect student success, the entire school community should focus on improving the processes and resources within their control to increase student achievement.

Soundness of follow-up process to monitor accomplishment of schoolwide action plan

The committee finds that the follow-up process and action plans as written in this report, while containing all necessary elements, lacks sufficient detail in some elements to insure clear assessment of progress and accomplishment of the plan. More definition needs to be given to timelines and benchmarks against which to measure progress. The committee has conferred with the leadership team to further clarify the additional components for the action plans as listed above. The staff is already planning a structure of committee work to address the concerns above and to monitor the overall process and progress of the action plans. As a result of the planning already in place, the modified plans will have a much greater possibility of being accomplished in a timely and effective manner.