

Oxnard High School
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TABLE OF CONTENTS

Preface

Chapter I: Student/Community Profile and Supporting Data..... 1

Chapter II: Expected Schoolwide Learning Results (ESLR's) 22
OHS Vision Statement..... 23

Chapter III: Progress Report 25
Recommendation of Site Review Committee 27

Chapter IV: Self-Study Findings
Vision, Leadership, and Culture..... 33
Curricular Paths 42
Powerful Teaching and Learning 48
Support for Student Personal and Academic Growth 53
Accountability and Assessment..... 59

Chapter V: Schoolwide Action Plan..... 63

Appendix



Preface



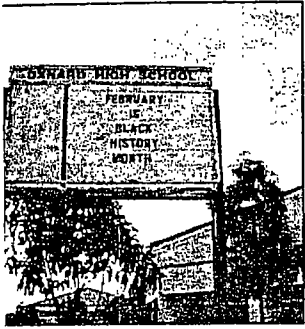
PREFACE

Oxnard High School (OHS) has included all stakeholders in the Focus on Learning process. Following the Self Study three-year review in May, 1998 all Focus Groups remained in place and meetings continued on a regular basis. The results of the on-site review committee report led the OHS staff into a period of new self-reflection and revision of the Action Plan.

Following the May 1998 on-site review, staff received a copy of the report from the On Site Review Committee. The recommendation was that the Leadership Team at OHS review the ESLR's 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 had occurred over the past three year. The focus groups met to discuss these results and determine next steps. It was determined that members of each focus group would remain in place and new staff would be assigned as deemed appropriate by the WASC Coordinator. Furthermore, the ESLR's were studied for modifications and/or redesign. In the fall of 1998 focus groups continued to meet on staff development days and on their own time to assess the ESLR's and discuss educational issues affecting the school.

The school year 1999-2000 brought additional changes to Oxnard High School. A new principal, three new assistant principals, and four new counselors were assigned to OHS. These changes (see School/Community Profile) coupled with educational issues brought further need for reflection and revision of the school action plan.

Following the fall 1999 WASC training, the self-study coordinator, principal and assistant principal conducted multiple in-service activities and faculty meetings to continue the *on-going* accreditation process. Timelines for the major self-study events were developed using a "backwards planning" approach to allow for the self-study report to be ready for mailing to the visiting committee six weeks prior to the visit. The school Leadership Team, comprised of department representatives and support staff, designed all in-service activities to correspond to needs of the individual departments WASC, standards based instruction, high school exit exam, and Stanford 9 testing. In so doing, the correlation of these activities was brought into perspective as being integral parts of one another and not "stand alone" tasks. The district and the Board have supported this philosophy. The support provided includes professional time for staff members, financial resources, and technical assistance.



Student-Community Profile

STUDENT COMMUNITY PROFILE



SCHOOL/COMMUNITY PROFILE



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The Chumash Indians were the first residents of the Oxnard area. Later, in 1542, Portuguese explorer Juan Rodriquez Cabrillo sailed into Point Mugu Lagoon. Cabrillo dubbed what he found "the land of everlasting summers" and claimed the land for King Charles I of Spain.

THE CITY OF OXNARD

Oxnard is the twentieth largest city in California and is located on the Pacific Coast in Southern California. Located approximately 62 miles northwest of downtown Los Angeles and 35 miles southeast of Santa Barbara, Oxnard is the largest city in Ventura County. The area encompassed by the incorporated limits of the City of Oxnard is approximately 24.84 square miles. The population of Oxnard as of January 1, 2000 was 160,035.

The City of Oxnard was incorporated in 1903, taking its name from the Oxnard brothers who founded the sugar beet factory in the late 1800's. 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.

The City of Oxnard encompasses six school districts and a community college, Oxnard College, which is one of three community colleges in Ventura County. In close proximity is 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. Education is important to the residents of Oxnard. 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.

The local climate is Mediterranean or dry subtropical. The average mean temperature is 61 degrees. Average minimum temperature is 52.4 degrees and the average maximum temperature is 69.6 degrees. The average rainfall is 14.75 inches.

Long regarded as the most business-welcoming community in Ventura County, Oxnard has taken great strides in recent years to strengthen each of the principal sectors of the local economy. The 1994 start-up of the private non-profit Greater Oxnard Economic Development Corporation signaled Oxnard's serious intent to support local business in their growth plans and bring even more companies to the community.

Retail Sector

The retail sector has grown along the 101 Freeway with the development in the past seven years of one and one-half million square feet of value retail shopping facilities. The Oxnard Auto Mall, Price/Costco Club, Wal-Mart, Sam's Club, The Marketplace, and the Oxnard Factory Outlet Center offer one of the largest diverse concentrations of shopping in the county.

Film and Entertainment Industry

Beginning in early 1999, Oxnard Economic Development Commission began administering the city's film permits and launched a marketing campaign to attract more filming activity to the area.

Industrial Sector

New buildings are going up for businesses that make tools, car parts and bungee cords. It is part of a manufacturing resurgence bringing hundreds of jobs to the area. The biggest names here in Oxnard are Haas Automation, Bungee International Manufacturing, Explorer LLC, Scosche and Industrial Tools Inc., Cosmetic Specialties and Tube Products/McCormick Shilling.

A few of the Industrial development activities planned or underway for the year 2000 include:

- Seminis Seeds, Inc. is nearing completion of its 500,000 square foot world headquarters.
- Raypak has broken ground on a 240,000 square foot headquarters.
- BMW has broken ground for an 80,000 square foot engineering and testing center, bringing additional jobs to its vehicle preparation center.
- Proctor & Gamble has proposed a 100,000 square foot expansion to its existing paper products manufacturing plant.
- PTI Technologies of Newbury Park is moving its 5000-employee operation to the McGinnis Ranch Business Park.
- Waterway Plastics, which already boasts 6,000 employees, expanded by 160,000 square feet in 2000.
- Boscovich Processing

Tourism

The local tourism industry has been reinvigorated with the 1994 opening of the Oxnard Convention & Visitor Bureau. The Tourism Bureau works hand-in-hand with the major hospitality businesses to promote the varied visitor attractions in Oxnard, most notably, the Channel Islands Harbor.



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Agriculture

Agriculture remains both a staple in this county as well as a leader in the production of citrus, strawberries, cut flowers and nursery products, and field crop industry. It is a large, dynamic, interconnected system of growers, processors, packers, shippers, bankers, retailers, suppliers, and consumers. Students have the opportunity to focus on careers in: agribusiness, management, marketing, sales, food safety, laboratory sciences, technical services, crop maintenance, and engineering.

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 DHS 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. 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 tract. A world-class aquatics facility was recently completed, providing not only OHS, but also the entire community, a facility with a competitive and recreational aquatics program. Each permanent classroom has Internet access, and is wired for fiber-optic communications.

Oxnard High School was built to house 2,200 students. Presently, there are approximately 3,000 students in attendance. The overcrowded situation is expected to continue even with the opening of the new school, Pacifica High School, five miles east of OHS. In order to provide our students with an appropriate learning environment, 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. Two teachers are presently using the back section of the Performing Arts Center for their classrooms. In addition, the Career Center, and the back section of the library have been utilized as classrooms. According to 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 may 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



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compared to the baseline period. Complete results of this extensive evaluation can be found in the appendices of this report.

The District calendar returned to the traditional 180 instructional days in 2000-01 when state funding ceased. Based on the California Education Code this calendar requires a minimum of 65,160 instructional minutes and a 180-day school year. Oxnard High School has 65,200 instructional minutes within a 180-day school year. The instructional time includes ten minimum days for the 2000-2001 school year. In addition, school is dismissed 52 minutes early on 15 Thursdays during the year to enable the staff to voluntarily work on accreditation and other instructional issues and concerns.

Since the WASC revisit in May 1998, there have been many changes within the administration and support staff personnel. In the spring of 1999, a principal from a neighboring school in the district was appointed principal at OHS. This appointment officially went into effect July 1, 1999. During the summer of 1999, the former principal and two assistant principals were transferred to other schools in the district. In addition, a third assistant principal retired. The new principal was able to select two assistant principals who were transferred from other schools within the district and hired a third assistant principal from outside the district.

Similar changes occurred within our student support services department. Two of our former counselors transferred to other schools in the district and one took a personal leave to pursue her doctorate. In addition, OHS was able to hire an additional counselor due to increased student enrollment. In other words, four new counselors arrived at OHS in the fall of 1999 to join our four new administrators. Furthermore, the school psychologist who had been on a sabbatical leave and was scheduled to return transferred to another school in the district and the interim school psychologist became a permanent staff member. A new Athletic Director was also selected.

The 2000-01 school year brought additional changes within the student support services department. The new assistant principal hired the year before moved to another district in order to purchase an affordable home. A first year assistant principal was selected from another school in the district to replace him. Changes continued to occur within our counseling staff as three of the counselors hired the year before were hired (recruited) to positions outside the district. A fourth counselor took a part time assignment at another school so she could enroll in a doctoral program. Four new counselors were hired for the 2000-01 school year. In addition, our school nurse retired and was replaced by a school nurse who transferred from another district school.

The new administrative team became aware of the need to reconfigure the administrative offices in such a way that it would improve student support services. The office is now divided into two sections: A-LOP and LOQ-Z. This new configuration has allowed counselors and assistant principals to work in a case management model that forms teams 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.



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The changes that have occurred at OHS have provided a climate that is conducive to trust, cooperation and respect. As with all changes there has been a period of adjustment, not only for the new members of the administration, counseling and support services, but all! We have all been part of a change that has provided the means by which to dialogue, discuss and communicate in a meaningful atmosphere. 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 on-going "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

The following list of personnel provides the support services for students and parents at OHS.

130 Teachers	1 Guidance Technician*
5 Administers*	1 Career Center Technician*
6 Counselors*	1 Oxnard Police Resource Officer*
1 Special Programs Counselor*	1 Lead Campus Supervisor
1 Full Time Psychologist*	8 Campus Supervisors
1 Nurse*	21 Paraeducators
1 Speech Therapist*	6 Maintenance & Facilities Persons
1 Librarian	1 Cafeteria Manager
1 Attendance Coordinator*	13 Food Service Staff
1 Outreach Coordinator*	17 Clerical Support Personnel
2 Attendance Callers*	9 Custodians

* Student Support Services Team members of which 50% are bilingual.

Oxnard High School is a place where teamwork and cooperative decision-making create a climate of trust and respect. The entire student support services personnel is clearly guided by the vision, the value, and the goal to provide an educational environment "that is committed to high standards of academic excellence and personal behavior". Therefore, in order to accomplish such an endeavor a community of support through instruction and guidance has evolved to accomplish its purpose: to help all students at OHS attain their educational and personal goals. 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



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Certificated Staff: Gender and Ethnic Group

Gender	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	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

The staff is diversified in talents and abilities and strongly encouraged to participate in workshops and in-service activities to hone their skills. Senate Bill 1882 and other budget areas allow for continued professional development opportunities such as job-alikes, seminars, conferences, and visits to other school sites. These opportunities enhance our staff's ability to refine their craft, meet the expected professional standards, restructure curriculum and improve student achievement based on the Expected Schoolwide Learning Results (ESLR's), standards and course objectives.

The Oxnard Union High School District has an established evaluation system for certificated staff. The Professional Assistance Remediation (PAR) process requires that teacher performance be observed and evaluated in a systematic approach. All temporary and probationary teachers are observed at least three (3) times and formally evaluated annually. Tenured teachers are evaluated on a two-year cycle. Permanent teachers who are participating in the Peer Support/Partner Option are evaluated on a three-year evaluation cycle.

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. According to the Certificated Unit Agreement between teachers and the District, schools are staffed according to a formula. The current 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. Pacifica High School, the newest school in the OUHSD, will open its doors in August 2001. While we anticipate a decrease in enrollment, it will only be by approximately 350 students.



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		

Notes:

Every attempt is made to assign teachers in the areas of their major or minor preparation as authorized by their teaching credential. Board authorizations are based on academic coursework and are used when necessary to provide increased educational opportunities for pupils. Due to our 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.

Staff Salary Comparisons

DATA CATEGORY	OUHSD AVERAGE SALARIES LARGE SIZE HIGH SCHOOL	STATEWIDE AVERAGE SALARIES LARGE SIZE HIGH SCHOOLS
Beginning Teacher's Salary	\$33,343	\$30,652
Mid-range Teacher's Salary	58,347	50,676
Highest Teacher's Salary	65,328	60,962
School Site Principal's Salary	86,257	86,783
Actual % for Admin Salaries	3.70%	4.98%
Actual % for Teacher Salaries	45.78%	39.56%

General Fund Budget Summary: *(does not include staff salaries)*

Discretionary Fund <i>(Amount allocated by the site)</i>	\$183,945.00
Non-Discretionary Fund	143,482.00
Carry Over Block Grant (BLG)	1,448.00
Total Operating Budget	\$328,875.00
 Per Student Cost	 \$104.00



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Special Programs Budget Summary:

Title 1 (Students who are not performing at grade level) ..	\$225,866.00
EIA-LEP (Economic Impact Aid - Limited English Proficient)	35,273.00
EIEP (Emergency Immigrant Education Program)	26,837.00
SB 1882 (Staff Development)	23,354.00
Carl Perkins (Vocational)	12,542.00
Migrant (Students who move every three years)	58,965.00
GATE (Gifted and Talented Education)	15,406.00
DATE (Drug, Alcohol, Tobacco Education)	11,603.00
10 th Grade Success	5,000.00
10 th Grade Counseling	6,727.00
Special Education	18,927.00
TPP (Transitional Partnership Program)	6,911.00
Total Operating Budget	\$447,411.00

Per Student Cost..... \$141.00

Grants:

Block Grant A	\$126,419.00
Block Grant B	78,913.00
Digital High School	927,000.00
School-to-Career	18,000.00
Total Operating Budget	\$1,150,332.00

Per Student Cost..... \$363.00

TOTAL PER STUDENT COST \$608.00

Textbooks

Up-to-date textbooks are provided for individual student issue in all classes in which a textbook has been adopted. Since 1982-1983, the Board of Trustees has authorized over \$5 million for the purchase of new textbooks in all subject areas district wide. For 2000-2001, over \$942,973 will be spent for new textbook purchases. The supply of textbooks at OHS adequately meets the needs of each student. Replacement of lost, stolen or severely damaged textbooks poses a serious problem for the district. The average cost of new textbooks purchased for the 2000-01 school year is approximately \$49 each.

Classroom Discipline and Climate for Learning

Oxnard High School's administrative team, along with teachers, support staff, and the School Resource Officer, work with parents and students to promote an environment that is safe and conducive to learning. Administrators and counselors conducted presentations during second period classes early in the year to inform all students of school expectations, including a zero tolerance policy for fighting, harassment, intimidation, and graffiti. Students were also informed of the attendance and tardy policies. All school rules at OHS are enforced in a firm, fair and consistent manner.

During the 1998-99 school year there were 568 suspensions compared to 452 suspensions for the 1999-2000 school year, a reduction of 20%.

We believe, and research supports, students who are actively involved in extra-curricular activities are more successful in their academic studies. To support this philosophy, Oxnard High School offers a wide variety of sports and extra-curricular activities. These activities include 26 clubs, 19 sports, ASB and Student Government, Peer Mediators, Air Force Junior ROTC Program, A.V.I.D., Band and Auxiliary Units, Choir, Pep Squad, Drama, Yearbook, Newspaper, Mock Trial, Academic Decathlon, Geography Bowl, and Knowledge Bowl teams. OHS has an innovative Link Crew program, in which upper classmen work with freshmen to help them transition to high school life. In addition, our trained Peer Mediators provide support for students experiencing conflict. Oxnard's Renaissance Program provides incentives and recognition to students who show improvement and encourages academic excellence to all levels of students.

STUDENT PROFILE

Being a part of the over 3,000 people that make up the OHS learning community is a challenge for all involved. The administration, the teachers, the support groups, our student body and our parents are active participants in the academic, social, and personal development of every student in our school. After reviewing the OHS Selected Schoolwide Learning Results (ESLR's) stakeholders worked together to revise them so that they more accurately reflect the OHS graduation requirements and the expected outcomes of our students as they graduate from OHS. The final product also is a statement which envisions the mission of the entire staff and the commitment we undertake to help our students become complex thinkers, productive graduates, effective communicators, collaborative workers and community participants - our five ESLR's. The OHS community will focus on three on these ESLR's and a standard in both Mathematics and Language Arts to prepare our students to be contributing, constructive members of our society. The OHS staff provides a strong well-rounded curriculum realizing that every student has strengths and weaknesses. We encourage our students to become involved, both within and outside of the classroom. It is the plan of OHS to provide every student a clean, safe and structured environment that will promote maximum academic achievement, technological skills and the respect of cultural diversity.

The student profile of OHS reflects a diverse and complex one. The student body at OHS consists of 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 OHS student population has a significant number of at-risk students, but OHS is committed to providing support services, intervention strategies, and other opportunities so that all students can succeed.

In analyzing the data, comparing the 1997 CBEDS (California Basic Education Data system) data to the fall of 2000, the total school enrollment has continued to increase yearly, and this trend is expected to continue. OHS, which includes grades 9 through



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12, represents a student population that is rich in racial; ethnic and cultural diversity. According to the 2000 CBEDS information, the total student body population at OHS is 3,166. Of this figure 1,560 are male, and 1,606 are female. The following chart represents the vibrant ethnic mixture of Oxnard High School students.

Latino	Filipino	Anglo	African American	Asian	Pacific Islander	Native American
62%	4%	21%	6%	4%	1%	2%

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. While improving test scores are an essential part of education today, 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. Student attendance is a big focus at OHS. The Attendance policy is clearly communicated in the Student Handbook/Planner. 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 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. The following personnel/programs have helped reduce our dropout rate.

- Full time Attendance Advisor
- Two day callers
- A full time SB65 Outreach Consultant
- Truancy Citations
- An automated night calling system
- A full time Resource Officer
- Student Attendance Review Board (SARB)



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In addition to a concerned and able staff that tracks our students, district-wide alternative programs at Frontier Continuation High School, the Teen Parent Program, and Adult Education address the needs of students sixteen years of age and older. For students, sixteen and younger, Puente and Pacific View High School provide the alternative education settings to meet the needs of a diverse student body. These alternative programs have contributed greatly to this steady trend in reducing the number of unaccounted dropouts. Along with the above support mechanisms working cohesively to improve student attendance, OHS participates in community programs such as Stop Truancy Program and The Parent Project. Both programs are sponsored by the Oxnard Police Department and work with the attendance personnel, a Guidance Team of seven counselors and a full-time psychologist to assist students in a positive attendance program. The primary goal of all of these programs is to provide opportunities for all students to succeed at OHS.

Special Education

Over ten percent of the total student population at OHS qualify for Special Education services and have the right to a free, appropriate, public education (FAPE). They have full access to the curriculum in the least restrictive environment as determined by the Individual Education Plan (IEP) team. All children with disabilities have the right to a free and appropriate public education. Since the last WASC revisit three years ago, Special education students cannot receive their high school graduation diploma without passing the HSEE. Appropriate accommodations are required in each student's Individual Education Plan (IEP). Students are qualified under one or more specifically defined IDEA disabling conditions. Specially designed Individual Education Programs are planned for each student by Individual Education Plan (IEP) team. These students are integrated into all aspects of extra curricular activities in the areas of athletics, clubs, and the arts. Some of the disabilities served by SPED at OHS are not limited to, but include Deaf, Visually Impaired (VI) Emotionally Disturbed (ED), Mentally retarded (MR - mild, moderate, severe), Specific Learning Disabilities (SLD), etc. The school psychologist, the school nurse and the speech therapist are a vital part of the program. Special Education teachers are actively involved in the SST process. Transition is another important part of the program; some students are referred to the Workability Program, Transition Partnership Program (TPP), Community Based Instruction (CBI) or Work Experience program.

The incoming class of 2004 will be required to pass the High School Exit Exam (HSEE), with or without accommodations in order to receive their diploma. If a student does not pass the HSEE, they will receive a Certificate of Completion and will be able to participate in all graduation activities. The classes of 2001, 2002, and 2003 need only to pass the district standards, with or without accommodations or to pass differential standards in order to receive their diploma.

504 Students

At OHS, some students do not qualify for SPED, but still have a disability under IDEA, and need a 504 Plan. The decision that a student qualifies for a 504 plan is discussed at a Student Study Team (SST) meeting. The parent, student, and counselor then meet to develop a plan, which may include any accommodations needed for the student's

classes. The implementation and liaison to the regular education staff is the responsibility of the student's counselor.

Language Status

The following information from the R-30 Language Census indicated the high level of language diversity at our school. Approximately 62 percent of all students come from backgrounds where the language spoken at home is other than English.

English Learners by Language and Grade 2000-01

LANGUAGE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Spanish	140	125	116	131
Vietnamese	0	1	2	2
Filipino (Tagalog)	0	2	0	2
Korean	1	0	0	2
Punjabi	0	0	0	2
Arabic	0	2	0	0
German	0	0	2	0
Other non-English	0	0	0	1
Portuguese	1	0	1	0
Japanese	0	0	0	1
Lao	1	0	0	0
EL Totals	143	130	121	141
% Of Total	26.5%	24.1%	22.4%	26.1%

It is the goal of the English Language Learners (ELL) department to provide instruction in core classes through primary language instruction and through Specially Designed Academic Instruction In /English (SDAIE), while teaching English. By employing SDAIE techniques, teachers will enable language minority students gain access to demanding subject matter delivered in the mainstream classes. More SDAIE sections have been added due to the increased number of teachers that are trained in the specialized instruction. Students are able to advance through the three levels of English development ESL-101, (beginning) ESL-102 (intermediate) and ESL-103 (intermediate/advanced) at their own speed, given the level of previous instruction and ability. Students have gone from ESL-101 to ESL-103 in one year. Students are encouraged to take a core class in SDAIE, when their English is at the intermediate or advanced level. Therefore, while the objective is to teach ELL English, our focus is to provide them a curriculum that continues and enriches the learning process so that the English learner will become an effective communicator and develop higher order thinking skills not only in their primary language, but in English.

Year	Enrollment	English Learners	Fluent-English Proficient	Students Redesignated FEP
1997-98	2,957	659 (22.3%)	195 (6.6%)	195 (26.9%)
1998-99	3,030	545 (18.0%)	153 (5.0%)	157 (23.8%)
1999-00	3,090	540 (17.5%)	96 (3.1%)	41 (7.5%)
2000-01	3,166	396	TBD	TBD

OHS has a high quality instructional program that services its English language learners. The program is based on the belief that a strong primary language provides the basis to acquire a second language. The English language learners department has



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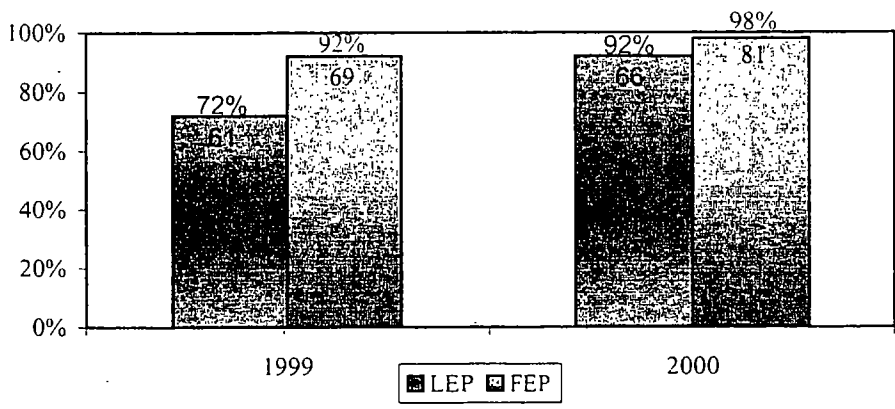
adopted content and performance standards that are associated with grade level performance standards and incorporate the graduation requirements in its instruction and curriculum. The program provides primary language instruction, sheltered classes and English language development in order to provide a challenging and aggressive curriculum with a goal to fully integrate these students into the main school program.

The efforts of the ELD department to meet the needs of the ELD population has resulted in making OHS the one school in the district that has the highest percentage of Migrant and English Language Proficient (ELP) students graduating. The following "LEP Graduates" chart clearly shows the successful efforts of not just promoting English fluency, but a first-rate comprehensive program.



Notes:

OHS LEP and FEP JUNE GRADUATES



STUDENT PERFORMANCE DATA

OHS, as all other schools in California has gone from a "time-based" system of accountability to "performance-based". This new system has provided the basis by which OHS clearly defines the student's academic outcomes. Through the selected ESLR's, graduation requirements, and performance standards in language arts and mathematics, we are assured that our students will graduate with the essential academic learning requirements and standards that indicate the specific academic knowledge and skills students must know as they leave our educational community. This accountability system provides the measures by which curriculum and instruction is continually reassessing and redefining itself. It has also made it accountable to many more: the district, the students, parents, and community to deliver the educational excellence as expected by all its stakeholders. With this in mind OHS addresses its Academic Performance Index - the API.

The decline of our 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 strategies listed below are part of the Local Improvement Plan developed by staff, parents, student and administration. These strategies are now in place to improve student achievement:

- Improved communication with parents (student planner and principal's quarterly newsletter).
- Principal meeting monthly with Student Advisory Committee with focus on improving student achievement.
- Class committees formed.
- Administrative team meeting weekly to focus on student achievement
- Assistant principals spending one full day each week visiting classroom and providing relevant feedback
- Leadership, Department, and Faculty meetings are focused on improving Stanford 9 scores and preparing the class of 2004 to pass the Exit Exam.
- Department meeting minutes are focused on instructional issues.
- Department meetings are scheduled after school and last for one hour.
- Faculty meeting format is altered to center on instructional issues.
- Developed and implemented a school-wide writing rubric that is used in all classes.
- Staff development activities are centered on standards based education and lesson design based on identified "essential standards."
- Analyzed Stanford 9 data to determine school-wide areas of strengths and weaknesses.
- Identified "essential standards" that will address weak areas on a school-wide basis.
- Provided remediation and tutoring opportunities for students during lunch, after school, and on Saturdays.
- Developed a "Local Improvement Plan" to clearly define how all special program funding, including "block grant" funds will be used to improve student performance on the Stanford 9 and to prepare our students to pass the HSEE.
- Clearly define sanctions that will be placed on OHS if we do not meet our API growth target next year.
- Clearly define monetary awards that staff members will receive if we meet our growth target-school-wide and with all subgroups.
- Develop *Partnership for Success* agreement to be signed by student and parent summarizing the importance of students making their best efforts on Stanford 9.
- Provide incentives for improved performance.
- Extend period 2 an additional 8 minutes to provide school wide emphasis to improve students mastery of state standards.



Notes:



Notes:

As we enter into the era of accountability in education the information listed below provides an overview of student progress as measured by:

• Academic Performance Index (API)

The Academic Performance Index (API) is determined by grade 9, 10, and 11 student performance as measured by the Stanford 9 Test in the areas of reading, math, language arts, science, and social science.

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 SUBGROUPS			
Year	White not Hispanic	Hispanic	Socioeconomically Disadvantaged
1999	754	535	501
2000	730	533	497
2001	TBD	TBD	TBD

Since we did not meet our 2000 API Growth Target of ten (10), OHS qualified for the "Immediate Intervention for Under Performing Schools Program." The school did not apply for this funding. Our 2000-01 Local Improvement Plan will serve as the foundation and guide for OHS to double its API Growth Target by raising our overall API score to 616 when our grade 9, 10, and 11 students are tested in the spring of 2001.

Golden State Exams (GSE) Students take Golden State Exams in the areas of English, foreign language, mathematics, social science and science. By earning High Honors, Honors, or Recognition on six of the exams, students earn a special diploma from the state. For the 1998-99 school year, eleven Oxnard High School students were awarded the Golden State Diploma, the highest number in the OUHSD.

**GOLDEN STATE EXAM RESULTS SPRING 2000
GRADES 9-11**

Biology	4	15	76	316
Chemistry	25	31	38	170
Government/Civics	1	3	4	32
Physics	0	4	21	66
Spanish Language	52	39	26	177
U.S. History	2	9	43	233
9th Yr Coordinated Science	3	20	76	371

**GOLDEN STATE EXAM RESULTS SPRING 2000
GRADE 12**

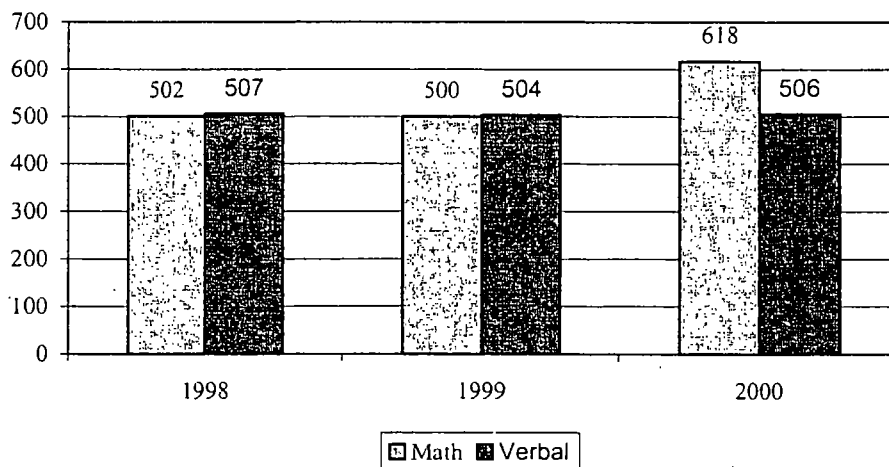


Notes:

Subject Area	High Honors	Honors	Recognition	Total Tested
1st Year Algebra	0	1	0	406
Chemistry	0	1	0	170
Economics	0	1	1	8
Spanish Language	2	2	1	177

• **SAT Scores (Three-Year Trend)**

Our SAT scores improved in both Math and Verbal during the 2000 school year. In addition, our scores are at or above the state and national averages in both categories.



Advanced Placement Scores - The Advanced placement (AP) tests are administered to students in a variety of subjects: English, math, science, social science, foreign language, Spanish and Spanish Literature. Those students who earn a score of 3,4, or 5 in any subject area earn college credits. These exams also provide helpful feedback to our teachers who are preparing our students for college and university enrollment. This year 103 students took 181 placement tests. There was a 2% improvement in performance compared to last year.

• **Advanced Placement (AP) Data**

AP Courses Offered at OHS

*Biology
Chemistry
Physics
Environmental Science*

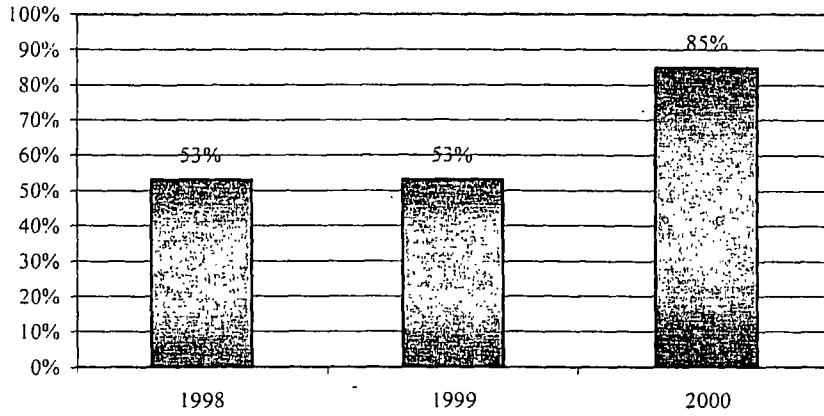
*English
Spanish 4
Spanish NS 4
Spanish 5*

*French
Descriptive Statistics
Calculus*



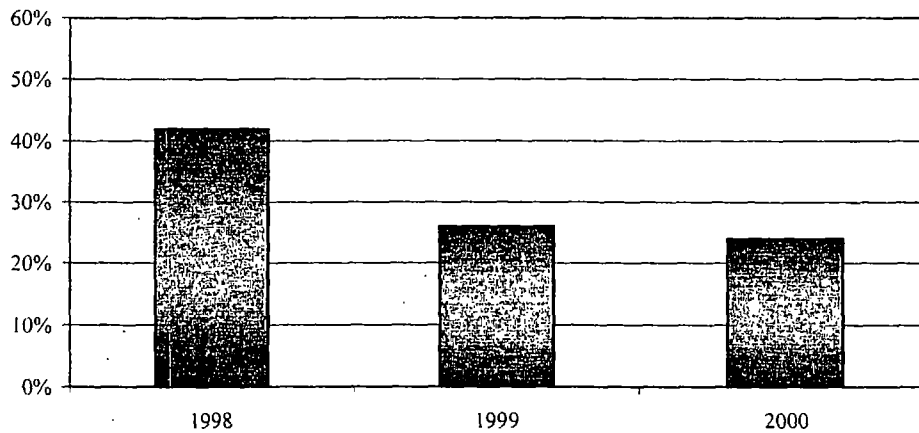
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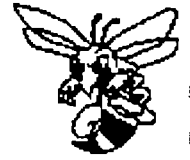
Advanced Placement (AP) Pass Rate (Three-Year Trend)



- **Number of Students Meeting CSU/UC Requirements (Three-Year Trend)**
Our counseling staff will be working with all students to increase the percent of students who meet CSU/UC requirements.

CSU/UC Requirements





Notes:

Post-Secondary Graduate Plan

572 Total Graduates
152 (27%) Attending 4-Year College or University
229 (40%) Attending Community College or Trade School
381 (67%) Total Attending Post-Secondary Institution

1999	African American	Latino	Asian	Native American	Anglo	Filipino	Pacific Islander	Total
Graduates	31	327	44	11	133	23	1	572
4 Yr College or University	4	49	22	3	61	13	0	152
Community College or Trade School	13	148	7	0	56	5	0	229
Military Service	1	11	1	0	6	0	1	20
Working Full Time	6	13	11	8	11	2	0	61

Post-Secondary Graduate Plan

546 Total Graduates
179 (33%) Attending 4-Year College or University
357 (65%) Attending Community College or Trade School
536 (98%) Total Attending Post-Secondary Institution

2000	African American	Latino	Asian	Native American	Anglo	Filipino	Pacific Islander	Total
Graduates	2	90	31	9	394	14	3	546
4 Yr College or University	0	5	20	3	147	4	0	179
Community College or Trade School	2	80	11	6	245	10	3	357
Military Service	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Working Full Time	0	5	0	0	8	0	0	13

SURVEYS: STUDENTS AND PARENTS

Student Survey

Several surveys were given in the preparation of this document. One of the surveys was a parent survey, another was the senior survey and finally a student opinion inventory was given to 356 students grades 9-12. Their educational program ranged from Honors to student learning English as a second language. The inventory was divided into four sections: Quality of Instructional Program, Support for Student Learning, School Climate/Environment for Learning and Student Activities/Involvement in School. The four categories allowed students to give input that would provide valuable information to guide the decision making of the educational program at OHS. The results of the survey were as follows:

- Students feel that they have access to a variety of resources in their programs, but wish they had more technology in the classroom.

- It was evident that students felt that teachers at OHS are available to help in their assignments, but feel it would be difficult for them to approach administrators if they had a problem or suggestion.
- The students feel safe at OHS and feel comfortable in the school community.
- There was a high percentage that actually looked forward to school everyday.
- OHS students feel that there are sufficient clubs, sports, and activities for them to join and many participate in various school activities and clubs.

Parent Survey

There were 250 parents and community representatives who completed the survey from March 2000 through October 2000. The average number of children the parents had enrolled at OHS at the time of the survey 1.3. Sixty per cent of the responses were from Latino and Anglo families and over 50% were educated at or above high school level. The majority of their children were enrolled in college prep or honors classes.

The majority felt they were valued as parents, encouraged to participate, students are respected and everyone is expected to follow the same rules. They felt the school campus is safe and well maintained and that teachers set high standards for the student. The majority of the parents were either not sure or disagreed that the counselors and teachers are available to meet or that they responded to in a timely manner and approximately, 57% felt they did not receive accurate clear and timely advice form the school staff regarding choosing appropriate courses. However, when asked if students could make adjustments to the four-year program and if the students were being prepared for life after high school, 63% agreed. The general response to the caliber of assignments, writing beyond the textbook, research paper requirements and communication on standardized tests results, was positive.

Student Survey-Student Programs

The academic diversity of the OHS student population shows a range from GATE to pre-literate. Analysis of student entry and exit performance data as indicated by such measurements as standardized testing; parent, student, and graduate surveys; evaluation of curricular programs, and other indicators illustrates that students are learning. The establishment of the school's ESLR's has shown that parents, students, and staff share a common vision.

Innovative Academic and Extracurricular Programs (See Appendix)

OHS students receive a rigorous and relevant instruction. Many of the courses offered at OHS are integrated to include "hands-on" application making the learning process consistent with "real world" experiences. In addition to the courses offered, which meet university requirements, students are provided with information on eight primary career paths: Agriculture, Arts & Communication, Business, Engineering/Science, Health, Consumer/Family Science Industry/Technology, and Public Human Services. All students are encouraged to develop a school to career plan, which guide them in course selection. Additionally, students are given essential skills and knowledge, which relate to the selected career path. OHS, in partnership with the Ventura County Regional Occupational Program, provides instruction in over twenty-nine successful vocational programs. The Hospitality & Tourism Academy is offered at OHS. Other ROP programs are offered at the Camarillo ROP site and transportation is provided for



Notes:

students who wish to attend. These courses are offered to high school juniors or seniors who are at least 16 years of age and on target for graduation. In the spring of 2001 six OHS students enrolled in the new International Studies Academy at CSUCI.

OHS provides students with a number of innovative and supportive instructional programs geared toward increasing student success through improved academic achievement. OHS is committed to providing a strong educational foundation for all students. Our graduates have been encouraged to achieve academic and career-oriented goals through nationally recognized programs and hands-on, school to career opportunities. Oxnard High school prepares its students to meet the increasing demands after graduation whether going on to college or immediately entering the job market. We believe, and research supports, that students who are actively involved in extra-curricular activities are more successful in their academic studies. To support this philosophy, Oxnard High School offers a wide variety of sports and extra-curricular activities. These activities include 26 clubs, 19 sports ASB and Student Government, Band and Auxiliary Units, Choir, Pep Squad, Drama, Yearbook, Mock Trial, Academic Decathlon and Geo Bowl and Knowledge Bowl teams. OHS Renaissance Program provides incentives and recognition to students who show improvement and encourages academic excellence for all levels of students. The appendix of this report includes a section of the many programs available for the students at OHS

SAFE SCHOOL PLAN

Oxnard High School is a six-year old replacement high school. It is the newest school in the county and one of the finest facilities in the state. A maintenance crew of six, plus a custodial crew of nine assures that the physical plant and grounds remain in top condition. A world-class swimming pool provides not only OHS, but also the entire community a facility with competitive and recreational aquatics programs.

In keeping with the District Safety Credo, OHS believes the safety of our students, employees and guests is of the highest priority. Regularly reviewing and improving our Safe-School Plan, helps to ensure a safe and orderly environment and supports our strong commitment to safety. Monthly disaster drills are conducted so all students and staff are aware of procedures to follow in the event of a variety of emergencies. We have recently taken significant steps to increase the safety of our students and staff by constructing and relocating fences to fully enclose the campus, installing security cameras in key areas, and instituting a login system for all non-students entering the campus. In order to alleviate traffic flow problems in front of the school, an ingress/egress plan was put in place by working with law enforcement and traffic engineers.

These improvements have had a significant and positive impact on campus safety. In order to provide a school climate that is safe, supportive and orderly, the new administration at OHS felt it necessary to restructure the administrative offices. This has improved access to the office and has enhanced the delivery of student support services to our students and parents. Since OHS prides itself as a learning community, all its members do everything possible to provide a safe and healthy learning

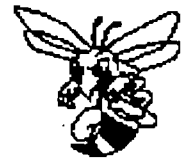


Notes:

environment that is drug-free, tobacco-free, and gang-free. Therefore, working together with community resources which provide alcohol and drug education services to our at-risk students and their parents is one of the measures OHS uses to resolve problems which have a negative impact on student learning. Site administrators meet regularly with police and community representatives to prevent gang and youth violence.

OHS is equipped with a health office and full time registered nurse. All students are expected to have current emergency cards and immunization records on file. OHS is the only school in the district that funds a full-time campus supervisor, who directs a staff of eight part-time campus supervisors. As of the 1996-97 school year, the District and the Oxnard Police department combined efforts and resources to provide the high schools with a full time police officer. The school and the police department have a long-standing and excellent relationship. Officers respond immediately, and regularly attend extracurricular activities such as athletic events and dances. Moreover, the police officers have been involved in the preparation of the Oxnard High School's Safe School Plan.

In compliance with board policy, metal detection searches are conducted daily. The administration consistently enforces a zero tolerance policy for fighting. Presentations during second period classes by administrators and counselors were conducted early in the year to inform all students of school expectations, including a zero tolerance policy for fighting, harassment, intimidation, and graffiti. Staff members have been trained in non-violent intervention techniques, and administrators regularly attend community network meetings dealing with prevention and intervention of youth violence. All administrators, campus supervisors, and the receptionist carry school radios throughout the school day. OHS's administrative team, along with teachers, support staff, and the School Resource Officer, work with parents and students to promote an environment that is safe and conducive to learning.



Notes:

Expected Schoolwide Learning Results



EXPECTED SCHOOLWIDE
LEARNING RESULTS

WASC 31185

CHAPTER II: 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.

These desired student outcomes were developed with input from all stakeholders as follows:

- In May 1998, following the on site review visit, the focus groups met to discuss thereport results and re-evaluate the ESLR's. Each focus group discussed the ESLR's and determined that revisions were necessary.
- During the school year 1998/99 WASC remained a standard agenda item on all Department Chairs and Faculty meetings. Discussion continued on the ESLR's in correlation with the 1998-99 school vision. Emphasis was placed on providing professional development opportunities necessary to implement various educational/district goals to include accreditation needs.
- In Fall 1999, with new administration in place, major emphasis was placed on WASC and the re-development of ESLR's and a vision statement for the school. Multiple meetings took place to ensure full participation of all staff in this process.
- In January 2000, the ESLR's and Vision Statement were fully approved and adopted by the staff.
- In October 2000, the students, parents and community through School Site Council meetings and Back-to-School Night activities adopted the ESLR's and Vision Statement.

ESLR'S AND STANDARDS ALIGNMENT

The ESLR's were reviewed in department meeting, focus groups and job-alike activities. ESLR's 1, 2, and 3 were selected for focus and aligned to selected standards. Each department developed assessments and rubrics for the ESLR's with the selected standards were included.

Selected Language Arts Standard: Functional Reading Standard 2.1

Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.


Selected Math Standard: Algebra 1:10

Students add, subtract, multiply and divide using polynomials. Students solve multistep problems, including word problems, using these techniques.

THE VISION

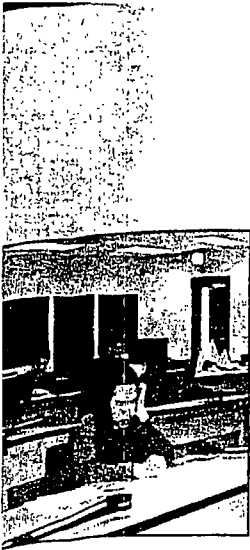
"Oxnard High School is committed to high standards of academic excellence and personal behavior, and believes in the fundamentals of success, diversity, and empowerment."

Oxnard High School believes graduates should be empowered individuals who accept their responsibilities as life-long learners and productive members of their families, communities, countries and world. OHS graduates will have a strong foundation of skill and knowledge in each of the core subjects and be able to apply that learning to understanding and solving the everyday and the more complex issues that will confront them as individual members of the larger society.



We want all students to know about and be able to do a wide range of things that will help them meet these expectations. Our highest priorities for all OHS graduates are that they will be conversational in a second language, fluent in English, computer literate, math empowered, skilled in all forms of communication; that they will understand cultural differences, work together collaboratively, be flexible and adaptable to change; that they will be involved in their community, environmentally aware, and knowledgeable of our democratic values and government.

By 2004, OHS will advance student achievement on SAT-9 and improve the API Growth Target to prepare students for successful completion of the High School Exit Exam. OHS will meet the needs of the students through the continued development and monitoring of four-year plans, integrated curricula, and career exploration.



Progress Report



PROGRESS REPORTS

CHAPTER III: PROGRESS REPORT

PROGRESS 1995-1998

The last full self-study was completed in March 1995 with a site review in May 1998. At the time of the review the two-member team determined that Oxnard High School had accomplished much more in improving student learning than was outlined in the Action Plan. The objectives of the 1995 Action Plan are stated below. The comments reflect the status at the time of the review in 1998.

OBJECTIVES

1. *Establish common goals and direction within the school community and to improve communication with all stakeholders. Increased 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. Communication among all stakeholders remains a priority and continues to need improvement. Increased efforts need to be made to include all stakeholders with particular attention needs to be paid to parents and community organizations. A first Career Fair was held in March 1996. A committee of teachers, counselors, administrators, students, classified staff and parents planned it. Students completed a planning assignment and an evaluation form. Representatives from all career pathways described the education and training required to gain an entry-level position. A second Career Fair was held in April 1997. Improvements included a special bell schedule, student survey to determine student interest areas, increased number and variety of career representative, better accommodations for bilingual and severely handicapped student, relevant, hands-on lessons, and evaluation form for presenters.

The third Career fair was held in May 1998. Students and parents identified primary and secondary career pathways. These were entered into the SASI student atom and were utilized in the future in career planning, identifying students with particular interests when speakers are on campus and in planning curricular paths. The Career Fair has been a success. Improvements have been made each year based upon student, parent, staff and presenter input. There is a commitment to continue a yearly fair. The school intends to pursue improved student participation, better preparation of students for the event and a better integration of career pathways into the event.

The technology available at the new school site has greatly increased the means by which school information is communicated to all stakeholders. A portfolio will include professional growth opportunities, agendas and minutes of all organizations and department, assessment data and additional material as appropriate was created before the end of the 1994-95 school year and is still updated regularly by the principal's secretary. There are copies in the principal's office, an assistant principal's office, the library, the faculty cafeteria and the teacher workroom. However,

its importance as a communication tool has lessened with the improved communication technology and the improved climate.

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

The district implemented a new attendance policy in 1996. Oxnard High School staff members were part of the team that wrote this policy. The policy provides for graduated steps and consequences for unexcused absences only. Students may be removed from class or receive no credit if they exceed eight unexcused absences in a semester. Students are able to "buy back" an excused absence by attending Saturday School. There have been additional methods implemented at this site to improve student attendance and accountability. The attendance advisor, the SB65 Outreach Consultant and the night callers continue to work on attendance and the school purchased an automated computer attendance caller in August 1997. This machine is an improvement over previous methods because it is able to call on single period absences.

All staff members do not follow the attendance policy consistently. Many teachers have difficulty with the forms that must be completed. Also, many teachers handle attendance problems, parent contract and make up work on their own. This sometimes causes confusion for students and parents. Since student attendance and accountability have improved, this inconsistency is not considered to be a significant problem.

The staff has met several times in departments and Focus Groups to discuss and design individual student portfolios. Discussions centered upon the contents of the portfolio, the methods of assessment, the incorporation of technology and the alignment with the ESLR's. During the 1995-96 school year, representatives from the departments that maintain portfolios for their students provided inservice training for the faculty on portfolio assessment. Because of site efforts to improve School-to-Career awareness, it was decided that the most appropriate location for the portfolios in the Career Center.

At present, overcrowded conditions have eliminated the possibility of having any central storage area. Therefore, Schoolwide portfolios have been temporarily put aside. It is hoped that the Career Center will be available during the 1998-99 school year and that the Schoolwide portfolio process will then resume. The school has also applied for a grant that, if awarded, would fund folders for portfolios and diskettes for every student, as well as file cabinets for storage. Portfolios remain a commitment and an important part of the school improvement process.

The follow-up process began almost immediately after the Visiting Committee gave its report in the spring of 1995. In fact, the Focus Groups summarized areas needing modification and discussed possible strategies for implementing and monitoring the improvement process. Work on the action plan and the major recommendation has continued throughout the last three years. The district has also provided support and assistance.

To ensure that everyone had knowledge of all the criteria, the Leadership Team made the decision to rotate membership in the Focus Groups from year to year. The present Leadership Team was expanded at the beginning of the 1997-98 school year. All administrators and the Guidance Department chair participate. The Focus Groups elect their own chairs and these

chairs are members of the Leadership Team. An additional self-study coordinator was added this year to expand the leadership role and prepare for the retirement of the two experienced self-study coordinators.

All stakeholders are represented on the Leadership Team. In addition to the administrators and the Guidance Department chair, there is widespread certificated participation. The chairs of the Focus Groups are either teachers or counselors and the three self-study coordinators are teachers. Classified membership consists of paraeducator for the Bilingual Department, the career center technician, the attendance advisor and a school secretary who is also and OHS parent. The school's Youth Resource police officer, who is an OHS parent, is also a member. There are four students, representing standard to honors levels and including bilingual students. The committee reflects the ethnic diversity of the school community.

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 activities have been encouraged and supported with both time and funds to assist the staff in expanding their abilities to meet the needs of all students. These include the specific steps of the action plan as well as the following:

- Job alikes at which 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.
- Attendance at conferences and workshops by both classified and certificated staff. Since the 1995-96 school year, an interdisciplinary committee has met regularly to discuss requests to attend professional growth activities. The most important factors in this decision-making process are the number of students who will be positively influenced and the willingness of the participant to share the additional expertise with the rest of the staff.
- The addition of a staff resource room in the library, which provides computer access, a quiet working and meeting facility, and a small but growing number of reference materials which serve as a professional library.
- Increased peer observations and collaboration as part of the new TASP evaluation process. Self-assessment is an important part of the TASP process. All certificated staff self assess on the Continuum of Teacher Abilities every year. Teachers utilize professional domains to reflect about teaching and learning, develop professional goals, and guide, monitor and assess their practice toward their own goals.

RECOMMENDATIONS OF SITE REVIEW COMMITTEE

In many instances, the staff at Oxnard High School has already carried out the intent of their own plan for school improvement well beyond the stated items of the 1994-95 Action Plan and visiting committee recommendations. At this point in time, the school should not be constrained by unnecessary review or continued attention to elements, which are now superceded by more comprehensive efforts for enhancing the instructional program and support services for all students.

It is recommended that the Leadership Team at Oxnard High School review the ESLR's 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 over the past three years. This should also establish a new set of activities for the next three years, which will reflect the needs of the new Action Plan. Those activities should clearly be spaced over the entire three-year period.

PROGRESS 1998 - PRESENT

Oxnard High School was pleased with the report of the committee for WASC review and it was evident that OHS was progressing in a positive direction. However, change was in site and many educational issues were beginning to surface that would have impact on the Action Plan focus for the next three years. The 1998/99 school year was a period of reflection, new ideas, and rumors of extreme changes in leadership. Those rumors became fact in the spring of 1999 when it was announced that a new principal had been appointed to Oxnard High School for the school year 1999-00. Consequently, the recommendation for the Leadership Team to review the ESLR's and revise the Action Plan was begun in 1998/99 and continued in 1999/2000 under the new leadership. This, in addition to many other changes in education, at the state and federal levels, led to the reformation of the ESLR's, development of a Vision Statement and a rejuvenated focus on educational priorities and issues.

The following chart has been designed to indicate the site objectives and activities implemented to improve student learning. Additionally, the Board Annual Goals are provided in the appendix of this report. The Board Goals are designed to provide direction to all staff of Oxnard Union High School District. Board Goals that are specifically directed to school site activities are reflected in the activities list below for OHS.

TIME PERIOD	OBJECTIVES/ACTIVITIES
<p style="text-align: center;">1998/99</p> <p>SIGNIFICANT DEVELOPMENTS</p> <ul style="list-style-type: none"> • Increased enrollment to 3,030 • 5 portable classrooms added for over crowded conditions. • Site Safe School Plan Written • Grand Jury review and report of Safe School Plan 	<ul style="list-style-type: none"> • Professional Development activities implemented: teaching to various learning styles, Teacher Assessment and Support Program (TASP), integration of technology into instructional process, WASC action plan discussion and development (ESLR review and revisions). • Implemented procedures to ensure classroom safety and a secure learning environment - include essential procedures of school safety plans in one condensed document and distribute to all staff; research grant resources to maintain a safe campus. • Implemented and evaluated Local Improvement Plan for effectiveness in increasing students' achievement on the four measures of Assessment and Accountability model. • Continue to develop specialized curriculum and career path academies to prepare students for school-to-career transitions; implementing the STC Grant • Added 'Internet Use and Research" to the computer literacy graduation requirement. • Continued current efforts to increase staff cultural awareness • Continue to improve the levels of customer service to students, their parents and community members. • Implement campus procedures to ensure the cleanliness and safety of all school facilities, including cafeterias, lunch areas, labs and school vehicles, and with special emphasis on restrooms. • Improve the reception at school sites toward campus visitors, including responsiveness to and acknowledgement of these guests. • Monitored process and progress of the OHS swimming pool for opening in May 1999. • Grants written for Safe School, Peer Mediation and STC, which exceeded over \$150,000.

TIME PERIOD	OBJECTIVES/ACTIVITIES
<p style="text-align: center;">1999/00</p> <p>SIGNIFICANT DEVELOPMENTS</p> <ul style="list-style-type: none"> • New Principal • 3 New Assistant Principals, • 3 New Counselors • 1 New Counselor for increased enrollment • New Athletic Director • Transition Plan developed by the Principal and disseminated to staff and parents • Schoolwide Student Planner designed and implemented • Restructuring of Student Support Teams; Case Management Model • Student Registration Handbook designed around career majors • Two portable classrooms added for increased enrollment • Increased enrollment to 3,090 	<ul style="list-style-type: none"> • Improve students' academic achievement as assessed on the OUHSD multiple measures, in order to prepare students to meet standards on the high school exit exam • Refocus priorities of Counseling and Guidance staffs onto student achievement, with specific accountability and case management linked to counselor/assistant principal teams. • Increase communications with parents regarding their children's progress in the area of multiple measures assessment. • Mandate students' participation in remediation opportunities, and document students' participation in these programs. • Focus special program expenditures on support for student's academic achievement in the areas of multiple measures assessment. • Establish and maintain a closed campus to ensure a safe and orderly learning environment • Develop and implement a school-wide tardy policy • Improve communication within the school community • Monitor student progress in relation to the four Multiple Measures (<u>credits earned, grade point averages, achieving minimum proficiency standards</u> and improving Language Arts and Math skills as measured by Stanford 9 testing). • Utilize a student planner on a school-wide basis to assist students in planning for success, time management, goals setting, study skills, and to improve communication between the school and home • Prepare for WASC visit scheduled in Spring 2001 • Revise ESLR's • Develop Vision Statement • Reorganize WASC Focus Groups and finalize ESLR's

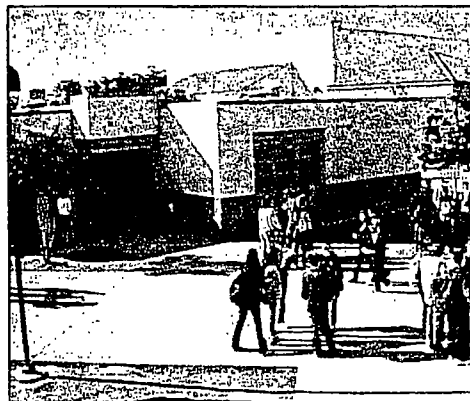
TIME PERIOD	OBJECTIVES/ACTIVITIES
<p style="text-align: center;"><u>2000/01</u> <u>SIGNIFICANT DEVELOPMENTS</u></p> <ul style="list-style-type: none"> • One new Assistant Principal • 4 New Counselors • Increased enrollment to 3166 • Multiple Measures replaced with Academic Performance Index (API) • Establish Air Force Junior ROTC program • 1 portable classroom and storage container added for ROTC program • Return to traditional calendar • Digital High School Grant Implemented • Extension of period 2 by 8 minutes with mini lessons implemented • RED Book(Relevant Educational Document) implemented • Restructured all Leadership, Department and Faculty meetings. • Implement Schoolwide writing rubric 	<ul style="list-style-type: none"> • Improve students' academic achievement as assessed by the Stanford 9 and High School Exit Exam following • Focus priorities of Counseling and Guidance staffs onto students' academic achievement, with specific accountability and case management responsibilities linked to counselor/assistant principal teams. • Increase communications with parents and the community regarding academic standards and students' progress toward standards mastery. • Implement the High School Exit Exam in alignment with statewide mandates and procedures. • Mandate students' participation in remediation opportunities, and document students' participation in these programs. • Relate special program expenditures directly to the improvement of students' academic achievement and standards mastery. • Continued to refine the Teacher Assessment and Support Program (TASP) model to include a peer review component consistent with AB IX and expand the TASP model to include a counselors' evaluation process. • Provide professional development activities to assist core curriculum teachers in developing and improving students' reading skills. • Select ESLR's for focus • Power Standards in Math and Language selected • Standards Based Instruction and Target Teach implemented • Staff Development activities focused on WASC, ESLR's, Standards, and cross communication with departments. • Final year for School-to-Career Grant funding • Implement procedures to evaluate SASI effectiveness within MIS operations, while considering replacement technology and alignment with the new California State Information System.

CHALLENGES AND GOALS FOR 2001-02

- Implement WASC Action Plan
- Exceed 2001 API growth target
- Adjust to new attendance boundaries with opening of Pacifica High School
- Implement new Student Information System (formally SASI)
- Create a Staff Development Committee
- Prepare for response to outcomes of changing demographics, i.e., losing Title I funding



Self-Study Findings



Vision, Leadership, and Culture



VISION, LEADERSHIP & CULTURE

Jim Nielsen.....	Administration, PRINCIPAL
Alicsun Sayre.....	Counselor
Diane Bolton.....	Teacher, Art
Debra Erdmann.....	Co-Chair, Business
Kathy Nelson.....	Co-Chair, English
Nancy Tomhave.....	Teacher, English
Lori Rice.....	Co-Chair, English
Bonnie Davis.....	Teacher, English
Eric Montijo.....	Teacher, English
Maria Lobo.....	Co-Chair, English Language Development
Mitch Yount.....	Teacher, English Language Development
Dan Acosta.....	Teacher, Foreign Language
Tom Zuppardi.....	Teacher, Industrial Technology, AFROTC
Tom Parizo.....	Teacher, Mathematics
Maria Guzman.....	Teacher, Mathematics
Larry Hilburn.....	Teacher, Mathematics
Hank Ornales.....	Teacher, Physical Education
Nicole Suel.....	Teacher, Physical Education
Terry Collins.....	Teacher, Science
Larry Hartman.....	Teacher, Science
Larry Lopez.....	Teacher, Science
Jo Anne Miller.....	Teacher, Special Education
Jo Bonner.....	Teacher, Special Education
Rocky Valles.....	Co-Chair, Science
James Crawford.....	Teacher, Social Science
Bob Madrid.....	Teacher, Social Science
Doreen Turpin.....	Speech Pathologist
Sally Wilkins.....	Paraeducator
Diane Hamilton.....	Paraeducator
Jeffrey Moynihan.....	Paraeducator
Jim Smith.....	Paraeducator
CiCi Castro.....	Clerical
Chris Burr.....	Parent/Clerical/Library
Tom Nielsen.....	Parent/PTSA President
Kathy Raffaelli.....	Parent
Melton Ramarez.....	Migrant Advisory Board

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VLC-A1 To what extent does the school have a clearly stated vision based upon its beliefs, student needs and current educational research?	
<ul style="list-style-type: none"> ▪ Board of Trustees develops educational priorities annually plus our vision statement and ESLRs support District priorities in the area of improving student academic achievement 	<ul style="list-style-type: none"> ▪ 2000-2001 District Ed. Priorities distributed to all staff ▪ ESLRs are addressed in lesson plan design
<ul style="list-style-type: none"> ▪ School's vision statement developed by faculty and members of school community 	<ul style="list-style-type: none"> ▪ Documentation of focus groups and leadership team meetings
<ul style="list-style-type: none"> ▪ On-going and renewed emphasis through WASC process on the discussion of the ESLRs for all students based on the school's vision 	<ul style="list-style-type: none"> ▪ Student surveys to be included in self-study ▪ Minutes of meetings ▪ Informal classroom visitation form
<ul style="list-style-type: none"> ▪ ESLR's clearly visible and promoted ▪ Increased awareness of ESLRs by students and parents 	<ul style="list-style-type: none"> ▪ Student planner ▪ Classroom poster ▪ Reception area banner ▪ Staff t-shirts ▪ Back-to-School Night
<ul style="list-style-type: none"> ▪ Vision statement consistent with national, state, and local standards 	<ul style="list-style-type: none"> ▪ Target Teach ▪ Leadership, Department and Faculty meeting minutes
<ul style="list-style-type: none"> ▪ Instructional goals defined by some departments 	<ul style="list-style-type: none"> ▪ Writing rubric developed by English dept., implemented school-wide ▪ Interdisciplinary projects/display cases with I&T, Engineering and Math
<ul style="list-style-type: none"> ▪ Students unfamiliar with benefits of Career Center 	<ul style="list-style-type: none"> ▪ Advertisement by Career Center ▪ Log of activities and student visitations to Career Center ▪ Log of classroom orientations to Career Center
<ul style="list-style-type: none"> ▪ Improve students knowledge of application process for entrance exams and university admission 	<ul style="list-style-type: none"> ▪ Bulletin announcements ▪ Promotion by counseling office ▪ AVID courses ▪ Principals Newsletter ▪ Number enrollment in 4 year college ▪ Number of students meeting CSU requirements
<ul style="list-style-type: none"> ▪ Low participation in PSAT, SAT, ACT 	<ul style="list-style-type: none"> ▪ Instituted AVID courses ▪ Conducted low-cost (\$5) SAT preparation course ▪ Student participation in SAT, Cal State Readiness Program
<ul style="list-style-type: none"> ▪ Need to improve student preparation for standardized tests and HSEE 	<ul style="list-style-type: none"> ▪ Parent Night to discuss college eligibility, financial aid, and application process
Next Steps <ul style="list-style-type: none"> ▪ Incorporate content standards into Board adopted course descriptions. ▪ Embed ESLR's and content standards into lesson design. ▪ Fully implement Local Improvement Plan to support student performance on Stanford 9. ▪ Analyze Stanford 9 and Target Teach data to determine weaknesses and address same. ▪ Extend second period for teaching study skills, standards based lessons and test taking strategies ▪ Comprehensive tutoring program ▪ Counselors meet with all 9th and 10th graders to make decisions on college eligibility 	
Comments	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VLC-A1 To what extent is the school's purpose defined by expected schoolwide learning results?	
<ul style="list-style-type: none"> ▪ Based upon the understanding that all students can learn, the vision promotes innovative teaching methods to ensure that students experience a challenging, rigorous, and meaningful curriculum 	<ul style="list-style-type: none"> ▪ Graduation requirements ▪ Test scores ▪ GPA ▪ Content Standards ▪ Vision Statement
<ul style="list-style-type: none"> ▪ ESLR's are a result of a collaborative vision of the school purpose 	<ul style="list-style-type: none"> ▪ Staff development days ▪ Student/parent surveys ▪ Faculty meetings by Focus Groups ▪ Minutes of meetings ▪ Special Meeting Days – work on WASC
<ul style="list-style-type: none"> ▪ A majority of the teachers are trained in higher order thinking and problem solving skills which are implemented into lesson plans 	<ul style="list-style-type: none"> ▪ Staff development days ▪ Workshops by the district, state and SELPA ▪ Conferences ▪ Informal classroom observation form ▪ Workshops and seminars provided by the County Office of Education
<ul style="list-style-type: none"> ▪ Policies and procedures to encourage student responsibility in areas of citizenship social interaction, goal setting, and study skills have been implemented and clearly defined 	<ul style="list-style-type: none"> ▪ Attendance policy ▪ Student planners ▪ Parent orientation ▪ ASB ▪ Athletics ▪ ROTC ▪ Eligibility Policy ▪ Tutoring
Next Steps <ul style="list-style-type: none"> ▪ Money allocated from digital grant to be used to make students and staff more technologically literate. ▪ Align lesson plans and curriculum to the ESLRs. 	
Comments	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
MLC-A2. To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?	
<ul style="list-style-type: none"> ▪ Leadership consistently emphasizes the growth toward achieving the ESLRs 	<ul style="list-style-type: none"> ▪ Student planner ▪ Vision Statement ▪ ESLR Posters ▪ Informal Classroom Observation Form
<ul style="list-style-type: none"> ▪ Leadership effectively communicates ESLRs to all stakeholders 	<ul style="list-style-type: none"> ▪ Administrator and counselor presentations of student planner ▪ Posters ▪ Mailers ▪ Student planner ▪ Back-to-School Night Program
<ul style="list-style-type: none"> ▪ Administration increased ESLR awareness and curriculum standards 	<ul style="list-style-type: none"> ▪ Class visitation and observation form designed to provide relevant feedback
<ul style="list-style-type: none"> ▪ Improved communication among and between staff. 	<ul style="list-style-type: none"> ▪ Administration redesigned faculty, department, and leadership meetings to allow for greater collaboration toward activities that focus on students achieving the ESLR's ▪ Principal's Advisory Committee ▪ Principals Newsletter ▪ Principals Friday Update ▪ RED (Relevant Educational Documents) Book ▪ Leadership, Department and Faculty meeting minutes ▪ Staff Developments activities ▪ Target Teach
<ul style="list-style-type: none"> ▪ Improve continuity and consistency of communication between administrators and departments ▪ 5 new administrators in 2 years ▪ 8 new counselors in 2 years 	<ul style="list-style-type: none"> ▪ Administrators and Counselors aligned to departments ▪ Daily classroom visits by administrators ▪ Organizational Chart ▪ Administrative Responsibilities ▪ Counselor Alignment
Next Steps <ul style="list-style-type: none"> ▪ Improve stability in administration/front office. Turnover in staff has been disruptive for students and staff. ▪ Instructional goals must be defined by each department based on the school's vision of the student learning results. 	
Comments	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VEC-A2: To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?	
<ul style="list-style-type: none"> ▪ School's leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning 	<ul style="list-style-type: none"> ▪ Surveys of parents, students, staff ▪ Senior surveys ▪ Participation in Open House and Back-to-School Night ▪ Parent sign-in ▪ GATE parent meeting ▪ Booster activities ▪ PTSA ▪ School Site Council ▪ Migrant Meetings. ▪ Principals letters to parents ▪ Phonemaster ▪ Site Web page
<ul style="list-style-type: none"> ▪ Some of the departments are in the process of aligning ESLRs with state standards and providing rubrics and benchmark activities to support and access them 	<ul style="list-style-type: none"> ▪ English school-wide writing rubric ▪ Job-alike ▪ Interdisciplinary project with I&T, English and Math
<ul style="list-style-type: none"> ▪ Principal maintains effective communication with District and Board to facilitate mutual support of District and site expectations of student learning 	<ul style="list-style-type: none"> ▪ Superintendent's Cabinet meetings ▪ Principal's attendance at Board meetings ▪ Open discussion at faculty meetings ▪ Open door policy for staff ▪ Principal's year end report to Board ▪ Principals Newsletter ▪ Friday Update
<ul style="list-style-type: none"> ▪ Need to increase support classroom instruction 	<ul style="list-style-type: none"> ▪ Administrative classroom visitation and observation form designed to provide relevant feedback
<ul style="list-style-type: none"> ▪ Need to increase collaboration to improve student learning 	<ul style="list-style-type: none"> ▪ Formation of school-wide committee which developed Local Improvement Plan
<ul style="list-style-type: none"> ▪ Improved freshmen and transfer student orientation with focus on high school exit exam 	<ul style="list-style-type: none"> ▪ Mandatory parent participation in registration ▪ Parental signature required in student planner ▪ Link Crew -led orientation
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Continue strategies for team building by starting inservice days with "ice-breakers" ▪ Involve staff in cross-curriculum lesson planning in all departments. (Example: Have history, science, or geography departments provide subjects for English research/term papers.) 	
<p>Comments</p>	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VLC-A3: To what extent is the staff supported, utilized, and monitored to facilitate student achievement of expected schoolwide learning results?	
<ul style="list-style-type: none"> ▪ School to Career Cadre is a support and resource for students and staff 	<ul style="list-style-type: none"> ▪ Internships ▪ Job-shadowing ▪ Visitors ▪ ROP programs and partnerships ▪ Guest speakers ▪ Student driven Master Schedule
<ul style="list-style-type: none"> ▪ Master schedule considers student needs 	<ul style="list-style-type: none"> ▪ Counseling program and recommendations completed by student, teacher and parent
<ul style="list-style-type: none"> ▪ Schoolwide professional development 	<ul style="list-style-type: none"> ▪ Conference attendance ▪ District and school site staff development
<ul style="list-style-type: none"> ▪ Teacher monitoring and support 	<ul style="list-style-type: none"> ▪ BTSA program ▪ PAR panel ▪ Informal Classroom Observation Form ▪ TASP
<ul style="list-style-type: none"> ▪ Staff input is encouraged and included in schoolwide learning effort to improve student achievement 	<ul style="list-style-type: none"> ▪ Local improvement plan ▪ Principals Advisory Committee ▪ Department Chair and Assistant Principal Liaison ▪ Leadership, Department and Faculty meetings
<ul style="list-style-type: none"> ▪ Staff is utilized for training 	<ul style="list-style-type: none"> ▪ Job a-likes ▪ Teacher/Staff Professional Development Activities ▪ School-wide writing rubric
Next Steps <ul style="list-style-type: none"> ▪ Continue to expand upon what we are already doing to research and investigate new ideas that will facilitate the achievement of the ESLRs. 	
Comments	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VLC-A3 To what extent is leadership and staff a part of an organized structure committed to professional development?	
<ul style="list-style-type: none"> ▪ Staff development is becoming more focused on ESLR achievement, developing and using rubrics 	<ul style="list-style-type: none"> ▪ Agenda of staff development day activities ▪ Informal Classroom Observation Form
<ul style="list-style-type: none"> ▪ Administration actively encourages and promotes professional development through conferences and seminars 	<ul style="list-style-type: none"> ▪ Attendance at conferences (see appendix) ▪ Attendees share conference experience ▪ RED Book
<ul style="list-style-type: none"> ▪ Opportunity for staff to organize and develop lessons 	<ul style="list-style-type: none"> ▪ Job a-likes ▪ Teacher/Staff Professional Growth ▪ School-wide writing rubric ▪ Special Meeting Day Schedules
<ul style="list-style-type: none"> ▪ OHS community shares new educational research through site-based district inservice as well as in department meetings and personal discussions 	<ul style="list-style-type: none"> ▪ District staff development with other schools ▪ Guest speakers ▪ Career Day ▪ Reciprocal teaching ▪ Reading workshops
<ul style="list-style-type: none"> ▪ Variety of courses and activities are offered to match student interest and needs 	<ul style="list-style-type: none"> ▪ List of Programs (see appendix)
Next Steps	
<ul style="list-style-type: none"> ▪ The professional development program should be developed and implemented by a cross-disciplinary team. 	
Comments	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
MEC-A4 To what extent is the school a safe, clean, and orderly place that nurtures learning?	
<ul style="list-style-type: none"> ▪ Security staff/Administration monitors campus to promote a safe-environment 	<ul style="list-style-type: none"> ▪ Security cameras ▪ Number of campus supervisors ▪ Campus resource officer ▪ Some staff trained in non-violence intervention ▪ School records ▪ Campus appearance ▪ Remodel office spaces and campus traffic patterns for better efficiency ▪ Random drug and weapons checks ▪ Implementation of zero tolerance policy ▪ All administrators are visible during non-instructional time ▪ Passing periods ▪ Nutrition ▪ Lunch ▪ After school ▪ School activities (sports, rallies, dances)
<ul style="list-style-type: none"> ▪ Students are held responsible for their actions ▪ Student Planner includes discipline policy and consequences 	<ul style="list-style-type: none"> ▪ Clearly written consequences ▪ After school detention ▪ Saturday School ▪ ISS program cleans campus after nutrition and lunch ▪ Student planner
<ul style="list-style-type: none"> ▪ School has implemented clear and strict procedures for campus visitors and guest speakers 	<ul style="list-style-type: none"> ▪ Guest/Visitor passes require clearance ▪ Sign-in log ▪ Staff ID Cards
<ul style="list-style-type: none"> ▪ Clean bathrooms 	<ul style="list-style-type: none"> ▪ Bathrooms are cleaned during class time as well as after school
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Need to increase the communication of expectations/problems to parents. ▪ Design and consistently enforce a discipline plan that holds all students and parents accountable for disruptive behavior. The plan needs specific consequences that motivate the parents and students to contribute to the learning process by fulfilling their legal and moral obligations. 	
<p>Comments</p>	

VISION, LEADERSHIP, AND CULTURE

Findings	Evidence
VLC-A4 To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?	
<ul style="list-style-type: none"> ▪ Committees are formed to address school-wide issues for all to voice their concerns 	<ul style="list-style-type: none"> ▪ Tardy Committee ▪ Local Improvement Plan ▪ Principals Advisory Committee ▪ District Curriculum Committee ▪ School-site Council ▪ Student Advisory Committee ▪ Student Congress ▪ PTSA
<ul style="list-style-type: none"> ▪ Staff is encouraged and supported to implement standards-based education that supports the ESLRs 	<ul style="list-style-type: none"> ▪ Staff development activities (see appendix) ▪ Target Teach benchmarks ▪ RED Book ▪ Informal Classroom Observation Form
<ul style="list-style-type: none"> ▪ Staff has high expectations of students 	<ul style="list-style-type: none"> ▪ Individual teacher classroom expectation sheets (notebook available) ▪ Student Planner
<ul style="list-style-type: none"> ▪ Staff works together and supports one another in sharing knowledge and solving problems 	<ul style="list-style-type: none"> ▪ Job a-likes ▪ Workshops and inservice ▪ Jane Schaffer Writing Course ▪ Conference attendees share information ▪ Librarian ▪ Leads student orientations ▪ Works with teachers/departments in developing library projects ▪ Department meetings ▪ BTSA, PAR, TASP ▪ Special Meeting Day schedule
<ul style="list-style-type: none"> ▪ High expectation on teaching proper content standards 	<ul style="list-style-type: none"> ▪ Superintendent observations ▪ Administration observations ▪ Informal Classroom Observation Form ▪ TASP
Next Steps <ul style="list-style-type: none"> ▪ Need to increase ESLR fluency among the student body, including an understanding of their significance. 	
Comments	



Curricular Paths

CURRICULAR PATHS



CURRICULAR PATHS

Ray Gonzales	Administration, Assistant Principal
Monica Moribito	Counselor
Fundi Legohn	Co-Chair, Music
Dave Goldstone	Teacher, Business
Janeen Coldiron	Teacher, Consumer & Family Sciences
David Page	Teacher, English
Ted Lawrence	English
Barbara Hilburn	English
Debbie Martinez	English
Javier Cervantes	English Language Development
Erlinda Aliprandi	Foreign Language
Lee Swindel	Teacher, Industrial Technology
Jerry Neidenbach	Teacher, Mathematics
Vance Claycamp	Teacher, Mathematics
Butch Henry	Teacher, Mathematics
Augustine Lopez	Teacher, Mathematics
Henry Lobo	Teacher, Non-Departmental
Debbie Manuel	Physical Education
Bill Wootton	Teacher, Science
Larry Raffaelli	Teacher, Science
Kathleen Beckham	Teacher, Special Education
Nancy Burdick	Teacher, Special Education
Nanci Hoban	Teacher, Special Education
Elmer Umpig	Teacher, Special Education
Karen Kolkman	Teacher, Special Education
Dan Mercer	Teacher, Social Science
Percy Datcher	Teacher, Social Science
Jack Dalton	Teacher, Social Science
Susan Yslas	Paraeducator
Carol Cannon	Paraeducator
Dora Perez	Paraeducator
Debbie Rambadt	Paraeducator
Darlene Johnson	Parent/Bookkeeper
Nia Kedward	Clerical
Wendy Gray	Secretary
Nadia Guzman	Attendance Day Caller
Lorene Leyva	Career Technician
Janis Holliday	Parent
Manuel Giron	Migrant Advisory Board

CURRICULAR PATHS

Findings	Evidence
CP-B1 To what extent do all students participate in rigorous, relevant and coherent curriculum that supports the achievement of the expected schoolwide learning results?	
<ul style="list-style-type: none"> ▪ At all levels, higher order thinking skills are emphasized 	<ul style="list-style-type: none"> ▪ Honors classes offered ▪ Different academic "tracks" offered ▪ AVID offered
<ul style="list-style-type: none"> ▪ Curriculum is interdisciplinary 	<ul style="list-style-type: none"> ▪ Job sharing ▪ English department schoolwide writing rubric ▪ Team teaching ▪ Flow chart established to determine course prerequisites ▪ Part of informal classroom visitation check list ▪ Interdisciplinary project with I&T, English and Math
<ul style="list-style-type: none"> ▪ Curriculum accommodates special needs 	<ul style="list-style-type: none"> ▪ Mainstream SPED ▪ GATE ▪ Bilingual college-prep classes offered
<ul style="list-style-type: none"> ▪ School-to-career promoted and integrated into curriculum 	<ul style="list-style-type: none"> ▪ Registration handbook ▪ English class projects for careers ▪ English 3: Career project, college applications, personal statement ▪ Interviewing professionals in field of interest ▪ Career academies ▪ Career Center activities for students
Next Steps <ul style="list-style-type: none"> ▪ Professional staff developments, inservice, job a-likes to exchange ideas and creativity, improve and implement more effective teaching strategies. ▪ Target Teach. ▪ Implementation of HSEE accountability. ▪ Provide parent workshops to promote partnership between school and home. ▪ Increase accessibility to AP classes (in the process). ▪ Promote partnerships with local business 	
Comments	

CURRICULAR PATHS

Findings	Evidence
CP.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 postsecondary opportunities?	
<ul style="list-style-type: none"> ▪ Description of curricular paths is available to all students 	<ul style="list-style-type: none"> ▪ Students have access to Career Center and internet ▪ Student Registration Handbook
<ul style="list-style-type: none"> ▪ Students have opportunities to explore various careers 	<ul style="list-style-type: none"> ▪ Career Day ▪ Job-O assessment administered to 9th and 10th grades results ▪ Business courses offered
<ul style="list-style-type: none"> ▪ Need for class description to be available to every student 	<ul style="list-style-type: none"> ▪ Registration handbook ▪ Full description ▪ Sequential mapping of classes ▪ Description of prerequisites
<ul style="list-style-type: none"> ▪ Personal learning plans help students determine course selection ▪ Students take responsibility for future goals by working with counselors, selecting courses, and planning goals. ▪ Job-O assessment identifies possible career paths ▪ College night helps students/parents to consider future educational goals ▪ English 3 and some English 11 classes do a career project that includes budgeting, college applications, resume, etc. ▪ SAT prep classes held on Saturdays ▪ ESLR's developed by entire school community and consistent with school vision ▪ Implementation of "Bridges" internet program for career path identification/job shadowing opportunities 	<ul style="list-style-type: none"> ▪ Students are identified on a particular path developed in conjunction with counseling staff ▪ Behavioral objectives in courses include career education relative to the individual subject area ▪ Parents are "oriented" as to course selection and student personal learning path preferences ▪ Special Programs counselor available
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Continue teacher training to improve student test performance. ▪ Increase student access to technology. ▪ Implement digital grant. ▪ Align standards to ESLRs and communicate it to student body/staff. ▪ Continue focus on ESLRs in staff development activities. ▪ Continue to revise course descriptions to include relevant state content standards 	
<p>Comments</p>	

CURRICULAR PATHS

Findings	Evidence
CP-B3 To what extent are all students prepared upon graduation to continue their academic and occupational goals?	
<ul style="list-style-type: none"> ▪ Students become aware of real-world applications, opportunities, and demands 	<ul style="list-style-type: none"> ▪ Job-O assessment administered to 9th and 10th grades ▪ Students attend District-sponsored Career Fair ▪ Class projects ▪ Principals newsletter ▪ Yearbook ▪ School Newspaper
<ul style="list-style-type: none"> ▪ Offer opportunities to explore a variety of careers as well as interests. 	<ul style="list-style-type: none"> ▪ "Bridges" ▪ Job hunting computer program in place in Career Center and computer lab
<ul style="list-style-type: none"> ▪ OHS maintains flexibility to accommodate changes in student interests and areas of career exploration 	<ul style="list-style-type: none"> ▪ Hospitality and Tourism Academy ▪ ROP ▪ Police Cadet ▪ Air Force JROTC ▪ ASVAB testing ▪ Eight different career pathways from which to choose
<ul style="list-style-type: none"> ▪ Have access to rigorous core curriculum 	<ul style="list-style-type: none"> ▪ College prep ▪ Advanced Placement ▪ Honors
<ul style="list-style-type: none"> ▪ Have access to "do over" and remediation programs 	<ul style="list-style-type: none"> ▪ Freshmen and sophomore success programs available after school ▪ Cal State Readiness Program on Saturdays ▪ STEP/9th grade reading classes are paired ▪ Introduction to Language Arts for entering 9th graders who are below 2+ grade levels behind ▪ Site ISP ▪ Opportunity ▪ Frontier High School ▪ Pacific View School
<ul style="list-style-type: none"> ▪ Students are aware of and expected to meet identified standards and ESLRs 	<ul style="list-style-type: none"> ▪ ESLRs are posted schoolwide and in each classroom ▪ Power standards established and posted ▪ Mini Lessons ▪ Revised course descriptions
<ul style="list-style-type: none"> ▪ Provides processes for monitoring students and their plans 	<ul style="list-style-type: none"> ▪ 4-year plan for are reviewed annually ▪ Counselor-student one-on-one session ▪ Counselor group meeting with students ▪ Parent concurrence by sign-off
<ul style="list-style-type: none"> ▪ Teachers/students/parents collaboratively make recommendations with counselors, permitting student access to changes in level of curriculum and in curricular pathways 	<ul style="list-style-type: none"> ▪ SST meetings ▪ Registration form ▪ Level change form ▪ Parent Conferences

<p>Curricular Paths (continued)</p> <ul style="list-style-type: none"> ▪ Students are provided with strategies for smooth transitions to post high school options ▪ Staff and students involved in community outreach ▪ Staff and students involved in community outreach 	<ul style="list-style-type: none"> ▪ AVID ▪ CSUCI Readiness Program Notices in school bulletins ▪ Student planners ▪ College and career planning handbook ▪ College night ▪ Concurrent enrollment with VCCD ▪ Career Center presentations ▪ SAT workshops ▪ Job shadowing ▪ Community partnerships ▪ Career projects ▪ Upward Bound ▪ School-to-career partnership ▪ Explorer program ▪ Interact Club ▪ CSF ▪ Renaissance ▪ National Beach Clean-up Day ▪ National Honor Society ▪ Choir ▪ Band ▪ Drama
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Improve follow-up reports from colleges and specific programs. ▪ Share relevant assessment data with all stakeholders ▪ Tie multiple measures to instruction and teacher training. 	
<p>Comments</p>	



Powerful Teaching and Learning



POWERFUL TEACHING &
LEARNING

POWERFUL TEACHING & LEARNING

Mike Vollmert	Administration, Assistant Principal
Yolanda Barretto-Flores	Counselor
Ray Wood	Teacher, Art
Mike Hoffman	Teacher, Business
Carolyn Rutledge	Teacher, Consumer & Family Sciences
Deena Wismann	Teacher, English
Lynn Murray	Co-Chair, English
Jane tucker	Teacher, English
Phil White	Teacher, English
Patricia Matthews	Teacher, English
Ashlea McGugan	Teacher, English Language Development
Art Garduna	Teacher, Foreign Language
Dave Runyan	Teacher, Industrial Technology
Jorge Arellano	Teacher, Mathematics
Janice Christensen	Teacher, Mathematics
Jose Cervantes	Teacher, Mathematics
Randy Block	Teacher, Non-Departmental
Madeline Hayes	Teacher, Physical Education
Kevin Flint	Teacher, Science
Simon Kedward	Teacher, Science
Trace Neilan	Teacher, Science
Barbara McConville	Teacher, Special Education
Yvonne Franz	Teacher, Special Education
Marc Ledesma	Teacher, Special Education
Marie Ortega	Teacher, Special Education
Ted Erdmann	Teacher, Social Science
Tony Garcia	Teacher, Social Science
Naola Davis	Co-Chair, Social Science
Catherine Lewis	Librarian
Denise Mason	Paraeducator
Diana Gonzales	Paraeducator
Susan Cerecedo	Paraeducator
Carol Cannon	Paraeducator/Computer Lab
Joanne Taniguchi	Parent/Clerical
Vivian Mireles	Parent/Records
Lawrence Wheeler	Parent
Kaz Iwamoto	Parent
Carmen Salazar	Migrant Advisory Board

POWERFUL TEACHING AND LEARNING

Findings	Evidence
PTL-C1. To what extent are all students involved in challenging learning experiences to achieve the expected schoolwide learning results?	
<ul style="list-style-type: none"> ▪ Students monitor personal workload ▪ Varied teaching activities focused on alignment of Standards and ESLR's 	<ul style="list-style-type: none"> ▪ Use of student planners ▪ Target Teach realignment of curriculum to meet Standards ▪ Jane Schaffer Writing Program ▪ Schoolwide writing rubric ▪ Technologically literate ▪ Course descriptions being updated to include content standards ▪ Period 2 standards based mini lessons ▪ Informal classroom visitation form ▪ Power standards in math and language arts
<ul style="list-style-type: none"> ▪ Technologically literate 	<ul style="list-style-type: none"> ▪ Freshmen orientation in English computer lab ▪ Interactive reading program installed in computer lab ▪ Journalism Class ▪ Yearbook Staff ▪ Varying projects (essay, outlining, research, newspaper, internet search, etc.) developed for use in computer lab ▪ Computer literacy graduation requirement ▪ Video production class ▪ Introduction to and use of math computer lab ▪ Use of graphing calculators for problem solving ▪ Introduction to and use of foreign language lab ▪ Various uses of Power Point presentations ▪ Spreadsheets ▪ School site Web page- student designed ▪ Principals Newsletter formatted by students in Desk Top Publishing class
<ul style="list-style-type: none"> ▪ Students convey and interpret information ▪ Though instruction focuses on synthesizing and constructing meaning beyond content, the question of mastery of discreet tasks has arisen 	<ul style="list-style-type: none"> ▪ Portfolios of student written work ▪ Portfolios of art work ▪ Chart/Track target heart rates, essays ▪ Oral presentations of research projects ▪ Respond to/Synthesize current events ▪ Interpret scientific and mathematical equations to real world applications ▪ Bio-board ▪ Concept board ▪ Collaborative/team building projects ▪ Interpretive dance and drama productions ▪ Oral and written book reports ▪ Simulations ▪ Debates ▪ Peer mediation skills ▪ Readers' theater ▪ Student-generated children's storybooks

Powerful Teaching and Learning (Continued)

Next Steps

- Continue the implementation of Schoolwide reading and reflective writing practices.
- Continue to revamp curriculum to align with ESLRs and standards.
- Encourage and expand job-alikes and collaboration among all staff.
- Increase ESLR awareness through debriefing and closure of lessons.

Comments



POWERFUL TEACHING AND LEARNING

Findings	Evidence
<p>PTL-C1: 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?</p>	
<ul style="list-style-type: none"> ▪ Teachers routinely vary strategies and resources to address different learning modalities and to meet ESLR's and Standards ▪ OHS is aware of varying strategies, tapping new and existing resources, and incorporating technology into instruction on a recurring basis. 	<ul style="list-style-type: none"> ▪ Simulations ▪ Debate ▪ Written responses and analysis ▪ Graphic interpretations ▪ Artistic representations/renderings ▪ Daily living expense account ▪ Worksheets/spreadsheets include Excel ▪ Letters (cover, business, resumes) ▪ Use of the scientific method ▪ Schoolwide writing rubric ▪ ROP ▪ Career Center ▪ ROTC ▪ Hospitality and Tourism Academy ▪ Interdisciplinary project with I&T, English, and Math ▪ Informal classroom visitation form
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Fully implement the digital grant for easier access to technology. ▪ Continue establishing curriculum dependent on computer investigation and/or use. ▪ Reinstate Career Day as a resource. 	
<p>Comments</p>	

POWERFUL TEACHING AND LEARNING

Findings	Evidence
PTL-C2: To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?	
<ul style="list-style-type: none"> ▪ Students are exposed to learning opportunities consistent with standards and ESLR's ▪ OHS has striven to link curriculum to standards. More rigorous classes consistently delve into inquiry and long-term projects. All students are involved in challenging, collaborative work in one form or another. Additionally, though still short of success, efforts are underway to link community and local business with schoolwide committees. 	<ul style="list-style-type: none"> ▪ Utilize computers ▪ Compile individual lab books ▪ Review decisions/scenarios/circumstances in history/English/government and analyze opposing sides ▪ Responses in form of debate, discussion, pro/con, essay (persuasive, analytical, etc) ▪ Utilize computer programs for varying business applications ▪ Apply algebraic and geometric formulas for real world problem solving ▪ Explore real costs of a particular lifestyle and examine feasibility of same ▪ Design and maintain living expense account ▪ Letters (cover, business, resumes) ▪ Students assigned roles (i.e., navigator, data analyst, communications director, and use computer program to determine weather patterns ▪ Students are given true-to-life hypothetical situations, which have to be tracked and graphed, and the data analyzed in computer lab. ▪ Groups work to create a business ▪ After school tutoring ▪ Student critique peer assignments ▪ Interdisciplinary project with I&T, Math and English
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Students must demonstrate basic understanding of verbal skills. Give students extra time or modify instructions to meet special needs. Break steps down into basics. ▪ More instructional time given over to modeling and practice. ▪ Tutoring/Study time available before and after school with teacher. ▪ Extend library hours. ▪ Register students in appropriate academic ability level. ▪ Implement different teaching strategies (i.e., role playing, transparencies, compute model). ▪ Individual coaching by teachers within the group. 	
<p>Comments</p>	

POWERFUL TEACHING AND LEARNING

Findings	Evidence
PTL-C2: To what extent does collaboration occur 1) among staff, 2) between staff and students, 3) among students and 4) between school and community?	
<ul style="list-style-type: none"> ▪ Collaboration among staff occurs to create and develop curriculum that aligns with ESLR's and Standards. 	<ul style="list-style-type: none"> ▪ Standardized school-wide writing rubric ▪ Special meeting schedules to allow for job-alikes/collaboration ▪ Prep period – faculty meetings ▪ Department meeting led by another department coordinator ▪ Department meeting with single focus ▪ Implemented school-wide writing rubric
<ul style="list-style-type: none"> ▪ Staff empowers students to actively participate in their educational process and learning experience. Outside participation and exploration is encouraged in a variety of tasks. 	<ul style="list-style-type: none"> ▪ School newspaper is student designed and generated with teacher advisor ▪ Yearbook is student designed and generated with teacher advisor ▪ ASB ▪ Student Congress ▪ Student representatives to PTSA ▪ Student appearances at board meetings ▪ Principal and students advisory committee ▪ Link crew
<ul style="list-style-type: none"> ▪ Collaboration among students occurs through a variety of activities, programs and projects that encourage cross communication among diverse cultures fostering respect and appropriate social interaction. 	<ul style="list-style-type: none"> ▪ Peer evaluation and editing ▪ Collaborative projects ▪ Jigsaw presentations ▪ Peer mediation ▪ Link Crew ▪ Student clubs, organizations and activities as listed in the Appendix.
<ul style="list-style-type: none"> ▪ Collaboration among the school and community occurs through varied activities however; more involvement by the community to support students in their academic achievements and to become successful citizens in an economically diverse society needs to be addressed. 	<ul style="list-style-type: none"> ▪ ESLR's ▪ Open House and Back-to-School night ▪ Student Planners ▪ School-to-Work Activities ▪ Apprenticeships/ROP/Work experience ▪ Renaissance business partnerships in progress ▪ Beach clean-up ▪ ASB can food drive ▪ CSF Food Share and disaster donations ▪ Student involvement in local ▪ Parent newsletter ▪ Mandatory freshman parent orientation ▪ ROTC ▪ Annual Report ▪ WEB Page ▪ Principals Newsletter ▪ PTSA, School Site Council ▪ Choir and Band performances in the community.

Powerful Teaching and Learning (Continued)

Next Steps

- Improve attendance at Back-to-School night and Open House.
- Continue to involve parents in homework/school work (i.e. sign-off, comment portion).
- Revive parenting strategies classes, which proved to be successful in the past.
- Re-instate site based Career Fair
- Fully implement mandatory student/parent/counselor meeting for registration.
- Increase the awareness and parent participation of importance of standardized testing, i.e Stanford 9, Exit Exam, Minimum Proficiencies.

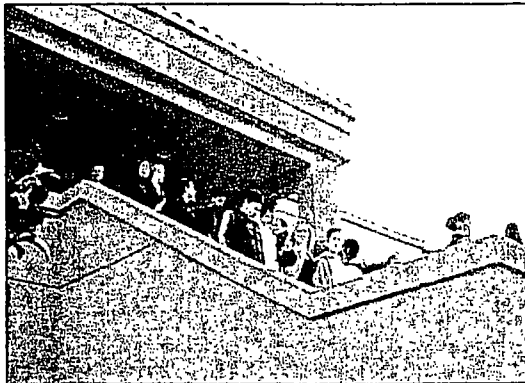
Comments



POWERFUL TEACHING AND LEARNING

Findings	Evidence
<p>PTL-C3: To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?</p>	
<ul style="list-style-type: none"> ▪ Students use a variety of resources for learning to include Computer Technology (labs), Career Center (career exploration), Special Projects, Vocational Preparation (ROP), ROTC, and community service. 	<ul style="list-style-type: none"> ▪ ROP, some technical preparation programs, in-class speakers, and field trips are firmly entrenched at OHS. Additionally, computer technology and library access are available. (See appendix for program/activity listings.)
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Encourage the use of primary and secondary sources, i.e., school community and business/industry. ▪ Continue the development and promote the implementation a integrated curricula. 	
<p>Comments</p>	

Support



SUPPORT

SUPPORT FOR STUDENT PERSONAL & ACADEMIC GROWTH

Karen Lehner.....	Counselor
Ciro Calderon.....	Counselor
Maria Genovese-Grasso.....	Teacher, Art
Lynn Schmidt.....	Teacher, Business
Carol Drescher.....	Teacher, Consumer & Family Sciences
Alicia Reynolds.....	Teacher, English
Judith Lee.....	Teacher, English
Brian Pickrel.....	Teacher, English
Pat Casey.....	Co-Chair, English
Christine Chevalier.....	Teacher, English
Evelia Hernandez.....	Teacher, English Language Development
Claudia Narez.....	Teacher, Foreign Language
Peter Parziale.....	Teacher, Mathematics
David Sveiven.....	Teacher, Mathematics
Doug Jereska.....	Teacher, Mathematics
Wendy Henchy.....	Non-Departmental
Mark Beckham.....	Physical Education
Amy Dingee.....	Teacher, Science
Wes Morimune.....	Teacher, Science
Erin Huizinga.....	Teacher, Science
Jim Dziwak.....	Teacher, Special Education
Peggy Craik.....	Teacher, Special Education
Cary Davis.....	Teacher, Special Education
Dan Garcia.....	Teacher, Social Science
Gail Jacobs.....	Teacher, Social Science
Chris Conte.....	Co-Chair, Social Science
Betty DeLaCruz.....	Psychologist
Sally Valdez.....	Paraeducator
Kenneth Haley.....	Paraeducator
Elizabeth Ruiz.....	Paraeducator
Paula Sturgeon.....	Paraeducator
Janie Lopez.....	Clerical
Perry Lopez.....	Outreach Consultant
Esther Nateras.....	Clerical/Counselors
Lou Flores.....	Campus Supervisor
Tony Ramos.....	Cafeteria Manager
Rocque Lopez.....	Parent/Attendance Advisor
Luis McArthur.....	Police Resource Officer
Karen Turek.....	Parent
Carrie Dougherty.....	Parent
Jackie Ipock.....	Parent

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Findings	Evidence
S-D1 To what extent do all students receive appropriate support to help insure academic success?	
<ul style="list-style-type: none"> ▪ Students have access to a variety of programs designed to promote an environment of learning 	<ul style="list-style-type: none"> ▪ Categorical program funds to support migrant, LEP, SPED, and Title I students ▪ Clubs that focus on leadership skills: FLA, MESA ▪ Awarded grant to increase access and availability to AP programs (AP Challenge Grant) ▪ AVID ▪ Crisis counseling ▪ Tutorials (formal and informal) ▪ 9th and 10th grade success programs ▪ Student assessment programs ▪ SAP support groups
<ul style="list-style-type: none"> ▪ Support systems include "school readiness" issues 	<ul style="list-style-type: none"> ▪ Peer tutoring ▪ CSF tutoring ▪ Teacher aid tutoring ▪ Cal State Readiness program on Saturdays ▪ Before/After school tutorial in math and English ▪ SAT9 – student and staff consultation based on analysis of content clusters ▪ Implementation of schoolwide mini-lessons
<ul style="list-style-type: none"> ▪ Professional development (see appendix) 	<ul style="list-style-type: none"> ▪ District provides ready access to individual and organized personnel development via in-services, conference attendance, etc. ▪ District-organized shared lesson-plan meeting ▪ ELD Standards integrated into content area curricula ▪ Target Teach for ELD, SPED, English and Math
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Continue to support activities and services that focus on providing students success in academics, personal growth, and planning for their future. ▪ Increase recognition for academic success through motivational programs. 	
<p>Comments</p>	

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Findings	Evidence
SD-2: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?	
<ul style="list-style-type: none"> ▪ Existing resources and support activities are focused on helping all students achieve the ESLR's and Standards however students need support in meeting the challenges and demands of the changes in curriculum and testing, i.e., HSEE 	<ul style="list-style-type: none"> ▪ Counselor duties and scheduling changed to allow greater student access ▪ Counselor of the day ▪ Incoming 9th grade orientation ▪ Restructured counseling alignment for Team Management approach to student counseling.
<ul style="list-style-type: none"> ▪ Students who attend school on a regular basis or who improve their attendance over time, show evidence of successful academic achievement. 	<ul style="list-style-type: none"> ▪ One full time attendance advisors and one Outreach Consultant (SB65) works full-time on attendance issues ▪ On-campus police officer works to support attendance issues ▪ Automated phone system for contacting parents. ▪ SARB
<ul style="list-style-type: none"> ▪ Students are provided the opportunity to visit his/her counselor, Assistant Principal and/or one of the attendance staff persons when problems exist. Student and families have access to school psychologist and school nurse for information on community services for family counseling and support. 	<ul style="list-style-type: none"> ▪ All student and parent conferences are documented in the conference atom of the SASI system. ▪ Health office records are updated on an annual basis. ▪ Mandatory parent/student orientation is a prerequisite for registration ▪ Student and counselor develop four year plans (personal learning plans) ▪ Fifty percent of support staff are bilingual, possessing the ability to communicate with parents and students..
<ul style="list-style-type: none"> ▪ Extra-curricular activities allow students opportunities to experience a variety of success in high school and develop sense of community involvement 	<ul style="list-style-type: none"> ▪ Students participate in a wide variety of clubs, activities and athletics focusing on ethnicity, interests, skills, and goals (see appendix)
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Reinstate site Career Fair to expose students to a wider variety of possible career/options. ▪ Insure that all students have a four-year educational/learning plan that is reviewed and revised on an annual basis in consultation with the counselor and parent. ▪ Continue attendance policies and monitoring of chronic truants. 	
<p>Comments</p>	

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Findings	Evidence
<p>SD-3: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?</p>	
<ul style="list-style-type: none"> ▪ Collaboration among the school and community occurs through varied activities however; more involvement by the community to support students in their academic achievements and to become successful citizens in an economically diverse society needs to be addressed. 	<ul style="list-style-type: none"> ▪ PTSA ▪ Principal's newsletter ▪ Student planner ▪ School site council ▪ Annual Report ▪ Open House and Back-to-Night ▪ Fine arts performances ▪ Booster club activities ▪ Bingo
<ul style="list-style-type: none"> ▪ School enjoys a healthy sense of community involvement for several reasons: <ol style="list-style-type: none"> 1. We are able to communicate in the appropriate home language 2. Resources are available to address the needs of a diverse population. 3. Our community supports the school in both academic and non-academic activities. 	<ul style="list-style-type: none"> ▪ PTSA-sponsored bingo to help fund extracurricular activities ▪ Guest speakers ▪ Migrant Advisory Board ▪ Parent volunteers ▪ Job shadowing program and internships ▪ ROP ▪ ROTC ▪ Law enforcement and pre-engineering academies ▪ Hospitality and Tourism Academy ▪ Baby Jacket pre-school ▪ City Corps ▪ Police Activities League ▪ Golf team has free access to local golf course ▪ Community access to OHS pool ▪ Pop Warner football on OHS field
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Coordinate brainstorming sessions for PTSA, ASB, Student Congress, club advisers, club officers, to tap into community sources on a continuing basis. ▪ Establish on-going relationships with major and minor business within the community. ▪ Work with the Chamber of Commerce, Air Guard Station, and the Navy to establish viable resources. 	
<p>Comments</p>	

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Findings	Evidence
S-D4: To what extent are the human, material, and financial resources, as well as facilities available to the school?	
<ul style="list-style-type: none"> ▪ School staff members understand the internal and external resources that are necessary to support student achievement. While each individual at OHS recognizes their contribution as a potential resource to student's success, other groups also connect to student needs. Through the collaboration of all stakeholders the students at OHS will not only get an education, preparation for the future, and become technologically literate they will also be collaborative workers who accept responsibility. Essential components that assist in the acquisition of appropriate resources include: <ol style="list-style-type: none"> 1. English and math computer labs 2. Library services 3. Professional development 4. Schoolwide computer access 5. Well-supplied classrooms 6. Well maintained campus 7. Food services 	<ul style="list-style-type: none"> ▪ Teacher aides in reading and STEP classes ▪ Reduced class size in reading and STEP classes ▪ Reading/STEP combination mandatory for students behind in grade level work ▪ Implemented before/after school tutorial program ▪ Parental phone contact for failing students to attend tutoring ▪ After school transportation available ▪ Students escorted from 6th period ▪ Publicized via schedules posted in classrooms and school newspaper ▪ Referrals for SPED assessment ▪ SST meetings ▪ Categorical program funds provide tutoring, paid aides, instructional materials ▪ Additional staff ▪ Updated, more reliable equipment ▪ English lab open for lunchtime access for students. ▪ Library space used for after school tutoring program organized by football team ▪ Freshmen library orientation programs ▪ Bi-weekly visits from reading classes ▪ Geography, history, and English projects ▪ Librarian surveys English department for preferred reading title and obtains copies ▪ Numerous, up-to-date services (CDs, news services, periodical services, etc) ▪ Noontime staffing in English lab ▪ Freshmen orientation in English lab ▪ District encourages Job a-likes, inservice training, conference attendance, etc. ▪ Survey of existing computer equipment ▪ Award of digital grant ▪ Individual access to dictionaries, text, etc. ▪ Overhead projectors ▪ Television and VCR in room or available ▪ Journalism class obtained Navy computers slated for disposal. ▪ Enlisted volunteer help for servicing, installing, and networking computers. ▪ Graffiti quickly removed ▪ Security cameras installed ▪ Remodel of administration for more efficient use of space ▪ Benches and traffic pattern railings strategically installed ▪ Increased cart service ▪ Portable traffic barricades implemented for faster service

Support for Student Personal and Academic Growth (Continued)

Next Steps

- Actively seek and consider input from the Principals Advisory Committee.
- Look at remodeling the campus to provide shelter during inclement weather.
- Continue to involve staff for effective implementation of digital grant funding.

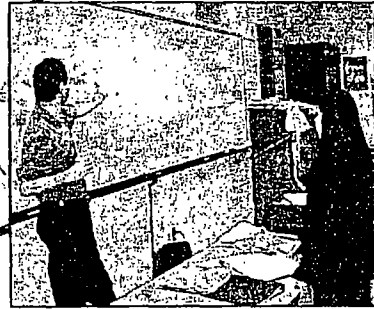
Comments

SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Findings	Evidence
<p>S-D4 To what extent are these resources sufficient and effectively used to support all students in accomplishing the expected schoolwide learning results.</p>	
<ul style="list-style-type: none"> ▪ While it is evident that resources are well used at OHS, it also recognized that due to the overcrowding of the schools physical plant, there is increased need for additional resources. However, with the new high school opening in the fall of 2001, we anticipate enrollment will drop to provide a more effective learning environment. Presently the school leadership is actively working to keep and maintain a positive learning environment for the students while simultaneously addressing the needs of the staff. 	<ul style="list-style-type: none"> ▪ Longer process time for supplies and support services ▪ Implementation of in-school suspension to clean campus ▪ Restricted use of performing arts complex for intended purpose ▪ Academic class instruction held concurrently with dance, choir, and drama ▪ Restricted use of library for intended purpose ▪ Addition of portable classrooms ▪ Shared use of facilities. ▪ Attempts to accommodate traveling teachers via scheduling
<p>Next Steps</p> <ul style="list-style-type: none"> ▪ Overcrowding will be reduced with opening of Pacifica High School, thus reducing the stress placed on the physical plant and equipment. ▪ Allocate digital grant for upgrading old and purchasing new equipment. 	
<p>Comments</p>	



Assessment and Accountability



ASSESSMENT &
ACCOUNTABILITY

ASSESSMENT & ACCOUNTABILITY

Gary Mayeda	Administration, Assistant Principal
Howard Kirk	Counselor
Pete Rivera	Counselor
Rebecca Hopple	Teacher, Business
Maria Ward	Teacher, English
Robert Decker	Teacher, English
Teresa Crawford	Co-Chair, English
Thomas McGuirk	Teacher, English
Celia Garza	Teacher, English Language Development
Danielle Youngerman	Teacher, Foreign Language
Carol Grossnicklaus	Co-Chair, Mathematics
Dan Misenhimer	Teacher, Mathematics
Phillip Krieger	Teacher, Mathematics
John Reynolds	Teacher, Mathematics
Lilia Zambrano	Teacher, Mathematics
Joel Mills	Teacher, Physical Education
Tim Hoag	Teacher, Science
Preston Lanning	Teacher, Science
Bob Nishimura	Teacher, Science
Rick Garcia	Teacher, Special Education
Robert Hentley	Teacher, Special Education
Sue McDonald	Teacher, Special Education
Ulla Mills	Teacher, Special Education
Robert Borneman	Teacher, Social Science
Nancy Maria	Teacher, Social Science
Janet Ramsey	Nurse
Lorene Leyva	Career Technician
Ida Castillo	Paraeducator
Maureen Garza	Paraeducator
Kristen Santoyo	Paraeducator
Socorro Zepeda	Paraeducator
Terry Lopez	Principal's Secretary
Cheryl Hooper	Attendance
Diane Ramirez	Attendance/Records
Anna Mendez	Secretary
Carol Schliecher	Secretary
Barbara Cordova	Clerical/Textbooks
Carmen Desamparo	Clerical
Debi Howarth	Parent/Clerical Nurse's Office
John Jay	Parent
Teodoro Lopez	Migrant Advisory Board

ACCOUNTABILITY AND ASSESSMENT

Findings	Evidence
AA-E1 To what extent do students use assessment results to modify their learning in order to enhance their educational progress?	
<p>OHS regards assessment as an integral part of documenting the viability of the curriculum taught and not as a measure of how well OHS is meeting the mandates of the State. Assessment of student performances is based on student knowledge, ability to process their learning, and to use those abilities to obtain knowledge and understanding of the curriculum. Therefore, teachers employ a variety of assessment strategies to evaluate and modify their instructional practices. This enables the student a measure by which they can assess their learning program. The following assessments provide the feedback by which their education progresses:</p> <ol style="list-style-type: none"> 1. SABE, LAS and teacher made tests 2. Fluency and language acquisition 3. Use practical math 4. Teacher made observation/assessment 5. Students participate in assessment 6. Low API 7. PI vocational exam in SH class 8. Cum folders 9. Standardize Testing 	<ul style="list-style-type: none"> ▪ Test score results ▪ Student reworked assignments ▪ Preparation of a meal ▪ Life skills assignments ▪ Portfolio assessment (math, English, SH) ▪ Students generated tests ▪ Students generated rubrics and standards ▪ Extended second period ▪ Failure of class prevents movement to next level ▪ After school "success" classes ▪ Look at graduation rates. Higher graduation rates, the more improved student success. ▪ Students appraise scores and placement ▪ Student workability plan ▪ Self-assessment ▪ Published and criterion referenced tests ▪ Students review teacher/publisher made tests ▪ Addition of reading classes ▪ Mandatory reading/STEP alignment
<p>Next Step/ Growth Areas</p> <ul style="list-style-type: none"> ▪ Need feedback to students, teachers, and parents and regular, formal assessment procedures in place that focus on systematic improvement in student performance. ▪ Ongoing student evaluation to link the school's goals, objectives, ESLR's, HSEE, and Stanford 9. ▪ Require parents of those students earning below a "C" grade to make contact with the school and teachers to seek ways to raise students' level of achievement. ▪ Biannual evaluation by Department to improve and to make structural changes in the curriculum. 	
<p>Comments</p>	

ACCOUNTABILITY AND ASSESSMENT

Findings	Evidence
AA-EI To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?	
<p>The nature and types of student assessment varies. Student data is used to modify instruction on individual basis, but not on a departmental basis with a couple of exceptions i.e., performing arts, athletics. Departments study data from tests, identify students' strengths and weaknesses, and address them in the curriculum. Departments develop unit tests, which focus on ESLR's and standards. This is accomplished through multiple measures which include the following:</p> <ul style="list-style-type: none"> ▪ Text, instruction, and assessment is matched to State standards ▪ Pre- and post- testing guide instruction ▪ Cross curricular, department and teacher developed rubrics are used ▪ Instruction targeted for students whose primary language is not English 	<ul style="list-style-type: none"> ▪ Quizzes, formal chapter and unit tests, essay tests ▪ Oral exams, individual and group projects/presentations, role-playing and other dramatic performances. ▪ Standardized tests ▪ "Target Teach" ▪ Criterion referenced tests ▪ Pre and post testing ▪ Geared to benchmarks ▪ Read-around ▪ Diagnostic tests (i.e. reading) ▪ Stanford 9 results used to address weaknesses; reinforce strengths ▪ English Dept: <ul style="list-style-type: none"> ▪ Created and distributed a writing rubric to be used throughout the school ▪ Cumulative folder of progress from past years ▪ Portfolios ▪ Student self-assessment and peer-assessment ▪ Classes of sheltered English instruction
<p>Next Step</p> <ul style="list-style-type: none"> ▪ Promote parent buy-in/ involvement: Have parents come to school for grade conferences with teacher at five-week period. ▪ Teachers need in-services to familiarize them with the California Standards for the Teaching Profession. This should include grade and course level meetings to share ideas on addressing standards in lessons. ▪ Students need to be encouraged to establish learning plans based on assessment results and clear idea of standards. ▪ Regular formal assessment. ▪ New report card that is directly tied to ESLR's and standards 	
<p>Comments</p>	

ACCOUNTABILITY AND ASSESSMENT

Findings	Evidence
AA-E2 To what extent do the school, district and community regularly review student progress toward accomplishing the ESLR's	
<ul style="list-style-type: none"> ▪ Evidence of progress is monitored regularly, and communicated in diverse ways. 	<ul style="list-style-type: none"> ▪ Student presentations at faculty meetings ▪ Weekly Friday updates from principal's office to staff ▪ Occasional articles in student-generated campus newspaper ▪ Principal's quarterly newsletter mailed to community
<ul style="list-style-type: none"> ▪ School staff is involved in the review process 	<ul style="list-style-type: none"> ▪ Teachers query students to link instruction to ESLR's ▪ In-service meetings for faculty to discuss department-level student progress and expectations ▪ Department meeting minutes
<ul style="list-style-type: none"> ▪ Examples of responses from community members ▪ District and Board are involved in review process ▪ Parents and other community members are involved in the review process 	<ul style="list-style-type: none"> ▪ Correspondence through e-mails, phone calls, letters to administration and staff. ▪ Superintendent classroom visits and informal recommendations ▪ Board informed by principal's weekly update and quarterly newsletter. ▪ Open House and Back-to-School Night ▪ Freshmen Orientation ▪ Senior parent night
Next Step: <ul style="list-style-type: none"> ▪ Require teachers to continue to promote ESLR's and Standards ▪ Require teachers to link lesson plans to ESLR's. ▪ Invite parents to observe classroom instruction, review portfolios and writing rubric. ▪ Track success rates of tutorial programs (AVID, College Readiness). 	
Comments	

ACCOUNTABILITY AND ASSESSMENT

Findings	Evidence
AA-E3: To what extent does the assessment of the ESLR's drive the school's program development and resource allocation?	
<ul style="list-style-type: none"> ▪ OHS uses the results of student assessment to analyze and develop appropriate ESLR's. This is used toward long-term program planning which focuses on student learning. While the ESLR's and Vision Statement have guided the instructional program, the recent results of the API scores forced OHS to align our instruction so that students will be successful in standardized testing and passing the HSEE. ▪ Teaching assignments are generally based on seniority, need, compliance with state credential rather than feedback from assessment data. The data is used to guide the decisions about the master schedule, services, and resource allocations along with the development of the long-term school improvement plan. With the collaboration of all stakeholders at OHS the WASC process has also contributed to the modifications, which have taken place. Staff and students have accepted the challenge to improve in API scores. In order to meet these demands professional development activities must continue to be provided. 	<ul style="list-style-type: none"> ▪ Distribution of funds modified to emphasize Stanford 9, HSEE, etc. ▪ School wide writing rubric ▪ Changed format of faculty and department meetings ▪ Encouraged funding for API related workshops and In-service activities ▪ Provided release time for focus group leaders for the accreditation process. ▪ Student 4 year plan ▪ Junior/Senior year graduation counseling ▪ Promote scholarship information ▪ Stanford 9 scores improved. ▪ Increased enrollment in AP courses ▪ AVID ▪ More students taking PSAT and SAT ▪ District sponsored personnel development ▪ Release time to observe and train colleagues
<p>Next Step</p> <ul style="list-style-type: none"> ▪ Split algebra into 2 years versus 1 year. ▪ Tutorial programs for students getting below a "C" grade by giving up elective during school day. ▪ Collaborate with other teachers, districts, etc. ▪ Encourage student buy-in and impact of taking Stanford 9. ▪ Examine non-traditional methods of assessment that are not standardized. 	
<p>Comments</p>	



Schoolwide Action Plan



**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

1. ACTION STATEMENT	
Maintain a comprehensive learning environment that provides continuous staff development activities in current educational issues	
TIME PERIOD	
Annual: based on school calendar, district mandates and educational issues. At a minimum of <ul style="list-style-type: none"> • 1 district in-service day • 3 positive attendance days • 12 special meeting days per year • Conferences as requested by teachers and approved by appropriate process. 	
ADMINISTRATIVE FACILITATOR	FACILITATOR
Principal Assistant Principals	Principal Assistant Principals Department Chairs Conference speakers/leaders District Director of Staff Development
RATIONALE	
The need to drive curriculum towards standard based instruction by providing a continuous staff development program that ensures all stakeholders the opportunities to learn teaching strategies, curricular development, alignment of standards and ESLR's, and pertinent educational trends necessary for student achievement and professional growth.	
EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED	
Addresses the OHS Vision Statement	
STANDARDS ADDRESSED	

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

RESOURCES Action statement #1	<ul style="list-style-type: none"> • Restructured faculty and Leadership Team meetings • Positive attendance days and in-service days • Extra hourly pay for coordination and facilitation of standards-based curriculum • Staff collaboration with materials, workbooks, course objectives and projects. • Guest speakers • Professional development conferences • Financial resources (Block Grant B) • Lengthen period 2 to address schoolwide instruction issues: practice exercises, pre/post tests • Target Teach benchmarks and comprehensive evaluations • SAT9/HSE "Cookbook" and Compendium • California Frameworks and Content Standards • SAT9 content cluster analysis of test results by grade level • API Crunch software
CURRICULAR WORK Action statement #1	<ul style="list-style-type: none"> • Jane Schaeffer writing program, adopted by entire English department. • Job a-likes • Curriculum alignment to ESLR's and standards • Linking of lesson plans to standards, ESLR's • Writing rubric adopted school-wide • Target teach for English, ELD and SPED departments • Tutorial training aligned to standards, ESLR's and curriculum • Teacher inservice: inter and intra departmental • Mini lessons, second period – targeted test taking strategies, ESLR's and standards • Schoolwide reading program • Course framework aligned with standards • The professional development should be designed and implemented by a cross-disciplinary team
ASSESSMENT PROCEDURES Action statement #1	<ul style="list-style-type: none"> • Teacher inservice attendance logs and evaluation forms • Lessons designed to address ESLR's and standards, as shown in teacher class expectation sheets • Implementation of standards in all lessons • Staff feedback • Teacher test results • Implementation of backward mapping for standards-based instruction • SAT 9 results • Attendance • Target Teach benchmarks • Classroom visitations by administrators • Leadership, department and faculty meeting minutes and reports

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

PERSONS RESPONSIBLE Action statement #1	<ul style="list-style-type: none">• Principal• Assistant Principals• Leadership Team• Teachers• Counselors• All staff
REPORT OF PROGRESS Action statement #1	<ul style="list-style-type: none">• All reports: logs, classroom visitation forms• Monthly Leadership, Department and Faculty meeting minutes• Continuing education/credential requirements

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

2. ACTION STATEMENT	
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 HSEE	
TIME PERIOD	
In progress and on-going	
<ul style="list-style-type: none"> • Quarter • Semester • Annual 	
ADMINISTRATIVE FACILITATOR	FACILITATOR
Principal Assistant Principal	Leadership Team Department Chairs Faculty
RATIONALE	
Prepare OHS students to be successful in note and test taking strategies, reading, critical thinking skills, math empowered, and the ability to acquire knowledge for life long learning; improved test results and successful completion of the HSEE.	
EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED	
<ol style="list-style-type: none"> 1. Complex Thinkers who: <ul style="list-style-type: none"> • Who meet or exceed the OUHSD's graduation requirements and standards • Demonstrate higher order thinking and problem solving skills. 2. Productive Graduates who: <ul style="list-style-type: none"> • Are technologically literate. • Are mate empowered • Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals. 3. Effective Communicators who: <ul style="list-style-type: none"> • Convey, receive, and interpret information • Demonstrate verbal, written, and interpersonal skills. 	
STANDARDS ADDRESSED	
Functional Reading Standard 2.1 Math Standard: Algebra 1:10 Math and Language Arts	

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

RESOURCES Action #2	<ul style="list-style-type: none"> • Student portfolios, showcasing their achievement • Tutorials for credit • Renaissance • AVID\Migrant Programs • Cal State Readiness Program • Financial Resources (Block Grant B) • Supplemental academic assistance: Link Crew, Peer Resource and Student Aids • Period 2 lengthened to address Schoolwide instructional issues • Practice exercises • Pre/post tests • Diagnostic testing • Target Teach benchmarks and comprehensive evaluations • SAT 9/HSEE "cookbook" • SAT 9 Compendium • California Frameworks and Content Standards
CURRICULAR WORK Action #2	<ul style="list-style-type: none"> • Jane Schaeffer writing program, adopted by entire English department • Schoolwide reading comprehension program • Writing rubric adopted Schoolwide • Curriculum alignment to ESLR's and standards • Linking of lesson plans to standards, ESLR's • Tutorial training aligned to standards, ESLR's and curriculum • Special meeting days • Computer generated student work/reports • Mini lessons, second period targeting test taking strategies, ESLR's and standards • Target Teach for all subject areas

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

ASSESSMENT PROCEDURES Action #2	<ul style="list-style-type: none"> • Quarter grades • Semester grades • Annual report by principal • Results of HSEE • API increases • Percentages of student passing the HSEE • Golden State • SAT 9 • SAT I, II • PSAT • AP scores • Higher overall GPA's • Target Teach Benchmarks • Classroom visitations by administrators • Department reports/minutes • Leadership Team reports • AVID enrollment • Student Attendance
PERSONS RESPONSIBLE Action #2	<ul style="list-style-type: none"> • Principal • Assistant Principals • Leadership Team • Teachers • Counselors • All staff
REPORT OF PROGRESS Action #2	<ul style="list-style-type: none"> • All reports: Classroom visitation forms Meeting minutes Test results • Quarter grades • Semester grades • Report scores on API, SAT 9, HSEE, AP, Golden State • College placement ratios • Annual report

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

3. ACTION STATEMENT	
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.	
TIME PERIOD	
Yearly with incoming 9 th graders and annual review/revisions at all grade levels.	
ADMINISTRATIVE FACILITATOR	FACILITATOR
Principal Assistant Principal	Counselors Parents Community Liaisons Faculty
RATIONALE	
The need for parent and community involvement in school culture, student activities, counseling and guidance for the development of individual student educational plan (four-year plan).	
EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED	
<p>2. Productive Graduates who:</p> <ul style="list-style-type: none"> • Are technologically literate. • Are math empowered • Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals. <p>3. Effective Communicators who:</p> <ul style="list-style-type: none"> • Convey, receive, and interpret information • Demonstrate verbal, written, and interpersonal skills. 	
STANDARDS ADDRESSED	
Functional Reading Standard 2.1 Math Standard: Algebra 1:10	

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

RESOURCES ACTION #3	<ul style="list-style-type: none"> • Student Registration Handbook • Community Based Internships • Community Based Job Shadowing • Career Center • Career Day • College Night • Bridges computer program • Hospitality and Tourism Academy • Senior Parent Night • Pre-Engineering Academy • Police Academy • Air Force JROTC • PTSA • School Site Council • Regional Occupational Program (ROP) • Former Graduates • Student/Counseling Guide • Renaissance Program • Four-year Educational Plans • Special Meeting Day • Migrant Parent Advisory Board
CURRICULAR WORK ACTION #3	<ul style="list-style-type: none"> • Career Portfolios • Job-Shadowing at OHS • Job-A-Likes; Teacher Job Shadowing and Community Internships • Coordination of ASB, Student Congress, Club Advisors, Club Officers, to integrate parent, community and school activities • Four-year Educational Plan development and annual review • Career Exploration through Career Center • Job Applications and Resume Development • Interview skills • Integration of academic and vocational subject areas • ROP courses • STC Teacher Cadre and Curriculum Development • Increased student access to technology for career research • Extended Library hours • Fully implement mandatory student/parent/counselor meeting for registration • Revive parenting strategy classes • Work with community agencies, i.e., Air Guard, Navy, Chambers, etc. to establish viable resources • Sequential mapping of classes

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

ASSESSMENT PROCEDURES ACTION #3	<ul style="list-style-type: none"> • Four-year Educational Plan • Student, parent and community surveys • Enrollment in specialized programs, i.e., ROP, ROTC\ • Job-O • ASVAB • Increased participation in parent advisory groups • Community, parent and student participation in Career Fair • AVID • Student and parent mandatory meeting with counselors for Four-year educational plan in Freshman year and/or upon enrollment with annual review for all grade levels • Test result analysis when appropriate • Invite parents to observe classroom instruction, review portfolios, and writing rubric.
PERSONS RESPONSIBLE ACTION #3	<ul style="list-style-type: none"> • Principal • Assistant Principal • Faculty • Counselors • Parents • Students • Community
REPORT OF PROGRESS ACTION #3	<ul style="list-style-type: none"> • Principals Newsletter • Student Advisory Committee • Principals Annual Report • OHS Web Page • PTSA, School Site Council meetings • Schoolwide trends of student intentions after graduation • College Placement and/or vocational placement ratios • Counselors weekly meetings and report • Four-year Educational Plan • Student grades and attendance

**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

4. ACTION STATEMENT	
Increase the knowledge and use of technology throughout the school community with the implementation of the Digital High School Grant (see appendix)	
TIME PERIOD: 3 Year Plan	
Implementation 2001 with annual activities for staff development and support while funding is available.	
ADMINISTRATIVE FACILITATOR	FACILITATOR
Principal Assistant Principal	Leadership Team Digital High School Grant Committee Tech Support
RATIONALE	
To provide technological expertise, more resources and greater access to students and staff.	
EXPECTED SCHOOLWIDE LEARNING RESULTS ADDRESSED	
<ol style="list-style-type: none"> 1. Complex Thinkers <ul style="list-style-type: none"> • Who meet or exceed the OUHSD's graduation requirements and standards • Demonstrate higher order thinking and problem solving skills. 2. Productive Graduates who: <ul style="list-style-type: none"> • Are technologically literate. • Are math empowered • Take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals. 3. Effective Communicators who: <ul style="list-style-type: none"> • Convey, receive, and interpret information • Demonstrate verbal, written, and interpersonal skills. 	
STANDARDS ADDRESSED	
Functional Reading Standard 2.1 Math Standard: Algebra 1:10	



**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

RESOURCES ACTION #4	<ul style="list-style-type: none"> • Digital High School Grant • Block Grants • Community Resources: GTE, Ventura County Superintendent of Schools Office (VCSSO), Cisco Systems, MicroAge Electronics, Make It Work, Inc, Jones Intercable • California Lutheran University
CURRICULAR WORK ACTION #4	<ul style="list-style-type: none"> • Staff development activities, site and district level for participation in workshops that evaluate web sites and survey lesson ideas, and projects online at sites such as Classroom Connect, Webquests posted out of CSUDC and Kathy Schrock's Guide for Educators • California Lutheran University to develop a partnership to teach multimedia skills to students • UCSB working on "Deep Space Observation" project for Physics • Power Point • Job-o, COIN, Bridges • Technology to enhance School-to-Career preparation • Cisco Academy • Infuse technology into English Foreign Language, Mathematics, and Science Departments • AutoCAD for Engineering and Architectural Academy <p>Please refer to the Digital High School Grant Proposal in the Appendix for further detailed information of Curricular Work</p>
ASSESSMENT PROCEDURES ACTION #4	<ul style="list-style-type: none"> • Student GPA • API (referred to as Multiple Measures in Digital Proposal) • Minimum Proficiency Standards • Stanford 9 results • Computer Literacy as graduation requirement • Checklist of teachers and classes, and number of students completing the assignments with a passing grade • Checklist of teachers enrolling and successfully completing training classes • CTAP Standards-based rubrics, evidence of using software in teaching • Enrollment records in training classes, classroom observations, teacher evaluations, TASP meetings

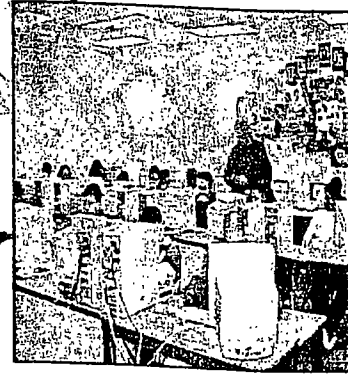
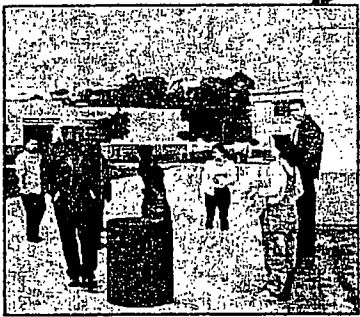
**OXNARD HIGH SCHOOL
WASC 2001
ACTION PLAN**

PERSONS RESPONSIBLE ACTION #4	<ul style="list-style-type: none"> • Project Director/Assistant Principal • Assistant Project Director • DHS Committee • Leadership Team • Faculty • Staff
REPORT OF PROGRESS ACTION #4	<ul style="list-style-type: none"> • Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required • Project Director will collect data from Administrators after their TASP meetings with teachers, and report to Principal and DHS committee for recommendations and changes as required • Student and Staff achievement • Annual report of progress based on specifications of the DHS grant • DHS project manager will query the district student database to compile API, and Stanford 9 data to measure student academic achievement levels



Appendix

APPENDIX



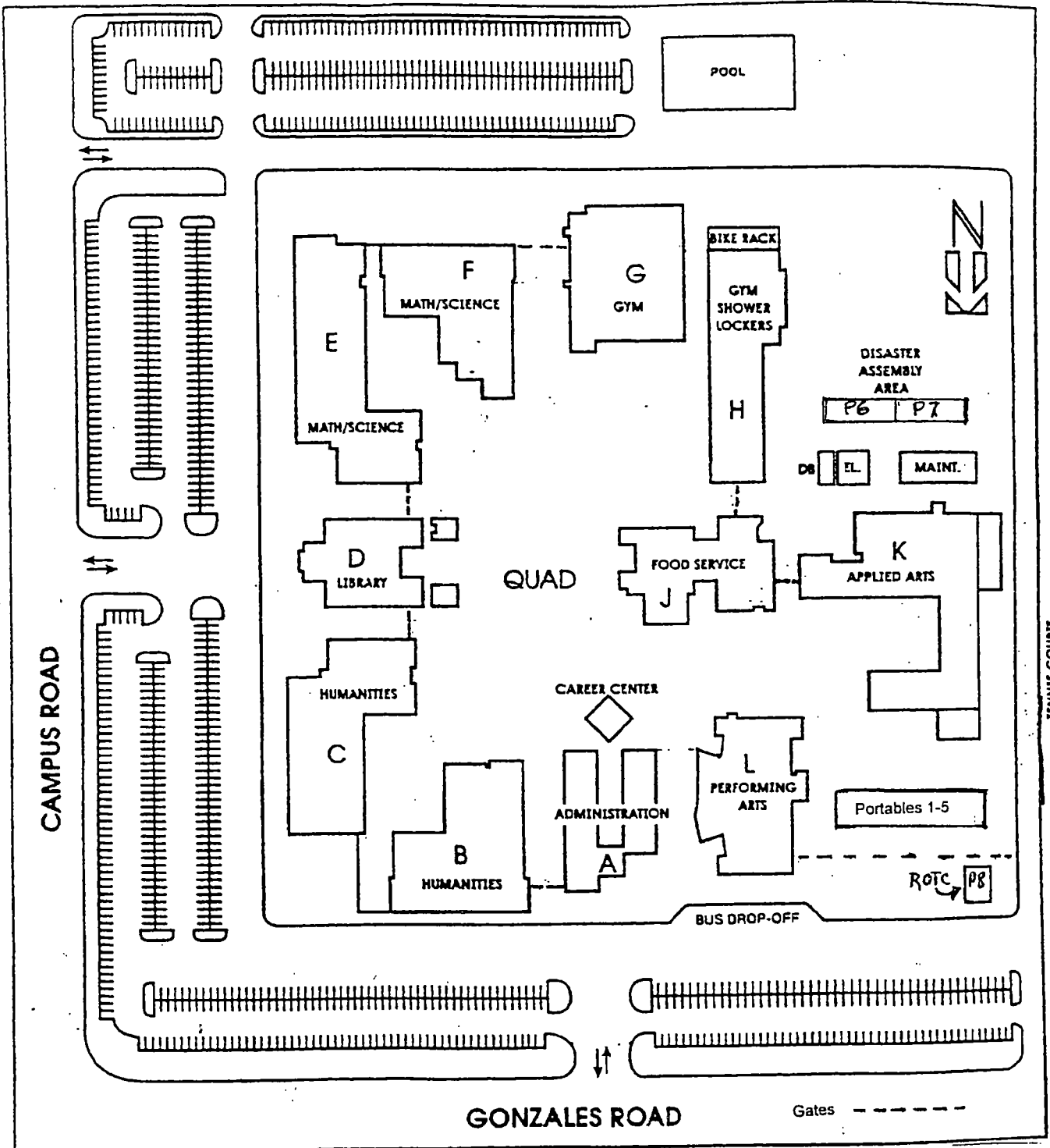
APPENDIX

1. **Map of School**
2. **Independent Evaluation of the Extended Year**
3. **OHS 2000-01 Calendar**
4. **OHS Organizational Chart**
5. **Administrative Assignments**
6. **Student Support Services Alpha Breakdown**
7. **Assistant Principal/Counselor Department Alignment**
8. **Yellow Jacket Athletic Progress**
9. **Oxnard High School Programs**
10. **Student Activity Highlights**
11. **Department Roster**
12. **Alpha List of Certificated and Classified Staff**
13. **Adjunct Duty List**
14. **Local Improvement Plan (LIP)**
15. **Leadership Team Memo: Department Alignment**
16. **2000-01 Bell Schedule**
17. **Spring Master Schedule**
18. **API Memos**
19. **Senior Questionnaire**
20. **Parent/Community Survey**
21. **Class of 2001: Plans Following Graduation**
22. **Grand Jury Report:**
School Safety in Ventura County Public Schools
23. **Board/District Educational Priorities**
24. **Transition Report by Principal to Board of Trustees**
25. **Principals Welcome Back Letter**
26. **Principals Year-End Report**
27. **Digital High School Grant Application**

MAP OF SCHOOL

WASC 31254

FOOTBALL FIELD



TENNIS COURTS

INDEPENDENT EVALUATION
OF THE EXTENDED YEAR

WASC 31256

Independent Evaluation of the Extended Year
Pilot Program in the Oxnard Union High School District

Final Report

Jeffrey White, M.A.

January 2001

Executive Summary

In the 1996-97 school year, the Oxnard Union High School District initiated a pilot program extending the number of instructional days. 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 (e.g., teach higher order thinking skills, problem solving and decision making and incorporate more cooperative learning). An independent evaluation was conducted to assess the impact of the Extended Year. Specifically, five research questions were identified: 1) What was the effect of the Extended Year on teacher instruction? 2) Did students perceive differences in instruction? 3) What was the effect of the Extended Year on student and teacher absence? 4) What was the impact of the Extended Year on high school dropout? 5) Was there any impact on student achievement and performance?

According to results of surveys administered to teachers in the 1997-98, 1998-99, and 1999-2000 school years, many teachers did indicate making changes in instruction due to the Extended Year. The most common changes were to take time to develop topics in more depth and to take time to broaden the content coverage of a specific topic in a class. Also, a majority of teachers saw benefits in the extended year.

According to results of surveys administered to students in the 1997-98, 1998-99, and 1999-2000 school years, many students perceived differences in instruction compared to previous years. Students most often commented that there had been a greater amount of work assigned, that teachers were explaining concepts more in depth, and were providing more help to students.

The Extended Year appeared to have a negative effect on student and teacher absences. Average student absence increased from 9.4 days prior to the extended year to 11.5 days after the initiation of the extended year, a difference of 2.1 days. Teacher absence hours surged for the first two years of the Extended Year but appear to have stabilized in the most recent two years

resulting in an four-year average increase from 25.8 hours prior to the extended year to 33.0 hours after the initiation of the extended year, a difference of 7.2 hours, or 1.2 days.

The extended year appeared to have a positive effect on the student dropout. Compared to the period prior to the extended year, student dropout rates at the district level decreased every year, indicating an average decrease of 1.4% after four years of treatment.

In 1998-99, student achievement and performance appeared to increase after the initiation of the extended year. Increases in NCE gains from the period prior to the Extended Year are promising. Possibly the most promising effects were seen in the eleventh grade where students received the greatest amount of treatment. Both reading and math gains increased from the period prior to the extended year after removing the inflated pretest gains of one school. Other positive effects in comparison to the baseline period include: increases in ninth, and twelfth grade math NCE gains as well as the district as a whole; increases in tenth, and twelfth grade reading NCE gains; maintenance of reading NCE gains of Black, Filipino, and Pacific Islander students in spite of district and other ethnic group losses; and Compensatory Education student increases in reading and math NCE gains greater than those of their regular student counterparts. Negative effects in comparison to the baseline period include: the maintenance of Hispanic students' math gains in spite of increases in math gains of other ethnic groups and the district as a whole; the maintenance of LEP students' math gains in spite of increases in math gains of other ethnic groups and the district as a whole; and decreases in the grade levels not mentioned above. In the 1999-2000 school year student achievement gains were substantially lower than previous years. The primary positive finding when compared to the period prior to the extended year was an increase in ninth grade math gains across the district and in three of the five comprehensive high schools.

Comparing the results after the Extended Year to the baseline period, a number of positive effects were found with other measures of student achievement and performance. There

were increased SAT scores, increased numbers of AP tests taken, reduced student dropout rates, and increased LEP redesignations. Among these other indicators, the only negative effect was a slight decrease in AP exam pass rates.



**Independent Evaluation of the Extended Year Pilot Program in the
Oxnard Union High School District**

In the spring of the 1996-97 school year, the Oxnard Union High School District (OUHSD) initiated a pilot program extending the number of instructional days. 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 (e.g., teach higher order thinking skills, problem solving and decision making and incorporate more cooperative learning). 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 days plus 5 staff development days), increasing the number of instructional days to 195 days.

A number of research questions were identified to assess the impact of the extended school year:

- 1) What was the effect of the Extended Year on teacher instruction?
- 2) Did students perceive differences in instruction?
- 3) What was the effect of the Extended Year on student and teacher attendance?
- 4) What was the effect of the Extended Year on high school dropouts?
- 5) Was there any impact on student achievement and performance?

What was the effect of the Extended Year on teacher instruction?

In order to assess the impact of the Extended Year on teacher instruction, a number of different approaches were utilized: direct observation of teacher instructional behavior in sixty classrooms during the 1997-98 and 1998-99 school years; teacher surveys measuring the degree to which teachers planned to make changes as a result of the Extended Year in October of 1997 1998; and teacher surveys measuring the degree to which the teachers report having actually made those changes in June of 1998, 1999, and 2000.

The following section summarizes the findings of the June surveys regarding teacher instructional behaviors and attitudes related to the Extended Year. Though participation in the survey was completely voluntary, response rates were between 75 and 80 percent each year. Overall, results on the survey each year were similar. Districtwide, 30 percent of teachers in 1998, 34 percent in 1999, and 25 percent in 2000 reported having made changes as a result of the Extended Year. Of those teachers who reported making changes due to the Extended Year, the most common changes indicated each year were taking time to develop a specific topic in more depth, taking time to broaden the content covered on a specific topic in a class, and increasing the content coverage. Although the percentage of teachers reporting changes made due to the Extended Year in the 1999-2000 school year was lower than previous years, teachers reported an increase in the use of technology/computers as a routine part of instruction (39 percent, 46 percent, and 48 percent of responses respectively) and discussing the relationship of academic learning and the world of work (37 percent, 36 percent, and 39 percent of responses respectively). These and other common changes are listed in Table 1.

Table 1. Percentage of Teachers who Reported Making Changes due to the Extended Year

More likely than a year ago to make the following changes:	1998	1999	2000
Taking time to develop a specific topic in more depth	76%	72%	57%
Taking time to broaden the content covered on a specific topic in a class	69%	71%	61%
Increasing the content coverage of a course	69%	67%	58%
Increasing the amount of work assigned to students in a course	63%	52%	52%
Adding new teaching strategies to my instructional approach	57%	69%	54%
Slowing the pace of instruction in my class	41%	40%	37%
Talking one-on-one with a student about his/her work	40%	41%	32%
Increasing use of technology/computers as a routine part of instruction	39%	46%	48%

Table 1. Percentage of Teachers who Reported Making Changes due to the Extended Year

(continued)

More likely than a year ago to make the following changes:	1998	1999	2000
Discussing relationships between academic learning and the world of work	37%	36%	39%
Requiring more oral presentations by students in class	37%	35%	37%
Increasing writing assignments for students to complete	36%	42%	32%

When teachers were asked to briefly describe changes made as a result of the Extended Year, tabulated responses indicated similar instructional changes. The most frequent teacher response each year (44 percent, 47 percent, and 22 percent of responses, respectively) was the addition of more material to the course. Other changes mentioned for each year were more in-depth treatment of existing course content (19 percent, 11 percent, and 14 percent of responses, respectively) and in 1999 and 2000 making changes in reading and grammar (12 and 15 percent of responses, respectively).

The likelihood of having introduced changes in course content or coverage during the 1997-98, 1998-99, and 1999-00 school years, and the likelihood of these changes being a result of the Extended Year was strong for teachers of all experience levels. There was, however, a strong positive association with the likelihood of introducing these changes and years of teaching experience at the high school level in 1998 and 1999 (See Table 2).

It is worth noting that the strength of the relationship between years of experience and having introduced changes in course content or coverage, and that those changes were due to the Extended Year, is similar for both years. For example, in 1998, 1999, and 2000, teachers with twelve or more years of experience were as much as twice as likely (44 percent vs. 22 percent in 1998; 28 percent vs. 14 percent in 1999; 25 percent vs. 14 percent) to have made changes due to the Extended Year than new teachers. A similar relationship is found in the likelihood of

introducing any changes in course content and coverage in 1998 and 1999. This relationship is not as clearly represented in the 2000 survey. The direction of this relationship between years of experience and the likelihood of making any changes is reversed in 2000 such that newer teachers report introducing the most changes and experienced teachers report introducing the least changes. The relationship between years of experience and the likelihood that changes made were due to the extended year was mixed such that the newest teachers report introducing the fewest changes due to the extended year followed by the most experienced teachers, then teachers with mid-level experience.

Table 2. Percent of Teachers Reporting Changed Teaching Practice by Years of Experience

		Years of Teaching Experience		
		1-2	3-11	12 or more
Introduced changes in course content/coverage during the current school year	1998	64%	77%	83%
	1999	68%	69%	76%
	2000	80%	77%	70%
Changes introduced as a result of extended school year	1998	22%	32%	44%
	1999	14%	22%	28%
	2000	14%	28%	25%

In order to gain a richer understanding of the kinds of changes introduced as a result of the extended year, teachers were asked to briefly describe these changes on the 1999 and 2000 survey forms. These answers provide insights into the nature of this reform as implemented at individual sites. The categories below were used to group answers regarding specific changes made:

Added More Material

New textbook for English 10 and more time to explore it. An additional book read in class (10th grade English teacher, 1999)

Increased the amount of chemistry and molecular biology (10th grade science teacher, 1999)

We have been able to cover more material in our Algebra 1 class and completed the entire curriculum in Math A (9th grade math teacher, 2000)

Have expanded Algebra 2 to include sequences and series. Also have introduced graphing calculator exercises (11th grade math teacher, 2000)

More In-depth Teaching

More in-depth study of Greek mythology, grammar, study skills, reading comprehension, and SSR (9th grade English teacher, 1999)

More time on difficult topics. More breadth and depth in general (9th grade math teacher, 1999)

Pace of covering content slowed greatly, which allowed deeper understanding of concepts (11th grade social science teacher, 2000)

I could cover more material and at a greater depth. The curriculum is too broad for a one semester class. (9th grade social science teacher, 2000)

More Projects/Enrichment Activities

More labs, more group projects, more oral reports, more student-led teaching (10th grade science teacher, 1999)

I gave students an art history project, written/oral presentation. Without the extended year I could not do this and still reach the same amount of coverage (10th grade social science teacher, 1999)

Added 3 quarter projects including a current event scrapbook, a book of wowing science facts, a report and presentation on a physicist's discovery (9th grade science teacher, 2000)

More Writing Projects

The students did a career research paper and an oral presentation. A lot of work was done with graphing calculators (9th grade math teacher, 1999)

New core literature selection, multi-paragraph essay writing program, cooperative grammar skills and teaching, weekly personal essays, reading journals. New vocabulary skills approach. (9th grade English teacher, 2000)

More Reading/Grammar and Vocabulary

We read novels in American Studies to help understand the history (12th grade social science teacher, 1999)

Grammar—prepositions, conjunctions, clauses, and phrases; mainly because students have no clue as to what parts of a sentence these things are in order to write correctly and effectively (10th grade English teacher, 1999)

More Technology/Computer Use

Senior students have been given the opportunity to do outside projects and work on them in class using the computer to input data and develop their project and presentation (11th grade math teacher, 1999)

Added computer instruction, web page design and reports (9th grade science teacher, 1999)

More computer based projects, i.e., career investigation on Internet with student producing a Power Point [presentation](12th grade English teacher, 2000)

In general, teachers see the primary benefits of the extended year as providing an opportunity for more in-depth teaching (25 percent, 23 percent, and 20 percent in 1998, 1999, and 2000 respectively) and coverage of additional material in the course (16 percent in 1998 and 1999 and 10 percent in 2000). As many as 40 percent of teachers (33 percent, 31 percent, and 40 percent in 1998, 1999, and 2000 respectively), however, indicate they do not see benefits to the Extended Year and teacher reports indicate decreases in changes made as a result of the Extended Year in most instances in each successive year.

Did students perceive differences in instruction?

Students provided additional confirmation of the above kinds of instructional changes. When asked what changes they observed in their classes compared to the prior school year, students most often commented on: a) the greater amount of work assigned (30 percent, 22 percent, and 21 percent of responses in 1998, 1999, and 2000, respectively); and b) teachers explaining concepts more and providing more help to students (14 percent, 8 percent, and 7 percent of responses in 1998, 1999, and 2000, respectively).

Some differences were also identified in student responses between the 1998, 1999, and 2000 survey administrations. In 1998, the next most often reported changes were a) a slower pace of instruction (11 percent of response in 1998 vs. 3 percent of responses in 1999 and 1

percent of responses in 2000); while other students reported b) a faster pace of instruction and greater content coverage (7 percent of responses in 1998 vs. 2 percent of responses in 1999 and 2000).

What was the effect of the Extended Year on student and teacher absence?

Student Absence

The following table presents student absence for the comprehensive high schools for the years before and after the Extended Year was instituted. The average numbers of student absence days have been adjusted for the varying number of possible total attendance days available in each year.

Table 3: Student Absence by Year

		1995-96	1996-97	1997-98	1998-99	1999-00
OUHSD	Total possible attendance days	175	187	195	195	195
	Actual average days, unadjusted	9.4	11.1	13.3	11.7	13.7
	Average days, adjusted for total possible attendance days	9.4	10.5	12.3	10.4	12.6

As can be seen in Table 3, the average student absence days increased compared to the period prior to the pilot. Comparing the average absence for the four years after the initiation of the Extended Year (11.5 days) to the period prior to the Extended Year (9.4 days), we see an increase of 2.1 days. With a closer look at Table 3, student absences increased 1.1 days the first year and an additional 1.8 days in the second year of the Pilot, then decreased 1.9 days to an amount equal to the first year of implementation. It was hypothesized in the interim evaluation report that the Extended Year may have led to an initial surge in absence, but might stabilize over time. With an increase of 2.2 student absence days in the 1999-2000 school year, this hypothesis was not supported.

Teacher Absence

The following table presents data regarding teacher absence for the comprehensive high schools for the years before and after the Extended Year was instituted. Due to a change in the district information system, data for the 1995-96 school year was unavailable. Also, individual school data are not available for the years prior to initiation of the Extended Year.

Table 4: Average Teacher Absence Hours by Year

		1993-94	1994-95	1996-97	1997-98	1998-99	1999-00
OUHSD	Total possible attendance days	175	175	187	195	195	195
	Actual average hours, unadjusted	25.8	25.8	35.2	38.9	34.1	34.5
	Average hours, adjusted for total possible attendance days	25.8	25.8	33.4	36.0	31.1	31.5

The average number of teacher absence hours was calculated to determine the effect of the Extended Year on teacher attendance. The average absence hours have been adjusted for the varying number of total attendance days possible in each year. As can be seen in Table 4, average teacher absence hours after the Extended Year was initiated increased compared to the period prior to the pilot. Comparing the average absence hours for the four years after introduction of the Extended Year (33.0 hours) to the period prior to the Extended Year (25.8 hours), we see an increase of 7.2 hours, or 1.2 days. Though teacher absence is higher since the introduction of the Extended Year, it appears to have stabilized in the third and fourth years.

What was the effect of the Extended Year on high school dropouts?

A very important and often overlooked measure of program impact is student dropout rates. Table 5 presents dropout data for the years before and after the initiation of the Extended Year. At the district level, dropout rates decreased each year after the introduction of the Extended Year. For example, during the baseline year, student dropout in the district was at 2.9% and decreased to 1.4% after four years of treatment. This finding may also be supported by responses on the 1999 and 2000 student surveys. Over 70 percent of students in 1999 and 68

percent of students in 2000 indicated that teachers were willing to give students extra help on schoolwork, if needed, which could be leading lead to greater student achievement and a decreased likelihood of dropping out.

Table 5. Dropout Rates by School and by Year

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
OUHSD	2.6	4.0	2.9	2.5	1.8	1.6	1.4
Adolfo Camarillo	0.6	0.7	0	0	0	0	0
Channel Islands	2.3	2.2	2.2	2.2	2.3	1.8	1.1
Hueneme	2.7	2.3	2.3	1.4	1.6	1.7	1.2
Oxnard	2.6	2	1.5	1.6	1.7	1.2	1.4
Rio Mesa	1.7	0.9	0.9	1.7	1.4	1.3	1.4

What was the effect of the Extended Year on measures of student achievement and performance?

A number of separate measures were employed to assess student achievement and performance prior to and after the implementation of the Extended Year. These included performance on standardized achievement tests, the Scholastic Achievement Test (SAT), Advanced Placement exams, and redesignation of LEP students.

Norm-Referenced Test Scores

The OUHSD has been involved in a districtwide assessment program since before the Extended Year pilot program began. Since the 1995-96 school year, three similar norm-referenced tests have been used: the Comprehensive Test of Basic Skills (CTBS), Terra Nova, and the Stanford Achievement Test (SAT/9). A brief description of each of these tests is provided below.

CTBS

The CTBS was administered in the fall of 1995 and the fall of 1996. It is comprised of three primary components, but only the reading and mathematics portions are considered in this

study. The reading component is comprised of two subtests, *Reading Vocabulary* and *Reading Comprehension*. The *Reading Vocabulary* subtest measures a student's ability to understand word meanings and relationships, and includes synonyms, antonyms, multi-meaning words, word relationships, and appropriate word use in the context of sentences and paragraphs. The *Reading Comprehension* subtest measures the ability to extract details, analyze characters and events, identify central thought, make inferences, and identify and interpret various forms of writing.

The mathematics component is also comprised of two subtests, *Mathematics Computation* and *Mathematics Concepts and Applications*. The *Mathematics Computation* subtest measures a student's ability to add, subtract, multiply, and divide whole numbers, decimals and fractions. The *Mathematics Concepts and Applications* subtest measures a student's ability to apply mathematical concepts related to numeration, number theory, data interpretation, algebra, measurement, and geometry.

Terra Nova

The Terra Nova assessment was administered to all students in the spring of 1997 to all grade levels, and in the spring of 1998, 1999, and 2000 to 12th grade students only. It is comprised of three primary components, but only the reading and mathematics portions were considered. The reading component, which reflects the goals and curriculum guides of the National Assessment of Educational Progress (NAEP), is comprised of two subtests, *Reading Content* and *Reading Comprehension*. The *Reading Content* subtest measures a student's ability to understand word meanings and relationships, to identify multiple meaning words, and to identify words in context. The *Reading Comprehension* subtest measures a student's ability to understand literal meanings, draw conclusions, make predictions, identify central themes and infer relationships.

The mathematics component, which is aligned with the objectives of the National Council of Teachers of Mathematics (NCTM), is comprised of two components, *Mathematics Content* and *Mathematics Computation*. The *Mathematics Content* subtest measures a student's ability to understand numbers, number relations, computation, estimation, measurement, geometry and spatial sense, data analysis, functions, algebra, problem solving and reasoning. The *Mathematics Computation* subtest measures a student's ability to add, subtract, multiply, and divide whole numbers, decimals, fractions, and integers, to solve problems using algebra and percents and to incorporate the standard order of operations.

SAT/9

The SAT/9 was administered in the spring of 1998, 1999, and 2000 to grade 9-11 students. It is comprised of three primary components, but only the reading and mathematics portions were considered. The reading component, which also reflects the goals of the NAEP, consists of two subtests, *Reading Vocabulary* and *Reading Comprehension*. The *Reading Vocabulary* subtest measures a student's ability to identify synonyms, multiple meanings, and identify words in context. The *Reading Comprehension* subtest measures a student's ability to demonstrate initial understanding, interpretation, critical analysis, and process strategies.

The mathematics component, which is aligned with the curriculum of the NCTM, consists of two subtests, *Mathematics Problem Solving* and *Mathematics Procedures*. The *Mathematics Problem Solving* subtest measures a student's ability to understand numbers and number relationships, number systems and theory, algebra, probability, geometry, measurement, estimation, and problem solving strategies. The *Mathematics Procedures* subtest measures the ability to make computations in context using addition, subtraction, multiplication, and division with whole numbers, decimals, and fractions.

Though these tests assess similar topics and in some cases are even developed using the same content standards, actual norm-referenced test scores cannot be compared with one another

because they are based on different norming populations. For this reason, it is only appropriate to compare matched student gains on one pair of the same tests to matched student gains on another pair of the same tests. In this analysis, pre and posttest gains expressed in Normal Curve Equivalents (NCE) were investigated at the district and school level, as well as disaggregated by grade level, ethnicity, and special program participation. Unlike the percentile rank, NCE scores provide an equal-interval scale necessary when computing difference and mean scores. In the conclusion of this investigation, some of the main findings will be translated into percentile gains to assist in the interpretation and understanding of the results of our analysis.

District and School Level Gains

The score gains presented in the following tables compare achievement results for the 1995-96 baseline period (CTBS) with achievement gains during 1998-99 (SAT/9) after two years of Extended Year program implementation and achievement gains during 1999-00 (SAT/9) after three years of Extended Year program implementation. Table 6 presents average district and school-level NCE score gains based on matched individual student gains. In order to compute these matched scores, a multi-year, student-by-student data file, organized by student permanent number, was created. This file contained each student's test scores as well as demographic and program identifiers from the 1995-96 to the 1999-00 school years. It allowed individual students to be followed from year to year regardless of mobility throughout the district.

1998-99 SAT/9 Gains. All school and district-level math gains exceeded those before the Extended Year with the exception of Hueneme and Rio Mesa High Schools. The gains at Rio Mesa, though lower than the pre-treatment years, were not substantial (a difference of 0.2 NCE points). The math gains at Hueneme, though of a considerable magnitude (+2.0 NCE points), were less than the unusually large baseline gains experienced by that school (+7.7 NCE points) in the period prior to the Extended Year.

The gains in reading after the Extended Year were less consistent. The district as a whole demonstrated lower gains than for the baseline period prior to the Extended Year. This trend is apparent at the individual school level as well. For the most part there were only modest gains or modest losses in reading NCE scores at the individual high schools from the 1998 to the 1999 testing period, and all had lesser gains than the period before the Extended Year.

1999-00 SAT/9 Gains. In the 1999-2000 school year, student reading and math gains were substantially lower than those of the previous year and for the period before the Extended Year with the exception of Oxnard High School, (which exhibited math gains 1.3 NCE points greater than those of the period before the Extended Year).

Table 6. Mean NCE Gains by School and by Year and School

		1995-96 Read Gains	1995-96 Math Gains	1998-99 Read Gains	1998-99 Math Gains	1999-00 Read Gains	1999-00 Math Gains
OUHSD	N	7457	7428	7020	7056	7808	7891
	Mean	1.3	1.4	0.0	2.0	-2.2	-1.2
Adolfo Camarillo	N	1616	1608	1670	1684	1565	1575
	Mean	1.2	-0.2	0.3	0.9	-2.1	-1.3
Channel Islands	N	1563	1543	1799	1805	1620	1623
	Mean	0.7	1.1	0.7	4.2	-1.9	0.0
Hueneme	N	1130	1115	511	514	1517	1556
	Mean	2.5	7.7	-2.7	2.0	-2.4	-2.6
Oxnard	N	1521	1530	1623	1631	1503	1508
	Mean	1.3	-1.0	0.2	2.7	-2.6	0.3
Rio Mesa	N	1286	1278	1181	1185	1243	1269
	Mean	1.2	1.1	-0.6	0.9	-2.0	-1.3

Oftentimes it is difficult to detect treatment effects in student achievement when looking at aggregate data because treatments may differentially affect students in different groups, resulting in a “masking” effect. It is therefore necessary to look at student achievement gains at lower levels of aggregation. The following sections will investigate the mean NCE gains of students in different grade levels at different schools, students of different ethnic backgrounds, and students participating in different specially funded programs.

Grade-Level Gains

Before discussing grade level gains, it is important to understand the rationale used for the comparison. Because of the different tests used and different testing periods, it must be determined to which grade level any gains in test scores are attributable. For this investigation, grade-level gains measured from fall to fall were attributed to the pretest grade level, or the grade during which most of the instruction occurred. Grade-level gains measured from spring to spring were attributed to the posttest grade level, once again, the grade at which most of the instruction occurred. Comparisons of grade-level gains between the 1995-1996 cohort and 1998-1999 cohorts follow the approach summarized below:

Pre-Treatment Cohort 1995 to 1996		Post-Treatment Cohort 1998 to 1999; 1999 to 2000		Grade Gain attributed to
Test	Grade-Level Gains	Test	Grade-Level Gains	
CTBS	Fall 9 th to fall 10 th	SAT/9	Spring 8 th to spring 9 th	9 th
CTBS	Fall 10 th to fall 11 th	SAT/9	Spring 9 th to spring 10 th	10 th
CTBS	Fall 11 th to fall 12 th	SAT/9	Spring 10 th to spring 11 th	11 th

1998-99 SAT/9 Gains. Comparing grade-level gains before and after the Extended Year, there appear to be differential effects at different grade levels. Overall, we see increases in math gains in ninth grade, increases in reading in the tenth grade, and increases in both reading and math in the eleventh grade in comparison to the period prior to the Extended Year (See Table 7).

Examining gains occurring in the ninth grade, both the district and each of the comprehensive high schools exhibit the same pattern. Gains in math exceeded those of the period prior to the Extended Year. For example, the ninth grade math baseline gain of 1.2 increased to 6.9 after the Extended Year, indicating a gain of 5.7 NCE points. Gains in reading did not exceed those of the period prior to the Extended Year.

Tenth grade gains are not quite as consistent. Gains in reading tended to exceed those of the period prior to the Extended Year. Specifically, the tenth grade reading baseline loss of 1.8 decreased to 0.3 after the Extended Year, indicating a relative gain of 1.5 NCE points. Gains in

math did not exceed those of the year prior to the Extended Year. Exceptions are at Channel Islands and Oxnard High Schools where both reading and math gains exceeded pre-treatment gains and Hueneme High School where reading and mathematics gains did not exceed those of the pre-treatment gains.

Gains during eleventh grade present the most promising picture of the extended school year. Gains in both reading and mathematics exceed those of the baseline period in three of the five high schools. As shown in Table 7, Rio Mesa and Hueneme High Schools reading and math gains did not exceed those of the pre-treatment cohort. Again, we must consider the unusually high math gain (11.6 NCE points) at Hueneme prior to the Extended Year, mentioned previously. This gain is so high at the school level, that it artificially inflates the pretest gain of the district (3.2 NCE points). If we recompute the district's mean gains with Hueneme's pre and posttest gains statistically removed, the difference is apparent (from +3.2 to +1.7 NCE points). Without this inflation, the math baseline gain of 1.7 increased to 2.5 after the Extended Year indicating a relative gain of 0.8 NCE points.

One might argue that since eleventh grade students in the 1998-99 school year had the benefit of the most additional school days (having received a total of 52 additional days over three years) their gains should be the highest in comparison to the baseline period. Results of the 1998-99 teacher survey provide further evidence linking these achievement gains to the Extended Year. Veteran teachers, those with 12 or more years of experience teaching high school, were twice as likely as new teachers to introduce instructional changes due to the Extended Year (See Table 2). Veteran teachers were also more likely (40 percent v. 14 percent) than new teachers to teach at the higher-grade levels. Therefore, one would expect students in these grades to not only exhibit greater gains, but that those gains are likely related to the Extended Year.

1999-00 SAT/9 Gains. Grade-level gains in 1999 to 2000 exhibit patterns similar to grade-level gains from 1998 to 1999, but shifted in a negative direction. For example, 9th grade reading losses in 2000 were over one and a half times larger than losses in 1999 (-6.2 NCE points in 2000 and -3.8 NCE points in 1999) and 9th grade reading gains were two and three-quarters lower than losses in 1999 (+2.5 NCE points in 2000 and +6.9 NCE points in 1999). When comparing grade-level gains before and after the Extended Year, results are again mixed, but overall, less supportive of the Extended Year. Districtwide, we see increases in 9th grade math gains, slight decreases in 10th grade reading losses, and more substantial decreases in the remaining subjects and grade levels in comparison to the period prior to the Extended Year (See Table 7).

Examining gains occurring in the ninth grade, the district and each of the comprehensive high schools exhibit the similar patterns. Gains in math exceeded those of the period prior to the Extended Year at the district level and in three of the five comprehensive high schools. For example, the ninth grade math baseline gain of 1.2 increased to 2.5 after the Extended Year, indicating a gain of 1.3 NCE points. Gains in reading did not exceed those of the period prior to the Extended Year.

Tenth grade gains are not quite as consistent. Gains in reading were slightly less than those of the period prior to the Extended Year. Specifically, the tenth grade reading baseline loss of 1.8 increased to 2.0 after the Extended Year, indicating a slight but not substantial decrease of 0.2 NCE points. Exceptions are at Adolfo Camarillo, Channel Islands and Rio Mesa High Schools where reading gains exceeded pre-treatment gains. Gains in math did not exceed those of the year prior to the Extended Year.

The promising gains exhibited during the eleventh grade in 1999 have not been maintained in 2000 when compared to the period prior to the Extended Year. Though gains in reading and math did not exceed those of the period prior to the Extended Year, all schools

continued to exhibit gains in reading and either slight gains or slight losses in math scores with the exception of Hueneme High School, which exhibited high math losses (-3.0 NCE points).

Table 7. NCE Gains by Grade Level, School, and Year

Grade Level		1995-96 Read Gains	1995-96 Math Gains	1998-99 Read Gains	1998-99 Math Gains	1999-00 Read Gains	1999-00 Math Gains	
OUHSD	ALL	N	7457	7428	7020	7056	7808	7891
		Mean	1.3	1.4	0.0	2.0	-2.2	-1.2
	9	N	2809	2806	2110	2102	2655	2692
		Mean	3.0	1.2	-3.8	6.9	-6.2	2.5
	10	N	2545	2528	2611	2632	2575	2613
		Mean	-1.8	0.2	-0.3	-2.1	-2.0	-5.4
	11	N	2077	2064	2239	2259	2576	2584
		Mean	2.9	3.2	3.8	2.5	1.6	-0.7
Adolfo Camarillo	9	N	649	649	540	539	540	539
		Mean	3.1	1.3	-4.2	4.9	-6.0	0.6
	10	N	562	560	595	603	523	533
		Mean	-2.8	-3.1	0.9	-3.8	-0.6	-5.4
	11	N	462	455	531	538	501	502
	Mean	3.0	0.9	4.1	2.4	0.6	0.9	
Channel Islands	9	N	577	569	539	533	533	538
		Mean	3.3	1.7	-3.2	9.9	-6.6	4.0
	10	N	534	528	663	667	571	572
		Mean	-3.1	-0.5	-0.5	0.2	-1.8	-4.6
	11	N	448	442	587	595	516	513
	Mean	1.9	2.3	5.5	3.7	2.7	0.9	
Hueneme	9	N	411	411	169	170	572	587
		Mean	3.0	3.4	-5.7	5.7	-6.7	1.0
	10	N	392	382	188	189	520	534
		Mean	-0.1	9.2	-3.9	-1.6	-2.3	-6.3
	11	N	317	312	149	150	425	435
	Mean	4.9	11.6	2.2	2.3	3.4	-3.0	
Oxnard	9	N	635	645	482	482	561	570
		Mean	2.9	-0.2	-3.1	8.1	-6.1	4.7
	10	N	519	519	620	625	416	408
		Mean	-1.6	-2.7	0.0	-1.7	-2.7	-5.1
	11	N	362	362	517	520	526	530
	Mean	2.8	-0.2	3.6	3.1	1.1	-0.4	
Rio Mesa	9	N	471	464	350	351	435	444
		Mean	2.7	0.3	-3.8	5.2	-5.7	1.9
	10	N	439	442	465	465	413	427
		Mean	-1.9	0.2	0.0	-3.0	-1.4	-4.9
	11	N	364	360	366	369	395	398
	Mean	3.2	3.2	1.9	1.8	1.6	-0.9	

It is also possible to measure the gains attributed to the twelfth grade in 1999. The Terra Nova assessment was administered to eleventh graders in the spring of 1997 and to the same group of students, now in twelfth grade, in the spring of 1998. Though there is no direct comparison of these students that would equate to one full year of instruction, it is reasonable to compare these students' gains to their gains made on the CTBS between the tenth and eleventh grade. This comparison can be summarized below:

Pre-Treatment Cohort 1995 to 1996		Post-Treatment Cohort	1997 to 1998	Grade Gain attributed to	Semesters of Treatment
Test	Grade-Level Gains	Test	Grade-Level Gains		
CTBS	fall 10 th to fall 11 th			10 th	None
		Terra Nova	spring 11 th to spring 12 th	12 th	spring 1997 fall 1997 spring 1998

Gains of these students have increased dramatically from the period prior to the Extended Year in both reading and math at the district level (See Table 8). For example, the tenth grade reading baseline loss of 1.8 increased to a gain of 2.2 after the Extended Year, indicating a net gain of 4.0 NCE points. The tenth grade math baseline gain of 0.2 increased to 2.2, after the Extended Year, indicating an increase of 2 NCE points. Similar results occurred in each of the comprehensive high schools.

Table 8. Comparison of 10th to 12th Grade NCE Gains

Grade Level			1995-96 Read Gains	1995-96 Math Gains	1997-98 Read Gains	1997-98 Math Gains
OUHSD	10 CTBS	N	2545	2528		
		Mean	-1.8	0.2		
	12 Terra Nova	N			1683	1673
		Mean			2.2	1.9

Disaggregated Gains by Ethnic Group

1998-99 SAT/9 Gains. As can be seen in Table 9, differential gains by ethnicity follow the same trends as the district and school level results with three exceptions. Interestingly, where the district as a whole and most schools exhibited lesser reading gains than in the baseline

period, two ethnic groups maintained roughly the same level of performance in reading compared to the baseline period. Black students decreased in the amount of reading losses by 0.1 NCE point and Filipino/Pacific Islander students decreased in the amount of reading losses by 0.2 NCE point. Finally, Hispanic students maintained approximately the same gains in math as during the period prior to the Extended Year while other ethnic groups and the district as a whole exhibited greater gains.

1999-2000 SAT/9 Gains. In the 1999-2000 school year, differential gains by ethnicity again follow the same trends as the district and school level results with the exception of Asian students who exhibited higher gains than after the initiation of the Extended Year. Hispanic students exhibited the largest negative difference in reading and math scores gains compared to the period prior to the Extended Year (-3.7 NCE points in reading and -3.6 NCE points in math). This phenomenon is particularly discrepant in math gains compared to other ethnic groups, which supports the observation in 1999 that Hispanic students are not advancing, or are regressing, at a higher rate than students of other ethnic groups. Again, this finding is important because it is in opposition to the overall results and could be indicative of instructional differences for these groups possibly linked to the Extended Year. Other positive gain patterns identified in 1999 were not apparent in the 2000 data. Neither Black nor Filipino/Pacific Islander students maintained the reading losses exhibited prior to the Extended Year. Though these groups did regress in comparison to the period prior to the Extended Year, the magnitude of the loss was less than that of Caucasian students or Hispanic students.

Table 9. NCE Gains by Ethnic Group

Ethnicity		1995-96	1995-96	1998-99	1998-99	1999-00	1999-00
		Read Gains	Math Gains	Read Gains	Math Gains	Read Gains	Math Gains
OUHSD	N	7457	7428	7020	7056	7808	7891
	Mean	1.3	1.4	0.0	2.0	-2.2	-1.2
Black	N	332	335	271	275	286	286
	Mean	-0.8	-0.1	-0.7	0.8	-3.4	-1.3
Hispanic	N	3969	3958	3806	3826	4580	4650
	Mean	1.5	2.5	0.1	2.4	-2.2	-1.1
Asian	N	229	227	248	247	264	264
	Mean	2.8	0.0	0.2	1.7	-0.7	0.4
Nat. Am.	N	71	69	109	109	137	141
	Mean	1.0	0.4	-4.1	2.2	-2.5	-1.7
Caucasian	N	2370	2355	2083	2094	2030	2035
	Mean	1.4	0.1	0.2	1.3	-2.2	-1.8
Filipino/PI	N	486	483	501	503	511	515
	Mean	-0.3	1.0	-0.1	3.3	-2.4	-1.3

Disaggregated Gains by Special Program Participation

The OUHSD operates a number of specially funded programs. Table 10 provides differential gains in the student achievement of LEP vs. Non-LEP, Gate vs. Non-GATE, and Title I vs. non-Title I students.

1998-99 SAT/9 Gains. For the most part, achievement gains of specially funded students were consistent with those of the district as a whole, with the exception of LEP students. Whereas all other groups showed gains in math between testing periods, LEP students exhibited the same math gain in both the baseline and subsequent periods. Because the greatest percentage of LEP students in OUHSD is Hispanic, this lends further credence to the losses in math for Hispanic students presented in the previous table. These findings are consistent with teacher responses regarding changes made during the 1998-99 school year. Whereas 73 percent of teachers reported making changes in course content or coverage, only 30 percent reported making changes in instructional practices for English language learners.

There was another compelling finding comparing specially funded-student groups to their non-funded comparison group. Among post-treatment students, every specially funded student group demonstrated greater gains in both subject areas than their regular student counterparts. This trend was also apparent in the pre-treatment group in every group except the Title I group. This appears to indicate that there were no differential effects in student achievement for special populations due to the Extended Year compared to the baseline period except for Title I students, where the impact of the Extended Year appeared to be dramatic.

During the baseline period, Title I students exhibited losses of 0.7 in reading and gains of 0.2 in math compared to their regular student counterparts, (gains of 3.0 in reading and 2.4 in math), indicating a discrepancy of 3.7 NCE points favoring the Non-Title I students. After the Extended Year, Compensatory Education students exhibited gains of 1.4 in reading (an increase of 2.1 NCE points) and 2.6 in math (an increase of 2.4 NCE points). This finding may be supported by responses on the 1998-99-student survey. A total of 72 percent of students indicated that teachers were willing to give students extra help on schoolwork, if needed. Because Title I students tend to be at greater risk of failing than their non-funded counterparts, it is plausible that this extra assistance may have helped raise student achievement gains.

1999-2000 SAT/9 Gains. None of the specially funded student groups or their non-funded comparison groups exhibited gains greater than those prior to the extended year. Student achievement gains of specially funded and non-funded student groups after the initiation of the Extended Year were mixed. Whereas the district and most non-funded groups exhibited moderate to high math losses, LEP students and GATE students exhibited low gains in math. Similar gain patterns were exhibited in 2000 concerning specially funded-student groups to their non-funded comparison group. Among post-treatment students, every specially funded student group, except Title I students demonstrated greater gains in both subject areas than their regular student counterparts. This is the same trend that was apparent in the pre-treatment group in

every group, including the losses in the Title I group. This finding is in contradiction to the higher gains of Title I students 1999. This may indicate that differential effects in student achievement for Title I students have not been maintained in the 1999-2000 school year.

Table 10. NCE Gains by Special Program Participation

		1995-96 Read Gains	1995-96 Math Gains	1998-99 Read Gains	1998-99 Math Gains	1999-00 Read Gains	1999-00 Math Gains
ALL OUHSD	N	7457	7428	7020	7056	7808	7891
	Mean	1.3	1.4	0.0	2.0	-2.2	-1.2
NonLEP	N	5456	5440	5784	5816	6344	6397
	Mean	0.9	0.9	-0.2	1.9	-2.5	-1.6
LEP	N	2001	2001	1236	1240	1464	1494
	Mean	2.3	2.8	1.1	2.8	-1.1	0.6
NonGATE	N	5996	5971	5943	5975	6631	6711
	Mean	1.3	1.3	-0.2	1.9	-2.4	-1.5
GATE	N	1461	1457	1077	1081	1177	1180
	Mean	1.4	1.9	1.2	2.7	-1.3	0.6
Non-Title I	N	4032	4015	3104	3118	3148	3147
	Mean	3.0	2.4	-1.8	1.3	-0.6	1.3
Title I	N	3425	3413	3916	3938	4660	4774
	Mean	-0.7	0.2	1.4	2.6	-3.3	-2.8

Scholastic Achievement Test (SAT)

Another possible measure of student achievement is the Scholastic Achievement Test typically taken by 11th and 12th grade students as a requirement for college entrance. Table 11 presents mean SAT scores for the district and each comprehensive high school. At the district level, SAT scores increased every year after the start of the Extended Year except the first year of partial program implementation on both SAT-Verbal and SAT-Math and in the most current year on the SAT-Verbal. Investigating the average scores before and after treatment, we see an increase of 11 points on the SAT-Verbal subsequent to the initiation of the Extended Year. Likewise SAT-Math scores have risen 14 points during the past four years after Extended Year initiation.

Average gains at the school-level are mixed. All schools exhibited greater gains in SAT scores after initiation of the Extended Year except Adolfo Camarillo (-2 points, SAT-Verbal) and Oxnard high school (no difference, SAT-Math). Although the average SAT scores in total district and in three of five schools dipped slightly in the 1999-00 on the SAT-Verbal and two schools on the SAT-Math, Hueneme high school was the only school that performed lower than the average prior to the initiation of the Extended Year (-2 points, SAT-Verbal). Overall, these data lend support to the possibility that that the Extended Year had a positive net effect on student performance for the college bound.

Table 11. Scholastic Achievement Test Scores by Year

		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
OUHSD	SAT-Verbal	496	496	505	502	508	519	510
	SAT-Math	504	503	514	510	516	526	531
Adolfo Camarillo	SAT-Verbal	559	539	539	539	538	546	552
	SAT-Math	557	545	551	545	550	563	572
Channel Islands	SAT-Verbal	456	466	470	454	468	493	465
	SAT-Math	476	468	483	486	488	504	482
Hueneme	SAT-Verbal	447	450	477	493	489	503	456
	SAT-Math	453	458	471	485	486	493	475
Oxnard	SAT-Verbal	477	478	504	493	507	504	506
	SAT-Math	487	496	517	481	502	500	518
Rio Mesa	SAT-Verbal	482	508	507	503	505	512	504
	SAT-Math	490	516	515	511	512	516	538

Number of Advanced Placement (AP) Exams Taken/Percent Passed

The following table presents data on the number of AP exams taken and passed for the years before and after implementation of the Extended Year. Because AP exams are typically taken by more advanced students, this data can indicate the effectiveness of the Extended Year on these types of students. Overall, the number of AP tests taken increased each year after initiation of the Extended Year with the exception of the 1999-2000 school year. Increased

numbers of AP examinations attempted can indicate improved preparation and confidence of more advanced students. Though AP examination pass rates declined in the years after introduction of the Extended Year, the four-year average pass rate after the Extended Year was only slightly lower than that of the baseline period (69% compared to 71%) and pass rates have improved in the final two years of the Extended Year. Though the results of student AP exams are not entirely negative, they not do not lend considerable support for improved student performance as a result of the Extended Year.

Table 12. Advanced Placement Tests: Number Taken and Mean Scores by Year

		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
OUHSD	AP Tests Taken	610	546	519	586	655	851	831
	% Pass	72%	75%	66%	70%	63%	68%	74%
Adolfo Camarillo	AP Taken	219	178	176	156	218	310	297
	% Pass	69%	83%	72%	74%	67%	78%	82%
Channel Islands	AP Taken	146	156	113	123	117	134	103
	% Pass	69%	74%	76%	63%	74%	56%	80%
Hueneme	AP Taken	58	55	53	106	40	43	103
	% Pass	84%	90%	81%	86%	58%	67%	55%
Oxnard	AP Taken	123	87	104	112	193	190	143
	% Pass	68%	43%	55%	63%	53%	53%	65%
Rio Mesa	AP Taken	64	70	73	86	87	174	185
	% Pass	84%	77%	56%	66%	64%	77%	74%

Redesignation of LEP Students

With the growing numbers of Limited English Proficient students and with the passage of Proposition 227, an important measure of student achievement is Redesignation to Fluent English Proficiency. The following table presents the number of redesignations in the years before and after the Extended Year. The overall trend in the district and in many of the schools was an increase in the number of redesignations. District level redesignations increased from a three-year average increase of 114 students and per school and a districtwide redesignation rate

of 15 percent before the Extended Year to a four-year average increase of 163 redesignations and a districtwide redesignation rate of 24% afterwards. Overall, these data provide support for improved student achievement as a result of the Extended Year.

Table 14. Number and percent of Redesignations by Year

		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
OUHSD	Number of Students	534	553	623	753	864	767	868
	% Redesignated	14%	15%	16%	17%	24%	24%	30%
Adolfo Camarillo	Number of Students	10	15	41	64	8	26	14
Channel Islands	Number of Students	176	201	213	265	242	229	381
Hueneme	Number of Students	122	123	127	111	235	93	66
Oxnard	Number of Students	120	101	103	134	165	157	96
Rio Mesa	Number of Students	106	113	139	179	214	262	281

Summary of Student Achievement and Performance Results

Overall, the increases in NCE gains in 1999 from the period prior to the Extended Year are promising. There were many positive effects in comparison to the baseline period. Possibly the most promising effects were seen in the eleventh grade where students received the greatest amount of treatment. Both reading and math gains increased from the period prior to the extended year after removing the inflated pretest gains of one school. Other positive effects in comparison to the baseline period include: increases in ninth, and twelfth grade math NCE gains as well as the district as a whole; increases in tenth, and twelfth grade reading NCE gains; maintenance of reading NCE gains of Black, Filipino, and Pacific Islander students in spite of district and other ethnic group losses; and Compensatory Education student increases in reading and math NCE gains greater than those of their regular student counterparts. Negative effects in comparison to the baseline period include: the maintenance of Hispanic students' math gains in spite of increases in math gains of other ethnic groups and the district as a whole; the maintenance of LEP students' math gains in spite of increases in math gains of other ethnic

groups and the district as a whole; and decreases in the grade levels not mentioned above. The only substantially positive outcome in 2000 was the increase of ninth grade math scores from the period prior to the Extended Year. Other gains did not exceed those prior to the Extended Year.

Table 15 presents some of these results alongside equivalent percentile increases and effect sizes. Effect sizes are statistical measures of the magnitude of treatment effects. Small (0.2) to medium (0.4) effects sizes are typically exhibited in education and social research. The effect sizes presented below were calculated using Cohen's *d* statistic and range from very small to medium in magnitude. Policy makers will need to consider these effect sizes in relation to the financial resources that were required to implement the Extended Year program in the district.

Table 15. Primary Positive Findings with Percentile and Effect Size Equivalents

Group	Subject	Baseline NCE Gain	Treatment NCE Gain	Increase in NCE Points	Equivalent Percentile Increase	Estimated Effect Size
Overall District 2000	Math	1.4	2.0	+0.6	1.0	0.04
9 th grade 1999	Math	1.2	6.9	+5.7	12.0	0.42
9 th grade 2000	Math	1.2	2.9	+1.7	3.0	0.13
10 th grade 1999	Reading	-1.8	-0.3	+1.5	3.0	0.11
11 th grade 1999	Reading	2.9	3.8	+0.9	2.0	0.07
	Math*	1.7	2.8	+0.8	2.0	0.07
12 th grade 1999	Reading	-1.8	2.2	+4.0	8.0	0.28
	Math	0.2	1.9	+2.0	4.0	0.14
Black Students 1999	Reading	-0.8	-0.7	+0.1	0.2	0.01
Filipino/Pacific Islander Students 1999	Reading	-0.3	-0.1	+0.2	0.4	0.02
Title I Students 1999	Reading	-0.7	1.4	+2.1	4.0	0.17
	Math	0.2	2.6	+2.4	5.0	0.16

* After removing the inflated gain at Hueneme High School.

Comparing the results after the Extended Year to the baseline period, a number of positive effects were found with other measures of student achievement and performance. There were increased SAT scores, increased numbers of AP tests taken, reduced student dropout rates, and

increased LEP redesignations. Among the other indicators, the only negative effect was a slight decrease in AP exam pass rates.

OHS 2000-01 CALENDAR

WASC 31288

O.H.S. 2000 - 2001 CALENDAR

AUGUST

- 17-18 Link Crew Training
- 21 Link Crew/Frosh Orientation
(8am-12:30pm)
Parent Orientation – 6:30 pm in P.A.
- 25 Staff Breakfast/Teacher Prep Day
- 28 Classes begin

SEPTEMBER

- 1 ID pictures - Frosh and make-ups
- 4 Labor Day-No School
- 12 Parent Information Night – Stanford 9
Performing Arts Theatre – 7:00pm
- 15 Rally Schedule –Dance(8:30 –11:30pm)
- 20 District In-Service-No School
- 21 Special Meeting Schedule – Out at 2pm
- 28 ID pictures – make-up

OCTOBER

- 4 Minimum Day(8-12pm)
Staff In-Service
- 5 Minimum Day(8-12pm)
Back to School Night (7-9pm)
- 19 Special Meeting Schedule – Out at 2pm
College Night- 6:30-8pm in the gym
- 21 Geo Bowl (tent.)
- 23-27 Red Ribbon Week
- 25 Blood Drive
- 28 Geo Bowl (tent.)

NOVEMBER

- 2 Special Meeting Schedule – Out at 2pm
- 3 End of 1st Quarter
Rally Schedule – HOMECOMING
- 4 Homecoming Dance (8-11pm)
- 10 Veteran's Day – No School
- 11 OHS Band Competition
- 13 Can Food Drive begins
- 15 Senior Parent Night – 7pm
- 23-24 Thanksgiving Holiday – No School

DECEMBER

- 7 Special Meeting Schedule – Out at 2pm
- 8 Rally Schedule - Renaissance
- 15 Posadas Dance – (6-11pm)
- 20 Holiday Assembly - 4 A/B
- 21 In-service Day – No School
Winter Concert – 7:30pm
- 22-1/8 Winter Break - No School

JANUARY

- 11 Special Meeting Schedule – Out at 2pm
- 13 Academic Decathlon
- 15 MLK Jr. B-day - No School
- 23-25 Finals
- 26 Teacher Prep Day - No School
- 27 Senior Ball (tent.)
- 29 Second Semester begins

FEBRUARY

- 1 Special Meeting Schedule – Out at 2pm
- 3 Academic Decathlon
- 9 Rally Schedule
- 12 Lincoln's B-day-No School
- 15 Special Meeting Schedule – Out at 2pm
- 19 Washington's B-day-No School
- 20-28 Mock Trial Competition
- 21 Hearing Tests
- 28 Black History Assembly – 4A/B

MARCH

- 1 Special Meeting Schedule – Out at 2pm
ASVAB test (periods 1-4)
- 7 In-service Day – No School
- 15 Special Meeting Day – Out at 2pm
Mid-Year Awards Night – 6:30pm
- 27 Minimum Day (8-12pm)
Open House (7-9pm)
- 28 Minimum Day – (10-3pm)
Staff In-Service
- 29 Hearing Re-Test
- 30 End of 3rd Quarter

APRIL

- 5 Special Meeting Schedule – Out at 2pm
- 6 Rally Schedule - Dance (8-11pm)
- 13 Pupil/Staff Free Day – No School
- 16-20 Earth Week
- 23-27 Spring Break – No School

MAY

- 3 Special Meeting Schedule – Out at 2pm
- 4 Cinco de Mayo Dance (6-11pm)
- 7-11 Multicultural/Geography Faire
- 15-16 ID Pictures for 2001-02
- 17 Special Meeting Schedule – Out at 2pm
- 19 Prom (7:30pm-midnight)
- 21-25 Festival of the Arts
- 28 Memorial Day – No School
- 30-31 Blood Drive

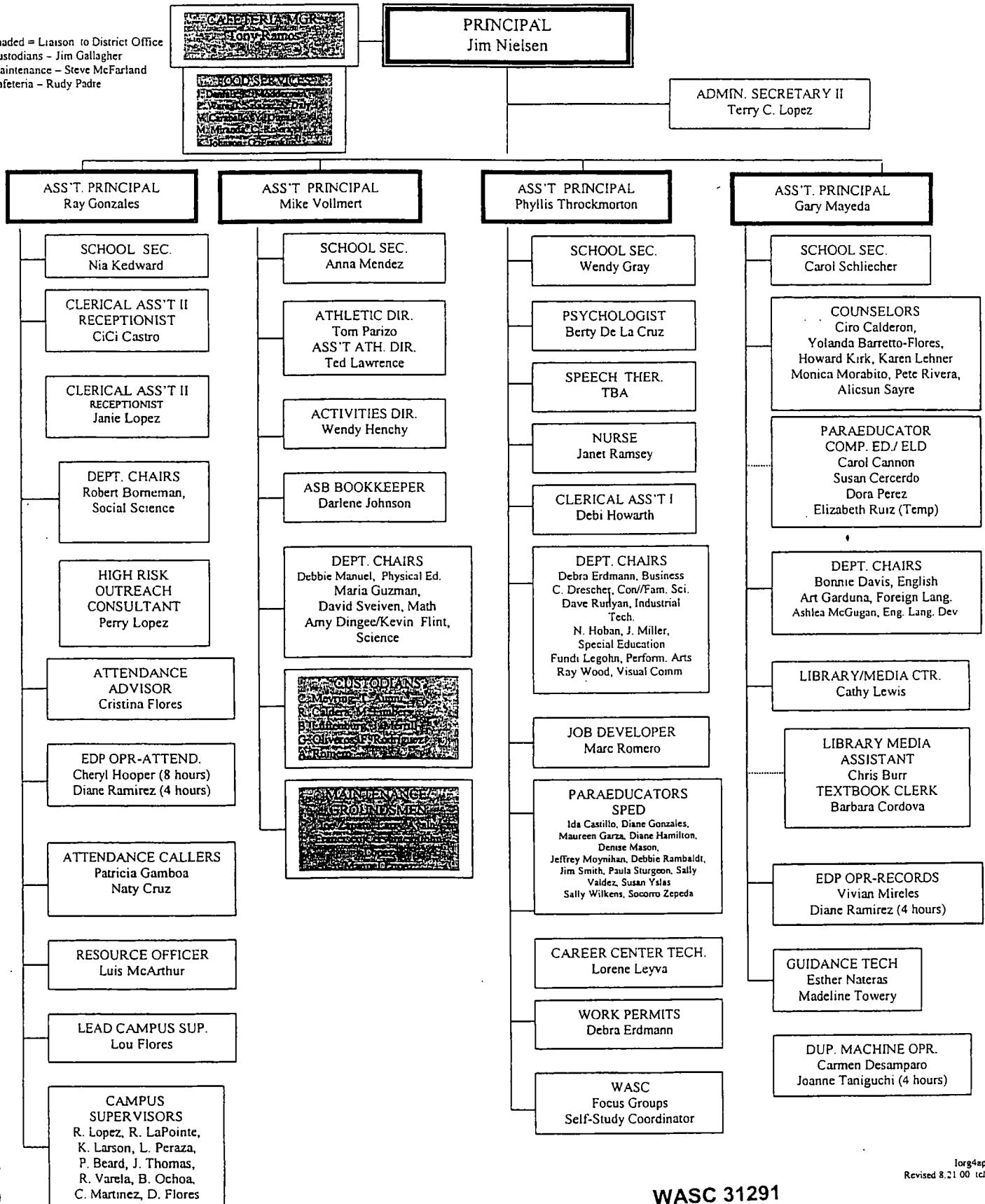
JUNE

- 1 Rally Schedule
- 5 Seniors Awards Night
- 6 Migrant Awards
- 8 Senior Finals
- 11-12 Senior Finals
- 12 Senior BBQ
- 13-15 Finals
- 13 Graduation Rehearsal
Grad Night
- 14 Senior Breakfast
Graduation Rehearsal
- 15 Graduation - 2pm

OHS ORGANIZATIONAL
CHART

OXNARD HIGH SCHOOL ORGANIZATION CHART 1999-2000

Shaded = Liaison to District Office
Custodians - Jim Gallagher
Maintenance - Steve McFarland
Cafeteria - Rudy Padre



ADMINISTRATIVE
ASSIGNMENT

WASC 31292

**ADMINISTRATIVE ASSIGNMENT
RAY GONZALES
CASELOAD (A-EG)**

Activity	Clerical Support
Drop Out Report	Nia Kedward
Free & Reduced Lunch Report (Title I qualified)	Nia Kedward
Attendance Committee	Nia Kedward
CBEDS Report	Nia Kedward
Graduation Report to Board of Trustees	Nia Kedward
Sale School Plan	Nia Kedward
Monthly Disaster Drill Report	Nia Kedward
Suspension Report	Nia Kedward
Expulsion Report	Nia Kedward
Metal Detector Screening Log	Nia Kedward
California State School Assessment Report	Nia Kedward
Loss/Break-in Report	Nia Kedward
Canine Detection Log	

Activity	Clerical Support
P.L.P-2	Cheryl Hooper
Attendance/Tardy Policy	Nia Kedward
Entry/Exit	Cheryl Hooper/Vivian Mireles
Perfect Attendance	Cheryl Hooper
Substitutes	Cici Castro
Lockers - Issuing/Maintaining Records	Janie Lope
Automated Attendance Calling - Voice Mail System	Cheryl Hooper

Activity	Clerical Support
SB87/PPD	Carol Schliecher
9&10th and 10 th Grade Success	Carol Schliecher
Drug Free Schools	Carol Schliecher
SB65 (M&M)	Carol Schliecher
Weed & Seed	Carol Schliecher
School/Law Enforcement Site School	

• Social Science	
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Activity	Clerical Support
Graduation	Nia Kedward
Senior Awards Night	Nia Kedward
Senior Class Activities	Nia Kedward
Volunteers	Nia Kedward

• SAFMSA/FACT	
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Activity	Clerical Support
Discipline/Case Manager (A-Eg)	Nia Kedward
Campus Supervision	
Teacher Observations	Nia Kedward
Metal Detector Screenings	
S.S.T./E.P./S/04 Accommodation Plans	Nia Kedward
Collection of OHS Lost Property - School Sales, Textbooks, Equipment, etc.	
Expulsions	Nia Kedward
Monitors Students regarding:	
- Probation	
- Contract	
- Intra-district Agreement	
Enter All Discipline Data in Sasi	Nia Kedward
Academic Performance (API)	Nia Kedward
High School Exit Exam (HSEE)	Nia Kedward
Mandated Cost Reporting	Nia Kedward

Activity	Clerical Support
Project Positive Direction (PPD)	Nia Kedward
9 th & 10 th Grade Success Plans	Nia Kedward
Student Assistant Program (SAP)	Nia Kedward
Pupil Motivation and Maintenance (M&M)	Nia Kedward
Weed and Seed	Nia Kedward
Police Activities League (P.A.L.)	Nia Kedward

Activity	Clerical Support
Discipline/Gangs	Nia Kedward
School Discipline Policy	Nia Kedward
Disaster Drills	Nia Kedward
School Resource Officer/Law Enforcement Liaison	Nia Kedward
Campus Supervisors/Two-Way Radios	Nia Kedward
Assign Supervision Schedules (Campus)	Nia Kedward
Alternative Education Placement	Jamie Lopez
Opportunity Program	
Frontier High School	
Independent Study Program (ISP)	
Community Day School	
Gateway/Teen Parent	
Juvenile Work Alternatives/Community Service	Nia Kedward
Detention/Saturday Work program	Nia Kedward
In-School Suspension	Nia Kedward
Notification of Probation/Violent Pupil	Nia Kedward

WASC 31293

Tcl
08.18.00

**ADMINISTRATIVE ASSIGNMENT
PHYLLIS THROCKMORTON
CASELOAD (EH-LOP)**

Activity	Clerical Support
• Carl Perkins Report	Wendy Gray
• Sexual Harassment Report	Wendy Gray
• School-To-Career Report	Wendy Gray
• WASC/Action Plan Updates	Wendy Gray
• Psychologist Reports	Wendy Gray
• Grant Writing	Wendy Gray

Activity	Clerical Support
• Carl Perkins	Carol Schlichter
• School-To-Career	Susan Kaiser
• Special Education	Terry Lopez

Activity	Clerical Support
• Consumer & Family Science	
• Special Education	
• Industrial Technology	
• Business	
• Health Office	
• Visual Communications	
• Performing Arts	

Activity	Clerical Support
• Work Permits	Lorene Leyva
• Career Center	Lorene Leyva
• School-To-Career (STC) Grant	
• Career Fair	Lorene Leyva

Activity	Clerical Support
• Crisis Management Team	Wendy Gray
• Sexual Harassment Coordinator	Wendy Gray
• Home Teaching	Terry Lopez

Activity	Clerical Support
• Yearbook Advisor	Wendy Gray
• Air Force ROTC	Wendy Gray
• Office Practice	Wendy Gray
• Student Aides-Paid/Teacher Aides-Credit	Wendy Gray
• Pep Squad	Wendy Gray

Activity	Clerical Support
• Discipline/Case Manager (Eh-Lop)	Wendy Gray
• Campus Supervision	Wendy Gray
• Teacher Observations	Wendy Gray
• Metal Detector Screenings	
• S.S.T./I.E.P. #504 Accommodation Plans	
• Collection of OHS Lost Property - School Sales, Textbooks, Equipment, etc.	
• Expulsions	Wendy Gray
• Monitors Students regarding: - Probation - Contract - Intra-District Agreement	
• Enter All Discipline Data in SASI	Wendy Gray
• Academic Performance Index (API)	
• High School Exit Exam (HSEE)	

Activity	Clerical Support
• ASVAB	
• Job-O	

WASC 31294

**ADMINISTRATIVE ASSIGNMENT
GARY MAYEDA
CASELOAD (LOQ-REX)**

PLANS/REPORTS/COMMITTEES	
<i>Activity</i>	<i>Clerical Support</i>
District Curriculum Committee	Carol Schliecher
School-Based Coordinated Program Plan (SBCPP)	Carol Schliecher
School Site Council	Carol Schliecher
Coordinated Compliance Review	Carol Schliecher
Mandated Logs/Documentation	Carol Schliecher

SPECIAL PROGRAM BUDGETS (05)	
<i>Activity</i>	<i>Clerical Support</i>
Title I (Comp. Ed.)	Carol Schliecher
EIA/LEP	
Migrant Education	
Emergency Immigrant	
SB 1882	
College Preparation Partnership Program	

STAFF DEVELOPMENT	
<i>Activity</i>	<i>Clerical Support</i>
Conference Requests	Carol Schliecher
Site Based Days	Carol Schliecher
Professional Growth Coordinator	Carol Schliecher
Student Teachers	Carol Schliecher

DEPARTMENT ASSIGNMENT	
English	
English Language Development (ELD)	
Foreign Language	

LIBRARY/MEDIA CENTER	
<i>Activity</i>	<i>Clerical Support</i>
Textbooks	Barbara Cordova
Ordering/Distribution/Collection	
OHS Web Page	
Library Books/Circulation Services	Chris Burr
Orientation	

TESTING	
<i>Activity</i>	<i>Clerical Support</i>
Stanford 9/Minimum Proficiencies	Carol Schliecher
Target Teach (English)	Carol Schliecher
SABE	Carol Schliecher
High School Exit Exam (HSEE)	Carol Schliecher

MASTERSCHEDULE	
<i>Activity</i>	<i>Clerical Support</i>
Counseling & Guidance Department	Carol Schliecher
Transcripts/Report Cards	Vivian Mireles
Course Descriptions	Carol Schliecher
Driver Education	Carpl Schliecher
8th Grade Parent Night	Carol Schliecher
Registration	Carol Schliecher
Locator Pick Up/Handbook	
Teacher Room Assignments	Carol Schliecher
Articulation with Feeder Schools	Carol Schliecher

SHARED DUTIES	
<i>Activity</i>	<i>Clerical Support</i>
Discipline/Case Manager (A-Eg)	Carol Schliecher
Campus Supervision	Carol Schliecher
Teacher Observations	Carol Schliecher
Metal Detector Screenings	Carol Schliecher
S.S.T./S/L.E.P.'s/504 Accommodation Plans	Carol Schliecher
Collection of OHS Lost Property - School Sales, Textbooks, Equipment, etc.	Carol Schliecher
Expulsions	Carol Schliecher
Monitors Students regarding:	
- Probation	
- Contract	
- Intra-district Agreement	
Enter All Discipline Data in Sasi	Carol Schliecher
Academic Performance Index (API)	Carol Schliecher
High School Exit Exam (HSEE)	Carol Schliecher
Mandated Cost Reporting	Carol Schliecher

ENRICHMENT PROGRAMS (PEP)	
<i>Activity</i>	<i>Clerical Support</i>
Tutorials	Carol Schliecher
Personal Learning Plans	Carol Schliecher
Advancement via Individual Determination (AVID)	Carol Schliecher
Upward Bound	Carol Schliecher
Scholarship Handbook/Bulletins	Lorene Leyva
UCSB Partnership	Lorene Leyva
College Partnerships	Lorene Leyva

CONFLICT	
Mediation Conflict	

WASC 31295

Tcl
08.18.00



**ADMINISTRATIVE ASSIGNMENT
MIKE VOLLMERT
CASELOAD (REY-Z)**

Activity	Clerical Support
Digital High School Plan	Darlene Johnson
ASB Budget Monthly Report	Anna Mendez
Mandated Logs/Documentation	
SAS-Data Processing	

Activity	Clerical Support
Coaches/Coaches Meetings	Anna Mendez
Fundraising/Booster Clubs	Anna Mendez
Banquets	Anna Mendez
School Insurance	Anna Mendez
Assign Supervision Schedules	Anna Mendez
Sports Schedules/Transportation	Anna Mendez

Activity	Clerical Support
Advisors/Advisors Meetings	Wendy Gray
Fundraisers	Wendy Gray
Mid-Year Awards	Wendy Gray
Back-To-School/Open House	Wendy Gray
Recognition Programs/ASB/Renaissance	Wendy Gray
Student Handbook/Student Planners	Wendy Gray
Teacher Adjunct Duty/Extra Teaching	Wendy Gray
Gainful Employment	Wendy Gray
Master School Activities Calendar	Wendy Gray
Bell Schedules/Instructional Minutes	Wendy Gray
ID Cards	Anna Mendez
ASB Budget	Darlene Johnson
Payphones/Vending Machines	Darlene Johnson
Field Trips	Anna Mendez
Transportation (ALL)	Anna Mendez
Assign Supervision Schedules (Dances)	Wendy Gray
Summer Mailer	Wendy Gray
Bulletin	Wendy Gray

Activity	Clerical Support
Math	
Physical Education	
Science	

Activity	Clerical Support
Gifted and Talented Education Program (G.A.T.E.)	Carol Schliecher

Activity	Clerical Support
Overtime	Terry Lopez
Dial Security	Terry Lopez
Maintenance	Anna Mendez
Custodial	Anna Mendez
Caretaker (Jim Smith)	Terry Lopez
Community Use of Facilities in Collaboration with Dick Jaquez	Anna Mendez

Activity	Clerical Support
Discipline/Case Manager (Rey-Z)	Anna Mendez
Campus Supervision	Anna Mendez
Teacher Observations	Anna Mendez
Metal Detector Screenings (Coordinates & Logs)	Anna Mendez
S.S.T.'s/I.E.P.'s/504 Accommodation Plans	Anna Mendez
Collection of OHS Lost Property - School Sales, Textbooks, Equipment, etc.	Anna Mendez
Expulsions	Anna Mendez
Monitors Students regarding: - Probation - Contract - Intra-District Agreement	Anna Mendez
Enter All Discipline Data in SASI	Anna Mendez
Academic Performance Index (API)	Anna Mendez
Mandated Cost Reporting	Anna Mendez
High School Exit Exam (HSEE)	Anna Mendez

Activity	Clerical Support
Advanced Placement	
Golden State	
Target Teach (Math)	

**STUDENT SUPPORT SERVICES
ALPHA BREAKDOWN**

**OXNARD HIGH SCHOOL
2000-2001 SCHOOL YEAR**

STUDENT SUPPORT SERVICES ALPHA BREAKDOWN

ASSISTANT PRINCIPALS

*Ray Gonzales - A-Eg
Phyllis Throckmorton - Eh-Lop
Gary Mayeda - Loq-Rex
Mike Vollmert- Rey-Z*

COUNSELOR	ALPHA	ASSISTANT PRINCIPAL
<i>Howard Kirk</i>	<i>A-Ck</i>	<i>Ray Gonzales</i>
<i>Alicsun Sayre</i>	<i>Cl-Gon</i>	<i>Ray Gonzales/Phyllis Throckmorton</i>
<i>Yolanda Barretto-Flores</i>	<i>Goo-Lop</i>	<i>Phyllis Throckmorton</i>

Students whose last name begins with **A-Lop** will receive student support services in the east wing of the administration building.

COUNSELOR	ALPHA	ASSISTANT PRINCIPAL
<i>Ciro Calderon</i>	<i>Loq-Ors</i>	<i>Gary Mayeda</i>
<i>Karen Lehner</i>	<i>Ort-Sa</i>	<i>Gary Mayeda/ Mike Vollmert</i>
<i>Monica Morabito</i>	<i>Sb-Z</i>	<i>Mike Vollmert</i>

Students whose last name begins with **Loq-Z** will receive student support services in the west wing of the administration building.

JN:tcl
08.16.00
AlphaCon

ASSIST. PRINCIPAL/
COUNSELOR DEPARTMENT
ALIGNMENT

ASSISTANT PRINCIPAL/COUNSELOR DEPARTMENT ALIGNMENT

Department	Assistant Principal	Counselor
Business	Phyllis Throckmorton	Monica Morabito
Consumer Family Science	Phyllis Throckmorton	Karen Lehner
English	Gary Mayeda	Howard Kirk
English Language Development	Gary Mayeda	Pete Rivera
Foreign Language	Gary Mayeda	Pete Rivera
Industrial Technology	Phyllis Throckmorton	Karen Lehner
Math	Mike Vollmert	Yolanda Barretto-Flores
Music	Phyllis Throckmorton	Karen Lehner
Physical Education	Mike Vollmert	Ciro Calderon
Science	Mike Vollmert	Yolanda Barretto-Flores
Social Science	Ray Gonzales	Ciro Calderon
Special Education	Phyllis Throckmorton	Alicsun Sayre
Visual Arts	Phyllis Throckmorton	Monica Morabito

COUNSELOR ADJUNCT DUTY LIST/2000-01

Adjunct Duty	Assistant Principal	Counselor
Freshman Class Counselor	Mike Vollmert	Alicsun Sayre/Howard Kirk
Sophomore Class Counselor	Phyllis Throckmorton	Karen Lehner
Junior Class Counselor	Gary Mayeda	Monica Morabito
Senior Class Counselor	Ray Gonzales	Barretto-Flores/Calderon
School-to-Career/Career Ctr.	Phyllis Throckmorton	Monica Morabito
Regional Occupation Program	Phyllis Throckmorton	Karen Lehner
9 th & 10 th Grade Success	Ray Gonzales	Pete Rivera
Academic Support/PPD	Ray Gonzales	Alicsun Sayer
Foreign Exchange/AVID	Gary Mayeda	Pete Rivera
Scholarship/College Liaison/Financial Aid	Gary Mayeda	Ciro Calderon
AVID/MESA	Gary Mayeda/Mike Vollmert	Yolanda Barretto-Flores

TESTING

Test	Assistant Principal	Counselor
Stanford 9	Gary Mayeda	All Counselors
High School Exit Exam	Gary Mayeda	All Counselors
SABE	Gary Mayeda	Pete Rivera
Minimum Proficiencies	Gary Mayeda	Ciro Calderon/Monica Morabito
Target Teach (English)	Gary Mayeda	Howard Kirk
Advanced Placement	Mike Vollmert	Howard Kirk
Golden State	Mike Vollmert	Howard Kirk
Target Teach (Math)	Mike Vollmert	Yolanda Barretto-Flores
ASVAB	Phyllis Throckmorton	Howard Kirk
Job-O	Phyllis Throckmorton	Howard Kirk
SAT/PSAT/ACT	Ray Gonzales	Howard Kirk

JN:tcI

09.28.00

DeptAlign

WASC 31300

YELLOW JACKET ATHLETIC
PROGRESS

WASC 31301

YELLOWJACKET ATHLETIC PROGRESS

PACIFIC VIEW LEAGUE PLACEMENT



FALL SPORTS

	<u>1998</u>	<u>1999</u>	<u>2000</u>
Boys' Cross Country	5 th	5 th	5 th
Girls' Cross Country	5 th	5 th	4 th
Girls' Golf	5 th	5 th	4 th
Girls' Tennis	5 th	3 rd	2 nd
Girls' Volleyball	1 st	1 st	1 st
Football	5 th	3 rd	1 st
Boys' Water Polo	N/A	1 st	1 st

WINTER SPORTS

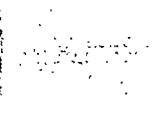
	<u>1998</u>	<u>1999</u>	<u>2000</u>
Boys' Basketball	1 st	1 st	1 st
Girls' Basketball	1 st	1 st	1 st
Boys' Soccer	5 th	2 nd	3 rd
Girls' Soccer	4 th	3 rd	3 rd
Wrestling	5 th	2 nd	4 th
Girls' Water Polo	N/A	N/A	1 st

SPRING SPORTS

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Baseball	2 nd	2 nd	
Softball	4 th	5 th	
Boys' Tennis	3 rd	3 rd	
Boys' Volleyball	2 nd	2 nd	
Boys' Swimming	3 rd	2 nd	
Girls' Swimming	3 rd	3 rd	
Boys' Track	5 th	4 th	
Girls' Track	4 th	3 rd	
Boys' Golf	2 nd	3 rd	



OXNARD HIGH SCHOOL
PROGRAMS



OXNARD HIGH SCHOOL PROGRAMS

- **Link Crew:** This new student-support program at OHS was implemented for the school year beginning August 1999. The program "links" upper classmen as mentors to our incoming freshmen students. The Link Crew members offer guidance and help during freshman orientation and the adjustment period that usually follows.
- **Athletics:** our athletes are reminded that first and foremost is the dedication to academics. Our student-athletes must meet a vigorous schedule of attending classes, practice, tutoring and maintain their eligibility to play the sport. If a student-athlete is receiving a failing grade or if below a 2.0 GPA, at the quarter, he/she will not be allowed to participate in the sport till the following quarter when their eligibility is reviewed.
- **Pre-law** students participate in "Field Study in a Criminal Case Processing". The field study provides them with an overview of how criminal cases are processed in the justice system and with direct exposure to the arrest, investigation, sentencing and courthouse operation. The program is conducted over a two month period and gives the students an opportunity to spend up to twenty-eight hours in the field with a police officer, district attorney, public defender, probation officer, court staff and judges.
- **Interactive Mathematics Program (IMP)** A four-year secondary, comprehensive problem-based curriculum that combines traditional content such as statistics and probability. The program is designed to help all students develop a thorough understanding mathematical concepts and how to use these skills later in further education or on the job.
- **College Preparatory Mathematics (CPM)** This four-year, secondary school curriculum that combines algebra and geometry contingent with conceptual understanding and problem-solving skills. The CPM program focuses on six or seven core ideas that are introduced, practiced, revisited and mastered through the year and reinforced in subsequent courses.

The U.S. Department of Education and Exemplary Programs have selected IMP and CPM math classes as exemplary programs with outstanding quality and demonstrated effectiveness.

- **Pass Program** A curriculum designed as an alternative method of instruction for students in need of credit accrual toward graduation. It's unique design facilitates course completion representative of our mobile and migrant population. The

program provides grade-level mastery of course work in Social Science, Mathematics, Language Arts and Science.

- **Before & after school tutorial program:** This program provides the help needed by many students, especially in the areas of Mathematics and English. Tutorial classes are held during zero period in the morning and in the afternoon from 3:15pm to 5pm. A member of each of the respective departments teaches classes. To provide greater accessibility, transportation is provided and each teacher has two or three student aides.
- **Advancement Via Individual Determination Program (AVID)** Identifies and works with students especially those considered disadvantaged – who possess academic potential but need structured support in order to reach their highest potential. The AVID mission is to ensure that selected students participate in a challenging curriculum and are streamed into appropriate school activities, thus increasing their opportunities to enroll in four-year colleges and universities.
- **Student Transitional English Program (STEP) Reading 9 Companion Class** STEP is designed to guide students through literary classics and self-selected reading materials designed to improve reading and writing. Reading 9 represents the companion class to go along with STEP establishing a two-hour block of time also focusing on reading and writing. The program is designed to provide those with the motivation and ability to succeed with the opportunity to transition into college prep level courses in English and to pass district graduation proficiency tests.
- **Spanish - Native Speaker Program** These college prep courses provide Spanish-speaking students with the opportunity to improve and enrich their primary language. Research shows that a strong background in primary language instruction provides the bridge to developing a second language successfully. Native Speaker 4, prepares the students to take the Advanced Placement exam in Spanish and Native Speaker 5 is the rigorous program, which will prepare student to be successful in the Advanced Placement exam in Spanish Literature.
- **California State University, Channel Islands (CSUCI) reading readiness program** This program, which is held every Saturday in the Library, prepares students to be college ready for the CSU of their choice by strengthening English and Mathematics skills. Participation in this program will provide the necessary skills needed to be successful at a CSU campus.
- **Industrial Technology** An integral component of the comprehensive curriculum at OHS enriches and utilizes other curricular areas such as mathematics, science and the arts. The course which combines the theory and practice closer also helps our students discover and develop.

- **International Studies Academy** offers a magnet curriculum intended to attract high school student to an academy experience based at California State University Channel Islands. A communications center on the university site will link students with their counterparts in other areas of the Pacific Rim via the Internet and by teleconferencing. Academic studies will include a wide spectrum of international issues, including computer technology, trade, the environment, diplomacy, agriculture, biotechnology, and banking and commerce. Expected student outcomes include multicultural understanding, the development of real-world problem-solving skills, experience in issues-based research, career awareness and exploration, and the increased awareness of the interconnection of world society and the world economy.

- **Hospitality & Tourism Academy**, partnership with Ventura County Regional Occupational Program, the academy is a career choice with short and long term variety and stability. This is an industry that employs nearly one in twelve workers in the United States. It is expected to experience nearly a 50% growth by 2005. Students are active participants in cooking classes, and planning and management projects. In addition, students are involved in unpaid on-the-job training internship in kitchens or behind the desk of restaurants and hotels, housekeeping, and at travel agencies. Many students find employment either at their intern site or through their internship experiences and contacts.

- **Air Force Junior Reserve Officer Training Corp (AFJROTC) Aerospace Science and Leadership Education** curriculum is based upon the integration of five themes: Aviation, National Defense, Careers, Space and Leadership. The AFJROTC program is a 4-year program for students. Each year is divided into two categories: academic and leadership. Academic studies include one year of aviation history, two years of science (science of flight and exploration of space), and one year of optional studies. Leadership studies include Air force customs and courtesies, cadet corps activities, study habits, time management, communication skills, and leadership and management studies. About 60% of the course is devoted to academics.

**STUDENT ACTIVITY
HIGHLIGHTS**

**OXNARD HIGH SCHOOL
STUDENT ACTIVITY HIGHLIGHTS
1997 – PRESENT**

Band

1999-2000

Competition Show: "Mask of Zorro"
Spring Trip: Vera Cruz/Xalapa, Mexico
Flute trio performs at Art Gallery, Oxnard City Council Meetings
Advanced students teacher music at Ritchen, and Marina West Elementary Schools

1998-99

Competition Show – "Africa: Ritual, Ceremony and Song"
Spring Trip: Vancouver, B.C.
Jazz Ensemble performs at New West Symphony Concert, Link Luncheon, and
Soroptomist Presidential Installation

1997-98

Competition Show: "Motown"
Spring Trip: Cruise to Bahamas
Jazz Band performs various performances around Ventura County and Hollywood gigs

Art Club

1999/2000

District Art Contest
Field Trip to Getty Museum

1998/99

District Art Contest
Field Trip to Getty Museum

1997/98

Sponsored and raised \$225 in prizes for the OHS Art Contest
Field Trip to Los Angeles County Museum of Art

Geo Bowl

1999/2000

Team Competition – 2nd & 3rd Place – 2000
Individual Competition – 1st Place – 2000
Team Competition – 3rd Place - 1999

Mock Trial

1999/2000

Best Pre-trial Attorney of Ventura County

1998/99

Trial Team- 2nd Place
Best Pre-Trial Attorney of Ventura County

1997/99

Best Defense Attorney of Ventura County

Future Business Leaders of America **(F.B.L.A.)**

1999/2000

Southern Section Fall Leadership Conference
Southern Section Spring Leadership Conference

1998/99

Southern Section Fall Leadership Conference
Southern Section Spring Leadership Conference

1997/98

Southern Section Fall Leadership Conference
Southern Section Spring Leadership Conference

WASC 31309

Associated Student Body (ASB)

1999-2000

OHS Student Member to OUHSD Board of Trustees

1998-99

OHS Student Member to OUHSD Board of Trustees

1997-98

Student President, Oxnard District Council

Junior Class

1999/2000

Fashion Show
Planned and sponsored Junior-Senior Prom

Choir

1999/2000

Fiesta Patrias Competition – 2nd Place (performance done in Spanish)
Community performances: The Tower Club, The Corinthian Yacht Club, Oxnard Monday Club,
and several local churches

1998/99

Christmas Concert featured singing in: French, Spanish, Latin, English, and Portuguese

Architectural Design

1999/2000

Place Hand Drafting – 1st & 2nd Place
CAD Drafting - 2nd Place

1998-99

Place Hand Drafting - 1st & 2nd Place
CAD Drafting - 2nd Place

1997/98

Hand Drafting – 1st, 2nd & 3rd Place
CAD Drafting – 1st Place

Pep Squad/Dance Team

1999/00

Dance Team/Pep Squad “Knott’s” Competition – 1-4th placement
Performance at “Clippers” Game
Dance Team Production Show “A Funky Little Xmas Show”
Dance Team Production Show “Dance Party 2000”
Pep Squad Home Football & Basketball Game Performances
Pep Squad Performance: “Caulk Festival For Kids”

1998/99

Pep Squad Ventura County Fair Competition – 1st Place
Pep Squad “Knott’s” Competition – 1st Place
Pep Squad “Raging Waters” Competition – 1st, 3rd & 4th Place

1997-98

Pep Squad “Knott’s” Competition – 1st place
Pep Squad “Raging Waters” Competition – 3rd Place
Dance Team “Knotts” Soloist Competition – 3rd Place
Dance Team Production Show “Return to Motown”
Dance Team Production Show “Dance, Dance, Dance”

Vocational Industrial Clubs of America (VICA)

1999/2000

Job Interview (Leadership) Competition
Co2 Car Competition Regional Extemporaneous Speech Competition- Gold
Job Interview Competition- Silver
Three-Member Team Quiz Bowl Competition- Silver

1998/99

Regional VICA Skills Competition, Mill & Cabinetry- Gold
OHS student selected "State Officer" for California VICA

1997/98

Regional VICA Leadership Competition, 7-Member Team (Opening & Closing Ceremony) -Bronze
Prepared Speech - Gold
Regional VICA Skill Competition, Mill & Cabinetry- Gold
OHS student selected "State Officer" for California VICA

Home Economics Related Occupation (HERO)

1999/2000

Regional Meeting
Resort Project in Jamaica - English, Business & Social Science Departments
Graduation Production at Wedgwood Banquet Center

1998/99

Tower Club Graduation

DEPARTMENT ROSTER

WASC 31313

**OXNARD HIGH SCHOOL
DEPARTMENT ROSTER 2000-2001**

ENGLISH LANGUAGE DEV

Javier Cervantes (3)
 Connie Cervera* (4)
 Celia Garza
 Evelia Hernandez (2)
 Maria Lobo (3)
 Agustin Lopez (1)
 Ashlea McGugan (2)
 Claudia Narez (1)
 Mitch Yount (4)

BUSINESS

Debra Erdmann*
 Dave Goldstone
 Mike Hoffman
 Rebecca Hopple-Cuellar
 Lynn Schmidt (4)

ENGLISH

Pat Casey (2)
 Chris Chevalier
 Teresa Crawford (4)
 Bonnie Davis*
 Robert Decker
 Barbara Hilburn
 Bonnie Horn (1)
 Ted Lawrence (4)
 Judith Lee (3)
 Deborah Martinez (4)
 Patricia Matthews
 Thomas McGuirk
 Eric Montijo
 Lynn Murray (4)
 Kathy Nelson (4)
 David Page (4)
 Brian Pickrel
 Alicia Reynolds (4)
 Lori Rice
 Nancy Tomhave
 Jane Tucker (4)
 Marcia Ward
 Phillip White (4)
 Deena Wismann

FOREIGN LANGUAGE

Dan Acosta
 Linda Aliprandi
 Art Garduña*
 Maria Lobo (2)
 Julie Lovejoy (1)
 Ashlea McGugan (3)
 Claudia Narez (4)
 Daniele Youngerman

INDUSTRIAL TECHNOLOGY

David Runyan (4)*
 Lee Swindel (4)

MATH

Jorge Arellano (4)
 Jose Cervantes
 Janice Christensen (4)
 Vance Claycamp
 Carol Grossnicklaus
 Maria Guzman*
 Butch Henry
 Evelia Hernandez (3)
 Larry Hilburn (1)
 Doug Jereska (4)
 Phillip Krieger
 Agustin Lopez (4)
 Dan Misenhimer
 Jerry Neidenbach
 Tom Parizo (3)
 Peter Parziale
 John Reynolds
 David Sveiven*
 Lilia Zambrano (4)

MUSIC

Bruce Edmiston (3)
 Fundi Legohn (3)*

PHYSICAL EDUCATION

Bev Adam-Chavez (2)
 Mark Beckham
 Pat Casey (1)
 Janice Christensen (1)
 Jack Dalton (1)
 Ted Erdmann (1)
 Rick Garcia (1)
 Madeline Hayes*
 Doug Jereska (1)
 Henry Lobo (1)
 Debbie Manuel (3)
 Deborah Martinez (1)
 Joel Mills
 Trace Neilan (1)
 Hank Ornelaz*
 Steve Pratt
 Nicole Suel
 Phil White (1)
 Mitch Yount (1)

CONSUMER/FAMILY SCIENCE

Janeen Coldiron
 Carol Drescher (3)*
 Carolyn Rutledge

SOCIAL SCIENCE

Stan Beal
 Randy Block (2)
 Robert Borneman*
 Connie Cervera (1)
 Christopher Conte (4)
 Jamie Crawford

SOCIAL SCIENCE (cont'd.)

Jack Dalton (4)
 Percy Datcher
 Naola Davis
 Ted Erdmann (4)
 Anthony Garcia
 Dan Garcia
 Wendy Henchy (1)
 Gail Jacobs (4)
 Bob Madrid
 Nanci Maria
 Dan Mercer
 Rocky Valles

SCIENCE

Javier Cervantes (2)
 Terry Collins
 Amy Dingee
 Kevin Flint*
 Larry Hartman
 Larry Hilburn (4)
 Timothy Hoag
 Erin Huizinga
 Simon Kedward
 Preston Lanning
 Larry Lopez
 Wes Morimune
 Trace Neilan
 Bob Nishimura*
 Larry Raffaelli
 Bill Wootton

SPECIAL EDUCATION

Kathleen Beckham
 Jo Bonner
 Nancy Burdick
 Peggy Craik (4)
 Cary Davis
 James Dziwak
 Yvonne Franz (3)
 Rick Garcia (4)
 Robert Hentley
 Nanci Hoban*
 Karen Kolkman
 Mark Ledesma
 Barbara McConville
 Sue McDonald
 Jo Anne Miller*
 Ulla Mills
 Marie Ortega
 Elmer Umpig

VISUAL COMMUNICATIONS

Diane Bolton
 Maria Genovese-Grasso
 Ray Wood*

ISP

Ted Lawrence (1)

Lee Swindel (1)

OPPORTUNITY

Randy Block (3)

Henry Lobo (4)

NON-DEPARTMENTAL

Chris Conte (1)

Terry Crawford (1)

Wendy Henchy (2)

Cathy Lewis

Kathy Nelson (1)

David Page (1)

ROTC (TBA)

Lilia Zambrano (1)

ROP

Carol Drescher (2)

Fundi Legohn (2)

Dave Runyan (1)

*Department Chair

WASC 31315

Revised 2/20/01

ALPHA LIST OF
CERTIFICATED & CLASSIFIED
STAFF

WASC 31316

Oxnard High School Staff
2000 - 2001

Certificated Staff

Daniel Acosta
Bev Adam-Chavez
Erlinda Aliprandi
Jorge Arellano
Yolanda Barretto-Flores
Stan Beal
Kathleen Beckham
Mark Beckham
Randy Block
Diane Bolton
Jo Bonner
Robert Borneman
Nancy Burdick
Patrick Casey
Javier Cervantes
Jose Cervantes
Connie Cervera
Chris Chevalier
Janice Christensen
Vance Claycamp
Janeen Coldiron
Terry Collins
Christopher Conte
Peggy Craik
Jamie Crawford
Teresa Crawford
Jack Dalton
Percy Datcher
Bonnie Davis
Cary Davis
Naola Davis
Robert Decker
Betty De La Cruz
Amy Dingee
Carol Drescher
James Dziwak
Bruce Edmiston
Debra Erdmann
Ted Erdmann
Kevin Flint
Yvonne Franz
Anthony Garcia
Dan Garcia
Rick Garcia
Art Garduña
Celia Garza

Maria Genovese-Grasso
Dave Goldstone
Carol Grossnicklaus
Maria Guzman
Larry Hartman
Madeline Hayes
Wendy Henchy
Butch Henry
Robert Hentley
Evelia Hernández
Barbara Hilburn
Larry Hilburn
Timothy Hoag
Nanci Hoban
Mike Hoffman
Rebecca Hopple-Cuellar
Bonita Horn
Erin Huizinga
Gail Jacobs
Doug Jereska
Simon Kedward
Howard Kirk
Karen Kolkman
Phillip Krieger
Preston Lanning
Ted Lawrence
Marc Ledesma
Judith Lee
Fundi Legohn
Karen Lehner
Cathy Lewis
Henry Lobo
Maria Lobo
Agustín Lopez
Larry Lopez
Bobby Madrid
Debbie Manuel
Nanci Maria
Deborah Martinez
Patricia Matthews
Barbara McConville
Sue McDonald
Ashlea McGugan
Thomas McGuirk
Dan Mercer
Jo Anne Miller

Joel Mills
Ulla Mills
Dan Misenhimer
Eric Montijo
Monica Morabito
Wes Morimune
Lynn Murray
Claudia Narez
Jerry Neidenbach
Trace Neilan
Kathy Nelson
Bob Nishimura
Hank Ornelaz
Marie Ortega
David Page
Tom Parizo
Peter Parziale
Brian Pickrel
Steve Pratt
Larry Raffaelli
Janet Ramsey
Alicia Reynolds
John Reynolds
Lori Rice
Pete Rivera
Dave Runyan
Carolyn Rutledge
Alicsun Sayre
Lynn Schmidt
Nicole Suel
David Sveiven
Lee Swindel
Jane Tucker
Doreen Turpin
Elmer Umipig
Rocky Valles
Marcia Ward
Phillip White
Deena Wismann
Ray Wood
Bill Wootton
Daniele Youngerman
Mitch Yount
Lilia Zambrano

Paraeducators

Rashida Billawala
Carol Cannon
Ida Castillo
Susan Cerecedo
Maureen Garza
Diana Gonzales
Ken Haley
Bryant Hamp

Diane Hamilton
Ryan Leaf
Denise Mason
Jeffrey Moynihan
Judith Norcross
Dora Perez
Deborah Rambadt
Kristen Santoyo

Jim Smith
Paula Sturgeon
Sally Valdez
Sally Wilkins
Susan Yslas
Socorro Zepeda

Classified Staff

Clerical

Chris Burr
Cici Castro
Suzana Chavez
Barbara Cordova
Carmen Desamparo
Danelle Garis
Wendy Gray
Cheryl Hooper
Debi Howarth
Darlene Johnson
Nia Kedward
Lorene Leyva
Janie Lopez
Perry Lopez
Rocque Lopez
Terry Lopez
Anna Mendez
Vivian Mireles
Esther Nateras
Diane Ramirez
Carol Schliecher
Joanne Taniguchi
Madaleine Towery

Cafeteria

Carmen Arrozal
Vidalina Caraballo
Peti Culatan
Judith Daniels
Yolanda Dimas
Gary Franklin
Kayla Johnson
Lourdes Lustina
Magdalena Miranda
Keiko Modderman
Tony Ramos
Carmen Rivera
Maria Rosas
Josie Salazar
Phyllis Ware

Maintenance

Larry Ayala
Francisco Cervantes
John Lopez
Manuel Lopez
Miguel Vieyra
Joe Zapata

Custodial

Rick Caldera
Rick Estrada
Miguel Fimbres
Johnny Flores
Alvaro Guerrero
Bill Luftenberg
Chad Meyring
Rusty Montano
Geno Oliveros
Antonio Romero

Campus Supervisors

Debbie Flores
Lou Flores
Rose Lapointe
Kirk Larson
John Lopez
Barbara Ochoa
Louie Peraza
Robert Varela
Maria Villanueva
Chuck Walters

Attendance Callers

Naty Cruz
Patricia Gamboa

ADJUNCT DUTY LIST

WASC 31319

2000-2001 Oxnard High School Staff
Adjunct Duty List by Name

NAME	ADJUNCT DUTY	PREP
ACOSTA, Dan	Extra Teaching	
ALIPRANDI, Erlinda	Spanish Club	
ARELLANO, Jorge	Extra Teaching	
BARRETTO-FLORES, Yolanda	Counselor/12 th , AVID/MESA	N/A
BEAL, Stan	Track & Field Supervision	
BECKHAM, Kathleen	IEP	
BECKHAM, Mark	Extra Teaching	
BLOCK, Randy/REYNOLDS, J. (co-advisor)	Class Advisor (Frosh)	
BOLTON, Diane	Art Club	
BONNER, Joan	IEP	
BORNEMAN, Robert	District Curriculum Committee	
BURDICK, Nancy	IEP	
CALDERON, Ciro	Counselor/12 th , Scholarship/College Liaison/Financial Aid, Minimum Proficiencies	N/A
CASEY, Pat	Swing Club	
CERVANTES, Javier	Uxmal	
CERVANTES, Jose	Extra Teaching	
CERVERA, Connie	PTSA Liaison	
CHEVALIER, Christine	Peer Helpers	
CHRISTENSEN, Janice	Awards – Senior Awards Night	
CLAYCAMP, Vance	Boys BB Timer (Frosh/Soph)	
COLDIRON, Janeen	Sunshine Club	
COLLINS, Terry	Football Chains (Frosh)	
CONTE, Christopher	Football Timer (S/F)	
CRAIK, Peggy	ISP	
CRAWFORD, Jamie	BB Time (Varsity – Girls)	
CRAWFORD, Teresa	Renaissance Program	
DALTON, J./SVEIVEN, D.	Football Announcer	
DALTON, Jack	BBB Announcer (Varsity)	
DATCHER, Percy	Teen Court	
DAVIS, Bonnie	Golden State Record Keeping	
DAVIS, Carey	IEP	
DAVIS, NAOLA	Cheerleader Assistant	
DE LA CRUZ, Betty	Psychologist	N/A
DECKER, Robert	Drama Club	
DINGEE, Amy	Club Med.	
DRESCHER, Carol	Hosp. & Tourism (HERO)	
DZIWAK, James	IEP	
EDMISTON, Bruce	Off	Off 1,2,3.
ERDMANN, Debra	FBLA	
ERDMANN, Ted	Boys BB Timer (Frosh)	
FLINT, Kevin	Earthbound Club	

GARCIA, Anthony	Class Advisor (Soph)	
GARCIA, Dan	Football Chains (Frosh)	
GARDUNA, Art	Voicemail Coordinator	
GARZA, Celia	Class Advisor (Soph)	
GENOVESE-GRASSO, Maria	Photography Club	
GOLDSTONE, Dave	Computer Club	
GROSSNICKLAUS, Carol	MESA Competition	
GUZMAN, Maria	BB Timer (JV - Girls)	
HARTMAN, Larry	Class Advisor (Jr.)	
HAYES, Madeline	PE Inventory	
HENCHY, Wendy	Back to School/Open House	
HENRY, Butch	Boys BB Timer (JV)	
HENTLEY, Robert	IEP	
HERNANDEZ, Evelia	Extra Teaching	
HILBURN, Barbara	OFT	
HILBURN, Larry	National Honor Society	
HOAG, Tim	Wrestling Timer	
HOBAN, Nanci	IEP	
HOPPLE, Rebecca	ASB Assistant	
HORN, Bonita	Asian American Club	
HUFFMAN, Jeryl	Class Advisor (Sr.)	
HUIZINGA, Erin	Water Polo Timer (B)	
JACOBS, Gail	Extra Teaching	
JERESKA, Doug	Track and Field Supervision	
KAISER, Susan	IEP	
KEDWARD, Simon	Water Polo Timer (G)	
KIRK, Howard	Counselor/9 th Testing, Job-O, ASVAB, Adv. Placement, Golden State	N/A
KOLKMAN, Karen	IEP	
KRIEGER, Phillip	Football Chains (Varsity)	
LANNING, Preston	Football Spotter	
LAWRENCE, Ted	Boys BB Timer (Varsity)	
LEE, Judy	Awards - Senior Awards Night	
LEGOHN, Fundi	BSU	
LEHNER, Karen	Counselor/	N/A
LEWIS, Cathy	Web Site Coordinator	
LINDQUIST, Janet	CSF College Trip	
LOBO, Henry	Football Chains (Frosh)	
LOBO, Maria	CSF Advisor	
LOPEZ, Agustin	Ballet Folkloric	
LOPEZ, LARRY	Volleyball Timer (B)	
MADRID, Bob	Track & Field Supervision	
MANUEL, Debbie	Back-to-School/Open House	
MARIA, Nancy	Track & Field Supervision	
MARTINEZ, Debbie	Performing Arts Theatre Supervision	
MATTHEWS, Pat	Outdoor Adventure Club	
MC CONVILLE, Barbara	IEP	
MC DONALD, Sue	IEP	
MC GUGAN, Ashlea	SRLA/Students Run LA	

WASC 31321

MC GUIRK, Tom	Volleyball Timer (G)	
MERCER, Dan	Extra Teaching	
MILLER, Jo Anne	IEP	
MILLS, Joel	Football Timer (Frosh)	
MILLS, Ulla	IEP	
MISENHIMER, Dan	Football Chains (Varsity)	
MONTIJO, Eric	Wrestling Announcer	
MORABITO, Monica	Counselor/11 th , STC/Career Center, Minimum Proficiencies	N/A
MORIMUNE, Wes	BB Timer (Frosh/Soph) - Girls	
MURRAY, Lynn	Academic Awards Night - midyear	
NAREZ, Claudia	FLA (Future Leaders of America)	
NEIDENBACH, Jerry	Awards - Bank of America	
NEILAN, Trace	Kiwins Club	
NELSON, Kathy	Theater Arts/Tech Crew	
NISHIMURA, Bob	Track and Field Supervision	
ORNALES, Hank	Track & Field Supervision	
ORTEGA, Marie	IEP	
PAGE, David	Football Chains (S/F)	
PARIZO, TOM	Track and Field Supervision	
PARZIALE, Peter	Outdoor Adventure Club	
PICKREL, Brian	Class Advisor (Sr.)	
RAFFAELLI, Larry	Football Chains (S/F)	
RAMSEY, Janet	Nurse - HIV, Peed Ed, Safety, SAP	N/A
REYNOLDS, Alicia	Shakespeare Club	
REYNOLDS, John	Football Chains (S/F)	
RICE, Lori	Extra Teaching	
RIVERA, Pete	Counselor/Foreign Exchange Students/AVID, SABE, 9 th & 10 th Grade Success	N/A
RUNYAN, Dave	VICA	
RUTLEDGE, Carolyn	Class Advisor (Jr.)	
SA YRE, Alicsun	Counselor/9 th , HSEE, Academic Support/PPD	N/A
SCHMIDT, Lynne	Extra Teaching	
SUEL, Nicole	Academic Awards Night - midyear	
SVEIVEN, David	Statistics Evaluator	
SWINDEL, Lee l	Disaster Preparedness Advisor	
TBA	Speech Pathologist	N/A
TUCKER, Jane	Renaissance Program	
UMPIG, Elmer	IEP	
VALLES, Rocky	Football Timer (Varsity)	
WARD, MARCIA	Extra Teaching	
WHITE, Phillip	Interact Club	
WISMANN, Deena	Track and Field Supervision	
WOOD, Ray	Anime Club	
WOOTTON, Bill	Football Chains (Varsity)	
YOUNGERMAN, Daniele	French Club	
YOUNT, Mitch	Dance Chaperone	
ZAMBRANO, Lilia	MECHA	

WASC 31322

LOCAL IMPROVEMENT PLAN
(LIP)

WASC 31323

OXNARD HIGH SCHOOL LOCAL IMPROVEMENT PLAN

Formation and Purpose of Local Improvement Committee

The Local Improvement Committee consisted of invited and voluntary staff members representing all departments at Oxnard High School. The committee met over a period of four weeks to address the more immediate Board Objective of improving student achievement on the SAT-9 enough to double our API Growth Target for the 2000-01 school year. It also examined ways to better prepare students to pass the High School Exit Exam in 2004. New and existing financial resources were to be considered in developing unique instructional strategies and activities that could directly impact student achievement on SAT-9 and the HSEE.

Board Objectives: To improve student achievement on SAT-9
To prepare students for successful completion of HSEE

Essential Question: What can we do - individually, departmentally and schoolwide - to increase student achievement on SAT-9 and better prepare students for HSEE?

The suggested activities to date can be separated into the following categories: (1) Instructional Strategies, (2) Academic Support, (3) Test Prep, (4) Student/Staff Motivation, (5) Parent/Community Involvement, (6) Current Strategies in Place, (7) Next Steps.

1.0. Instructional Strategies

- 1.1. Standards-based instruction – Each department will develop, teach and assess lessons that target essential reading, language usage and math standards (as identified by SAT-9 content cluster score analyses).
 - 1.1.1. Activities – Departmental job-alikes; SAT-9/HSEE inservices; reciprocal teaching inservicing of English, Social Science and Science Departments; WASC integration; revise TASP process for new teachers, etc.
 - 1.1.2. Materials – SAT-9/HSEE “Cookbook”(Scarpino); SAT-9 Compendium; CA Frameworks and Content Standards; SAT-9 content cluster analyses of test results by grade level; API Cruncher software.
- 1.2. Assistant principals will spend one full day each week visiting classrooms and providing relevant feedback; Leadership, Department, Faculty meetings to focus on improving SAT-9 scores and preparing class of 2004 to pass Exit Exam.
 - 1.2.1. Activities – APs will spend one school day per week observing classrooms for a period no less than 30 minutes per observation.
 - 1.2.2. Materials – A revised observation form or format to focus on key standards-based details, e.g., ID of standard by teacher; knowledge by student; assessment of standard.
- 1.3. Staff Development and inservice day activities will be coordinated over the course of the year to increasingly develop teacher knowledge and application of standards-based instruction to improve student achievement on SAT-9 and prepare for HSEE.

- 1.3.1. OHS has re-structured faculty and leadership team meetings to maximize staff development of standards-based instruction leading to improvement of student achievement on SAT-9.
- 1.3.2. Staff development and positive attendance days have been designed to provide Specific training to increase knowledge and application of standards-based instruction as it relates to increasing student achievement on SAT-9, e.g., Jim Scarpino, sharing content standards, translating standards into instruction, WASC integration.
- 1.4. Provide appropriate staff development rate of pay for: coordinator of remedial and tutorial opportunities , departmental coordinator/facilitator of "standards based" lesson design, coordinator of Stanford 9 testing preparation, facilitate 1-on-1 meetings with students to stress the importance of Stanford 9 and HSEE.
- 1.5. Implement standards based "mini" lessons during detention, Saturday School, In-School Suspension.

2.0. Academic Support

- 2.1. Tutorials and after school classes for credit - Diagnostic standards-based remediation (similar to mandated minimum proficiency summer school courses), e.g., individual consultation of students to interpret SAT-9 results to identify areas of improvement and implementation and assessment of remediation.
 - 2.1.1. Financial resources - Block Grant B; 3.25/hour funding (in compliance with criteria, e.g., not to be used for programs offering classes for credit); other categorical program funds as appropriate
 - 2.1.2. Activities - Staff proposals to provide remedial support of students qualified for funding and specified tutorial instruction (credit deficit, ELD, need minimum proficiency). Existing programs include 10th Grade Success Programs, P.A.S.S, athletic tutorial.
- 2.2. Counselor/teacher/student consultation of SAT-9 test results - analysis and recommendations - in Feb. and March for group case management and informational/remedial planning sessions. Documentation will be kept of those invited grade 9 HSEE students who choose not to participate.
- 2.3. Send a letter home to all students who scored in the 4th or 5th quintile informing parents and students of remedial opportunities in identified areas.
- 2.4. Provide student support groups (DFS funding) requiring attendance and achievement criteria for participation.
- 2.5. Train and involve Link Crew in ways to provide student support that will enhance student achievement on SAT-9.
- 2.6. Expand Peer Resource Program with addition of Peer Tutoring/mentoring to work directly with students in support of increased SAT-9 student performance.

3.0. Test Prep

- 3.1. Lengthen period 2 in order to address school wide instructional issues and practice test preparation materials, e.g., 8-10 minute mini-lessons focusing on identified content standard areas such as reading comprehension.

- 3.2. Paid staff to prepare test prep curriculum for each department, select different subjects/ideas periodically and distribute to staff.
- 3.3. Provide supportive testing conditions such as second period teachers administering SAT-9 to their own/familiar students.

4.0. Student/Staff Motivation

- 4.1. Allow teachers the opportunity to award students extra points who score well on SAT-9 (e.g., high SAT-9 math score = extra points in regular math class).
- 4.2. Pizza party during 4th period for those students who improved their test scores from previous year.
- 4.3. Grade level competitions with monetary award to highest scoring class.
- 4.4. Include SAT-9 test results on transcript.
- 4.5. Consider offering students who score above the 50th percentile on all five (5) sections of the SAT-9 test a special reduced price on the purchase of a yearbook.
- 4.6. Consider awarding students who score above the 50th percentile on all five sections of SAT-9 an academic letter.
- 4.7. Consider designing a popularly styled t-shirt with a powerful statement, which will be awarded to students who pass the HSEE.
- 4.8. Send a congratulatory letter to all students scoring above the 50th percentile in all five (5) sections of the SAT-9.
- 4.9. Inform college bound students that a school's API score may soon reflect a school's level of academic excellence that could eventually influence college acceptance consideration.
- 4.10. Use bulletin and public address system to promote activities that will improve student performance on SAT-9 and HSEE.
- 4.11. Develop and implement ongoing message to students regarding the importance of their performance on SAT-9. This message will be posted on our school's web page.
- 4.12. Clearly define awards and sanctions that will be placed on OHS if we meet or do not meet our API growth target next year.

5.0. Parent/Community Involvement

- 5.1. Increase communication with home via personal contact, newsletter, and increased participation in PTSA.
 - 5.1.1. Change format of "Open House" March 27 to focus on improving student performance on SAT-9.
 - 5.1.2. Develop and implement separate signed agreements for students, parents, staff that clearly define each stakeholder's role and responsibility to improve performance on SAT-9 test and for class of 2004 to prepare to pass the exit exam.

- 5.2. Fully implement student planner on a school-wide basis.
- 5.3. Obtain items from businesses to give to students in raffle for outstanding test scores.

6.0. Current Strategies In Place to Improve Student Achievement

- 6.1. Improved communication with parents through student planner and principal's quarterly newsletter.
- 6.2. Principal meeting monthly with Student Advisory Committee and Administrative Team with focus on improving student achievement.
- 6.3. Formation of class committees - class advisors.
- 6.4. Administrative team meeting weekly to focus on student achievement.
- 6.5. Assistant principals spending one full day each week visiting classrooms and providing relevant feedback.
- 6.6. Re-structured Leadership, Department, and Faculty meetings focus on SAT-9 test score improvement and Exit Exam preparation.
- 6.7. Tenth grade students who have failed English, Math, and/or Science courses will be enrolled in English, Math, or Directed Studies class for purpose of credit make-up after school (Grade 10 Success Program funds and other appropriate categorical funding will be considered).
- 6.8. Evening athletic program tutorial (remedial but no credit in order to qualify for 3.25/hour funding).
- 6.9. Math and Consumer Science job-alikes to align essential standards to classroom curriculum.
- 6.10. Target Teach with English, ELD, Math, and SPED departments.
- 6.11. Restructuring of counseling and guidance to increase meaningful student contact (e.g., academic/test result consultation; four-year plan including a rigorous and challenging course of study with Algebra for every student within four years of high school).
- 6.12. Counseling and guidance case management - credit deficient, 'F' list' parent/student consultation and increased student monitoring and ownership of designated caseload with respect to progress in attaining Board objectives.
- 6.13. Data analyses of SAT-9 test results has led to identified content standards to be targeted for school wide improvement.

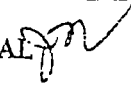
7.0. Next Steps: What can we do to increase student achievement on SAT-9 and better prepare students for successful completion of HSEE?

- 7.1. Action
 - 7.1.1. Refine and focus on standards based instruction through continuing staff development, e.g., HSEE, reciprocal teaching (and how it relates to SAT-9 improvement).

- 7.1.2. Hire one (1) additional six-hour guidance technician to support our school-wide effort to improve student achievement (following satisfactory completion of district hiring requirements for this position).
- 7.1.3. The administrative team will work together to monitor and assist staff in completion of specific LIP activities, e.g. DFS program, Grade 9/10 Success, tutorials, etc.
- 7.1.4. Department Chairs to coordinate with staff and APs (aligned to department and categorical program funds) to develop and fund specific proposals addressing SAT-9 student achievement and HSEE.

**LEADERSHIP TEAM MEMO:
DEPARTMENT ALIGNMENT**

OXNARD HIGH SCHOOL
MEMORANDUM

November 9, 2000
JIM NIELSEN, PRINCIPAL 

To: Leadership Team

The information listed below is intended to clarify and update you regarding our respective department meetings on Tuesday, November 14.

- Departments will meet from 3:15 – 4:15 p.m., on Tuesday as indicated by the attached information. All staff has received the department alignments and location of meetings.
- There is an administrator/counselor liaison assigned to each meeting to support the department chair and respond to questions.
- Please have your respective department members sign-in on the attached roster. The liaison will collect it at the end of the meeting.
- Please promote and discuss information that all staff has received regarding *Tutoring and the CSUCI's Readiness Program (lime green memo)*. Tutoring will begin Monday, November 13.
- Please facilitate a discussion regarding extending period 2 by eight minutes. This will be accomplished by reducing periods 3, 4, 5, & 6 by two minutes each. Each class period would then be 56 minutes long with the exception of period two, which would be 64 minutes in length. This extended time will be used to listen to the bulletin on Mondays, Wednesdays, and Fridays, and to present "mini" lessons on Tuesdays and Thursdays that will focus on improving identified schoolwide areas such as reading comprehension. These lessons will be prepared by experts in identified areas and will not result in any extra preparation by period two teachers. If departments agree to the proposed bell schedule, I would recommend the new schedule be implemented the week of January 8. *Please indicate at the bottom of the sign-in sheet if your department supports extending period 2.*
- The administration office will color code all handouts in yellow related to improving student performance on the Stanford 9 and preparing students to pass the HSEE.
- Please inform your respective members that the Faculty Meeting scheduled for November 21 has been rescheduled to Tuesday, November 28. The meeting will be held throughout the day during prep periods in order to facilitate workshops on improving reading comprehension using reciprocal teaching. Trish Doeer, guest speaker at our Leadership Team meeting, will present this important information. The meeting date was changed due to the availability of the presenter, and because the week of November 20 is a three-day week.
- I have attached a memo from Mike Johnston regarding workshops on *reciprocal teaching*. This is an important new teaching strategy to improve student achievement and will parallel and support the information all staff will receive on November 28.
- As we discussed there needs to be a schoolwide focus on improving reading comprehension. I would appreciate you facilitating discussion on strategies your respective departments can implement to improve reading comprehension in your content area. When we meet on December 5, we will provide you more information on how to use the "Curriculum Journey guide" within your individual departments.
- The December 19 Faculty Meeting will be held by "Focus Groups" and be used to update the staff on where we are with WASC.
- December 21 is a positive attendance day. We are in the process of developing the day's activities. If you have any suggestions regarding activities that will support our two focus areas, please let me know.

Thanks for your ongoing support and professional response to our schoolwide mission.

JN:tcl
Attachments (LeadNov14)

WASC 31330

OXNARD HIGH SCHOOL

JIM NIELSEN, PRINCIPAL

INDIVIDUAL DEPARTMENT MEETINGS

November 14, 2000

3:15-4:15 p.m.

DEPARTMENT MEETING ALIGNMENT

Department	Department Chair	Meeting Location	Admin/Counselor Liaison
Group 1 Business Consumer Science Industrial Technology Music/Performing Arts Visual Communications	Debra Erdmann Carol Drescher Dave Runyan Fundi Legohn Ray Wood	K-105	Phyllis Throckmorton Monica Morabito
Group 2 English Language Dev. Foreign Language	Connie Cervera Arthur Garduna	C-213	Gary Mayeda
Group 3 Math	Maria Guzman David Sveiven	F-106	Karen Lehner Yolanda Barretto-Flores
Group 4 Physical Education	Madeline Hayes Hank Ornelaz	Girls' P.E.	Pete Rivera Ciro Calderon
Group 5 Science	Amy Dingee Kevin Flint	E-206	Mike Vollmert
Group 6 Social Science	Bob Borneman	C-219	Ray Gonzales
Group 7 Special Education	Nanci Hoban Jo Anne Miller	E-135	Alicsun Sayre Howard Kirk
Group 8 English	Bonnie Davis	B-101	Jim Nielsen

The following staff members will be assigned as follows:

Lt. Colonel Huffman/Wendy Henchy - Social Science
 Henry Lobo/Cathy Lewis - English
 Betty De La Cruz/Janet Ramsey/Doreen Turpin - Special Education

JN:tcl
 IndDeptMtg

WASC 31331

STAFF DEVELOPMENT

Memorandum

To: Bill Studt, Gary Davis, Wayne Edmonds, Eric Ortega, Ralph Gonzales, Peggy Nadin, Walt Dunlop, Mary Hopple, Tony Diaz, DO; Terry Tackett, Billie Covert, Ron Komatsu, Glenn Lipman, ACHS; Michael Martinez, Becky Buettner, James Edwards, Dana Karney, Kris Wong, CIHS; Daisy Tatum, CDS; Wayne Lamas, Yvonne Peck, FHS; Roger Rice, Sylvia Jackson, Tom McCoy, John Saunders, HHS; Jim Nielsen, Gary Mayeda, Ray Gonzales, Phyllis Throckmorton, Mike Vollmert, OHS; Bill Dabbs, PHS; Barry Barowitz, Denise Barnett, Ed Phillips, Julius Steele, RMHS

From: Mike Johnston, Director of Staff Development

Date: November 8, 2000

Re: FYI Staff Development Update – Reciprocal Teaching

This memo is an informational update on one strand of staff development currently being undertaken. This is a more comprehensive picture than I was able to present at the last meeting for Certificated Managers.

On October 4 and 5, and then on October 12, teachers of classes in Reading participated in either one or two full days of in-service education (depending on their level of prior in-service exposure) in the reading methodologies recommended by the Strategic Reading Interventions program. This training focused on how to teach reading, in a Reading class. There will be follow-up activities for these teachers who teach students how to read.

Reciprocal teaching is a strategy used for improving student reading in their academic subject matter classes. Mandatory three hour workshops in *Reciprocal teaching* for teachers of English, History/Social Science, and Science have been scheduled for these dates: November 15, 16, 27, and December 5, 6, 7. Additional workshops are being scheduled for early January, in order to complete the process with all teachers in those subject matter areas.

Teachers are being enrolled through their department chairs in those three subject matter departments, with English tentatively scheduled on November 15, 16, 27, History/Social Science on December 5, 6, and Science will begin on December 7. (*There may be some overlapping of subject matter specific sessions on November 27 and December 6.*) Classes are scheduled from 8:00 - 11:00 and then 12:00 - 3:00.

In order to train ten teachers per school (by department) each day, while minimizing the draw on substitute teachers, we have suggested that each department send 5 teachers to the morning session and five teachers to the afternoon session, on specifically designated days.

Teachers who specify their need to remain with their students during the instructional day workshops may volunteer to participate in a 3:30 - 6:30 workshop on December 6. They will be paid \$16.00 per hour for their three hours of voluntary after-school workshop participation. The "permanent substitute" teachers from each campus are also being invited to the December 6, after-school session. If there is enough interest, additional after school sessions (for pay) will be scheduled.

This training is part of a comprehensive plan being developed by the District Reading Task Group. Members of this Task Group are: Linda Valdez, ACHS; Burna Hartman and Geri Hickenbottom, CIHS; Linda Nielsen, FHS; Jane Akune, HHS; Judith Lee, OHS; Laura Rynott, PVCDS; Paula McCullough, RMHS; Mike Johnston, DO

2000-01 BELL SCHEDULE

WASC 31333

OXNARD HIGH SCHOOL 2000-2001 BELL SCHEDULE

REGULAR SCHEDULE

WARNING BELL	6:55
Period 0	7:00 - 7:55
Period 1	8:00 - 8:56
Period 2	9:02 - 10:06
NUTRITION	10:06 - 10:16
Period 3	10:22 - 11:18
Period 4	11:24 - 12:20
LUNCH	12:20 - 1:00
Period 5	1:06 - 2:02
Period 6	2:08 - 3:04
BUSES LEAVE	3:15

RALLY/SINGLE ASSEMBLY

WARNING BELL	6:55
Period 0	7:00 - 7:55
Period 1	8:00 - 8:47
Period 2	8:53 - 9:40
NUTRITION	9:40 - 9:50
Period 3	9:56 - 10:43
Period 4	10:49 - 11:36
LUNCH	11:36 - 12:16
Period 5	12:22 - 1:09
Period 6	1:15 - 2:02
RALLY	2:08 - 3:04
BUSES LEAVE	3:15

SPECIAL MEETING SCHEDULE

WARNING BELL	6:55
Period 0	7:00 - 7:55
Period 1	8:00 - 8:46
Period 2	8:52 - 9:38
NUTRITION	9:39 - 9:48
Period 3	9:54 - 10:40
Period 4	10:46 - 11:32
LUNCH	11:32 - 12:12
Period 5	12:18 - 1:04
Period 6	1:10 - 1:56
BUSES LEAVE	2:10

MINIMUM DAY SCHEDULE

WARNING BELL	6:55
Period 1 & 2	8:00 - 9:16
Period 3 & 4	9:22 - 10:38
Period 5 & 6	10:44 - 12:00
LUNCH	12:00 - 12:30
BUSES LEAVE	12:40

DOUBLE ASSEMBLY SCHEDULE

WARNING BELL	6:55
Period 0	7:00 - 7:55
Period 1	8:00 - 8:46
Period 2	8:52 - 9:38
NUTRITION	9:39 - 9:48
Period 3	9:54 - 10:40
Period 4A	10:46 - 11:30
Period 4B	11:36 - 12:30
LUNCH	12:30 - 1:20
Period 5	1:26 - 2:12
Period 6	2:18 - 3:04
BUSES LEAVE	3:15

REVERSE MINIMUM DAY SCHEDULE

Period 1 & 2	10:24 - 11:40
LUNCH	11:40 - 12:20
Period 3 & 4	12:26 - 1:42
Period 5 & 6	1:48 - 3:04
BUSES LEAVE	3:15

SPECIAL MEETING DATES

September 21, 2000	February 15, 2001
October 19, 2000	March 1, 2001
November 21, 2000	March 15, 2001
December 7, 2000	April 5, 2001
January 11, 2001	May 3, 2001

Forms/Bells2000

WASC 31334

SPRING SEMESTER
SCHEDULE

WASC 31335

SPRING SCHEDULE 2001

Teacher's Name	Period 1 8:00a - 8:56a	Rm	Period 2 9:02a - 10:06a	Rm	Period 3 10:22a - 11:18a	Rm	Period 4 11:24a - 12:20p	Rm	Period 5 1:06p - 2:02p	Rm	Period 6 2:08p - 3:04p	Rm
Acosta, Dan	Spanish 2	C-130	Spanish 2	C-130	Spanish 3	C-130	Prep		Spanish 2	C-130	Spanish 2	C-130
Adam-Chavez, Bev	Off		Off		Adapted P.E.	C-107	Rec & Leisure	C-107	Off		Off	
Aliprandi, Linda	Spanish 4 AP	C-131	Spanish 1	C-131	Spanish 1	C-131	Prep		Spanish 1	C-131	Spanish 1	C-131
Arellano, Jorge	Off		Prep		Algebra 1	F-109	Algebra 1	F-109	Math A	F-109	Geometry PVS	F-109
Beal, Stan	Prep		World Civ 10 S	C-115	World Civ 10	C-115	World Civ 10	C-115	World Civ 10	C-115	Econ 12	C-115
Beckham, Kathleen	Math RSP	K-117	English RSP	E-108	Dir Study RSP		English RSP	E-107	Prep		Dir Study RSP	C-212
Beckham, Mark	P.E. 9-10	Gym	Prep		Wgt Train/Cond	WtRm	Wgt Train/Cond	WtRm	P.E. 9-10	Gym	Wgt Train/Cond	WtRm
Block, Randy	Econ 12	P-007	Eng Opport	P-007	Math Opport	P-007	Eng Opport	P-007	Econ 12	P-007	Prep	
Bolton, Diane	Design	K-122	Design	K-122	Design	K-122	Design	K-122	Prep		Drawing	K-122
Bonner, Jo	S.H.	C-113	S.H.	C-113	S.H.	C-113	S.H.	C-113	Prep		S.H.	C-113
Borneman, Robert*	Geography	D-114	Geography	D-114	Geography	D-114	Prep		World Civ 2H	D-114	Geography	D-114
Burdick, Nancy	S.H.	C-107	S.H.	C-107	S.H.	C-107	Prep		S.H.	C-107	S.H.	C-107
Casey, Patrick	STEP	G-109	English 1	G-109	Film Vis Lit	G-109	English 1	G-109	Prep		Boys Volleyball	Gym
Cervantes, Javier	IntSci 1A SDALE	E-207	Integ Sci 1A	E-207	Essn of Sci Bil	E-207	Prep		Integ Sci 1A Bil	E-207	Integ Sci 2A Bil	E-207
Cervantes, Jose	Algebra 1	B-109	Prep		Algebra 1	F-112	Math A2	F-106	Algebra 1	F-108	Math A2	F-108
Cervera, Connie*	English 102	C-213	ESL Conv 102	C-213	English 103	C-213	ESL Rd/Writ 103	C-213	WrCiv 10 SDALE	C-213	Prep	
Chevalier, Chris	English 10	B-111	English 4	B-111	English 4	B-111	Prep		Speech	B-111	Adv Drama	L-129
Christensen, Janice	Pre Calculus H	F-102	Pre Calculus Alg	F-102	Geometry PVS	F-102	Algebra 2	F-102	Prep		Pep Squad	Gym
Claycamp, Vance	Math A2	F-109	Geometry PVS	F-109	Math A2	F-103	Geometry PVS	F-113	Math A2	F-111	Prep	
Coldron, Janeen	Family	K-138	Home Ec B	K-138	Home Ec B	K-138	Home Ec B	K-138	Child Dev	K-136	Prep	
Collins, Terry	Prep		Health	E-112	Health	E-112	Health	E-112	Health	E-112	Health	E-112
Conte, Christopher	U.S. History 3	B-105	U.S. History 3	B-105	Prep		U.S. History 3	B-105	U.S. History 3H	B-105	Decathlon (p.0)	B-105
Craik, Peggy	Off		Prep		U.S. Hist SED	F-114	U.S. Hist SED	C-130	English RSP	C-209	Dir Study RSP	C-205
Crawford, Jamie	U.S. History 3	C-219	U.S. History 3	C-219	Prep		U.S. History 3	C-219	U.S. History 3	C-219	U.S. History 3	C-219
Crawford, Teresa	Ac Enrich Prog 2	B-104	English 1	B-104	English 1	B-104	Prep		English 1	B-104	Writing for Pub	B-104
Dalton, Jack	World Civ 2	C-207	World Civ 2	C-207	World Civ 2	C-207	World Civ 10	C-207	Prep		Boys Tennis	Court
Datcher, Percy	Prep		Psychology	C-220	Geography	C-220	Geography	C-220	World Civ 10	C-220	World Civ 10	C-220
Davis, Bonnie*	English 3	B-101	English 3	B-101	English 3	B-101	English 3	B-101	Prep		Reading 9	B-101
Davis, Cary	English SDC	P-003	Math SDC	P-003	Prep		Design SDC	P-003	Design SDC	P-003	Design SE	P-003
Davis, Naola	U.S. History 3	B-107	World Civ 2	B-107	U.S. History 3	B-107	World Civ 2	B-107	Prep		World Civ 2	B-107
Decker, Robert	STEP	B-108	Prep		English 1	B-108	English 1	B-108	STEP	B-108	Drama	B-108
Dingee, Amy	Biology AP	E-206	Chem Study	E-206	Physical Sci H	E-206	Physical Sci H	E-206	Prep		Biology AP (p.0)	E-206
Drescher, Carol*	Prep		Food Science	K-143	Food Science	K-143	Food Science	K-143	ROP Hosp/Tour	K-143	ROP Hosp/Tour	K-143
Dziwak, James	Math RSP	P-004	Dir Study RSP	E-104	Prep		English RSP	P-004	Dir Study RSP	P-004	Resource	
Edmiston, Bruce	Off		Off		Off		Concert Choir	L-101	Concert Choir	L-101	Concert Choir	L-101
Erdmann, Debra*	Work Exp	F-110	Prep		Work Exp	F-110	Work Exp	F-110	Work Exp	F-110	Work Exp	F-110
Erdmann, Ted	World Civ 2	C-206	World Civ 10	C-206	World Civ 2	C-206	World Civ 2	C-206	Prep		Girls Softball	Field
Flint, Kevin*	Prep		Environ Sci/AP	E-214	Oceanography	E-214	Oceanography	E-214	Oceanography	E-214	Oceanography	E-214
Franz, Yvonne	Dir Study H/V	C-109	Dir Study H/V	C-109	Dir Study H/V	C-109	Off		Off		Off	
Garcia, Anthony	Econ 4	C-106	Econ 4	C-106	Econ 4	C-219	Amer Govt 4H	B-104	Amer Govt 4H	P-005	Prep	
Garcia, Dan	U.S. History 11	C-116	U.S. History 11	C-116	U.S. History 11	C-116	Prep		U.S. History 11	C-116	U.S. History 11	C-116
Garcia, Rick	Math RSP	K-135	Resource		English RSP	P-004	Dir Study RSP	C-116	Prep		Boys Swimming	Pool
Garduna, Art*	Spanish 3	C-105	Spanish 3	C-105	Spanish 2	C-105	Spanish 2	C-105	Spanish 2	C-105	Prep	
Garza, Celia	Spanish NS 2	B-103	Spanish NS 2	B-103	Spanish NS 2	B-103	Prep		Spanish NS 4HP	B-103	Spanish NS 2	B-103
Genovese, Maria	Prep		Photography	K-117	Painting	K-117	Photography	K-117	Drawing	K-117	Drawing	K-117
Goldstone, Dave	Computer Ap A	E-113	Computer Ap A	E-113	Desktop Pub	E-113	Prep		Computer Ap B	E-113	Computer Ap B	E-113
Grossnicklaus, Carol	Math A	F-111	Algebra 1	F-111	Math A	F-111	Math A	F-111	Prep		Algebra 1	F-111
Guzman, Maria*	IMP 1	F-106	IMP 2	F-106	Algebra 2	F-106	Prep		Algebra 2	F-106	IMP 2	F-106
Hartman, Larry	Integ Sci 2A	E-218	Integ Sci 2A	E-222	Integ Sci 2A	E-211	Integ Sci 1A	E-216	Integ Sci 1A	E-203	Prep	
Hayes, Madeline*	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. Aquatics	Gym	Prep		Girls Track	Gym
Henchy, Wendy	Pers Growth/Dev	J-105	Pers Growth/Dev	J-105	Prep		ASB	J-105	Activities Dir	Ofc	Activities Dir	Ofc
Henry, Butch	Math A	E-112	Math A	E-110	Prep		Math A	F-104	IMP 1	F-102	IMP 1	F-102
Hentley, Robert	S.H.	C-108	S.H.	C-108	S.H.	C-108	S.H.	C-108	S.H.	C-108	Prep	
Hernandez, Evelia	IMP 3	F-114	IMP 3	F-114	Prep		Practical Math	F-114	Math A Bil	F-114	IMP 2 Bil	F-114
Hilburn, Barbara	Prep		Reading Tech	C-211	English 10	C-211	English 4H AP	C-211	Reading Tech	C-211	English 10	C-211
Hilburn, Larry	Physics	E-216	Physics C AP	E-216	Calculus BC AP	E-216	Prep		Physics	E-216	Integ Sci 2A	E-216
Hoag, Timothy	Chem Study	E-203	Chemistry AP	E-203	Chem Study	E-203	Chem Study	E-203	Prep		Integ Sci 2A	E-203
Hoban, Nanci*	English RSP	E-107	Dir Study RSP	E-107	Dir Study RSP	E-107	Resource		Math RSP	E-107	Prep	
Hoffman, Mike	Prep		Computer Lit	E-115	Computer Lit	E-115	Computer Lit	E-115	Computer Lit	E-115	Computer Lit	E-115
Hopple-C, Rebecca	Accounting	E-116	Marketing 1	E-116	Prep		Keyboarding A	E-116	Keyboarding A	E-116	Keyboarding A	E-116
Horn, Bonnie	Off		Off		Off		Off		English 11	B-107	Off	
Huizinga, Erin	Integ Sci 1A	E-221	Integ Sci 1A	E-221	Integ Sci 1A	E-210	Prep		Physiology	E-206	Physiology	E-206
Jacobs, Gail	Geography	C-204	Geography	C-204	Geography	C-204	Geography	C-204	Prep		Off	
Jereska, Doug	Algebra 1	F-108	Algebra 2H	F-108	Algebra 1	F-108	Algebra 1	F-108	Prep		Boys Golf	Gym
Kedward, Simon	Integ Sci 2A	E-229	Prep		Integ Sci 2A	E-221	Integ Sci 2A	E-221	Integ Sci 2A	E-221	Integ Sci 1A	E-221
Kolkman, Karen	Math RSP	E-108	Resource		English RSP	E-108	Dir Study RSP	E-108	Prep		Dir Study RSP	E-108
Krieger, Phillip	Algebra 2	F-105	Algebra 2	F-105	Geometry PVS	F-105	Prep		Geometry PVS	E-111	Algebra 1	E-111
Lanning, Preston	Biology Lab	E-211	Integ Sci 2A	E-211	Prep		Integ Sci 2A	E-211	Integ Sci 2A	E-211	Integ Sci 2A	E-211
Lawrence, Ted	Communication	P-006	Communication	P-006	Communication	P-006	Communication	P-006	Prep		ISP (p.0)	P-006

SPRING SCHEDULE 2001

Teacher's Name	Period 1	Rm	Period 2	Rm	Period 3	Rm	Period 4	Rm	Period 5	Rm	Period 6	Rm
Ledesma, Marc	Geography SED	P-001	English SED	P-001	Math SED	P-001	Math SED	P-001	Prep		Career Guid SED	P-001
Lee, Judith	Off		Off		Off		English 3H	B-102	English 3/3H	B-102	English 3	B-102
Legohn, Fundi*	Concert Band	L-101	Intern Band	L-101	Stage Band	L-101	Prep		ROP Video Prod	L-128	ROP Video Prod	L-128
Lewis, Cathy	Library Science	Lib	Library Science	Lib	Library Science	Lib	Library Science	Lib	Library Science	Lib	Prep	
Lobo, Henry	P.E. 9-10 Opport	Cafe	English Opport	P-007	Math A Opport	P-007	Health Opport	P-007	Prep		Wgt Train/Cond	WtRm
Lobo, Maria	Spanish I	C-209	Spanish I	C-209	Spanish NS 3	C-209	Spanish NS 3	C-209	Prep		Spanish NS 3	C-209
Lopez, Agustín	Math A2	F-112	Math A2	F-112	Prep		Math A2 SDAIE	F-112	Algebra I	F-112	Algebra I Bil	F-112
Lopez, Larry	Biology Lab	E-210	Biology Lab	E-210	Prep		Biology Lab	E-210	Biology Lab	E-210	Biology Lab	E-210
Lovejoy, Julie	Off		Off		Off		Begin Sign Lang	K-124	Off		Off	
Madrid, Bob	World Civ 10	C-208	Prep		Sociology	C-208	World Civ 10	C-208	U.S. History 11	C-208	World Civ 10	C-208
Manuel, Debbie	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	Off		Off		Off	
Marra, Nanci	Hist 11 SDAIE	C-211	AmGov12SDAIE	C-208	U.S. Hist 11 S	C-114	Prep		World Civ 2	C-207	World Civ 2	C-207
Martinez, Deborah	Prep		English I	B-109	Reading 9	B-109	Reading 9	B-109	English I	B-109	Adv Dance	PrfAm
Matthews, Patricia	Reading 9	B-113	Reading 9	B-113	Prep		English 1H	K-135	Reading 9	B-113	English 1H	K-135
McConville, Barbara	English SDC	E-109	Prep		Math SDC	E-109	Geography SDC	E-109	Geography SDC	E-109	World Civ SDC	E-109
McDonald, Sue	English SED	P-002	U.S. Hist SED	P-002	Math SED	P-002	Health SED	P-002	Design SED	P-002	Prep	
McGugan, Ashlea	English 101	B-112	ESL Conv 101	B-112	Spanish I	B-112	Spanish I	B-112	Prep		Spanish I	B-112
McGuirk, Thomas	English 2	L-001	English 2	L-001	English 10	L-001	English 10	L-001	English 10	L-001	Prep	
Mercer, Dan	Amer Govt 12	C-114	Amer Govt 4	C-114	Prep		Amer Govt 4	C-114	Amer Govt 12	C-114	Amer Govt 12	C-114
Miller, Jo Anne*	English SDC	E-135	Driver Ed SDC	E-135	U.S. Hist SDC	E-135	Econ SDC	E-135	Prep		ProbSocLiv SDC	E-135
Mills, Joel	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	Wgt Train/Cond	WtRm	Prep	
Mills, Ulla	Dir Study RSP	E-104	Resource		Dir Study RSP	E-104	Dir Study RSP	E-104	English RSP	E-104	Prep	
Misenhimer, Dan	Practical Math	F-103	Pre-Calculus H	F-103	Prep		Practical Math	F-103	Practical Math S	F-103	Practical Math	F-103
Montijo, Eric	English 2	L-002	English 2	L-002	Mex/Chicano Lit	L-002	STEP SDAIE	L-002	Prep		STEP SDAIE	B-105
Morimune, Wes	Prep		Biology Lab	E-229	Biology Lab	E-229	Biology Lab	E-229	Biology Lab	E-229	Biology Lab	E-229
Murray, Lynn	Off		Prep		English 3	B-110	English 11	B-110	English 3	B-110	English 11	B-110
Narez, Claudia	Prep		Spanish NS 5 HP	P-004	Spanish I	C-106	Spanish I	C-106	Spanish I	C-106	Spanish I	C-106
Neidenbach, Jerry	Geometry PVS	F-104	Geometry H	F-104	IMP 4	F-104	Prep		Geometry PVS	F-104	Geometry H	F-104
Neilan, Trace	Integ Sci IA	E-111	Integ Sci IA	E-111	Integ Sci IA	E-111	Integ Sci IA	E-111	Prep		Girls Swimming	Pool
Nelson, Kathy	Read 9 SDAIE	K-101	Prep		Read 9 SDAIE	K-101	Journal Design	K-101	Read 9 SDAIE	K-101	Read 9 SDAIE	K-101
Nishimura, Bob*	Biology Lab H	E-222	Prep		Biology Lab H	E-222	Biology Lab H	E-222	Biology Lab H	E-222	Biology Lab H	E-222
Ornelaz, Hank*	Wgt Train/Cond	WtRm	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	Prep	
Ortega, Marie	English SDC	E-134	World Civ SDC	E-134	Design SDC	E-134	Prep		Design SDC	E-134	Design SDC	E-134
Page, David	Prep		STEP	B-108	Video Prod 2	L-128	English 2	C-131	English 2	C-104	STEP	C-104
Parizo, Tom	Math A2	K-136	Math A2	K-136	Practical Math	J-105	Prep		Athletic Dir	Ofc	Athletic Dir	Ofc
Parziale, Peter	IMP 2	F-107	IMP 3	F-107	Prep		IMP 2	F-107	IMP 2	F-107	Math A	F-107
Pickrel, Brian	English 1	B-110	Reading 9	B-110	Prep		English 4	B-111	English 1	P-006	English 4	P-006
Pratt, Steve	Prep		P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym
Raffaelli, Larry	Health	E-110	Prep		Health	E-110	Health	E-110	Health	E-110	Health	E-110
Reynolds, Alicia	Off		Prep		Creative Writ	B-113	Poetry	B-113	Mex/Chicano Lit	K-135	Science Fiction	B-113
Reynolds, John	Prep		Algebra 1	K-101	Math A	F-107	Algebra 1	F-105	Algebra 1	F-105	Algebra 2	F-105
Rice, Lori	English I	P-005	Contemp Writ	P-005	English I	P-005	English I	P-005	Prep		English I	P-005
ROTC	Aerospace Sci	P-008	Aerospace Sci	P-008	Aerospace Sci	P-008	Prep		Aerospace Sci	P-008	Aerospace Sci	P-008
Runyan, Dave*	ROP Prod Tech	K-105	Wood 2	K-105	Wood 1	K-105	Wood 1	K-105	Wood 1	K-105	Prep	
Rutledge, Carolyn	Prep		Fashion Tech II	K-135	Pre-School	K-136	Pre-School	K-136	Internatl Cuisine	K-138	Internatl Cuisine	K-138
Schmidt, Lynne	Keyboard A	E-114	Keyboard A	E-114	Keyboard A	E-114	Keyboard B	E-114	Prep		Off	
Suel, Nicole	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	P.E. 9-10	Gym	Prep	
Sveiven, David*	Statistics AP	F-113	IMP 3H	F-113	Statistics AP	F-113	Prep		Statistics AP	F-113	Practical Math	F-113
Swindel, Lee (ISP p.0)	Arch Design	K-130	Tech III/Mach Dr	K-130	Off		Drafting	K-130	Prep		Drafting	K-130
Tomhave, Nancy	Prep		Reading 9	B-102	Reading 9	B-102	Reading 9	B-103	English 11	C-204	English 11	C-204
Tucker, Jane	Prep		English 11	B-114	English 2H	B-114	English 2H	B-114	English 4	B-114	Off	
Umipeg, Elmer	Prep		Math SDC	E-109	World Civ SDC	P-003	Math SDC	E-134	Math SDC	B-112	Math SDC	B-114
Valles, Rocky	CrmJst/PreLaw 4	C-205	U.S. History 11	C-205	CrmJst/PreLaw 4	C-205	U.S. History 11	C-205	CrmJst/PreLaw12	C-205	Prep	
Ward, Marcia	English 10	B-106	English 2	B-106	Prep		English 10	B-106	English 2	B-106	English 2	B-106
White, Phillip	English 2	L-128	English 2	L-128	STEP	K-135	English 2	L-128	Prep		Baseball	Field
Wismann, Deena	Disc/Debate	L-129	STEP	L-129	STEP	L-129	STEP	L-129	Disc/Debate	L-129	Prep	
Wood, Ray*	Life Drawing	K-124	Adv Drawing	K-124	Sculpture	K-124	Prep		Ceramics	K-124	Ceramics	K-124
Wootton, Bill	Prep		Integ Sci 2A	E-218	Integ Sci 2A	E-218	Integ Sci 2A	E-218	Essn of Science	E-218	Essn of Science	E-218
Youngerman, Daniele	French I	C-104	French 2	C-104	French I	C-104	French I	C-104	Prep		French 3/4 AP(0)	C-104
Yount, Mitch	English 102	C-212	ESL Conv 102	C-212	Geography Bil	C-212	World Civ 10 Bil	C-212	Prep		Boys Track	Gym
Zambrano, Lilia	IMP 1	F-101	IMP 2H	F-101	IMP 1	F-101	Math A2	F-101	Prep		Ac Enrich Prog 2	F-101
*Department Chair			COUNSELORS				ADMINISTRATORS					
			H. Kirk (A - Ck)				R. Gonzales (A - Eg)					
			A. Sayre (Cl - Gon)				P. Throckmorton (Eh - Lop)					
			Y. Barretto-Flores (Goo - Lop)				G. Mayeda (Loq - Rex)					
			C. Calderon (Loq - Ors)				M. Vollmert (Rey - Z)					
			K. Lehner (Ort - Sa)									
			M. Morabito (Sb - Z)									
			P. Rivera (Chapter I ESL)									

WASC 31337

API MEMOS

WASC 31338

OXNARD HIGH SCHOOL
MEMORANDUM



October 11, 2000
JIM NIELSEN
Office of the Principal

To: All Staff
Re: District-wide API Scores

The attached tables summarize school-wide and subgroup performance of OUHSD schools regarding the **2000 API**.

These test score results are being presented to our Board of Trustees by the superintendent at tonight's board meeting. As you can see, OHS not only **declined in all areas**, we also showed the **largest decrease** in scores in all areas but one.

Reminder: Our API scores were determined by student performance on the Stanford 9 in the spring of 2000. Our 1999 API score was **608** and our growth target for 2000 was 10 or a school-wide score of **618**. Our 2000 API was **587**, a decrease of **21** points. Students were tested in the following areas with each area counting for 20% of our API:

- Reading
- Language arts
- Math
- Science
- Social Science

After meeting with your departments this week, everyone should be aware that we have already begun to address this issue. The following strategies/procedures are either in place or planned for the future:

Strategies in place to improve student achievement:

- Improve communication with parents
 - student planner
 - principal's quarterly newsletter
- Principal meeting monthly with Student Advisory Committee with focus on improving student achievement
- Formation of class committees
- Administrative team meeting weekly to focus on student achievement
- Assistant principals spending one full day each week visiting classrooms and providing relevant feedback
- Leadership, Department, and Faculty meetings will focus on improving Stanford 9 scores and preparing the class of 2004 to pass the Exit Exam
- Department meeting minutes will focus on instructional issues
- Faculty meeting format will be altered to center on instructional issues
 - **by departments: October, January, April**
 - **by focus groups: November, February, May**
 - **by prep periods: December, March, June**

-continued-

WASC 31339

Strategies planned to improve student achievement:

- Develop and implement a school-wide writing rubric to be used in all classes
- Staff development on standards based education and how to design lessons based on soon to be identified "essentials standards"
- Analyze Stanford 9 data to determine school-wide areas of strengths and weaknesses
- Identify "essentials standards" that will address identified weak areas on a school-wide basis
- Provide remediation and tutoring opportunities for students during lunch, after school, and on Saturdays
- Develop a "Local Improvement Plan" to clearly define how all special program funding, including "block grant" funds will be used to improve student performance on the Stanford 9 and to prepare our students to pass the Exit Exam
- Clearly define sanctions that will be placed on OHS if we do not meet our API growth target next year
- Clearly define monetary awards that staff members will receive if we meet our growth target – school-wide and with all subgroups

The administrative team looks forward to working with you as we accept the challenge to double our API growth target for 2001. There is a rich tradition of excellence at OHS. I firmly believe that by redirecting our efforts and resources to improve on Stanford 9 scores, and to prepare students to pass the Exit Exam, we will produce results on these high stakes tests that our staff, parents, students, and community can be proud of.

JN:tcl

Cc: Mr. Bill Studt, Superintendent
Dr. Gary Davis, Assistant Superintendent, Educational Services

APIDistWide

WASC 31340

OXNARD HIGH SCHOOL
MEMORANDUM



October 4, 2000
JIM NIELSEN
Office of the Principal

To: All Staff

Attached is a copy of our 1999-2000 Academic Performance Index (API) Growth Report.

Points to remember:

- Our API is calculated on how our grade 10 and 11 students (95% of 1,199 students tested last year) performed on the Stanford 9 in the spring.
- Grade 12 students were tested on the Terra Nova last year. These scores are **not** calculated into our API. Grade 12 students **will not** be tested this year.
- Grade 9 students take the Stanford 9, but their scores are **not** calculated into the API.
- API scores: 1999 – 608 2000 – 587.
- A decrease of **21 points** in our API score has classified OHS as an “**Underperforming School**” for the 2000-2001 school year.
- There will be a school-wide “Laser-Like Focus” on instruction, curriculum, and student achievement.
- Next week’s Department meetings will focus on plans to improve student performance on the Stanford 9 and to prepare the class of 2004 to pass the Exit Exam.
- Planning committees are being formed to:
 - develop a “Local Improvement Plan” that will determine how **all** special program funds (including new block grant funds) will be utilized to improve student performance on the Stanford 9 and to prepare the graduating class of 2004 to pass the Exit Exam.
 - analyze Stanford 9 test data and determine school-wide areas of strengths and weaknesses.

The administrative team looks forward to working with you and accepting the challenge to improve student performance on the Stanford 9 test and to prepare the class of 2004 to pass the Exit Exam.

Reminders for Certificated Staff:

*You are encouraged to join our PTSA. Please submit your envelope to Terry Lopez.
Encourage your students to participate in this year’s Reflections Contest sponsored by our PTSA. Applications are available with Terry Lopez.*

SENIOR QUESTIONNAIRE

Senior Questionnaire

BACKGROUND: As part of preparing for accreditation, your high school developed "Expected Schoolwide Learning Results." These are statements which are intended to summarize the learning outcomes your high school intends for you to achieve by the time you graduate. The statements were developed for each high school by faculty, students and parents.

QUESTIONNAIRE: As a graduating senior, you are in a special position to indicate to what extent you believe your high school education has accomplished these goals. By completing the questionnaire below, you will help your school better understand the strengths and areas of needed improvement in our school programs.

DIRECTIONS: Please mark your answers with a #2 pencil. To ensure confidentiality, please do not write your name on the questionnaire. Please indicate the extent to which you agree or disagree with each of the following statements at the present time.

completely disagree
generally disagree
generally agree
completely agree

1. Graduates demonstrate higher order thinking and problem solving skills across the curriculum and in real life situations.
2. Graduates demonstrate effective citizenship, appropriate social interaction skills, and acceptance of responsibility for their actions.
3. Graduates are computer literate, math empowered, and able to work collaboratively to convey, receive, and interpret information verbally and in writing.
4. Graduates take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.
5. Graduates show appreciation, respect and consideration for the values and individual and cultural heritage of themselves and others.
6. Graduates are positively involved in their community, environmentally aware, and knowledgeable of our democratic values and government.

Thank you for participating in this important survey!

Oxnard High School

Oxnard High School ESLR 2000

Administered To: Senior Class of 2001

Date Administered: Oct 15, 2000

Main Report Section

	completely agree	generally agree	generally disagree	completely disagree
1. Graduates demonstrate higher order thinking and problem solving skills across the curriculum and in real life situations.	19.2	72.1	7.1	1.6
n = 494	Mean: 1.91/4 SD: 0.57 Mode: 2/4			
2. Graduates demonstrate effective citizenship, appropriate social interaction skills, and acceptance of responsibility for their actions.	25.1	60.4	10.7	3.8
n = 495	Mean: 1.93/4 SD: 0.71 Mode: 2/4			
3. Graduates are computer literate, math empowered, and able to work collaboratively to convey, receive, and interpret information verbally...	26.7	57.8	13.1	2.4
n = 495	Mean: 1.91/4 SD: 0.70 Mode: 2/4			
4. Graduates take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals.	28.1	57.0	12.7	2.2
n = 495	Mean: 1.89/4 SD: 0.70 Mode: 2/4			
5. Graduates show appreciation, respect and consideration for the values and individual and cultural heritage of themselves and others.	23.9	54.7	18.4	3.0
n = 494	Mean: 2.01/4 SD: 0.74 Mode: 2/4			
6. Graduates are positively involved in their community, environmentally aware, and knowledgeable of our democratic values and government.	11.9	49.4	31.0	7.7
n = 494	Mean: 2.34/4 SD: 0.79 Mode: 2/4			

WASC 31344

PARENT/COMMUNITY
SURVEY

WASC 31345

PARENT/COMMUNITY SURVEY RESULTS

There were 250 parents and community representatives who completed this survey during the months of March through October 2000. Not everyone responded to all questions.

1. AVERAGE NUMBER OF CHILDREN ATTENDING OHS	1.3
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2. ETHNIC BACKGROUND OF FAMILY						
AFRICAN AMERICAN	ASIAN	LATINO	PACIFIC ISLANDER	ANGLO	FILIPINO	NATIVE AM
-1%	-1%	32%	-1%	28%	-1%	-1%

3. HIGHEST EDUCATIONAL LEVEL IN HOUSEHOLD				
8 TH GRADE	AA DEGREE	HIGH SCHOOL	POST GRAD	COLLEGE GRAD
-1%	11%	24%	13%	29%

4. TYPE OF PROGRAM/COURSES STUDENT ENROLLED				
HONORS/GATE	STANDARD	CP	SPECIAL ED	ELD
75	49	112	5	3

5. FEEL VALUED AS A PARENT				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
25	99	36	26	12

6. ALL STUDENTS MUST FOLLOW SAME RULES				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
99	76	9	11	5

7. MY STUDENT FEELS RESPECTED				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
29	100	45	30	7

8. TEACHERS SET HIGH STANDARDS FOR MY CHILD				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
34	99	35	23	6

9. SCHOOL IS SAFE				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
31	117	39	6	2

10. SCHOOL IS WELL MAINTAINED				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
43	123	20	7	1

11. PARENTS ARE ENCOURAGED TO PARTICIPATE				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
31	98	26	32	10

12. PARENTS ARE INFORMED OF STUDENT PROGRESS				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
27	111	18	29	18

13. COUNSELORS RETURN CALLS PROMPTLY				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
18	67	44	40	19

14. COUNSELORS ARE AVAILABLE TO MEET WITH PARENT				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
20	90	41	24	16

15. TEACHERS RETURN CALLS PROMPTLY				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
13	53	56	32	21

16. TEACHERS ARE AVAILABLE TO MEET WITH PARENTS				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
13	80	65	23	10

17. TEACHERS USE MORE THAN JUST TESTS IN GRADING				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
30	105	44	10	5

18. THE PURPOSE AND GOALS OF THE SCHOOL ARE DIRECTED TOWARD STUDENT LEARNING				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
41	111	17	13	2

19. STUDENT IS ENCOURAGED TO DEVELOP AND PARTICIPATE IN FOUR YEAR PROGRAM THAT HELP REALIZE HIGH POTENTIAL AND PREPARE FOR LIKE AFTER HIGH SCHOOL				
STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
43	85	24	19	4

20. IN ADDITION TO THE REQUIRED COURSES FOR GRADUATION, STUDENT IS GUIDED TO TAKE COURSES THAT WILL PREPARE HIM/HER FOR COLLEGE AND/OR EMPLOYMENT IN A CHOSEN CAREER

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
39	81	33	27	4

21. STUDENTS AND PARENTS RECEIVE ACCURATE, CLEAR, AND TIMELY ADVICE FROM THE SCHOOL STAFF REGARDING CHOOSING APPROPRIATE COURSES.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
17	62	37	47	21

22. STUDENT CAN MAKE ADJUSTMENTS IN THE FOUR-YEAR PROGRAM ACCORDING TO HIS/HER NEEDS

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
24	89	34	20	10

23. THE SCHOOL FOCUSES ON PREPARING STUDENT TO LEAD A SUCCESSFUL AND PRODUCTIVE LIFE AFTER HIGH SCHOOL

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
34	85	43	21	5

THE ASSIGNMENTS ARE INTERESTING AND CHALLENGING TO STUDENT.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
28	104	32	20	7

STUDENT HAS REGULAR ASSIGNMENTS THAT INVOLVE WRITING BEYOND THE TEXTBOOK

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
35	101	30	21	2

STUDENT HAS REGULAR ASSIGNMENTS THAT INVOLVE RESEARCH BEYOND THE TEXTBOOK

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
37	99	30	19	3

THE SCHOOL COMMUNICATES THE IMPORTANCE OF STANDARDIZED TESTING AND THE API.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
31	89	38	20	9

SUMMARY

There were 250 parents and community representatives who completed the survey from March 2000 through October 2000. The average number of children the parent had enrolled at OHS at the time the survey was completed was 1.3, sixty per cent of the responses were from Latino and Anglo families. The educational level of the parent was above grade twelve and over 50% have AA Degree or above. The majority of their children were enrolled in College Prep or Honors classes.

The majority felt they were valued as parents, encouraged to participate, students are respected and everyone is expected to follow the same rules. They felt the school campus is safe and well maintained and that teachers set high standards for the students. The majority of the parents was either not sure or disagreed that the counselors and teachers are available to meet or that they responded to in a timely manner and approximately 57% felt they did not receive accurate clear and timely advice from the school staff regarding choosing appropriate courses. However, when asked if student could make adjustments to the four-year program and if the student was being prepared for life after high school, 63% agreed.

The general response to the caliber of assignments, writing beyond the textbook, research paper requirements and communication on standardized test results and was positive.

CLASS OF 2001: PLANS
FOLLOWING GRADUATION

WASC 31350

CLASS OF 2001

PLANS FOLLOWING GRADUATION

1.	GO TO WORK ONLY	23
2.	JOIN THE MILITARY SERVICES	33
3.	ATTEND A COMMUNITY COLLEGE	323
4.	ATTEND A STATE UNIVERSITY	51
5.	ATTEND A UNIVERSITY OF CALIFORNIA	60
6.	ATTEND A TRADE SCHOOL/BUSINESS	20
7.	ATTEND ANOTHER 4-YEAR COLLEGE	39

(MAJOR FIELD) OF GRADUATES

8.	BANKING/ ECONOMICS/ FINANCE
9.	BUSINESS/MARKETING
10.	COMMUNICATIONS/BROADCASTING
11.	COMPUTER SCIENCE/PROGRAMING
12.	EDUCATION/TEACHING
13.	FIRE FIGHTING/FOREST RANGER
14.	FOOD CUISINE/ NUTRITION
15.	HEALTH/MEDICAL
16.	JOURNALISM
17.	LAW/ CRIMINAL JUSTICES/ SOCIAL WORK
18.	LIBERAL ARTS
19.	MERCHANDISING/ DESIGN
20.	MILITARY
21.	PERFORMING ARTS / THEATER
22.	PRIEST/ RELIGION
23.	SCIENCE/ MARINE BIOLOGY

GRAND JURY REPORT:
SCHOOL SAFETY IN VENTURA
COUNTY PUBLIC SCHOOL

WASC 31352

SCHOOL SAFETY IN VENTURA COUNTY PUBLIC SCHOOLS
GRAND JURY REPORT

RESPONSES TO RECOMMENDATIONS
OXNARD HIGH SCHOOL
JUNE 14, 1999
UPDATED AUGUST 5, 1999

RECOMMENDATIONS

R-1 School guides and handbooks require revision at next printing as follows:

- Student Planner** – Under “weapon discussion on page 4, reword this reference to include “firearms” and add the EC 48915(a) and (c) and EC 48916(a) expulsion requirement (in excess of one-year for firearms) I the expulsion discussion. These additions require emphasis, perhaps the use of bold print.
- Staff Guide** – Safe School Plan – Under “Discipline” add the expulsion requirements as outlined above in the discussion of weapon possession expulsion.
- Student Information Packet** – Reposition discussion of weapons to top of list, and emphasize zero tolerance, as is presently done for “fighting” (including page 13, Rules).
- School Rules** – Include “firearm” in the weapon discussion. Additionally, the weapons reference should be positioned closer to the top of the list and emphasized by using either **bold** print, underlining, or placement inside a box.

R-2: Currently, each member of the security force is responsible for guarding 375 students, a considerable assignment. It is therefore recommended that the District increase the security staff of Oxnard High School by the addition of a minimum of two additional guards to better protect the school’s students, staff and property. It is further recommended when budget allows, that surveillance cameras be installed at the various blind spots located throughout the campus, and the school’s staff provided with additional training in anger management.

R-3: Considering the increased danger of explosives on school property, it is recommended that the District provide the school’s custodial staff (the employees most likely to encounter such devices) with bomb recognition and handling training

RESPONSE

Over the last two months Oxnard Union High School District has appointed a new Principal to Oxnard High School. Consequently, the recommendations from the Grand Jury Report and the original responses completed in June have been reviewed and additional improvements are underway. In addition to expansion of staff and the refinement of program offerings/master scheduling the new Principal, Mr. Neilsen is in the process of making improvements as indicated below. These improvements either directly or indirectly address all recommendations made by the Grand Jury.

CAMPUS CLIMATE

- Discipline Policy – the student handbook, classroom posters, summer mailer and the PTA newsletter have been revised to include recommendations made in the report. Weapon discussion, discipline/expulsion, fighting have been properly emphasized by using **bold** print or underlining, as suggested. (R-1)
- Students out of class – emphasis will be placed on the school wide tardy policy and period by period tardy sweeps will be conducted to ensure all students are in class. The Student Planner will be the universal hall pass for students and must be signed by the teacher. There will be no 2,3,or 4, period dismissals for students. (R-2)
- Supervision Assignments - Administrators will be assigned to specific areas on campus before school, during passing period, nutrition, lunch and after school. They will actively supervise their assigned area. The school resource officer will be highly visible on campus before and after school, during passing periods, and at nutrition and lunch. Campus supervisors will be assigned specific areas of responsibility. They will be directed to be proactive and highly visible. Five additional campus supervisors will be hired. Additional support staff will be assigned supervision the first two weeks of the semester, and other times there is tension on campus. (R-2)
- Seven closed circuit surveillance cameras will be installed in the following areas:
 - One in locker bay #1,
 - One in locker bay #2,
 - One above emergency exit in Building “C”,
 - One above emergency exit in Building “E”,
 - One above “D” building, focused on center of campus,
 - One on west side of “A” building, focused on gate between “A” and “L” building, and
 - One above “A” building, focused on front of school. (R-2)(This surveillance system can be expanded as needed.)

□ Closed campus policy – in order to enclose and secure all classrooms within a closed fenced area, the following changes will be made:

1. Move gates and fencing to enclose five portable classrooms presently outside of fenced area.
2. Move gates and fencing between the gym and “F” building so exit door from “F” building is inside of secured area.
3. Re-alarm emergency exit doors in “C” and “E” buildings and establish a school-wide policy to ensure these doors are used as emergency exits only. In addition, closed circuit security cameras will be installed above each exit area to monitor activity. Signs will be posted stating that doors are for emergency exit only and are being videotaped.
4. Monitor the entry and exit of visitors and students at the main entrance to the administration building. Counters will be extended, and a security door will be installed.
5. Campus supervisors will be assigned to supervise the gate between the “A” and “L” buildings from 7:30 a.m. to 3:30 p.m.
6. The District’s Director of Staff Development will be contacted to schedule in-service training for campus supervisors, custodial staff and others. Training topics will include the recognition and handling of explosives on campus.
(R-1, R-2, R-3)

RECONFIGURATION OF ADMINISTRATION BUILDING

The office will be reconfigured to allow counselors and assistant principals to work in teams to meet the needs of students within their caseload. Two assistant principals and three counselors will be assigned offices on each side of the U-shaped administration building. They will work as case managers and case workers to monitor and provide interventions for students within their caseload who are below standards in relation to the four Multiple Measures. (R-1, R-2)

OXNARD UNION HIGH SCHOOL DISTRICT
Oxnard High School

BACKGROUND

In 1996 Oxnard High School moved into its new facility located approximately four miles southwest of the City of Ventura. The school is comprised of nine buildings: Performing Arts Center, library, Career Center, two gymnasiums (practice and competition), and four buildings which house classrooms. Its staff consists of a principal (a former graduate of the school) and four assistant principals, an on-site psychologist, counselors, and a teaching staff of 125.

The school supports a vast student population of 3,030. During the 1997-1998 school year Oxnard High experienced 11 weapon possession incidents (which resulted in six suspensions and five expulsions), but experienced no weapon assaults.

Interviews regarding issues of school safety held with the principal, two assistant principals, two teachers, school psychologist, counselor, campus

supervisor, school resources officer, and a custodian disclosed the following:

- The school is fenced and gates are locked while school is in session.
- The school enforces a strict visitor monitoring policy which is controlled at front entrance.
- The campus has a closed-lunch policy.
- Oxnard High has participated in the Teen Court concept, which is available to all county middle and senior high schools, since its introduction in 1995. Teen Court is a community-based early intervention program that directs minors who have not entered the Juvenile Justice System away from formal court while holding them accountable for their actions before a jury of their peers in a judicially-presided session. After hearing the facts of the case, a peer jury deliberates and determines sentencing. Sentencing includes restitution, victim apology, community service, educational/counseling programs, and serving in future Teen Court actions as a peer juror. Upon successful completion of peer sentencing the case against the accused is dismissed.
- The school has a 24-hour confidential hotline, accessed by campus law enforcement, which provides students the ability to report weapon information anonymously.
- For the last six years Oxnard High has actively employed a program of weapon monitoring, which was observed by the investigative subcommittee. Twice each day, an assistant principal randomly chooses a class and supervises a physical search of representative students. As letters of the alphabet are pulled from a container by a student of the class, students with surnames beginning with that letter rise, collect their personal items, and stand at the front of the room. When approximately ten students have been selected, they leave the room, accompanied by the assistant principal and the campus supervisors, and a search is conducted either in a hallway or an available bathroom. A male supervisor scans males, and a woman supervisor scans females by passing metal-detecting wands over each student's body. A search is also made of each student's backpack

and/or personal belongings for any item that could be put to use as a weapon, and also for drugs.

- To improve campus safety the school has repeatedly applied for and been awarded various community, state and federal grants.
- As an outgrowth of community policing, for the past ten years Oxnard High School has had the presence of an unobtrusively armed School Resources Officer. This officer is identifiable, though not dressed in regulation uniform. In addition to law enforcement responsibilities, the officer also counsels students and parents and gives classroom presentations. This program is funded through a Partnership Grant with costs shared by the City of Oxnard and the school.
- The school's night security alarm system covers all buildings and classrooms and is monitored by a caretaker guard. Additionally, the campus and parking lots are well lit and classrooms are equipped with sensor lighting.
- The school has a custodial staff of nine that meets weekly with a District safety representative. The custodial staff recently received violence/anger management training.
- Classrooms are connected to the main office by an intercom system.

FINDINGS

F-1: The school's Comprehensive Safe School Plan was developed at the school level with the active involvement of local law enforcement. The plan meets, in all respects, the requirements of SB-187 and EC 35294.2; and evidence was provided that a public meeting was held prior to local approval. Note: Three representatives of the District attended the safe schools training seminars provided by the County Superintendent of Schools.

Various school guides and handouts, however, could better reflect and emphasize the intent of SB-187 regarding weapons and the consequences of bringing them to school as outlined in EC 48915(a) and (c) and EC 48916(a).

WASC 31358

F-2: The campus security force is comprised of a full-time lead (who briefs the staff daily and trains new employees) and a staff of eight with overlapping four-hour shifts. The total number of supervisors on campus at one time is five. Each supervisor is assigned to, and responsible for, a specific area including all buildings and bathrooms. Each carries a hand-held radio for communicating with one another and the School Resources Officer. During the lunch break the entire force is present and is supplemented by five administrators and up to five teachers.

F-3: The school's custodial staff has not received formal bomb/incendiary recognition and handling training.

CONCLUSIONS

Oxnard High School is a well-run and administered school providing a safe environment for its students and staff. Considering its size and immense student population, however, its security staff needs to be expanded.

Student evaluation of school safety indicated the following:

- Students were well aware (77%) that a student could be removed from school for up to one year for bringing a weapon to school.
- Even with an on-going weapon monitoring system in place, 40% reported they had either seen a weapon at school, or had heard threats or bragging about bringing one.
- Even though provided with a mechanism for anonymous reporting, 80% of the participating students reported an unwillingness to report weapon information to authorities.
- While 75% reported they felt safe at school, 48% responded that they would feel even safer if everyone was monitored upon entry (indicating that a significant number of students would support an additional layer of security to ensure school safety).

RECOMMENDATIONS

R-1: School guides and handbooks require revision at next printing as

WASC 31359

follows:

- Student Planner - Under "weapon discussion" on page 4, reword this reference to include "firearm," and add the EC 48915(a) and (c) and EC 48916(a) expulsion requirement (in excess of one-year for firearms) in the expulsion discussion. These additions require emphasis, perhaps the use of **bold** print.
- Staff Guide - Safe School Plan - Under "Discipline" add the expulsion requirements as outlined above in the discussion of weapon possession expulsion.
- Student Information Packet - Reposition discussion of weapons to top of list, and emphasize zero tolerance, as is presently done for "fighting" (including page 13, Rules).
- School Rules - Include "firearm" in the weapon discussion. Additionally, the weapons reference should be positioned closer to the top of the list, and emphasized by using either **bold** print, underlining, or placement inside a box.

R-2: Currently, each member of the security force is responsible for guarding 375 students, a considerable assignment. It is therefore recommended that the District increase the security staff of Oxnard High School by the addition of a minimum of two additional guards to better protect the school's students, staff and property.

It is further recommended, when budget allows, that surveillance cameras be installed at the various blind spots located throughout the campus, and the school's staff be provided with additional training in anger management.

R-3: Considering the increased danger of explosives on school property, it is recommended that the District provide the school's custodial staff (the employees most likely to encounter such devices) with bomb recognition and handling training.

COMMENDATION

WASC 31360

Oxnard High School, its administrators and staff, are to be commended for

developing at the local level a Comprehensive Safe School Plan which meets the requirements of SB-187, as well as for the excellent job they are doing in managing and protecting a campus and student population as large as is housed at this school. Based upon the evidence provided, as well as operational observations, the subcommittee concluded that the school and its district are thoroughly committed to the safety of their charges.

RESPONSES REQUIRED

Board of Trustees and Superintendent of Schools,
Oxnard High School District

Principal, Oxnard High School

BOARD/DISTRICT
EDUCATIONAL PRIORITIES

WASC 31362

OXNARD UNION HIGH SCHOOL DISTRICT
BOARD/DISTRICT EDUCATIONAL PRIORITIES
2000 - 2001

IMPROVE STUDENTS' ACADEMIC ACHIEVEMENT

Improve students' academic achievement, as assessed by the *Stanford 9* and *High School Exit Exam*.

In order to accomplish the objective stated above, the following procedures are to be implemented:

- a) Focus priorities of Counseling and Guidance staffs onto students' academic achievement, with specific accountability and case management responsibilities linked to counselor/assistant principal teams.
- b) Increase communications with parents and the community regarding academic standards and students' progress toward standards mastery.
 - a. Ensure parents' receipt of school communications regarding academic achievement.
 - b. Assist parents in understanding student achievement reports.
 - c. Utilize community and school newspapers as well as PTA-PFO-PTSA newsletters for these purposes.
- c) Implement the *High School Exit Exam* in alignment with statewide mandates and procedures.
- d) Mandate students' participation in remediation opportunities, and document students' participation in these programs.
- e) Relate special program expenditures directly to the improvement of students' academic achievement and standards mastery.

IMPROVE PERSONNEL SERVICES

1. Continue efforts to support new teachers through co-sponsorship and participation in the Teacher Internship Program and expansion of the Beginning Teacher Support and Assessment System (BTSA).
2. Continue to refine the Teacher Assessment and Support Program (TASP) model to include a peer review component consistent with AB 1X, and expand the TASP model to include a counselors' evaluation process.
3. Implement field experiences for prospective administrative trainees during Summer School 2000.
4. Provide professional development activities to assist core curriculum teachers (English, math, science, social science) in developing and improving students' reading skills.

IMPROVE FACILITIES AND FISCAL RESOURCES

1. Monitor fiscal resources, especially in the following areas:
 - 3% General Fund Reserve Budget
 - 20% Modernization Matching Funds
 - 50% Pacifica High School Construction Funds

2. Implement procedures to monitor modernization efforts and construction of new facilities:
 - Modernization at ACHS, CIHS, HHS and RMHS
 - Construction of Pacifica High School
 - Start-up costs at Pacifica High School

3. Implement procedures to monitor Business Division operations, especially in the following areas:
 - Bus transportation fleet and adequacy of bus drivers
 - Technology/Digital High School grants
 - Risk Management/Health Benefits
 - Fixed Asset Control
 - Cost containment of non-public school placements

4. Begin procedures for a new high school in Camarillo.

5. Implement procedures to evaluate SASI effectiveness within MIS operations, while considering replacement technology and alignment with the new California State Information System.

6. Proceed with procedures for the disposal of the old Oxnard High School property, including considerations of transactions to meet district needs.

OXNARD UNION HIGH SCHOOL DISTRICT
BOARD/DISTRICT EDUCATIONAL PRIORITIES
1999-00

IMPROVE STUDENTS' ACADEMIC ACHIEVEMENT

Improve students' academic achievement as assessed on the OUHSD multiple measures, in order to prepare students to meet standards on the high school exit exam.

In order to accomplish the objective stated above, the following procedures are to be implemented:

1. *Refocus priorities of Counseling and Guidance staffs onto student achievement, with specific accountability and case management linked to counselor/assistant principal teams.*
2. *Increase communications with parents regarding their children's progress in the areas of multiple measures assessments.*
3. *Implement the "exit exam," as directed by the Board of Trustees and in alignment with statewide mandates.*
4. *Mandate students' participation in remediation opportunities, and document students' participation in these programs.*
5. *Focus special program expenditures on support for students' academic achievement in the areas of multiple measures assessment.*

1. The OUHSD multiple measures assessment areas include the following:

Are students making **satisfactory progress toward graduation**, as measured by total credits earned toward graduation?

Are students earning an **acceptable grade point average**?

Have students met their **Minimum Proficiency standards** in reading comprehension, writing, and math computations?

Are students demonstrating **increased language arts and mathematics skills**, as measured by standardized test results?

IMPROVE PERSONNEL SERVICES

1. Consolidate and maximize efforts to support new teachers through co-sponsorship and participation in Teacher Internship Program and expansion of Beginning Teacher Support and Assessment System.
2. Continue to refine the TASP evaluation model to include a peer review component to be negotiated consistent with AB 1X.
3. Implement field experience for prospective administrative trainees during the summer of 1999 and the 1999/2000 school year.
4. Provide professional staff development activities to assist current English teachers in developing and improving their skill in teaching reading.

IMPROVE FACILITIES AND FISCAL RESOURCES

1. Increase procedures to monitor fiscal resources.
 - 3% General Fund Reserve Budget
 - 20% Modernization Matching Funds
 - 50% Pacifico Construction Funds
2. Implement procedures to monitor facilities modernization and construction.
 - Modernization at ACHS, HHS, RMHS and CIHS
 - Construction of Pacifico High School
 - Provide Start-up Costs for Pacifico High School
3. Implement procedures to monitor Business Division operations.
 - Bus Fleet
 - Technology/Digital Grants
 - Workers' Compensation
4. Provide adequate housing for all students.

OXNARD UNION HIGH SCHOOL DISTRICT

BOARD/DISTRICT EDUCATIONAL PRIORITIES

1998-99

IMPROVE STUDENTS' ACADEMIC ACHIEVEMENT

Implement procedures to ensure classroom safety and a secure learning environment on all campuses:

- Include the essential procedures of school safety plans in one condensed document and distribute those to all staff members prior to the start of the new school year.
- Research grant resources to maintain safe campuses.

Implement and evaluate Local Improvement Plans for their effectiveness in increasing students' achievement on the four measures of the OUHSD Assessment and Accountability model.

Continue to implement, monitor and assess sites' Multicultural Education plans.

Continue to increase teachers' skill levels using educational technology to teach the adopted curriculum.

Continue to develop specialized curriculum and career path academies to prepare students for school-to-career transitions.

Implement the language arts and mathematics content and performance standards recommended by the Goals 2000 Consortium Task Group, and evaluate students' achievement related to these standards.

Conduct a study session regarding improving students' reading skills, and consider the merits of the Sylvan Learning Center Plan.

Study the effectiveness of mandatory summer school with consideration of expanding this program to other grade levels.

Implement assessments of students in attaining adopted standards, including an "exit" exam to be passed as a graduation requirement.

Add "Internet Use and Research" to the district's computer literacy graduation requirement.

Increase teachers' accountability for teaching the adopted curriculum and standards.

Support efforts to become California Distinguished Schools.

IMPROVE PERSONNEL SERVICES

Continue to revise and refine the Teacher Assessment and Support Program, and the training plan supporting its implementation.

Continued

WASC 31367

IMPROVE PERSONNEL SERVICES *Continued*

Continue and expand current efforts to increase staff cultural awareness, emphasizing knowledge and skills necessary to meet the special instructional needs of the district's limited-English proficient students.

Implement procedures to increase opportunities for the career development of aspiring administrators within the district.

In order to ensure that all teaching time is effective, continue the orientation/training program for substitute teachers, including monitoring of their classroom performance.

Increase the skills of classified managers in personnel performance evaluations.

Implement the Beginning Teacher Support Program, incorporating an expanded pre-service new teacher orientation process to support the Teacher Assessment and Support Program.

Develop the Teacher Intern Program in cooperation with local universities to ensure qualified, CDE authorized teachers in subject matter fields impacted by teacher shortage.

IMPROVE COMMUNITY RELATIONS

Continue to improve the levels of customer service to students, their parents and community members.

IMPROVE FACILITIES AND FISCAL RESOURCES

Continue to develop plans to provide for the adequate housing of students enrolled in comprehensive high schools, alternative education, and adult school.

Continue the process of upgrading science classroom laboratories and other projects utilizing bond funds.

Implement campus procedures to ensure the cleanliness and safety of all school facilities, including cafeterias, lunch areas, labs and school vehicles, and with special emphasis on restrooms.

Dispose of the old Oxnard High School site and facilities.

Implement plans to ensure an adequate reserve level for the district's budget, which is beyond minimal legal requirements.

Continue to implement cost containment measures related to Risk Management.

Improve the reception at school sites toward campus visitors, including responsiveness to and acknowledgement of these guests, to include providing I.D. tags.

Pursue 50-50 funding with the State for the construction of Pacifico High School.

Monitor progress of construction of Pacifico High School to ensure the timely completion of the project.

Work with district staff on the establishment of a transportation plan for Pacifico High School.

Monitor process and progress of the construction of the OHS swimming pool.

In collaboration with OFT, study methods to implement a funding process for retiree benefits.

STAFF DEVELOPMENT

Memorandum

To: Bill Studt, Gary Davis, Wayne Edmonds, Eric Ortega, Ralph Gonzales, Peggy Nadin, Walt Dunlop, Mary Hopple, Tony Diaz, DO; Terry Tackett, Billie Covert, Ron Komatsu, Glenn Lipman, ACHS; Michael Martinez, Becky Buettner, James Edwards, Dana Karney, Kris Wong, CIHS; Daisy Tatum, CDS; Wayne Lamas, Yvonne Peck, FHS; Roger Rice, Sylvia Jackson, Tom McCoy, John Saunders, HHS; Jim Nielsen, Gary Mayeda, Ray Gonzales, Phyllis Throckmorton, Mike Vollmert, OHS; Bill Dabbs, PHS; Barry Barowitz, Denise Barnett, Ed Phillips, Julius Steele, RMHS

From: Mike Johnston, Director of Staff Development

Date: November 8, 2000

Re: FYI Staff Development Update – Reciprocal Teaching

This memo is an informational update on one strand of staff development currently being undertaken. This is a more comprehensive picture than I was able to present at the last meeting for Certificated Managers.

On October 4 and 5, and then on October 12, teachers of classes in Reading participated in either one or two full days of in-service education (depending on their level of prior in-service exposure) in the reading methodologies recommended by the Strategic Reading Interventions program. This training focused on how to teach reading, in a Reading class. There will be follow-up activities for these teachers who teach students how to read.

Reciprocal teaching is a strategy used for improving student reading in their academic subject matter classes. Mandatory three hour workshops in *Reciprocal teaching* for teachers of English, History/Social Science, and Science have been scheduled for these dates: November 15, 16, 27, and December 5,6,7. Additional workshops are being scheduled for early January, in order to complete the process with all teachers in those subject matter areas.

Teachers are being enrolled through their department chairs in those three subject matter departments, with English tentatively scheduled on November 15, 16, 27, History/Social Science on December 5,6, and Science will begin on December 7. (*There may be some overlapping of subject matter specific sessions on November 27 and December 6.*) Classes are scheduled from 8:00 - 11:00 and then 12:00 -3:00.

In order to train ten teachers per school (by department) each day, while minimizing the draw on substitute teachers, we have suggested that each department send 5 teachers to the morning session and five teachers to the afternoon session, on specifically designated days.

Teachers who specify their need to remain with their students during the instructional day workshops may volunteer to participate in a 3:30 -6:30 workshop on December 6. They will be paid \$16.00 per hour for their three hours of voluntary after-school workshop participation. The "permanent substitute" teachers from each campus are also being invited to the December 6, after-school session. If there is enough interest, additional after school sessions (for pay) will be scheduled.

This training is part of a comprehensive plan being developed by the District Reading Task Group. Members of this Task Group are: Linda Valdez, ACHS; Burna Hartman and Geri Hickenbottom, CIHS; Linda Nielsen, FHS; Jane Akune, HHS; Judith Lee, OHS; Laura Rynott, PVCDS; Paula McCullough, RMHS; Mike Johnston, DO

TRANSITION REPORT BY
PRINCIPAL TO BOARD OF
TRUSTEES

WASC 31370

REPORT TO THE BOARD OF TRUSTEES

July 14, 1999

Transition to Oxnard High School

Since being appointed principal at Oxnard High School for the 1999-2000 school year, I have been working to make improvements in several areas. During this transition period, I have solicited and received input from the district office staff and key OHS staff members as I have moved forward in each of these areas. To improve communications and recant rumors, I have met formally and informally with the OFT site representative, department chairs, counselors, assistant principals, coaches, advisors, and classified staff. In addition, I have included current OHS staff members in the interview process for staff members I have recommended for employment. I feel my openness, willingness to listen, and strong belief in shared decision making is helping to break down some of the barriers that are inherent to the process of change.

Areas that have been addressed to this date are:

Personnel

There have been ten new teachers recommended for employment for the 1999-2000 school year. Three are bilingual and one is a recent graduate of Oxnard High School. In addition, three new counselors have been hired, and one has transferred from Channel Islands High School.

During the months of July and August, I will :

- select an Athletic Director
- hire three head coaches
- select a Mentor Counselor
- finalize areas of responsibility for assistant principals
- realign and define clerical and secretarial duties

Master Schedule

- reduced the number of sections supporting athletic P.E. from 27 to 17
- eliminated Basic World Civ 10
- identified sheltered classes in U.S. History, World Civ 10, and Practical Math
- eliminated dismissal classes in the middle of the school day
- currently developing strategies to increase enrollment in on-site ROP classes and aligning this with the School-to-Career (STC) grant objectives that will provide increased opportunities for students' academic achievement
- reduced class size in Reading 9 and STEP English
- required students in STEP English to be placed in year-long Reading 9 companion course

Campus Climate

- Discipline Policy
 - ⇒ student handbook
 - ⇒ classroom posters
 - ⇒ summer mailer
 - ⇒ PTA Newsletter
- Students out of class
 - ⇒ School wide tardy policy
 - period by period daily tardy sweeps
 - student planner as universal hall pass
 - ⇒ No dismissal periods 2,3, or 4
- Supervision assignments
 - ⇒ Administrators will be assigned to specific areas on campus before school, during passing periods, nutrition, lunch and after school. They will actively supervise their assigned area. The school resource officer will be highly visible on campus before and after school, during passing periods, and at nutrition and lunch. Campus supervisors will be assigned specific areas of responsibility. They will be directed to be proactive and highly visible.
 - ⇒ Additional support staff will be assigned supervision the first two weeks of the semester, and any other time there is tension on campus.
- Nine closed circuit surveillance cameras will be installed in the following areas:
 - ⇒ Two in locker bay #1
 - ⇒ Two in locker bay #2
 - ⇒ One above emergency exit in Building "C"
 - ⇒ One above emergency exit in Building "E"
 - ⇒ One above "D" building, focused on center of campus
 - ⇒ One on west side of "A" building, focused on gate between "A" and "L" building
 - ⇒ One above "A" building, focused on front of school
- Closed campus policy –
In order to enclose and secure all classrooms within a closed fenced area, the following changes will be made:
 - ⇒ Move gates and fencing to enclose five portables classrooms presently outside of fenced area.
 - ⇒ Move gates and fencing between the gym and "F" building so exit door from "F" building is inside of secured area.
 - ⇒ Re-alarm emergency exit doors in "C" and "E" buildings and establish a school-wide policy to ensure these doors are used as emergency exits only. In addition, closed circuit security cameras will be installed above each exit area to monitor activity. Signs will be posted stating that doors are for emergency exit only and are being videotaped.
 - ⇒ Monitor the entry and exit of visitors and students at the main entrance to the administration building. Counters will be extended, and a security door will be installed.
 - ⇒ Campus supervisors will be assigned to supervise the gate between the "A" and "L" buildings from 7:30 a.m. to 3:30 p.m. This will be the only point of entry and exit for students between the hours of 8:15 a.m. and 3:00 p.m.

Reconfiguration of administration building

The office will be reconfigured to allow counselors and assistant principals to work in teams to meet the needs of students within their caseload. Two assistant principals and three counselors will be assigned offices on each side of the U-shaped administration building. They will work as case managers and case workers to monitor and provide interventions for students within their caseload who are below standards in relation to the four Multiple Measures.

Staff dining room

The staff dining room is being redesigned to create a warmer and more inviting atmosphere. Booths and a different seating arrangement will allow more staff members to utilize this facility. In addition, picnic tables with umbrellas will be added to the outdoor patio area.

Areas that need to be addressed by August 23rd:

- additional classroom space
- maintenance of grounds and facilities
- repair of vandalized lockers
- storage container for materials used for stage props
- teacher access to administration building during lunch
- hire additional campus supervisors

PRINCIPAL'S WELCOME
BACK LETTER

WASC 31374



OXNARD HIGH SCHOOL

3400 West Gonzales Road
Oxnard, California 93030
(805) 278-2906

July 17, 2000

Welcome Back!

I hope you continue to enjoy your summer vacation as you begin to prepare for the 2000-2001 school year.

A new school year presents opportunities for various new beginnings – new classes, new faces, sometimes new courses, and often new materials. Summer and vacation can be great healers; and as we approach the opening day of a new school year, the end-of-the pressures that plagued us in June seem quite remote and inconsequential.

Newness alone, however, cannot produce transformation. We ourselves must be willing to be caught up in the rebirth that is possible with each new year. Starting a new year gives us the opportunity to make new plans, design new strategies, and implement new ideas. There is a special kind of joy and satisfaction in planning lessons and activities for a new class; for although the subject or grade level is the same, the students are new, and they appreciate the planning that is done for them. Whether one's responsibility is administering, supervising, teaching, preparing lunches, maintaining a building, or managing an office, there is always room for improvement and for new ways to do a good job even better.

We can be proud of what we achieve in Oxnard High School – in our classrooms, in our offices, and on our playing fields and stages – but our achievements are not due to complacency and satisfaction with the status quo. Our school is what it is because a staff of dedicated, aspiring men and women have a common goal – to do what is best for students – and are always looking for ways to achieve that goal.

This year, as in the past, we must concentrate on the processes that spur continuing advancement: evaluating what we have, determining what we can do to improve, and identifying what we need to make those improvements.

There have been several staff changes, additions, accomplishments, and happenings over the summer as follows:

WASC 31375

“Committed To A Standard of Excellence in Academics, Activities, and Athletics”

A FOND FAREWELL TO:

Tamy Aberson	Miss Aberson has taken a 60% assignment at FHS and ACHS and will pursue her doctorate.
Joyce Antrim-Sos	Happy Retirement!
Vicki Brewer	Happy Retirement!
Connie Brown	Mrs. Brown has transferred to Rio Mesa High School.
Tom Brown	Happy Retirement!
Vanessa Calderon	Miss Calderon will teach full-time at Hueneme High School.
Jesus Chavez	Mr. Chavez is pursuing a career in law enforcement and is one of the newest officers of the Ventura Police Department.
Ryan Dobbins	Mr. Dobbins has been hired as a counselor at Moorpark High School.
Arlene Hernandez	Miss Hernandez has taken a year's leave of absence to pursue other career opportunities.
Dave Horton	Mr. Horton has taken an administrative position in the Temecula School District.
Marta Landa	Happy Retirement!
Lise Lange	Mrs. Lange has taken a year's leave of absence.
Pam Luna	Mrs. Luna has been hired as a counselor at Moorpark College.
Steve Marson	Happy Retirement!
Sue Ortega	Happy Retirement!
Jeri Philbrick	Mrs. Philbrick has taken a sabbatical leave.
Sherry Williams	Mrs. Williams is returning to Los Altos Jr. High School as a counselor.

All of us at Oxnard High School were deeply saddened by the news of Chuck Cordes' passing. His presence will be sorely missed. He was liked and respected by all those who knew him, and the students who had him as their teacher have been profoundly touched by this tragedy.

We can take some solace in the good and lasting work that Chuck did in his too-brief lifetime. The results of his outstanding teaching and his beneficial influence on students will live on!



WELCOME ABOARD TO OUR NEW CERTIFICATED STAFF

Administration

Ray Gonzales Mr. Gonzales joins our administrative team as an assistant principal. Mr. Gonzales was hired in 1995 as a Social Science Teacher at Channel Islands High School. Mr. Gonzales was born and raised in Oxnard and attended Santa Clara High School.

Counselors

Yolanda Barretto-Flores Mrs. Barretto Flores transferred from Hueneme High School where she taught science.

Phil Mascari Mr. Mascari was formerly a Head Counselor/Guidance Counselor at Lancaster High School.

Monica Morabito Ms. Morabito has been working as an administrative assistant for an insurance company while attending graduate school. This will be her first counseling position.

Alicsun Sayer Ms. Sayer has been working as an administrative assistant for the County of Ventura while attending graduate school. This will be her first counseling position.

Support Services – Nurse

Janet Ramsey Mrs. Ramsey comes to us from Channel Islands High School.

Business

Rebecca Hopple Ms. Hopple has a strong background in marketing and is currently working for the Westin Hotel in Long Beach and teaching part-time at Cal State University Long Beach. This is her first high school teaching assignment.

English

David Page Mr. Page was an educator who left the field of education to pursue a career as an Insurance Agent. He has since followed his desire to once again teach and will be joining our English Department.

Foreign Language

Claudia Narez Ms. Narez comes to us from James Lick High School located in San Jose where she was a student teacher. She will be joining our Foreign Language and ELD Departments and will teach Spanish 1 and Spanish for Native Speakers.

Math

Jose Cervantes Mr. Cervantes comes to us from Poly High School in the LA Unified School District where he has taught for the past four years.

John Reynolds Mr. Reynolds comes to OHS from Channel Islands High School.

Physical Education

Nichole Suel Ms. Suel joins OHS from Chaparal Intermediate School located in Moorpark and will be teaching in the girls' P.E. Department and coaching.

ROTC/Air Force

Jeryl Huffman Lt. Col. Huffman joins OHS from the Air Force ROTC program in Paragould, Arkansas. Lt. Col. Huffman has over twenty-five years of military service, which includes 268 combat missions over Viet Nam. Prior to coming to OHS, Lt. Col. Huffman guided Bakersfield High School Air Force Junior ROTC in being selected for the award of Honor Unit two years in a row.

Special Education

Jo Bonner Ms. Bonner comes to us from Adolfo Camarillo High School and will teach in the SH Department.

Peggy Craik Ms. Craik comes to us from Frontier High School and will teach a split assignment between RSP and SED.

STAFF HAPPENINGS:

- Rocky Valles tied the knot this past July. Congratulations to Mr. and Mrs. Valles.
- Betty De La Cruz was also married over the summer. Congratulations newly weds.
- Stan Beal returns to the Social Science Department.
- Mike Hoffman returns from sabbatical to rejoin the Business Department.
- Larry Lopez returns from sabbatical to rejoin the Science Department.
- Lynn Murray returns from sabbatical to rejoin the English Department.

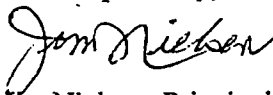
CONGRATULATIONS TO:

Jim Smith – Oxnard High School's new Care Taker! As you are aware, Mr. Smith is a paraeducator in the Special Education Department and serves as an assistant coach to our varsity football program. We are excited about Mr. Smith's added responsibilities and know he will do an outstanding job!



In closing, I want you to know I consider myself fortunate to have the privilege of serving as your principal. I strongly believe that as we take a comprehensive view of our school system – the quality of staff, student achievement scores, quality and scope of our educational programs, success with extracurricular activities, and quality of school facilities, to name just a few – we can see that Oxnard High School is one of the finest schools in California!

Respectfully,



Jim Nielsen, Principal
Oxnard High School

WELCOME BACK EVERYONE

Thursday, August 24 – Faculty Dining Area

10:00 to 11:30 a.m.

Voluntary Department Chairs' Meeting

11:30 a.m. to 12:15 p.m.

Luncheon for Department Chairs & New Teachers

12:30 to 2:00 p.m.

New Teachers' Meeting

Friday, August 25 – Student Cafeteria

8:00 until 10:00 a.m

Refreshments and "Welcome Back" by ASB
followed by General Staff Meeting.

10:00 until 11:00 a.m

ALL certificated staff will meet with departments.

11:00 a.m. until 3:00 p.m

All staff is to prepare for opening of school.

Lunch is on your own.



JN:tcl

WelBack2000-01

WASC 31379

OXNARD HIGH SCHOOL

3400 W. GONZALES ROAD
OXNARD, CALIFORNIA 93030
(805) 278-2906

Mr. Jim Nielsen, Principal



August 9, 1999

Welcome back!

I hope you had a relaxing and pleasant summer vacation. I am enthusiastically and eagerly preparing for the opening of the 1999-2000 school year. It is my distinct pleasure to be the principal of Oxnard High School. I have had the opportunity to meet with many staff members and I am impressed with the pride and commitment each has shown to Oxnard High School, home of the Yellowjackets!

I am happy to report that Oxnard High School has been selected to participate in the state funded Digital High School Program. Therefore, one of our highest priorities will be to begin to develop and implement a plan to spend the \$930,000 that has been allocated to OHS. This will be a challenging and rewarding school-wide effort.

In addition, we will be focusing on the following:

- Establishing and maintaining a closed campus to ensure a safe and orderly learning environment.
- Developing and implementing a school-wide tardy policy.
- Improving communication within the school community.
- Monitoring student progress in relation to the four Multiple Measures (credits earned, grade point averages, achieving minimum proficiency standards, and improving Language Arts and Math skills as measured by Stanford 9 Testing).
- Utilizing a Student Planner on a school-wide basis to assist students in planning for success, time management, goal setting, study skills, and to improve communication between the school and home.
- Begin preparing for our next WASC review scheduled for the spring of 2001.

WASC 31380

There have been several staff changes/additions/accomplishments/happenings over the summer.

WELCOME TO OUR NEW ASSISTANT PRINCIPALS:

- Mr. David Horton comes to us from Torrance High School where he was an Integrated Science/Algebra I teacher. He has recently relocated to Newbury Park.
- Mr. Mike Vollmert began his working career in Product Marketing for an offshore oil company. He became a teacher at Hueneme High School where he taught Science for twelve years. Mr. Vollmert was promoted to an assistant principal at Rio Mesa High School where he served two years.
- Mr. Gary Mayeda began his career with the district thirteen years ago as a psychologist. He was promoted to an assistant principal at Adolfo Camarillo High School where he served three years.

WELCOME TO OUR NEW COUNSELORS:

- Mr. Ryan Dobbins comes to us from the Simi Valley Unified School District.
- Ms. Karen Lehner transferred from Channel Islands High School.
- Mrs. Pamela Luna, formerly a counselor at Fillmore Middle High School.
- Mrs. Sherry Williams, formerly counselor at Los Primeros Middle School.

WELCOME TO OUR NEW CLASSIFIED STAFF:

- Mrs. Nia Kedward transferred from Channel Islands High School. Mrs. Kedward is a school secretary and will be working with Mr. Horton.
- Ms. Lorene Leyva transferred from Hueneme High School and is our Career Center Technician.
- An additional eight-hour employee will be hired to work four hours with the EDP Operator/Attendance and four hours with the EDP Terminal Operator/Records.

WELCOME ABOARD TO OUR NEW CERTIFICATED STAFF:

SPECIAL EDUCATION

Kathleen Beckham Mrs. Beckham comes to us from Yucca Valley High School. She will be joining our Special Education Department and will teach English 9-12 SDC and Math 9-12 SDC. (Mr. and Mrs. Beckham join the many married couples at OHS).

Yvonne Rodriquez Ms. Rodriquez comes to us from the Oxnard Elementary School District where she was a SDC-SH pre-school teacher.

Continued on Page 3

PHYSICAL EDUCATION

Mark Beckham Mr. Beckham also comes to us from Yucca Valley High School. He will be joining our P.E. Department and teaching P.E. 9-10, Weight Training, and is our new Head Varsity Football Coach.

Stephanie Dietz Ms. Dietz comes to us from Arcadia High School where she taught P.E. and coached soccer and softball. She will be joining our P.E. Department, teaching P.E. 9-10., and will coach our Girls' Soccer team.

MATH

Vance Claycamp Mr. Claycamp comes to us from Ploy High School located in Sun Valley, California. He will be joining our Math Department and will teach Geometry and Math A.

Tom Parizo Mr. Parizo comes to us from Channel Islands High School where he served as a teacher and the Activities Director. During that time, he received both state and national recognition for his efforts. He will teach Math A and serve as our new Athletic Director. His abilities to develop student leaders and his understanding of the importance of both athletics and academics will be a tremendous asset to Oxnard High School and the community.

SOCIAL SCIENCE

Anthony Garcia Mr. Garcia comes to us from Sweetwater High School where he was a Teacher/Resource Advisor. He will be joining our Social Science Department and will teach World Civ 10 and U.S. History II Sheltered.

SCIENCE

Larry Hartman Mr. Hartman comes to us from Yucca Valley High School. He will be joining our Science Department and will teach Integrated Science I. Mr. Hartman will also serve as an assistant coach for varsity football.

WASC 31382

Continued on Page 4

ENGLISH

- Thomas McGuirk** Mr. McGuirk has just relocated to California from Tahoe, Nevada, where he taught at North Tahoe High School. He will be joining our English Department and will teach STEP English and English II. He will also coach our Wrestling team.
- Kathy Nelson** Ms. Nelson comes to us from E.O. Green Intermediate School and will be joining our English Department. She will teach Reading 9 and STEP English.
- Phillip White** Mr. White joins us from Garces High School located in Bakersfield, California, where he taught English and coached. He will teach English I, English II, and Reading 9.

OPPORTUNITY PROGRAM

- Randy Block** Mr. Block has transferred from Channel Islands High School where he taught Opportunity and Social Science. He will also assist with football.

A FOND FAREWELL TO:

- Maria Aldana** Mrs. Aldana has transferred to the Community Day School.
- Shirleen Armstrong** Ms. Armstrong has been hired to teach in the Los Angeles Unified School District.
- Denise Barnett** Ms. Barnett has been transferred to Rio Mesa High School.
- Chuck Bowling** Mr. Bowling has transferred to the Community Day School.
- Mary Devorick** Mrs. Devorick has transferred to the Community Day School.
- Mark Gajardo** Mr. Gajardo will return to school to pursue his Master's Degree.
- Diane Gomez** Mrs. Gomez has taken a leave of absence.
- Michael Hoffman** Mr. Hoffman has taken a sabbatical leave.
- Kathleen Kimbrough** Ms. Kimbrough has transferred to Rio Mesa High School.
- Larry Lopez** Mr. Lopez has taken a sabbatical leave.
- Glenn Lipman** Mr. Lipman has transferred to Adolfo Camarillo High School.
- Charlotte Orrantia** Ms. Orrantia has transferred to Rio Mesa High School.
- Kirk Raymond** Mr. Raymond has transferred to Rio Mesa High School.
- Brad Steward** Mr. Steward has been hired to teach in the Ventura Unified School District.
- William Thrasher** "Happy Retirement".
- Marcus Turner** Mr. Turner has transferred to the Community Day School.
- Carrie Ulrich** Mrs. Ulrich has relocated to Arizona and will be a full-time mom.

STAFF HAPPENINGS:

- Eric Montijo tied the knot this past July. Congratulations to Mr. and Mrs. Montijo.
- Lilia Zambrano and her husband are enjoying the arrival of their second son Cuauhtemoc. Cuauhtemoc was born in July and weighed in at 7lb. 9oz.
- Dan Garcia and his wife are also new parents to their daughter, Danielle Rae. Danielle was born July 16. A great big congratulations to our new parents!
- Ted Lawrence has been selected as Oxnard High School's new Assistant Athletic Director. Mr. Lawrence is extremely organized and is an excellent planner and communicator. Mr. Lawrence is filled with enthusiasm, compassion, understanding, and creativity, and will be a great asset to the Athletic Department.

Currently, I am in the process of making improvements in several areas. To do so, I have met formally and informally with the OFT site representative, department chairs, counselors, assistant principals, coaches, advisors, and classified staff. In addition, I have included current OHS staff members in the interview process for staff members I have recommended for employment. I hope my openness, willingness to listen, and strong belief in shared decision making is helping to break down some of the barriers that are inherent to the process of change.

Again, I want to take this opportunity to express to you how pleased I am to be the principal of Oxnard High School. Oxnard High School was established in 1901 and has maintained a proud tradition of excellence in academics, activities, and athletics for nearly a century. As we enter the new millennium, with your active involvement, OHS will continue to be a school with great pride, spirit, and tradition.

As we approach the 1999-2000 school year, I would encourage each of you to remember that everyone working together is a very powerful force. I look forward to being a part of your team!

Respectfully,



Jim Nielsen, Principal
Oxnard High School

Thursday, August 19 - Career Center

10:00 to 11:30 a.m.

Department Chairs' Meeting

11:30 a.m. to 12:15 p.m.

Luncheon for Department Chairs & New Teachers

12:30 to 2:00 p.m.

New Teachers' Meeting

WELCOME BACK EVERYONE

Friday, August 20 - Student Cafeteria

8:00 a.m. to 10:00 a.m.

Refreshments and "Welcome Back" by ASB

followed by a General Staff Meeting

ALL certificated staff will meet with departments and prepare for the opening of school.

10:00 a.m. to 3:00 p.m.

Lunch is on your own.



WelBack

PRINCIPAL'S YEAR-END
REPORT

WASC 31386

OXNARD HIGH SCHOOL'S

Year-End Report

Jim Nielsen, Principal
September 27, 2000



Vision Statement

"Oxnard High School is committed to high standards of academic excellence and personal behavior, and believes in the fundamentals of success, diversity, and empowerment."

During the 1999-2000 school year, the following procedures were implemented at OHS to improve students' academic achievement and prepare students to meet standards on the high school Exit Exam:

REFOCUS PRIORITIES OF COUNSELING AND GUIDANCE STAFF ONTO STUDENT ACHIEVEMENT, WITH SPECIFIC ACCOUNTABILITY AND CASE MANAGEMENT LINKED TO COUNSELOR/ASSISTANT PRINCIPAL TEAMS.

RECONFIGURATION OF ADMINISTRATIVE BUILDING:

The office was reconfigured to allow counselors and assistant principals to work in teams to meet the needs of students within their caseload. Two assistant principals and three counselors were assigned offices on each side of the U-shaped administration building. They worked as case managers and case workers to monitor student progress and provide interventions for students within their respective caseloads.

MONITORING CASELOADS AND PROVIDING INTERVENTIONS:

Assistant principals and counselors met on a regular basis to monitor student achievement. Data was reviewed regarding student attendance, failing grades, referrals, and discipline. Student/parent conferences were facilitated and, when appropriate, SST meetings were held. Students were offered and, at times, mandated to attend remediation programs. Many students were assigned to alternative educational programs. Conferences, interventions, and remediation were all documented into SASI.

INCREASE COMMUNICATIONS WITH PARENTS REGARDING THEIR CHILDREN'S PROGRESS IN THE AREAS OF MULTIPLE MEASURES ASSESSMENTS

The OUHSD Multiple Measures have been communicated to parents through various processes. As students proceed through the enrollment/registration process, meet with counselors and/or meet with assistant principals all student records are reviewed to ensure the student is on target for graduation. Attendance, GPA, Minimum Proficiency Testing and transcript review is completed and discussed with the parent and student at the time of the meeting.

Three major publications have been utilized to provide detailed information to the students and parents. In the beginning of the school year students were provided a Student Handbook. The handbook included sections on: graduation requirements, required courses, and multiple measures. Additionally, staff designed a worksheet, which was included in the handbook, that students could complete to gauge their success. Counselors and assistant principals through classroom visits and presentations distributed the handbook during the first two weeks of school. The handbook was presented and discussed with parents at "Back-to-School" night, Freshman Orientation, Site Council meetings, and PTSA meetings.

Continued on Page 3

INCREASE COMMUNICATIONS WITH PARENTS REGARDING THEIR CHILDREN'S PROGRESS IN THE AREAS OF MULTIPLE MEASURES ASSESSMENTS (Cont.)

The Oxnard High School Annual Report for 1999-2000 was distributed to parents and the business community. The report focused on the student achievements and progress in meeting academic goals.

The OHS Student Registration Handbook for 2000-2001 was designed to reflect the importance of building student success. Again, graduation requirements are included but additional detailed information on college admissions and the eight career pathways are provided to assist the student in selecting the appropriate courses to take to reach their educational goals. Each Career Pathway is described with information on the hottest jobs projected for the year 2006. A chart is provided which lists the sequence of courses a student should take while in high school that will lead them to entry level employment, technical level, and professional level. These handbooks were distributed to incoming 9th grade students and their parents and are available to all students currently enrolled as students at OHS.

IMPLEMENT THE EXIT EXAM AS DIRECTED BY THE BOARD OF TRUSTEES AND IN ALIGNMENT WITH STATEWIDE MANDATES

COMMUNICIATION:

Staff has been informed about the Exit Exam in several ways. The Exit Exam has been an agenda item at several Faculty Meetings. Additionally, it has been discussed at several Leadership Team Meetings, and issues raised were taken to Department Meetings for further dialogue.

Parents have been informed about the Exit Exam at PTSA Meetings, via PTSA bulletins, and in the Parent Information Handbook. Students and parents of incoming freshmen received a presentation at the Freshman Orientation Meeting this year. (The Exit Exam and its implications are especially important to this group as they will be the first students to be required to pass the exam to receive their diplomas.) Additionally, a two-page handout is available at the receptionist area explaining the Exit Exam and its implications for high school students. The flyer is provided to families coming to register students during the course of the year, and is available for any other interested parties.

The 2000-2001 Student Handbook/Planner includes a section with an overview of measuring student achievement, which includes a section on the API and the Exit Exam to provide students with information about the importance of these two issues.

PREPARATION:

Teachers at Oxnard High School participated fully in the Target Teach Curriculum-Mapping Program, focusing on language arts and mathematics. Through this exercise, teachers have identified the areas of strengths and weakness with respect to course frameworks and the Exit Exam. This will lead to making certain that students will be taught what will be tested on the exam. Teachers in language arts and mathematics participated in job-alikes to discuss the results of the Curriculum Mapping project, and make adjustments to courses and strategies to address areas not currently being covered.

MANDATE STUDENTS PARTICIPATION IN REMEDIATION OPPORTUNITIES AND DOCUMENT STUDENTS PARTICIPATION IN THESE PROGRAMS

Several methods have been used to identify, communicate with, and enroll students who have remediation needs. During the 1st and 2nd semesters a Tenth Grade Success Program was in effect that provided a method to regain lost credits. Students were identified through queries that revealed low credits and/or fails in Science, Math or Language Arts. The system was used primarily for 10th graders but was opened on a space available basis to seniors, juniors, and freshmen.

Total number of student enrolled: 205. Total number of students completing program with credits: 150. Total number of credits earned during 1999-2000 Tenth Grade Success: 750.

Another program used this year was a Ninth Grade Success Program. This program was offered exclusively to freshmen that had failed 1st semester English. They were identified by query. Over 165 students failed and of those only 25 parents responded to a letter mailed home to place their student in this class. Just under half finished the program and gained credit.

Total number of students enrolled: 25. Total number of students completing program with credits: 10. Total number of credits earned during 1999-2000 ninth grade success: 50.

Students from 8th grade who are arriving on conditional promotion were identified and are mandated to take redemption Language Arts. Grade 11 students who have not successfully completed minimum proficiency are found by query and mandated to take Summer School to boost their abilities. Grade 9 students who failed 1st semester English and did not successfully complete Grade 9 Success are mandated to Summer School for English remediation.

Total number of students enrolled in mandatory remediation classes: 467. Total number of students completing courses with credits: 291.

** It is important to note that there was an 80% pass rate for those students who attended.*

FOCUS SPECIAL PROGRAM EXPENDITURES ON SUPPORT FOR STUDENTS ACADEMIC ACHIEVEMENT IN THE AREAS OF MULTIPLE MEASURES ASSESSMENT

Special program funds were spent in the following areas to support academic achievement on district Multiple Measures:

- CSUCI Readiness Program
- PASS Program for Migrant, SPED, and regular education students
- AVID program for staff training and student participation
- Drug-free school activities, e.g., support groups, speakers, and assemblies
- Parent education workshops
- Partial funding of Special Programs Counselor
- Partial funding of Migrant aides/paraeducator staff
- Migrant Education - parent and student - recognition and awards events

Continued on Page 5

**FOCUS SPECIAL PROGRAM EXPENDITURES ON SUPPORT FOR STUDENTS
ACADEMIC ACHIEVEMENT IN THE AREAS OF MULTIPLE MEASURES ASSESSMENT
(Cont.)**

Special program funds were spent in the following areas to support academic achievement on district Multiple Measures:

- After school and evening tutoring in the library (by teaching staff)
- Staff development, e.g., Standards based education inservice
- In-Class tutoring by trained community college AVID tutor
- Staffing of computer lab during lunch time
- Graphing calculators for targeted math students and classes
- Cultural and academic enrichment field trips
- Educational software such as the Steck-Vaughn Reading Program
- Supplemental journal subscriptions

These expenditures represent areas of direct impact on multiple measures. In association with the extended school year evaluation, special program students achievement at OHS has shown a consistent pattern of improvement in standardized test scores over the past three years.

JN:tcl

09.19.00.

YearEnd2000

DIGITAL HIGH SCHOOL
GRANT APPLICATION

WASC 31392

Application for Funding 1999-01

Note: Please print or type all information

Digital High School Technology Installation Grant

CTAP Region 8

Combined application for more than four sites

Local Education Agency Name Oxnard Union High School District		Total State Funds Requested
Cnty-Dist-Sch (CDS) Code(s) (1)56 72546 5634548	School Name(s) Oxnard High School	\$930,000
(2)		
(3)		
(4)		
Primary Fiscal Agent/LEA Contact Person Eric M. Ortega	Title Assistant Superintendent	Phone (805) 385-2529
		E-mail Rocky@ouhsd.k12.ca.us
Primary Project Contact Person Mike Vollmert	Title Assistant Principal	Phone (805) 278-2903
		Fax (805) 278-2912
		E-mail Vollmert@ouhsd.k12.ca.us
Primary Project Contact Street Address 3400 West Gonzales Road	City Oxnard	Zip Code 93030

B. PROJECT ABSTRACT

Oxnard High School (OHS) is located between Santa Barbara and Los Angeles on the Pacific Coast. Oxnard's name comes from the family that developed one of the county's first industries, a sugar beet factory, and Oxnard is surrounded by some of the richest agricultural land in the world. The city of Oxnard has a population of 158,300. The ethnic composition of the Oxnard High School student population mirrors the City's cultural and ethnic diversity with 62% Latino, 21% Anglo, 6% African-American, 4% Asian, 4% Filipino, 2% Native American, and 1% Pacific Islander. Oxnard High School programs serve a community in which the median household income is \$37, 174. Most Oxnard High School students do not have a home computer and thus are at a disadvantage. They cannot access the school's online services; research material on the Internet; utilize word processing, presentation or spreadsheet software; or acquire the technological skills that are necessary to succeed in college or the workplace. As a Digital High School, it is our vision to provide technological expertise, more resources, and greater access to students and staff at the school site.

The Oxnard Union High School District was established by a group of citizens in 1901. With 41 students, the original Oxnard High School opened its doors in 1902, offering Latin, English, history and mathematics.

The current Oxnard High School was opened in 1995. Presently, 3090 students attend Oxnard High School, the largest campus in a district of five comprehensive high schools and two alternative schools. Oxnard High's management structure is unique because its four assistant principals are leaders of collaborative teams of counselors and support staff which more effectively address the wide range of student needs. The Student Services Program at OHS ensures that all students attain competencies, knowledge, and attitudes in academic success, career planning, and personal and social development. The OHS staff consists of 131 teachers, five administrators, six counselors, one special programs counselor, one psychologist, one nurse, one speech therapist, one librarian, one attendance coordinator, one outreach consultant, one career center technician, one Oxnard Police Resource Officer, 13 campus supervisors, 17 clerical staff, 21 paraeducators (adult teacher aides), six maintenance staff, nine custodians, and 15 cafeteria staff. Students' academic levels range from pre-literate to GATE with 763 LEP, 179 Migrant, 367 GATE, 35 Opportunity Program, 13 ISP, and 217 Special Education. Over 37% qualify for the free/reduced lunch program. Compensatory education students, 42% of the student body, continue to be the population most at risk to leave the educational system prior to graduation. OHS utilizes a variety of strategies to reclaim these students and for the last five years, OHS has reduced the percentage of reclassified students. The low drop out rate of 1.19% can be attributed to strategies which include: a full time attendance advisor, three attendance night callers, a computerized phone system to notify parents of attendance issues, a full-time SB65 outreach consultant, alternative educational settings, and summer school opportunities. Our foundation for success is a positive and collaborative attitude among our students, parents and staff.

With limited existing resources, we have shown a willingness to begin integrating technology into the core curriculum. Current technology use, however, is limited to certain classes; due to equipment shortages, only 60% of the students in one class per class period can access computers in four of the five content areas -- science, business, language arts, and mathematics. Much of this equipment is old (Mac Classics and Apple IIs), and cannot run new applications or access the Internet. Designed as a computer lab, the social science lab has built-in computer workstations but no equipment. One hundred and one classrooms out of 103 are wired for the Internet, but very few have network capable computers. The Digital High School Grant will provide 103 multimedia workstations for class instruction, student use, Internet access and the infusion of technology into the curriculum. The OHS Library Media Center, a school-wide information and technology hub, provides three card catalog stations and eleven workstations with access to the electronic card catalog, two online services

(*Electric Library* and *EBSCO* full-text magazines), networked CD-ROMs, Microsoft Office, and the OHS Internet Resource page with educational links and search engines. While this facility is available to all students, technology access- 14 computers for 3090 students- is inadequate for our large student population.

The Digital High School Vision: OHS is committed to providing technological expertise, more resources, and greater access to students and staff. The Digital High School Grant will allow us to increase the ratio of computers per student by bringing technology to every classroom on campus, by equipping the four computer labs to accommodate whole classes, by moving older, existing computers into classrooms as mini-labs, and by providing greater technology access in the library. It will make it possible for teachers in every classroom to assist students in the acquisition of information literacy skills. It will make it possible for teachers in every classroom to support the Expected School-Wide Learning Result to "produce graduates who are technologically literate."

Oxnard High School's DHS Plan calls for the integration of word processing, spreadsheet, Internet research, email, and multimedia presentation into major content areas. Staff has limited knowledge of technology as a teaching tool, and instructional literacy is very low due to a lack of equipment. Staff will attain the background and skills they need to help students meet the goals regarding computer knowledge and skills. Staff development will focus on a three-year plan to bring staff to personal and instructional proficiency in word processing, spreadsheet, Internet research, email, and multimedia presentation. The lack of technology or the inability to use it will no longer be a topic of discussion. Instead teachers will be sharing what they have found to work with their students and collaborate on curriculum related uses of technology.

To ensure that all students have access to technology and that technology will be infused into the curriculum, the following areas are the focus of the OHS Digital Program:

- ◆ Install an Internet capable computer to allow presentations on a large screen TV monitor in every one of the 103 classrooms
- ◆ Install multimedia computers in each computer lab so whole classes have access to the Internet and Microsoft Office.
- ◆ Establish a faculty data server for secure storage of faculty information accessible anywhere on campus, as well as servers in each lab to accommodate lab software and storage of student work.
- ◆ Increase access in the library to 34 workstations and create a multimedia presentation center for staff and student use
- ◆ Upgrade WAN/Internet connection from a fractional T-1 to a full T-1 to accommodate network traffic and replace existing building hubs with a fully switched LAN.

By embedding the use of technology into the core curriculum, students will not have focused their efforts on learning how to use technology, but on how to use the technology to learn the curriculum. Student motivation will increase as technology is infused into the curriculum. Students will learn how to use the computer and other technologies as tools, and they will understand the role of technology in their education. They will possess the skills to effectively use a computer, access and evaluate information, and have the foundation to master new programs they will encounter in the workplace.

C. PROJECT NARRATIVE

1. Strategic Goals, Objectives, and Benchmarks

All programs developed at Oxnard High School, including the Digital High School program, must address one or more of our five Expected School-wide Learning Results. These ELSRs were developed 6 as part of our WASC "Focus on Learning" self-study. Oxnard High School will prepare all students to be:

- ◆ Complex thinkers who meet or exceed the district's graduation standards and demonstrate higher order thinking and problem solving skills;
- ◆ Effective communicators who convey, receive, and interpret information; and demonstrate verbal, written and interpersonal skills;
- ◆ Productive graduates who are technologically LITERATE, are math empowered and take responsibility for the future by setting, pursuing, and accomplishing realistic and challenging goals;
- ◆ Collaborative workers who use effective leadership skills to foster, develop and maintain relations within diverse settings; and use appropriate social interaction skills;
- ◆ Community participants who appreciate, respect, and show consideration for others; demonstrate knowledge of diverse culture, fostering tolerance; accept responsibility for their actions; attain environmental awareness; and acquire knowledge of our democratic values and government.

1a. Students

1a (1) Student Proficiency Levels

The formation of our Digital High School goals has been driven by the above ELSRs and include addressing each of the 5 main thrusts of the Digital High School Program – developing skills in word processing, spreadsheets, desktop publishing/presentations, email, and using the Internet as an information source. A student survey conducted during the Spring of 2000 asked students 43 questions about their levels of technology proficiency. We found that 11% of the students surveyed had no experience or limited experience with technology. Of the students who use computers 77% said they use a computer at home. Only 33% of the students responded that they had used a computer in a classroom, and the predominate use of computers was for word processing (46%) and Internet research (36%). Only 6% of the students surveyed indicated they had used computers for presentations or to communicate ideas. We concluded that while the use of computers for word processing and Internet research are important, there needs to be an expansion of vision about the uses of computers to organize and present information. We will push students and teachers to develop the use of computers as presentation tools and explore the medium as a powerful way to express ideas and share information. Our vision is to provide every student, in all core content areas, exposure to the use of technology as a complete learning tool. The table below summarizes student feedback regarding proficiencies in various technology areas, and shows that students need exposure to all areas of the technology spectrum. Our plan aims to reach every student on campus, affording all the opportunity in their core classes to develop their digital skills in the context of their learning.

OHS Student Proficiencies				
Proficiency Level:	No Experience	Slightly Proficient	Moderately Proficient	Highly Proficient
Word Processing	13%	24%	17%	46%
Presentation Software	56%	31%	8%	6%

Spreadsheet	53%	32%	9%	5%
Internet	18%	19%	27%	36%
email	46%	14%	18%	23%

1a (2) Student Academic Achievement Levels

The primary, school-wide measure of achievement is the API score. Oxnard High School in 1998-99 had an API score of 608, ranking the school a 5 among all schools in California, and a 10 when compared to similar schools. Student academic achievement is measured using the OUHSD's Multiple Measurements (Stanford 9 results, Minimum Proficiency Test, credits earned towards graduation, and grade point average). Throughout the course of the grant, these indicators, along with STAR testing results, will be utilized to monitor academic achievement levels of students and their progress in reading, language usage, and mathematics. Students are tested in April of each school year. The most recent data available, from the April 1999 test, is shown below. Our objective is to show positive gains in all indicators.

Oxnard High School Multiple Measures Indicators		
	1998-99	1997-98
Measure 1: Credits Towards Graduation		
Students on or above grade level by credits earned	80%	82%
Measure 2: Acceptable Grade Point Average		
Students with a GPA above 2.0	68%	73%
Measure 3: Minimum Proficiency Standards		
Students achieving minimum proficiency standards in Reading Comprehension	60%	48%
Students achieving minimum proficiency standards in Writing	72%	60%
Students achieving minimum proficiency standards in Math Computation	66%	48%
Measure 4: Stanford 9 Language Arts and Math Achievement		
Total Reading – at or above grade level	29%	31%
Total Math – at or above grade level	38%	35%

Stanford 9 Test Results			
	Reading	Language Usage	Mathematics
Grade 9	32	50	46
Grade 10	32	44	43
Grade 11	37	49	47

1a(3)a, 1.a.(3)b Goals, Objectives, and Benchmarks for Students

Please see form DHS99-27.1, Page 14

1b. Staff

1b(1) Current Staff Proficiency Levels

Currently, 69% of the teachers do not have a network-capable computer in their classrooms. To determine the technological literacy levels among staff, a survey was conducted. The results reveal a wide range of technology levels and skills required by the DHS program. In the survey, teachers were asked about their use, both personally and professionally, of computers and various types of software. The results reveal 78% of teachers at OHS use word processing frequently, but 11% do not use it at all. 29% of teachers use spreadsheets, yet 32% don't use them at all. 49% of teachers with computers in their classrooms frequently use software such as PageMaker or PowerPoint for publishing and presentations, and 48% use the Internet frequently. Interestingly, 60% of the teachers use email frequently, while 15% do not use it at all. The number of teachers who do not use various types of software indicates the need for a staff development program that is tailored towards individual teachers' needs.

Staff recognizes the need to increase their use of technology in the classroom. Among teachers who have computers in their rooms (41 of the 131 teachers), most indicated they use them regularly for word processing, Internet research, classroom presentations, demonstrations, or data keeping. However, the percentage of all teachers who have a computer in their classroom is only 31%. Most teachers (96%) who do not currently have a computer in their classroom indicate they will utilize the technology for instruction.

1.b.(2) a, 1b(2)b, & 1b(2)c: Goals Objectives, and Benchmarks for Staff Development

Please see form DHS00-27.1, Page 16

2. PROJECT PLAN

2a. Program for Students

2a(1)(a) Computer Knowledge and Skills

Students will acquire computer knowledge by utilizing technological skills in their major content areas: English, Foreign Language, Mathematics, Science, and Social Science. In 2nd and 3rd year science classes, when students perform laboratory experiments, they will gather, organize, and analyze their own data using the process of scientific inquiry incorporating probeware, spreadsheets, and word-processing. In mathematics classes, students will be taught to use graphing calculators, *Geometer's Sketchpad*, *Green Globs*, *MiniTab*, and other educational software to enhance the curriculum and to allow for the discovery of mathematical concepts through inquiry. U.S. History students will utilize *Word* and *PowerPoint* software in a research project on a topic to be assigned by the teacher for a report and class presentation. American Literature students will create and present a *PowerPoint* presentation to enhance understanding of the prevalent themes of American literature. In conducting research for this endeavor, students will utilize, among other resources, the OHS Library Media Center's "American Literature" and "Literature" Internet resource links, which are maintained by the Librarian on the OHS Internet Resource Page. Additionally, students will access subscription databases and networked CD-ROMs, such as *Exploring Novels* and *Exploring Poetry*.

2a(1)(b)i. Enriching the Academic Program

The integral use of technology in the curriculum will help us achieve our WASC ESLRs and is a component of our action plan from "Focus on Learning". Course content will be enriched through utilizing the Internet and other electronic information sources. In addition to earlier examples, geography students will search web sites and the *Electric Library* for information about countries. In

every classroom, networked computer workstations and large monitors will assist instructional delivery by teachers and presentations by students. College-prep junior English students will conduct Internet research on the lives of classic American authors and present their findings to their classmates via *PowerPoint*. Student achievement in individual classes will be assessed through assignments requiring computer applications (word processing, spreadsheets, charts) and class presentations utilizing *PowerPoint*. Achievement overall will be tracked through the school's existing Multiple Measures program, as well as meeting our growth target for the Academic Performance Index each year. Electronic grading software will facilitate frequent updating of grades for prompt student feedback.

Technology will enhance teaching and learning strategies by extending content and the thinking process beyond that of traditional instruction methods. Language arts students will have enrichment opportunities to explore required literary works through networked CD-ROMs and sites on the OHS Internet Resource Page. Integrated science students will utilize "Ask an Expert" web sites and e-mail for authoritative perspectives on environmental issues. Mathematics students will learn through discovery when using *Green Globbs* and *Geometer's Sketchpad* software. Technology will also provide new avenues for collaborative learning and expression; for example, English 1 students could work cooperatively to deliver Power Point presentations on the lives of famous authors.

2a(1)(b)ii. Improving Presentation of Information and Ideas

Students will improve communication and presentation of ideas through computer applications and multimedia production. *PowerPoint* presentations will be created by students to communicate research findings; third level Spanish for Native Speakers students will research indigenous peoples of Mexico and Central America, and will research issues of injustice, and offer community service solutions as remedies to these issues. Integrated science students will investigate topics and conduct appropriate research for Science Fair projects, and will investigate the effects of natural disasters at various locations around the planet. Ninth Grade language arts students will use *Microsoft Word* to prepare four-paragraph essays based on the Jane Schaeffer writing model. Sophomore English students will share their knowledge of cross-curricular themes as they make *PowerPoint* presentations analyzing Cultural Literacy terms assigned by their teachers. Business students will use desktop publishing to prepare publicity brochures for school activities. Interactive Mathematics Program Year 4 (IMP 4) and AP Statistics students will use the Internet to research polling techniques and processes. They will explore web sites that are dedicated to statistics and that provide simulations of statistical methods. College prep mathematics classes will integrate the use of graphing calculators and the calculator view screen accessory for teacher and student presentations.

2a(1)(b)iii. Preparation for Careers

Technology will help students prepare for careers by using software (*JOB-O*, *COIN*, *Bridges*) and Internet access to research careers, colleges, and scholarship information. Desktop publishing, computer applications (such as *CAD*), on-board diagnostics (auto shop), as well as other technology skills, will enhance school-to-work preparation.

Students interested in careers in the computer industry will be able to take industry specific course work by participating in a Cisco academy, which focuses on computers and networking technology. Students who successfully complete the program will be utilized in maintaining the LANS on campus, affording them the opportunity to add real-world experience to their resumes.

2a(2) Three Year/Ongoing Plan for Improved Academic Achievement **2a(2)a Year One**

Students will have access to learning resources and the Internet in all classrooms, labs, the Career Center, and the LMC, open throughout the day and outside of school hours. Access to these resources, and introduction to students will be the priority for the first year of the grant. Social Science and Science students will use the Internet, library CD-ROM programs and online magazine services accessible from the classroom as they research philosophical ideas to debate from the point of view of historical persons or research issues of current scientific interest. A LAN will allow students to use computer applications and access their work saved on a server from any networked computer or terminal. When the library media center is reconfigured, existing computers will be moved to the Career Center to improve access to career and college exploration through software and the Internet.

Technology literacy skills will be learned in the context of the curriculum, and will be assessed using a checklist to track the number of students successfully completing various projects and assignments requiring the skills. All major content areas will teach and incorporate computer skills, as seen in the examples defined in the benchmarks and narrative. However, certain courses will be targeted to introduce and assess specific skills or significantly refine those skills in particular applications, as shown in the table below:

Word Processing	9 th grade Language Arts	1 st year Science, Business	2 nd to 4 th year Mathematics	11 th grade Social Science
Spreadsheet	1 st to 4 th year Science		2 nd year Business	12 th grade Social Science
Internet	9 th grade Language Arts	Science, Mathematics (all levels)	10 th to 12 th grade Social Science	2 nd year Business, Foreign Language
E-mail	Geography (9 th Grade)	11 th grade Social Science	2 nd year Spanish for native Speakers	3 rd and 4 th year Science
Multimedia Production	1 st to 4 th year Science	American Literature	Spanish for Native Speakers 3	Communications 2000 (English)

In the first year of the grant, we will focus on infusing technology skills into English, Foreign Language, Mathematics, Science, and Social Science departments. This focus will carry into year two. The priority is to incorporate technology skills into the curriculums in these core academic classes. Students will develop and apply word processing skills in classes in each of these departments (see table above). Science students will gather raw data and analyze it using various software tools such as spreadsheets. Social science and foreign language students will learn about other cultures through educational web sites and services available on the OHS Internet Resource Page (subscription databases: *Electric Library*, EBSCO magazines on line, and Internet links.) Communication 2000 (English) students will conduct Internet research on foreign countries and the travel industry, then give *PowerPoint* presentations in which they play the role of a travel agent presenting a vacation package to an audience of potential customers. Physiology students will utilize the Internet and the *Electric Library* to research disease history and prepare a written report. English students will develop precision in grammar and spelling through the instant feedback provided by grammar and spell check utilities. With increased access to computers and word processing, students in all levels of mathematics classes will have the opportunity to use *Microsoft Word* for their Problems of the Week, portfolio cover letters, and Internet research projects.

2a(2)b,c Years Two and Three

In the second year of the grant, focus will continue on the core academic areas, and work will begin on incorporating, technology skills into non-core departments and courses – Business, Art, Industrial Technology, and Consumer and Family Science. Students in Consumer and Family Science will prepare projects and presentations utilizing appropriate software. Industrial Arts students will utilize CNC controlled equipment and CAD software as a regular part of their coursework. Utilization of technology to enhance communication skills will be emphasized during the second and subsequent years of the DHS grant. (See 2.a.(1) bii.) Students will incorporate presentations of research and ideas utilizing multimedia production software.

In the third year of the grant, we will begin work on cross-curricular projects, focusing technology skills on projects that combine work in multiple departments, such as math and science, social science and English, or art and industrial technology. Students and teachers will, by this time, have sufficient background of technology skills to make choices about the most appropriate methods for researching, publishing, and presenting information. Independent of this grant, OHS is moving towards a Standards Based approach to teaching and learning, where demonstration of understanding and mastery will be the focus. These technology skills will support that effort.

2a(2)d Years Four and Beyond

Integration of technology in additional subject areas will occur during the first and subsequent years. The technology used in the video production classes provides the opportunity for students to do brainstorming and script writing, gather information, learn proper camera operations, and add music and editing to bring their projects to final viewing form. These students will present their projects on the school's local public access cable TV channel, operated in partnership with Jones Intercable. As teachers in P.E., industrial technology, consumer and family sciences, and art acquire technology skills, their students will develop Internet projects involving physical fitness and exercise, auto mechanics, food and nutrition, and graphic arts. For example, students in all drafting classes will receive instruction on *AutoCad*, using computers to develop engineering or architectural drawings.

2a(2)e Information Literacy Skills

Each department will develop strategies to incorporate information literacy skills into the curriculum. Within content areas, students will use an information problem-solving process: identifying the problem, developing search strategies, seeking appropriate resources, accessing diverse resources, organizing information, analyzing content, reaching conclusions, and communicating findings. For example, using a sequential list of the required components of the U.S. History 3 Term Paper/Term Project, students will have the opportunity to complete the research process, to consult a variety of sources, gather relevant information, and report their findings. The five computer labs will allow teacher demonstrations, whole class instruction and computer access for each student, so students can locate relevant materials, work collaboratively or individually to publish results, and work on presentations that can be shared with the class in the library presentation center. Older, existing computers will be orphaned to content area classrooms, creating mini-labs, so small groups can access computers for class assignments.

The librarian, also, will offer instruction in locating, retrieving, and evaluating information; and collaborate with instructors to incorporate information literacy skills into lessons, so students can access information efficiently and effectively, evaluates information critically and competently, and use information accurately and creatively. All ninth grade students will be introduced to information literacy skills during LMC orientation with their English classes.

2a(2)f Alignment with curriculum Master Plan and State Academic Content Standards

Technology is integrated into courses at Oxnard High, consistent with district curriculum frameworks which are under annual review by department chair groups and the district curriculum committee. OHS staff members serve on both committees. The review process generates revision as needed to insure that all courses meet state academic content standards as well as addressing the needs of our students. The Digital High School process will upgrade delivery systems and will involve students more actively in their learning, giving them access to varied and current information, sharpening their critical thinking skills, and providing them with the tools they will need to succeed beyond high school.

2B. Staff Development

2B(1) Program for Staff

The staff development objectives are designed to help teachers learn how to incorporate new technologies into their teaching and to promote technology integration by providing time for planning and teacher collaboration. Technology use varies among disciplines and includes word processing, spreadsheets, e-mail, the Internet, multimedia applications, curricular software, and use of classroom administration tools.

Each year, teachers participate in an innovative program called Teacher Assessment and Support Program (TASP), which takes the place of traditional Stull Evaluations. The District has a waiver from the State Department of Education to conduct this innovative program. Each teacher, on an annual basis, meets with an administrator to review a rubric based on the Standards for the Teaching Profession, and develops a professional development plan for the year. We will use this same model, with a rubric based on the CTAP Proficiency Standards, to develop an annual plan for teachers to develop their technology proficiencies. Staff development will train teachers in a wide range of technologies, beginning where each teacher's current level of proficiency is, and moving each teacher to higher and higher levels.

2B(1)a Program for Staff for Year One

The DHS committee will coordinate the schedule and training of staff (Timeline). Using district and Special Programs funds, site and district experts and county mentors will train 10 selected teachers (trainers) in Spring '01. These trainers will provide level 1 instruction to staff in monthly sessions beginning Fall 2000. At the first inservice (Sept. 2000) teachers will participate in a round-robin overview of the Internet, *MS Word*, e-mail, and a classroom grading program. They will set individual goals, in concert with their administrator and the TASP program, based on their level of proficiency in order to meet staff development benchmarks. Then teachers will attend a monthly training cycle aimed at preparing them to use technology skills in the classroom. Using release time, trainers will support introductory lessons for newly-trained teachers. Small-group training and follow-up sessions will be offered to teachers during their prep periods and after school.

Teachers will be compensated for their participation in after-school technology workshops. Funds for this will come from Block Grant funds. The CTAP/VCSSO Computer Training Center will offer similar workshops in Internet applications, multimedia presentation, desktop publishing, troubleshooting, web page design; teachers will be encouraged to participate in those sessions.

2B(1)b, c Program for Staff for Years Two and Three

At the end of the first year, teachers will again complete the TASP-based technology rubric, with their administrator, to reassess their personal growth in the use of technology. Based on the results of the survey, teachers will set individual goals for year 2 training, and the DHS/Technology committee will set priorities for staff development based on feedback from this process. This same process will be utilized at the end of year two to establish the plan for year three. In years two and

three, training priorities will focus on collaboration, multimedia and *PowerPoint* presentations, spreadsheets, electronic database search and retrieval, and Internet applications.

Trainers and experienced teachers will model lessons that integrate technology and will assist other teachers in the classroom. DHS and special program (1882, block grant, mandated cost) funds will be used to provide release time for small groups of teachers, either within departments or across disciplines to collaborate on project design and explore curricular software. Part of the time will be spent exploring the wealth of information and lesson plans available on the Internet. In addition, these funds (primarily Block Grant) will support teacher attendance at technology conferences such as Computer Using Educators, Connected Classroom, and the National Educational Computing Conference.

Departments will utilize release time, paid time outside of school, and/or prep periods to examine ways to incorporate information literacy skills into the curriculum using technology. For example:

Science Dept.	Develop a continuum of technology skills as students move from 1 st to 3 rd year courses
Math	Teachers demonstrate lessons using mathematics software
US History / Jr. English	Develop interdisciplinary multimedia projects
Geography World Civ. and FL	Learn to utilize e-mail and Internet sites to help students learn about foreign cultures
Consumer and Family Science. Art, Industrial Technology & P.E.	Use release time to work with trainers and experienced teachers to develop curriculum using technology
LMC	Train staff in search strategies and use of electronic databases
All Staff	Participate in workshops that evaluate web sites and survey lesson ideas, and projects online at sites such as Classroom Connect, Webquests posted out of CSUSD and Kathy Schrock's Guide for Educators

Additionally, the district and Ventura County Employment Development Association will provide school-to-work opportunities for teachers to integrate technology into class work. For example, art teachers will visit commercial graphic arts businesses to explore relevancy of technology in the field. The Adaptive Technology Assessment Center at VCSSO will help teachers of the severely emotionally disturbed learn strategies to use career software and online services with their students. During a portion of monthly staff meetings (faculty or department), staff members will model technology based lessons. Teachers will offer follow-up tutorial sessions and/or classroom demonstrations based on their presentations. The follow-up sessions can be offered during our bi-monthly Special Meeting Days.

Throughout the three year plan, the DHS committee will meet regularly to assess needs and evaluate the progress of program implementation, using staff checklists, individual goals, workshop evaluations, trainer and teacher comments, and lab use statistics. The DHS committee will determine specific interventions to help teachers attain their goals. DHS funds will be allocated to pay teachers for training during off-hours and summer. Additional support for training, collaboration, and conference participation will be provided through categorical funds. Site trainers, and county and

CTAP experts will train teachers to plan lessons incorporating technology, and to learn new technology skills. As teachers gain expertise, they will help train and mentor colleagues, and assist in classrooms. District staff development will continue to offer technology and curricular workshops. Teachers may also attend summer technology institutes offered by the Oxnard Union High School District (OUHSD), VCSSO, CTAP, and Thatcher School.

2B(2) Support for New Staff

As new staff members are hired, they will meet, as part of their TASP program, with an administrator, to assess their technology level (using the technology skill rubrics) and develop appropriate professional development plans for the year, and set personal goals to achieve technology proficiency. Site administration will inform them of district, county, and CTAP technology training opportunities, and classroom support will be provided through experienced teachers and trainers.

2B(3) Individualized Instruction

Teachers, beginning in year two, will have the basic computer skills and background necessary to begin the process of individualizing learning for students. By incorporating presentations and research projects into courses, teachers will be able to establish individualized expectations for assignments, and provide timely feedback through the use of computerized grading programs.

2B(4) Technology in Assessment

By the end of year one, once computers are installed in every classroom, available for teacher use, teachers will be able to utilize grading programs and SASI (or it's equivalent student data system if the District makes a change to a new system) to monitor and record student progress. In addition, students will be able to get timely feedback on their progress in class, their individualized results on various assessments (Multiple Measures, Stanford 9), and their progress towards graduation. Through access to web pages secured with passwords to limit access, teachers will be able to view data on individual students' API and Multiple Measures scores, computer literacy graduation requirement, past grades, and course history. By the end of year two, parents will be able to access information about student attendance and grades using the OHS web site, and to view assignments and messages from teachers about a student's homework and class progress. These web pages will be designed using Cold Fusion web data base software, to allow parents and students to query individual students' information. The Project Manager will update the data on these pages each quarter. (The prototype for this program is already developed. Deployment of the classroom computers and addition of faculty server, along with coordination with the District's web server, will allow full implementation.)

3. Local Evaluation and Program Monitoring

3a, b Monitoring Progress Towards Goals

The DHS committee will develop a rubric of student technology competencies based on the benchmarks aligned with the goals and ESLR's and the basic computer skills (word processing, e-mail, spreadsheets, electronic publishing, Internet search, and courseware). For example, biology teachers will verify that students used raw data to produce a spreadsheet, and history teachers will verify that students completed a research project and a PowerPoint presentation. The site Project Manager will coordinate the explanation, distribution, and collection of the evaluation rubrics at department chair meetings. Teachers will complete the rubrics for their students once per semester. The DHS project manager will compile the data and use it to assess progress in attaining site strategic goals and objectives. Results will be reported to the DHS committee and department chairs for subsequent discussion at department meetings, in an Action Research format allowing adjustment of site goals and objectives as required. The DHS project manager will query the district student database (SASI) to compile API, Multiple Measures, and Stanford 9 data to measure student academic achievement levels.

During the initial year, all students will be surveyed during 2nd period classes to assess their level of proficiency with computer skills and attitude toward technology. In subsequent years, freshmen will complete the survey following library orientation with their English classes. The survey will be administered to new students with counselor orientation. Follow-up surveys will be given during 2nd period classes at the end of each year.

Academic achievement will be monitored according to the state API standards. The DHS project manager will compile the results once per year. Meeting or exceeding API growth targets will be a positive indication of the effects of the DHS grant on our campus.

Monitoring of these indicators, and adjustments in teacher and student programs to meet the goals will be the responsibility of the DHS committee, which will meet regularly for that purpose. The Project Leader will have primary responsibility for this endeavor.

4. Technology Resources

4a Hardware

Our first priority is to integrate old and new hardware to provide access to computer applications for teachers and students as they move between classrooms, labs, and the LMC. Ancillary to this is the installation of computers and upgrading the infrastructure to accommodate the increased traffic. New computers will be installed in the LMC, in each lab, and one workstation in every one of the 103 classrooms (see Budget Narrative). Displaced, older computers will be distributed to the career center and to classrooms thus creating mini-labs, and will be upgraded as needed to afford Internet connectivity. Computers that cannot be upgraded for Internet connectivity will be placed around campus for use as word-processing stations or for continued use of course-relevant software programs. All five labs on campus (science, business, English, mathematics and social science) will be upgraded with new, network capable computers and be networked with appropriate servers for software, data storage, and efficient maintenance of the labs.. We will upgrade our WAN/Internet connection from a fractional T-1 to a full T-1 to accommodate network traffic, and replace existing building hubs with a fully switched LAN.

All 103 classrooms will be equipped with an up-to-date, Internet capable computer connected to a large screen TV monitor and printer to create a dynamic teaching and learning environment. Each computer will have installed the latest version of *Windows, Microsoft Office suite (Word, Excel, Access, PowerPoint)*, an Internet browser, and a grade book program (*Grade Book Plus* or *Making the Grade*). A faculty server, available to staff from any computer on the LAN, will provide secure data storage for teachers' documents and records.

We will continue to use existent software, including Microsoft Office, PageMaker, PhotoShop, Printshop Deluxe, and curricular programs such as Geometer's Sketchpad, EDL 100 Computerized Reading Program, Bridges Career Explorer, and electronic resources in the LMC and Career Center. Upgrades of Microsoft Office will be installed on all new computers. Licenses will be upgraded as necessary. New software to be purchased at this time will include Cold Fusion web database software (for development of web-based information databases for staff, students, and parents), and Vision software (to assist in monitoring and maintaining the network).

4b Infrastructure Status and Needs

A basic telecommunications infrastructure in place at Oxnard consists of a fractional T-1 frame relay line connecting the school to the district wide area network (WAN) and the Internet. All classrooms are wired for the Internet and cable TV, with the exception of two portables due to be installed during the spring of 2000. These two rooms will need to be connected with a wireless network solution. Current infrastructure consists of a 10 Base-T Ethernet network throughout campus. All buildings are linked with fiber optic cable. There are nine 10 Base-T hubs for classrooms and one fiber hub located on campus, connected to a Cisco dual port router separating the office from the

classroom/instructional LAN. DHS funds will be used to upgrade the WAN Internet connection from a partial T-1 to a full T-1 providing wider bandwidth. 10/100 Base-T switches will replace network hubs, providing faster performance necessary to meet increased demand on the infrastructure. The existing hubs will be relocated to selected classrooms to accommodate small pods of computers. We will also add student, faculty and backup file servers.

4c Electronic Learning Resources

Every computer – those in the LMC, in each classroom, and in the five computer labs (once upgraded) will be equipped with Microsoft Office and an Internet browser. Classroom computers will have a gradebook program for teacher use. Lab software will be appropriate for the given application, such as a typing tutor program for the typing lab, or appropriate math software for the math lab. Over the network, all classroom computers, and most lab computers, will be able to access the LMC resources outlined in 4f. Teachers and students will utilize online resources such as SCORE for development of lessons and projects in math, science, language arts, and social science. When considering software purchases, departments will utilize the standards-based California Instructional Technology Clearinghouse web site. All software purchases will be approved by the administrator acting as Project Leader, who will verify that the purchase is in line with goals and objectives of the grant.

4d Fair and Appropriate Access

This plan calls for installation of computers in every classroom. All levels of classrooms have access to, and will be afforded the opportunity to utilize, various labs and the LMC. Additionally, current infrastructure design affords access to the campus LAN by the Career Center and by Administrative offices. This design parameter will be maintained. Certain LMC resources, such as *EBSCO* on-line magazine subscriptions and *Electric Library*, will be available to parents and students, both on and off campus. All teachers will be trained regarding the District Acceptable Use Policy.

4e Students with Physical Disabilities

A process is already in place, and will be utilized, to ensure that access requirements for students with special needs will be met. For example, visually impaired students will be able to use the JAWS text reading software from their classrooms to access computer resources. Special access hardware and software will be acquired through Special Education funding sources.

4f Library Media Center

Open from 7:30 to 3:30, the Oxnard High School Library, which was once a facility with limited technology access, will become a schoolwide learning center and technology hub, addressing its mission -- "to ensure that students are effective users of ideas and information." Classrooms will have access to the electronic card catalog, and all appropriate educational Internet sites and online subscription databases (*Electric Library* and *EBSCO* full-text periodicals) via the OHS Internet Resource Page. Students will have access to thirty-four computer workstations with Internet access; networked CD-ROMs; word processing, spreadsheet, and presentation software; and online subscriptions databases. Staff will consist of one full-time library media teacher and one clerical library assistant (8 hours per day). The library media teacher collaborates with teachers in developing instructional activities which incorporate information literacy skills—locating, retrieving, and evaluating information from a variety of media and sources.

The LMC will contain on-line resources for the entire campus, as well as 34 computers for student use, both during class time and before and after school and at lunch. A presentation system will be installed for class presentations, and student and staff instruction. The presentation area and 34 workstations will also serve as a professional development lab for staff inservice. As teachers give

projects and assignments to students, the library will be a resource for classes to work on those projects as a whole, as well as for individual students to continue their work during non-class hours.

5. Partnerships

5a Involvement of Partners in Development of Plan

Development of the Oxnard High School DHS plan involved parents, businesses, post-secondary institutions, government agencies, and community groups.

Parents were consulted continually through the planning process, and their input was incorporated into the plan. Input was garnered through direct contact with parents, and through discussions with School Site Council and the Parent Faculty Organization. DHS has been an ongoing agenda item for these groups.

Numerous business assisted in the development of the DHS plan. GTE, Microage Electronics, Inc., MakeItWork, Inc., Jones Intercable, and PacifiCom all provided advice and assistance regarding infrastructure and hardware integration, and software compatibility. We are working with Cisco Systems, Inc. to develop a networking academy as an outgrowth of the DHS grant.

Discussions are underway with Cal Lutheran University to develop a partnership teaching multimedia skills to students. UCSB is working on a project to develop Deep Space Observation activities on-line for high school physics classes, and OHS is a participant in that effort.

CTAP/VCSSO provides our campus its gateway to the Internet and faculty e-mail accounts, and offers ongoing technology training. Periodically, we participate in County buys for equipment and software, or use the Software Clearinghouse resources for software selection. Online CTAP resources provided invaluable guidance and direction in formulating our DHS application. Regional CTAP representative Loren Nibbe led a full-day orientation to the DHS application process and shepherded us along in our writing efforts, and subsequently met with our planning committee to provide guidance and support. Loren continues to provide consultation and advice on our efforts. Equipment donations from government organizations, most recently 8 computers for Journalism class, have helped increase student access to technology.

Community groups, such as Rotary and El Concilio provided input regarding possible future uses of the computer labs and facilities, and the Alumni Association, along with parents, has provided input regarding our web site.

The DHS Committee included representatives from each department, as well as administrators, the librarian, and parents, which assured input from all academic areas. This group met regularly throughout the development process, assuring input in formulating goals and objectives.

5b Continued Partner Support and Participation in the Plan

Parent representatives will be involved in evaluating the progress of the DHS plan. Parent input will be solicited through scheduled parent forums, monthly PFO meetings and newsletters, and a yearly survey at Back to School night, thus helping the DHS committee set priorities for technology use, acquisition and instruction. At Back to School night and Open House, parents can familiarize themselves with interactive programs in the labs and LMC and view student multimedia projects.

GTE, VCSSO and Cisco Systems will assist with maintaining and upgrading network infrastructure. GTE will install and maintain network switches, train district staff, and will send a representative to sit on our DHS Committee. VCSSO will continue to maintain the WAN and offer low cost Internet access. Both VCSSO and CTAP provide a range of continuing staff technology and troubleshooting workshops. Ongoing articulation with the emerging CSU Channel Islands and with California Lutheran University and Oxnard College will help us promote consistency in our programs and standards. Student internships offered through our Health Academy and the County Regional Occupation Program provide students hands-on experience with technology in the field. Female students are introduced to career opportunities emphasizing math and science by attending workshops

and hearing speakers at the Brighter Horizons, sponsored annually by the local chapter of the American Association of University Women.

Teachers will continue to access the resources of CTAP and the Software Clearinghouse, SCORE, other web sites, and educational ListServes for curricular ideas involving the Internet.

6. Sustainability

6a School's Plan for Ongoing System Development and Support

The school and district are committed to supporting the DHS plan at Oxnard High School. A full time computer technician will be hired, and will work with the Project Leader to maintain the equipment and network installed through the grant. This position will be funded through the grant. Beyond the grant, other funds will be utilized in order to maintain this position as feasible. The District Coordinator of Educational Technology will continue to work closely with the DHS committee on matters pertaining to network infrastructure, equipment specifications, project goals, and budget. The DHS committee will meet regularly to oversee and coordinate project development, ensure that technical support is in place, and coordinate staff development. Special program funds will be available for ongoing staff development and conference requests, and to support future staff proposals for technology projects.

District commitment and funds will maintain network infrastructure in cooperation with GTE, Cisco Systems, and the VCSSO. In addition to the technician, site trainers and district and county mentors will be available for network and technical support, and assistance with software applications.

Technology trainers (site and district funds) and level 3 teachers will provide input to the DHS/Technology committee, training for staff, and technical assistance. A paraprofessional paid with Title I funds will help supervise computer labs, assist students and teachers, and staff the labs during off hours.

6b District Commitment

To support district schools in implementing DHS plans, the District has hired additional personnel in the MIS department, who are available to assist with hardware and network maintenance and support needs. The District Coordinator of Educational Technology directs the district's efforts to maintain the network infrastructure and Internet connection. The district staff development department will continue to support a comprehensive program of on-site training and curriculum based technology training and troubleshooting classes. Commitment from community organizations, government, and business, including VCSSO, GTE, and Cisco Systems, will be coordinated by the district for ongoing support of the local and wide area network, and provision of Internet access. Jones Intercable supports the school's cable TV public access channel, where students can create and air programs produced in Video Production classes.

7. Project Management

7a. Overall management and coordination – Mike Vollmert, Assistant Principal, will devote an average of 10-12 hours per month to the project. Duties will include: budget; overall monitoring of the plan; overseeing assessment, evaluation activities, and project partnerships; and attending all appropriate school and district meetings.

Managing and coordinating staff development – Bonnie Horn, DHS Teacher Support Provider, will schedule and monitor staff training and all other professional activities, ensuring that technology is embedded into the curriculum and staff personal assessment goals are met.

Managing and coordinating hard acquisition – Under the direction of Mike Vollmert, Ted Lawrence, DHS Budget Assistant, will coordinate purchases with school and district staff, and schedule hardware installation for DHS Technician.

Representing departments on campus – Department Chairs will attend monthly Leadership Team meetings to discuss DHS progress and concerns, identify the need for project modifications involving curricular issues and staff development, monitor lab use by teachers within each department, and coordinate departmental purchases of DHS hardware and software.

Representing departments on campus – Technology Representatives (Departmental DHS Committee Members) will attend regularly scheduled DHS meetings; assist with planning, scheduling, and implementing of DHS project and staff development activities on site.

Overall responsibilities are summarized in the following table:

Management Responsibility	Principal Jim Nielsen & Assistant Principal Michael Vollmert (Project Leader)
DHS/ Committee	Vollmert; Harold Venable*; 10 teachers; librarian; student / parent volunteers; site technician.

* District Coordinator of Educational Technology

7b Data Collection, Ongoing Planning, and Project Modification

The DHS Committee will be responsible for coordinating the project and for data collection. Primary project leadership will be by the Assistant Principal for Technology (Project Manager).

7c Estimates of Time

Compensation or release time required by committees and leadership to coordinate the project will be funded by DHS, district and Special Programs. Estimated time requirements are summarized in the table below:

Activity	Person	Hours
Query SASI database and prepare reports for computer competency & student achievement results	Vollmert	4 hours
Develop staff and student surveys, staff checklists, staff proficiency rubrics	DHS Committee	16 hours
Distribute and collect staff surveys, proficiency rubrics (annual) and checklists (each semester)	Technician / Department Chairs	6 hours
Meet with teachers to discuss proficiency rubrics and personal development plan.	Administrators	Part of annual Teacher Assessment and Support Program
Collect and tabulate teacher proficiency data	Vollmert	8 hours
Distribute and collect student surveys	Technician/2 nd per. teachers	8 hours
Oversee budget	Vollmert / Lawrence (DHS Budget Assistant)	30 hours
Coordinate staff training	DHS Committee/Horn	40 hours

Plan and modify project based on results of data	DHS Committee/Vollmert	40 hours
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1b(2)a Goals, Objectives, and Benchmarks for Computer Knowledge and Skills

Goal: Students will improve critical thinking skills and effectively communicate ideas in all curricular areas, assisted by the tools of technology.	Objectives, Annual Benchmarks	Evaluation Instruments: Data to be collected	Schedule for Evaluation	Program Analysis and Modification Process
Objective 1: 85% of all students in English and Foreign Language classes will complete a project requiring use of word processing and Internet resources.	End of year 1: 50% will satisfy the objective End of year 2: 65% will satisfy the objective End of year 3: 85% will satisfy the objective	Checklist of teachers and classes, and number of students completing the assignments with a passing grade.	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
Objective 2: 85% of all students in Math classes will complete at least one assignment requiring the use of graphing calculators and/or spreadsheets to analyze data and/or mathematical functions	End of year 1: 50% will satisfy the objective End of year 2: 65% will satisfy the objective End of year 3: 85% will satisfy the objective	Checklist of teachers and classes, and number of students completing the assignments with a passing grade.	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
Objective 3: 80% of all students in science classes will use spreadsheets for laboratory data analysis, and word processing and Internet resources for class reports.	End of year 1: 50% will satisfy the objective End of year 2: 65% will satisfy the objective End of year 3: 85% will satisfy the objective	Checklist of teachers and classes, and number of students completing the assignments with a passing grade.	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
Objective 4: 80% of all students in US History classes will utilize word processing and Internet resources in completing a research project	End of year 1: 50% will satisfy the objective End of year 2: 65% will satisfy the objective End of year 3: 80% will satisfy the objective	Checklist of teachers enrolling and successfully completing training classes	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required

1a(3)b Goals, Objectives, and Benchmarks for Student Academic Achievement

Central to Oxnard High School's vision for DHS is the integration of technology into the routine learning for all students, and into the curriculum in all academic areas. This integration is consistent with our site-defined ESLRs, and is supported by our commitment to improving student achievement.

Goal 1: Oxnard High Students will be effective thinkers and communicators who demonstrate positive academic achievement.			
Objectives, Annual Benchmarks	Evaluation Instruments: Data to be collected	Schedule for Evaluation	Program Analysis and Modification Process
Objective 1: Oxnard High School will meet or exceed its annual API growth target.	Reported API targets and scores	End of each school year	DHS Project Director will collect data, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: OHS will satisfy the objective			
End of year 2: OHS will satisfy the objective			
End of year 3: OHS will satisfy the objective			
Objective 2: OHS will demonstrate gains in Stanford 9 test scores for Language Arts and Math	Reported Stanford 9 test scores	End of each school year	DHS Project Director will collect data, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 3% gain will be demonstrated			
End of year 2: 3% gain will be demonstrated			
End of year 3: 3% gain will be demonstrated			
Objective 3: Students in special populations (Comp. Ed., LEP, Migrant Ed., GATE, and Special Education) will demonstrate gains in 80% of their Stanford 9 subtest areas	Reported Stanford 9 test scores	End of each school year	DHS Project Director will collect, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 70% will satisfy the objective			
End of year 2: 75% will satisfy the objective			
End of year 3: 80% will satisfy the objective			
Objective 4: Students will demonstrate positive change in Multiple Measures indicators for Credits Towards Graduation, Grade Point Average, and Language Arts and Math skills.	Multiple Measures Scores	End of each school year	DHS Project Director will collect data, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: OHS will satisfy the objective			
End of year 2: OHS will satisfy the objective			
End of year 3: OHS will satisfy the objective			

1b(2)a Goals, Objectives, and Benchmarks for Staff Development

Goal 1: Staff will receive training to improve personal proficiency in the use of software and hardware appropriate to their classes and curriculum.			
Objectives, Annual Benchmarks	Evaluation Instruments: Data to be collected	Schedule for Evaluation	Program Analysis and Modification Process
Objective 1: 90% of faculty will show an increase in their level of proficiency according to a yearly assessment as part of the Teacher Assessment and Support Program.	CTAP Standards-based rubrics, evidence of using software in teaching	Beginning and end of each school year	DHS Project Director will collect data from Administrators after their TASP meetings with teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 70% will satisfy the objective			
End of year 2: 80% will satisfy the objective			
End of year 3: 90% will satisfy the objective			
Objective 2: 90% of faculty will be Level-1 proficient in using word processing software	CTAP Standards-based rubrics, evidence of using software in teaching	End of each school year	DHS Project Director will collect data from Administrators after their TASP meetings with teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 80% will satisfy the objective			
End of year 2: 85% will satisfy the objective			
End of year 3: 90% will satisfy the objective			
Objective 3: 80% of faculty will be proficient in use of PowerPoint software as a demonstration and teaching tool	CTAP Standards-based rubrics, evidence of using software in teaching	End of each school year	DHS Project Director will collect data from Administrators after their TASP meetings with teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 60% will satisfy the objective			
End of year 2: 70% will satisfy the objective			
End of year 3: 80% will satisfy the objective			

Objective 4: 80% of all staff will be proficient in the use of Internet research skills.	CTAP Standards-based rubrics, evidence of using software in teaching	End of each school year	DHS Project Director will collect data from Administrators after their TASP meetings with Principal and DHS committee for recommendations and changes as required
End of year 1: 60% will satisfy the objective			
End of year 2: 70% will satisfy the objective			
End of year 3: 80% will satisfy the objective			
Objective 4: 60% of all staff will be proficient in the use of spreadsheets. (Emphasis will be on Math and Science teachers in first year, other interested staff in subsequent years)	CTAP Standards-based rubrics, evidence of using software in teaching	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 40% will satisfy the objective			
End of year 2: 50% will satisfy the objective			
End of year 3: 60% will satisfy the objective			

Goal 2: Staff will have the skills necessary to assist students in the acquisition of computer skills and content knowledge in a technology rich environment.			
Objectives, Annual Benchmarks	Evaluation Instruments: Data to be collected	Schedule for Evaluation	Program Analysis and Modification Process
Objective 1: 100% of teachers will receive training and implement the District Acceptable Use Policy in integrating technology into lesson plans and curriculum	Checklist of teachers enrolling and successfully completing training	End of each school year	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 85% will satisfy the objective			
End of year 2: 95% will satisfy the objective			
End of year 3: 100% will satisfy the objective			

Objective 2: 90% of teachers will be trained in usage of appropriate computer labs and lab management strategies	Checklist of teachers enrolling and successfully completing training classes	End of each semester	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 1: 80% will satisfy the objective			
End of year 2: 85% will satisfy the objective			
End of year 3: 90% will satisfy the objective	Enrollment records in training classes, classroom observations, teacher evaluations, TASP meetings	End of each school year	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
Objective 3: 90% of faculty will be trained in effective use of technology in the classroom as a teaching and learning tool for students			
End of year 1: 70% will satisfy the objective			
End of year 2: 80% will satisfy the objective	CTAP Standards-based rubrics, evidence of using software	End of each semester for enrollment in classes, end of second semester for evaluations and survey	DHS Project Director will collect data from teachers, and report to Principal and DHS committee for recommendations and changes as required
End of year 3: 90% will satisfy the objective			
Objective 3: 80% of faculty will be trained in effective use of electronic grading software to provide timely feedback to students about their academic progress.			
End of year 1: 60% will satisfy the objective			
End of year 2: 70% will satisfy the objective			
End of year 3: 80% will satisfy the objective			

Technology Installation Grant
Budget Form: Object of Expenditure

- Check if this is a budget revision. Date _____
- Check if small school local match requirement of \$300 per pupil applies
- Check if Specific Waiver Request is being submitted (use Form SW-1).

Major Object of Expenditure Categories	Digital High School Funds (a)	Local Match Funds* (b)	Total Funds by Object of Expenditure (a)+(b)
1000-1999 Certificated Personnel Salaries	\$ 0	N/A	\$ 0
2000-2999 Classified Personnel Salaries	19,626	N/A	19,626
3000-3999 Employee Benefits	11,323	N/A	11,323
4000-4999 Books and Supplies	8,365	94,420	102,785
5000-5999 Services and Other Operating Expenditures	39,100	295,242	334,342
Indirect Costs at an established rate (excluding the 6000-6999 category)	3,349	N/A	3,349
6000-6999 Capital Outlay	731,832	423,933	1,155,765
Total Funds	\$813,595	\$813,595	\$1,627,190

*Note: The information listed in this column, including the total must match DHS99-23C.

Assurances

The local educational agency (LEA) shall assure that:

Special Assurances

1. A local match that is not less than the amount of the grant will be provided, unless a modification or waiver of the local match requirement is granted by the California State Board of Education (EC § 52253(a) and 52254(a)(2)).
2. The local governing board of the LEA shall provide a certification that a majority of the certificated staff at each participating site indicates their support for participation in this program (EC § 52255 (g)) and provide a copy of the minutes for the Board meeting during which the Board took action on this certification.
3. Before the completion of the Technology Installation Grant, the following will be accomplished:
 - (a) Every classroom teacher and every library media teacher will have connections in their primary teaching area to instructional applications and Internet resources, using appropriate hardware and software, in every instructional classroom including the school library media center;
 - (b) Every student will have access to instructional applications and Internet resources, using appropriate hardware and software, in every instructional classroom, including the school library media center;
 - Through access to these tools, teachers and students should give emphasis to use of appropriate technology and information resources integral to curriculum content areas.
 - Access should also assure that students develop essential technology literacy skills as specified in the objectives.
 - (c) Services will be provided to staff and students of any continuation high school or alternative program that is included as a part of the comprehensive high school's project application on an equitable basis.
4. The school's project application addresses:
 - (a) staff development;
 - (b) ongoing technical support services;
 - (c) the integration of technology applications and tools into the curriculum consistent with the curriculum master plan; and
 - (d) the services to be provided to staff and students of any continuation high school or alternative program included as a part of the comprehensive high school's application.
5. The school district has adopted a policy regarding access by pupils to Internet and on-line sites (EC § 51870.5).
6. The data for each site from the State Testing and Reporting System (STAR) test for the year in which initial funding is received, and each subsequent fiscal year thereafter, administered in accordance with Article 4 (commencing with 60640) of Chapter 5 of Part 33 of the Education Code and the regulations implementing the STAR Program will be provided for purposes of the evaluation required by Education Code Section 52266.
7. Baseline data collection and subsequent progress reporting required by CDE will be completed. For multi-site applications, this data will be submitted by each individual site.

General Assurances

1. Programs and services are and will be in compliance with all applicable state laws and regulations prohibiting unlawful discrimination practices (GC § 11135, CCR T5 4960).
2. Programs and services for handicapped persons are and will be in compliance with the Individuals with Disabilities Education Act, § 613(a), and § 504 of the Rehabilitation Act of 1973.
3. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state funds paid to that agency under this program.
4. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public (CA Public Records Act, GC § 6250 et seq.).
5. Auditable records of each participating school program will be maintained on file (EC § 62003, 62005, 62005.5).
6. The district board of trustees has adopted written procedures to ensure prompt response to complaints within 60 days and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties (CCR T5 4600).

Assurance Section:

I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that all requirements and assurances of the program will be met as a condition of grant funding.

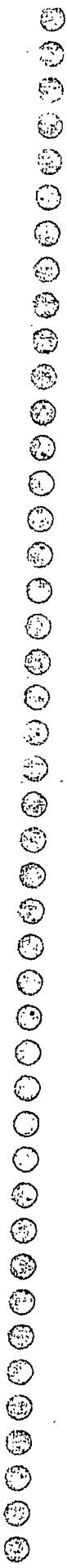
Printed Name of Authorized Agent Eric M. Ortega	Title Asst. Superintendent	Phone (805) 385-2529
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Signature

[Handwritten signature]

Date

DHS99-23A here



**Technology Installation Grant
Budget Form: DHS Funds Budget Narrative**

Line Item Category	Narrative Description
1000-1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	Lab Tech, full time, @ \$11.34/ hour = \$19,626
3000-3999 Employee Benefits	Benefits for Lab Tech = \$ 11,323
4000-4999 Books and Supplies	Powerstrips, Misc. Cables for classrooms (101) @ \$15 = \$1515 Scanners for library , labs (7) @ \$375= \$3000 Writeable CD ROM Drives (2) @ \$250 = \$500 Supplies & Materials for Cisco Academy = \$2500 Cable, connectors for wiring in labs = \$850
5000-5999 Services and Other Operating Expenditures	Installation labor for classrooms, 101 rooms @ \$100 / room = \$10,100 Installation labor for labs, etc = \$4,000 Electrical and cabling for library = \$7,000 Installation labor for library = \$3,000 Electrical and cabling for library = \$7,000 Installation labor for library = \$3,000 Electrical and cabling for Cisco Academy = \$2000 Installation labor for Cisco Academy = \$3000
Indirect Costs (excluding the 6000-6999 category)	Approved indirect rate is: <u>4.27</u> % Indirect waived _____ yes <u>X</u> no \$3349
6000-6599 Capital Outlay	Multimedia Computers, for classrooms, Library, Labs (369) @ \$1300 = \$479,700 Diagnostic / Service tools for Lab Tech = \$2,000 Daignostic Computers (laptops) 2 @ \$2700 = \$5400 CD-ROM Burner for maintenance, server/computer station backup = \$500 Printer for LabTech = \$400 Servers (9) for labs, library, faculty/student LAN @ \$15,000 = \$135,000 TVs 32-inch (101) @ \$550 = \$55,550 VCRs (101) @ \$130 = \$13,130 TV Mounts (101) @ \$200 = \$20,200 Printers (101) for classrooms @\$200 = \$20,200 Laser printers (9) for labs, library @ \$2305 = \$20745 Hubs (12) for library @250 = \$3000 Furniture, library = \$23,000

	Furniture, Cisco Academy = \$20,000 Projector, Screen, Sound System for library = \$11,000 Hardware for Cisco Academy = \$10,000 Software for Cisco Academy = \$13,000 Spectrum licenses for library = \$522 Digital Camera (3) for library, staff = \$3600 Upgrade to T1 connection = \$4000 Upgrade of Infrastructure, new portables \$7290
Grand Total	\$930,000

**Technology Installation Grant
Budget Form: Local Match Resources**

Note: Instructions for determining allowable match resources and their value are found in Appendix A.

	Source of Matching Resources (b)	Funds Received (C)	Funds Committe (d)
Computers	Site Budget / Block Grant	\$118,864	
Computers	Title VI	1,050	
Computers	Carl Perkins	10,066	
Printers	Site Budget / Block Grant	23,034	
Printers	Carl Perkins	5,050	
Digital Cameras, Cam Corders, Accessories	Site Budget / Block Grant	9,001	
Digital Cameras, Cam Corders, Accessories	Carl Perkins	500	
Graphing Calculators, accessories	Site Budget / Block Grant	18,327	
Graphing Calculators, accessories	GATE Funds	6,039	
VCRs, Editing Equipment	Site Budget / Block Grant	11,339	
VCRs	Carl Perkins	900	
Laser Disk Players	Site Budget / Block Grant	700	
Laser Disk Players	Carl Perkins	404	
Video Tapes, Laser Disks	Site Budget / Block Grant	18,784	
Video Tapes, Laser Disks	Carl Perkins	1,861	
Computer Software, Site Licenses	Site Budget / Block Grant	66,805	
Computer Software, Site Licenses	Carl Perkins	6,970	
Projectors, Digital Overheads, Accessories	Site Budget / Block Grant	23,428	
Projectors, Digital Overheads	Carl Perkins	8,334	
Overhead Projectors	Title I	8,393	
TVs, Monitors	Site Budget / Block Grant	37,710	
TVs, Monitors	Carl Perkins	1,950	
TVs, Monitors	Title I	1,863	
Hubs, Peripherals, Accessories, Upgrades	Site Budget / Block Grant	77,533	
Hubs, Peripherals, Accessories, Upgrades	Carl Perkins	4,182	
Hubs, Peripherals, Accessories, Upgrades	Title I	4,171	
Computer Furniture, Wall Mounts, Etc.	District funds / Site Budget / Block Grant	92,644	
Computer Furniture, Wall Mounts, Etc.	Title I	3,203	
Computer Furniture, Wall Mounts, Etc.	Carl Perkins	1840	
Computer controlled router, accessories	Carl Perkins	3238.86	
Infrastructure, Wiring	District funds / Site Budget / Block Grant	104,825	

Technology Inventory

Complete this form by entering the status of your technology inventory. For multi-site applications, complete a separate Technology Inventory for each site.

I. Computers

Please report the number of computers that are currently available (prior to any DHS purchases) and those that will be purchased with DHS *and local match funds**. Count each computer only once.

<i>Computers by Category of Use</i>	<i>Number Currently Available for use in DHS</i>		<i>Number in Plan to be Acquired</i>
	<i>Used as exists</i>	<i>Will upgrade with DHS Funds</i>	
Computers used exclusively by teachers <u>in classrooms</u>:			
Multimedia computers with Internet connections	0	0	0
Multimedia computers without Internet connections	0	0	0
Other computers	0	0	0
Computers <u>outside of the classroom</u> used exclusively by teachers:	6	0	0
Multimedia computers with Internet connections			
Multimedia computers without Internet connections	0	0	0
Other computers	0	0	0
Computers used exclusively by other staff and/or administrators:			
Multimedia computers with Internet connections	36	0	2
Multimedia computers without Internet connections	0	0	0
Other computers	0	0	0
Computers used by students <u>in classrooms</u>:			
Multimedia computers with Internet connections	26	0	101
Multimedia computers without Internet connections	0	0	0
Other computers	29		
Computers used by students <u>in computer labs</u>:			
Multimedia computers with Internet connections	46	0	180
Multimedia computers without Internet connections	0	0	0
Other computers	44	24	0
Computers used by students <u>in shared or common space</u> (e.g., library):			
Multimedia computers with Internet connections	10	0	36
Multimedia computers without Internet connections	5	5	0
Other computers	0	0	0

II. Peripherals

Please report the number of peripherals that are currently available (prior to any DHS purchases) and those that will be purchased with DHS and local match funds.

<i>Peripherals</i>	<i>Number Currently Available for use in DHS</i>	<i>Number in Plan to be Acquired</i>
Digital Cameras	2	1
Scanners/Digitizers	9	7
Assistive/Adaptive Devices	3	0
Printers	81	107
VCR Units	51	101
Laserdisc Players	4	0
Video Cameras	5	0
TV Monitors	183	101
Graphing Calculator	311	0
Computer Screen Projectors (e.g., LCD)	4	1
Video Conferencing Units	0	0

III. Site Networks and Connectivity

a. Total number of local area networks (LAN):

_____ 2

b. If the school site is connected to other buildings by a wide area network, where is the school connected?

- Higher education _____
- District Office X _____
- County Office X _____
- Other schools sites _____
- Other _____
- If other, please specify:

c. Classrooms connectivity

(i) Total number of classrooms _____ 101

(ii) Enter the number of classrooms connected to:

	<u>Before DHS:</u>	<u>With DHS:</u>
LANs	_____ 101	_____ 101
Internet	_____ 101	_____ 101

d. Other connected locations at the school site.

	<u>Before DHS:</u>	<u>With DHS:</u>
Administrator's	_____	_____

- Office _____ X _____ X
- Attendance _____
- Office _____ X _____ X
- Guidance/Counseling _____
- Office _____ X _____ X

e. Indicate which of the following you are using

	<u>Before DHS:</u>	<u>With DHS:</u>
Fractional T-1 or better	_____ X _____	_____ X _____
Frame Relay	_____ X _____	_____
ISDN	_____	_____
Modem	_____	_____
Cable	_____	_____
ATM or SONET/OC3	_____	_____
Wireless (not microwave)	_____	_____ X _____
Microwave	_____	_____
Other	_____	_____

IV. Site Telephone Systems

Number of lines 6 DIDs, 220 phones

V. Site Libraries

Indicate below the hours that the site library is open:

7:30AM - 3:30PM

Technology Installation Grant Project Implementation Timeline

TI Grant Funds	TSST Grant Funds	Start Date (M/Y)	Completion Date (M/Y)	Activity	Target Audience	Person Responsible	Project Narrative Section #
X		8/00	9/00	Complete Staff Development Technology Self-Assessment	Staff	Project Leader	2b
X		9/00	10/00	Complete Student Technology Survey	Students	DHS Committee	3a,b
(1) X		9/00	10/00	Develop Staff Development Schedule for year	Teachers	DHS Committee	2b
(2) X		9/00	10/00	Departments meet to discuss strategies for incorporating technology into instruction	Teachers	DHS Committee	2a,b
(3) X		8/00	10/00	Identify 10 staff trainers	All	Project Leader	2b
(4) X		8/00	1/01	Receive Project funding and order equipment	All	Project Leader	4a,b
X		8/00	10/00	Order local match supplies	All	Project Leader	4a
X		8/00	1/01	Install electrical, furniture, etc. in Library, Cisco classroom	All	Project Leader	4a,b
X		8/00	11/00	Hire Site Tech	All	Project Leader	6a
X		8/00	6/01	Selected staff attend technology conferences	Staff	Project Leader	2b
X		8/00	6/01	Schedule training utilizing outside trainers	All	Project Leader	2b
X		8/00	6/01	Staff attends training sessions on site and offsite	Staff	Project Leader	2b
X		9/00	6/01	Staff use of technology as teaching tool a standard item on faculty meeting agenda	Staff	Project Leader	2b
X		9/00	6/01	DHS report on state of DHS plan to Leadership Team a standard item on monthly Leadership Team agenda	DHS Committee	Project Leader	2a,b
X		9/00	6/01	Monthly meetings of DHS Committee to develop checklists, monitor, evaluate, and plan implementation	All	Project Leader	2a,b 4a
X		11/00	6/01	Receive and install equipment in classrooms, labs, and library	All	Site Tech	4a
X		11/01	11/01	Staff trained on Acceptable Use Policy	Teachers	DHS Committee	2b
X		2/01	3/01	Disseminate and collect checklists for program monitoring	Teachers	DHS Committee	2a,b

X		2/01	8/01	Add Cisco Academy to course offerings, recruit students	All	Asst. Principal	2a
X		4/01	4/01	Administer Stanford 9 tests	Students	Asst. Principal	2a
X		6/01	6/01	Disseminate and collect checklists, staff self-assessments for program monitoring	All	DHS Committee	2a,b 4a
X		5/01	6/01	Collect and report Stanford 9 data	All	Asst. Principal	2a
X		6/01	6/01	Disseminate and collect student surveys	All	Asst. Principal	2a
	X	7/01	8/01	Staff attends summer CTAP training sessions	Staff	Project Leader	2b
	X	8/01	8/01	DHS committee meets to outline plan for staff development	Staff	Project Leader	2b
	X	9/01	10/01	Departments meet to discuss strategies for incorporating technology into lessons	Teachers	Project Leader	2a,b
	X	9/01	6/02	Staff attends training courses on-site and off-site	Staff	Project Leader	2b
	X	9/01	6/02	Monthly meetings of DHS Committee to develop checklists, monitor, evaluate, and plan implementation	DHS Committee	Project Leader	2a,b
	X	2/02	3/02	Disseminate and collect checklists for program monitoring	Teachers	DHS Committee	2a,b
	X	6/02	6/02	Disseminate and collect checklists, staff self-assessments for program monitoring	All	DHS Committee	2a,b
	X	5/02	6/02	Collect and report Stanford 9 data	All	Asst. Principal	2a
	X	6/02	6/02	Disseminate and collect student surveys	All	Asst. Principal	2a
	X	7/02	8/02	Staff attends summer CTAP training sessions	Staff	Project Leader	2b
	X	8/02	8/02	DHS committee meets to outline plan for staff development	Staff	Project Leader	2b
	X	9/02	10/02	Departments meet to discuss strategies for incorporating technology into lessons	Teachers	Project Leader	2a
	X	9/02	6/03	Staff attends training courses on-site and off-site	Staff	Project Leader	2b
	X	9/02	6/03	Monthly meetings of DHS Committee to develop checklists, monitor, evaluate, and plan implementation	DHS Committee	Project Leader	2a,b
	X	2/03	3/03	Disseminate and collect checklists for program monitoring	Teachers	DHS Committee	2a,b
	X	5/03	6/03	Collect and report Stanford 9 data	All	Asst. Principal	2a
	X	6/03	6/03	Disseminate and collect checklists, staff self-assessments for program monitoring	All	DHS Committee	2b
	X	5/03	6/03	Collect and report Stanford 9 data	All	Asst. Principal	2a
	X	6/03	6/03	Disseminate and collect student surveys	All	Asst. Principal	2a

Note: Do not indicate "ongoing" for the start and/or completion dates.