

UCSB Office of Campus Outreach Initiatives
Evaluation Case Study 2002

Hueneme High School

UCSB Partnership School

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Conducted with the support of the
UCSB Chancellor's Outreach Advisory Board (COAB)
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Introduction

Hueneme High School's student population (about 2,650 students) includes a large majority of Latino students (almost 80%), many of whom are English Language Learners (about 25%) and are socioeconomically disadvantaged (about 50%).

The Hueneme partnership located in the city of Oxnard within Ventura County involves schools in three districts: Ocean View Elementary School District, Hueneme Elementary School District, and the Oxnard Union High School District. Nestled among seaside farmlands, defense industry bases, and the only deepwater port between Los Angeles and San Francisco, Oxnard is approximately 40 miles south of the city of Santa Barbara. Hueneme High School's student population (a total of about 2,650 students) includes a large majority of Latino students (almost 80%), many of whom are English Language Learners (about 25%), are socioeconomically disadvantaged (about 50%), and have parents who are migrant farm workers. Hueneme High School (HHS) is one of the lowest performing (from a student achievement perspective) of five high schools in its district, drawing from the Elementary districts in the communities of Point Hueneme, Oxnard, and Channel Islands.

The following descriptive data demonstrate the challenges and strengths to which Hueneme High School and UCSB Outreach must dedicate their resources.

Standardized Testing Data

The following table provides recent (2001) national percentile rankings for the average performance of students at HHS compared to students in the Oxnard Union High School District (OU) and students statewide (CA) in the Standardized Testing and Reporting (STAR) Program.

(Note: Shaded boxes indicate high school rankings lower than the state averages.)

Grade	Reading			Math			Language			Science			Social Science		
	HHS	OU	CA	HHS	OU	CA	HHS	OU	CA	HHS	OU	CA	HHS	OU	CA
9	24	33	35	42	51	54	41	51	51	35	42	45	34	41	45
10	21	30	33	34	42	47	31	40	41	33	44	45	25	33	38
11	26	35	37	36	44	50	39	47	47	34	45	45	44	53	57

Students in Hueneme High School show lower percentiles than district-wide or statewide rankings across all content areas.

These data indicate that, on average, students within Oxnard Union High School District (OU) score at or slightly below the state average on the SAT-9 in all grade levels and across all content areas. Students in Hueneme High School show even lower percentiles than district-wide or statewide rankings across all content areas.

Despite these low performances, Hueneme High School students have made moderate gains in their testing scores over the last two years. The following table shows Hueneme High School's 2000 data compared to

their 2001 data for the SAT-9 test results. The table displays the change in percentages of students who scored at or above the 50th percentile.

Hueneme High School 2001 SAT-9 Comparisons 2001 vs. 2000: Percent Scoring At or Above 50 th Percentile										
Grade	Reading		Math		Language		Science		Social Science	
	2001	Change	2001	Change	2001	Change	2001	Change	2001	Change
9	19%	0	39%	+8	39%	+4	29%	+8	31%	-1
10	19%	+5	29%	+6	30%	+7	31%	+8	21%	+3
11	21%	+1	32%	+8	39%	+7	26%	+4	49%	+8

These data demonstrate that student progress across content areas and grade levels is fairly consistent, although a majority of students remain below the normative score.

On the Academic Performance Index (API) scale of 200 to 1000, Hueneme High School's 2000 Base API was **498**, and their 2001 Growth API was **529** (an increase of 31 points). Since HHS successfully met their 5% improvement goal (including improvement for students who are socioeconomically disadvantaged), they are eligible for the Governor's Performance Award. Hueneme High's statewide decile rank is a **2**.

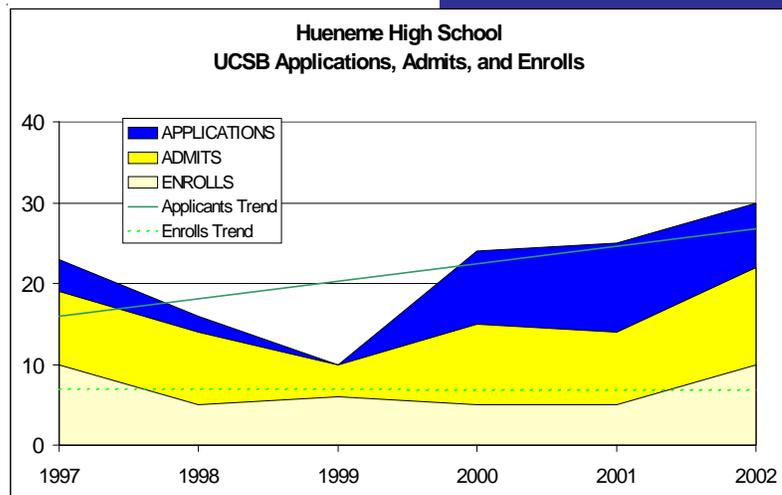
UCSB Admission Data

Transcript data indicate that approximately 16% of HHS 9th, 10th, and 11th grade students complete the mathematics benchmarks for UC eligibility with passing grades (C- or higher), and approximately 25% satisfactorily complete the English college preparatory courses. In the last few years, the number of students eligible for UCSB admission has risen dramatically from 18 in 2000 to 29 in 2002 (a 61% increase).

The graph at the right illustrates the comparative numbers of Hueneme High School students who have applied to, been admitted to, and enrolled in UCSB from 1997-2002. Trend lines indicate that enrollment rates dipped in the years 1998-2001 but are on the rise, while application rates, after a 1999 decline, have steadily risen. In fact, the number of students admitted in the 2002 Fall Freshman class was 57% higher than the previous year, and HHS's admission rate was 73%. In addition, HHS' current yield rate for Fall 2002 is the highest of all of the UCSB partnership schools at 45%.

Hueneme High School students have made moderate gains in their testing scores over the last two years.

HHS' current yield rate for Fall 2002 is the highest of all of the UCSB partnership schools at 45%.



Interviews were conducted with 4 Hueneme High School students, 3 teachers, the Principal, a counselor, and the school site coordinator. In addition, all teachers, counselors, and administrators were provided a questionnaire.

Overall, the descriptive data above demonstrate high poverty rates, historically low standardized testing performances, and low eligibility rates for the students of Hueneme High School. Despite these risk factors, UCSB Outreach, in partnership with the Hueneme High School community, have seen recent gains in performance indices and UCSB enrollment. What has contributed to these rebounds in performance—and what more can be done to continue these positive trends—are the focal points of the interviews and surveys conducted with Hueneme High School teachers, counselors, administrators, and students as described in the case study below.

Methodology

In order to share the perspectives of the Hueneme High School students, teachers, and administrators, interviews were conducted by the Evaluation Coordinator of Campus Outreach Initiatives as well as the Assistant Director of UCSB's School-University Partnerships. Individuals interviewed included:

- 4 high school students
- 1 high school Principal
- 1 high school counselor
- 3 teachers (including mathematics, AP English, and social science)
- 1 UCSB Outreach Site Coordinator (responsible for middle school and high school outreach activities).

The semi-structured interview protocol included questions about the breadth and adequacy of the UCSB Outreach Programs, the nature of the school-university partnership, outcomes associated with outreach, and goals/expectations for future outreach activities. Overall, the participants shared some unique perspectives about the context of outreach, but recurring themes and issues emerged from the interviews that offer insight into the true character of the partnership, personal experience with outreach activities, and ongoing support for continued collaboration.

In addition to conducting interviews with multiple individuals at Hueneme High School, all teachers, counselors, and administrators on campus were provided a questionnaire to assess the degree to which participants believed that the outreach activities met specific programmatic goals. Twenty teachers and one counselor responded to this end-of-the-year survey conducted by School-University Partnerships and administered with the assistance of the school site coordinators. The results of this survey and the trends that emerged within the interview data are described in the following pages.

Findings

How UCSB Outreach Meets Hueneme High School's Needs

Over the last year students, teachers, counselors, and administrators from Hueneme High School have taken advantage of the resources UCSB Outreach program have offered. For example, UCSB School-University Partnerships, Early Academic Outreach, and Office of Campus Outreach Initiatives have sponsored multiple HHS outreach activities during 2001-2002, including: (a) after-school articulation meetings with feeder middle schools; (b) specialized professional development opportunities including sponsorship of conference attendance (NCTE in Baltimore, NCTM in Las Vegas), a customized positive attendance day training, mathematics institutes, writing projects, principal meetings, other California Subject Matter Project events, and software and curriculum training for teachers; (c) guest presentations and conferences such as AVID training, "Teaching in the Heterogeneous Classroom" by Jeannie Oakes, "Tools for Teaching" by Fred Jones, "Effective Schools" by Pat Davenport, and an MIT Women's Initiative; (d) academic development opportunities including Marine Science Institute programs, Academic Writing Program, SAT preparation, tutoring, classroom visits, and UCSB campus visits; and (e) a site coordinator to supply college counseling, guidance, application support, and coordination for outreach activities.

By far, those who participated in the interviews perceived the site coordinator, Mr. David Gallegos, as the most beneficial and effective of the outreach offerings. HHS Principal, Tom McCoy, stated that, "the success of the UCSB Outreach program at Hueneme High can be attributed to the quality of David Gallegos. If we didn't have such a quality advisor, the program would only be a quarter as successful." Dr. McCoy believes that Mr. Gallegos is dedicated, has an interest in the community, and "brings ideas to the table that are good for this school." Other teachers across content areas echoed those sentiments. One social science teacher recognized the significance of having a Latino man on campus as a role model. "It is a very effective model to change the culture and grow awareness," she said. "I'm impressed with [Mr. Gallegos'] vision of how to move more kids on to college." She believes that his focus on higher education and the students' futures has a powerful impact on the student body and on the community. In fact, one student testified that Mr. Gallegos persuaded him to stay in Honor Physics even though he didn't want to at first. He continues to encourage the students to take rigorous courses to improve their chances of getting into a good college. Another student expressed an interest to Mr. Gallegos in a career in economics, so he introduced her to a macroeconomics course at a local community college. He "constantly provides encouragement, broadening our opportunities and saying 'Don't give up!'"

**"The success of the UCSB Outreach program at Hueneme High can be attributed to the quality of [site coordinator] David Gallegos."
--Tom McCoy,
HHS Principal**

“Students are better informed about college prep courses and financial aid because of [the UCSB site coordinator].”

-- Sheila Kane, AP English Teacher

“My students have grown as writers... To have this collaboration [with the UCSB Academic Writing Program] is incredible.”

-- Randy Sandford, Social Science Teacher

As valuable as Mr. Gallegos’ presence and innovative ideas to promote higher education are, his accurate and detailed information about college requirements and opportunities are even more prized by HHS students and faculty. One teacher commented that “if we didn’t have him and his knowledge, there’d be less kids going on to college.” She noted that he has time to assist the students, has access to their transcripts, and can provide them additional resources to meet their multiple needs. “Students are better informed about college prep courses and financial aid because of David,” she continued. Through his college awareness meetings, guest presentations from university staff, and financial aid workshops, “students have access to a college specialist.” One counselor noted that his expertise was helpful not only to the students but to the other counselors and teachers, too. In fact, a teacher testified that she has a better understanding of the course requirements for college admission: “Information is easily accessible because David Gallegos is here, and I consider giving information my job.” Students recognized this fact, and noted that the Mr. Gallegos is friendly, accessible, and persistent, and he individualizes his services to each student. “Sometimes it’s hard to talk to [the school counselors], they have like a thousand students. But he focuses on *you*. And he has more information on universities and colleges. I only go to the counselors to change my schedule.” Notably, Mr. Gallegos seems to remember each student’s individual interests despite the fact that he provides services to so many. “He saw me down the hall the other day and said, ‘You still want to be an architect?’ And he had collected information about USC’s program for me!” Another student continued, “That’s another good thing about Mr. Gallegos. He doesn’t just promote UCSB—but also the other UCs and private colleges.”

The professional development opportunities provided through SUP were lauded as effective and eye-opening by most of the teachers. Especially recognized was the Academic Writing Program, administered by UCSB staff Ilene Miele. “Ilene is an extraordinary person to work with,” said one teacher. “I have grown from the experience, and I’m sure my students have.” She has especially appreciated Ms. Miele’s assistance with lesson planning and the direct service (instruction, assessment, and feedback) she has provided to the students. Some of her students who participated in the project last year, in fact, returned to tell her that their experiences had “made a difference on college tests.” In the evaluation of her current students’ work, this teacher has also witnessed that they have “grown as writers. They came in with deficits, with little writing skills. This is the only way they’ll be competitive and get into a university. To have this collaboration is incredible.” The program’s success was so overwhelming that the social science department, according to the Principal, wanted to “integrate the project even further into their work.” Therefore, the Principal is planning to use some of the school’s federal funding to buy back teacher time so that more faculty across the curriculum may participate in the program.

In late December 2001, SUP also provided the staffing and program for a Positive Attendance Day for HHS faculty. One teacher described is at “exceptionally good, a wonderful day!” She continued, “I was impressed with the level of expertise and the level of teaching ability.” Similarly, UCSB has offered conferences, institutes, and other forms of professional development in the area of mathematics, including a session on the Algebra software program “Cognitive Tutor” with training for the mathematics lab. Bob Callis, an HHS math teacher, particularly benefited from a peer coaching seminar provided in the fall. “It was a wonderful experience. It gave us a chance to look at one another, observe our classroom practices, and self evaluate on standards. It was just wonderful.” As a result of these experiences, Mr. Callis believes that teachers’ attitudes about the use of technology are changing.

Finally, the teachers, counselor, and administrator all commended the work of UCSB EAO representatives Phil Lawson, Kathy Stiles, and David Gallegos in assisting in the implementation of an integrative SAT curriculum across subject within the school next year—based on their pioneering and highly successful work at Fillmore High School. “At first,” the counselor commented, “the teachers were not really ready when David Gallegos introduced it. This year, however, we’ve communicated with the right people on campus. Test scores are not where they need to be. Once we laid the data on the table, this awareness helped with buy-in.” The counselor went on to explain that the staff had selected a “leadership team” on campus including two counselors, an administrator, and ten to twelve teachers to help in implementation. Another teacher concurred, agreeing that the SAT curriculum to be implemented has been built into daily class routines so that it does not interrupt the schedule, is relevant, and is flexible.

Survey Results

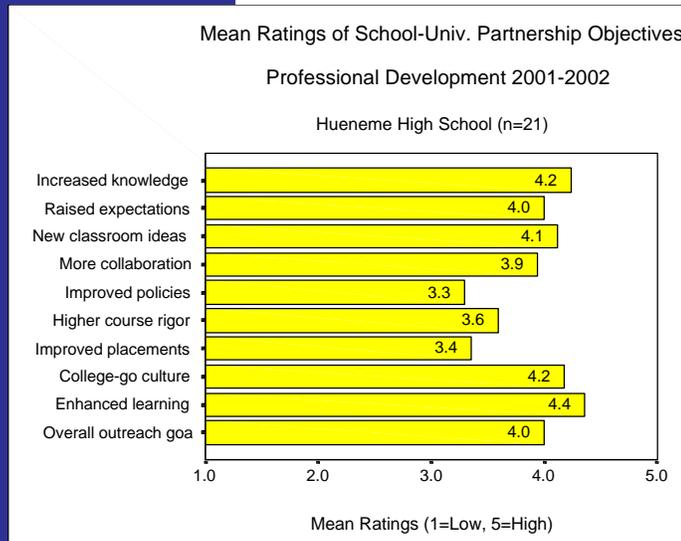
During the same month that interviews were conducted, twenty teachers and one counselor from Hueneme High School also responded to the “End-of-the-Year Survey” conducted by School-University Partnerships and administered with the assistance of the school site coordinators. Most of the respondents were quite active in outreach, with a majority (n=12) having participated in three to seven SUP-sponsored programs throughout the year.

Results indicated that outreach participants viewed the activities as highly effective in: (1) increasing their knowledge, (2) raising their expectations about their students, (3) providing them with new ideas to use in their classrooms, (4) encouraging them to work collaboratively with their colleagues, (5) promoting a college-going culture on their campus, (6) enhancing student learning, and (7) contributing to the overall goal of Outreach: *To assist disadvantaged students in going to college.* While still positive in their assessment, the objectives that

“It was a wonderful experience. It gave us a chance to look at one another, observe our classroom practices, and self evaluate on standards.”
--Bob Callis,
Math Teacher,
reflecting on experience
with peer coaching
sessions

**The UCSB Outreach
End-of-the-Year
Survey was
completed by 20
Hueneme High
School teachers and
one counselor.**

received lower ratings (under 3.9 on the 5-point scale) included those related to school policy and class rigor. Respondents perceived that the outreach activities may have only moderate influence on improving school policies to promote outreach, increasing course rigor, and improving placements. These mean ratings are displayed in the graph, below.



In addition, respondents were asked to describe the *most* and *least* successful aspect of the UCSB outreach programs. While most respondents did not list any ineffective aspects, one respondent cited a “lack of follow-through” by the UCSB Early Academic Outreach Program (EAOP) and the unproductive after-school articulation meetings due to teacher fatigue. By and large, however, the comments were positive, citing the SAT preparation courses, the Cognitive

Tutor presentation, the UCSB Writing Program, UCSB presentations to HHS faculty, professional development (especially the December 2001 Positive Attendance Day), and “UCSB’s visibility on campus.” One teacher commented at the end of the survey, “Please continue to support the students and staff by offering these opportunities.”

How the Hueneme High School-University Partnership is Characterized

When asked about the nature of the partnership between UCSB and Hueneme High School, Principal McCoy attested to the fact that the principles articulated for UC Outreach programs “align well with the goals we have for our site. They set the tone. The partnership is a nice fit, and we are on the same page.” He went on to explain that UCSB Outreach is helpful in supporting his vision for student success, giving a consistent message to the community from multiple sources. “The best news is that, according to the CDE [California Department of Education] and the CSLA [California School Leadership Academy], we are one of the few schools where the administrators, students, and teachers are all aligned with the vision. It is a coordinated effort, and our message is coming through.” (These educational organizations—the CDE and CSLA—made recent visits to the HHS campus to assess the progress of their AP Challenge Grant and to provide professional development for the school leadership team, respectively.)

“The partnership is a nice fit, and we are on the same page.”

--Tom McCoy,
HHS Principal

All other teachers and the counselor echoed the belief that there is a true partnership between Hueneme High School and UCSB Outreach programs. One teacher described how the “ethos of partnership” is growing and changing for her, and she suspects that same thing is occurring in her colleagues. “Last year was the first year I fully realized it was really a true partnership, and I became more involved and convinced with my increasing participation.” She is confident that if UCSB involves additional teachers in professional development utilizing small groups, then there would be similar success with more of her colleagues. “Besides,” she said, “we’re all here for the same reason, and that is so these kids have a future!”

David Gallegos, HHS Site Coordinator, shared an interesting perspective about his role in the outreach partnership. Currently, he tries to present his ideas for events, activities, and programs as suggestions—suggestions coming from “somebody from the community, not from an ‘expert’ at UCSB.” As an alumnus of neighboring Channel Islands High School, David draws on his own experiences growing up in the community. He is also sensitive to the fact that building true partnerships with teachers demands that university personnel share equal authority and approach their professional colleagues at the schools with respect and open-mindedness. As Dr. McCoy stated, “University people need to be more sensitive to their appearance as the big, important institution who tries to raise up these K-12 ineffective schools.” Rather, the university should develop individual relationships with teachers and convince “those in the trenches that [outreach] is good for the kids regardless of who delivers it.” If UCSB is going to be successful at being a part of the HHS campus environment, both he and Mr. Gallegos believe that outreach must become part of the landscape—more teachers and more students need to be involved. Thus, Mr. Gallegos is attending faculty meetings to get to know and be a part of the staff on campus, and he “makes suggestions without pushing anything on them.” Furthermore, David declared, “I never went in with the attitude ‘We’re the University of California and we know best.’”

As a site coordinator, Mr. Gallegos believes it is very important for him to respectfully suggest appropriate outreach activities for the school, such as the SAT integrative curriculum (*described above*) and a new EAO seminar course (*described below*). But he does realize that his most important task is to “phase me out—to help the school improve to the point that a UCSB rep is no longer needed. That way, I can go on to other schools that may need assistance in college readiness.” Mr. Gallegos’ referred to the success that Hueneme High School has already seen: within a few years, the number of students going to four-year colleges has increased from 5 to 30 to about 50 this year. Yet still, Mr. Gallegos states, “for me to be here, though, means the school *needs help*. I don’t want to be here for five years. If I am, then I’m not doing my job.” He foresees a

“We’re all here for the same reason, and that is so these kids have a future!”

**--Randy Sandford,
Social Science Teacher**

“I never went in with the attitude ‘We’re the University of California and we know best.’”

**--David Gallegos,
HHS Site Coordinator**

“A few years ago, there were 10 students going [to college], then 30, now 40 to 50 are going to universities. That’s a 400% increase in four years! It amazes me.”

**--Tom McCoy,
HHS Principal**

strategy where he could provide services to Hueneme High School for two days a week, for example, and use the rest of his time to service middle schools or another high school. “My philosophy is that we work toward effectiveness, efficiency, and improvement of the schools. Then, we phase out the coordinator slowly. Our involvement is long term with our counselors sustaining these programs... Then we should cut back on our services and get the school to pick up where we left off.”

Outcomes Attributed to UCSB Outreach Activities

Administrators and teachers at Hueneme High attributed a number of positive outcomes to the investment of time and opportunities provided by UCSB Outreach in partnership with the school. First and foremost, Principal McCoy maintained, “We are increasing the number of students applying and matriculating to the university... Most importantly, we are increasing the number of students meeting the UC A-G requirements, which means that they qualify for *any* university.” He cited statistics demonstrating that the number of students being admitted to and enrolling in UC, Cal State, and private universities—something rarely seen before in Hueneme High’s history—is “increasing exponentially. A few years ago, there were 10 students going, then 30, now 40 to 50 are going to universities. That’s a 400% increase in four years! It amazes me.” In addition, Dr. McCoy contended that more counselors and teachers at Hueneme are aware of the UC course requirements. This will greatly facilitate the attainment of his objectives for the school: “To ramp up college prep courses, increase the number of students in the college prep sequences, and provide more students with opportunities.” With the help of David Gallegos, in fact, the high school has increased the number of courses that are UC-approved, despite a complicated bureaucratic process in the district. “David is ready to go. Hopefully we’ll have 8 to 10 courses sent for approval in the fall, including more ‘G’ and English courses,” he declared.

Mr. Gallegos, for his part, recognizes a dramatic change in some of the students’ attitudes: more students come to see him and ask questions about college preparation. He also has witnessed a change in faculty attitudes: teachers at Hueneme acknowledge the utility of his services and refer more students to him. In addition, some faculty and staff, he believes, have increased expectations of the students as a result of the presence of UCSB on campus and professional development activities. For example, previous to outreach efforts on campus, popular electives at HHS included dismissal and teacher’s aid, but counselors will not enroll college-bound students in those electives without parent permission. Finally, Mr. Gallegos has seen an improvement in

leadership. With a new principal and two new assistant principals, “a momentum of academics and college readiness” permeates the HHS campus. “Mr. McCoy’s style works to my advantage to implement new things,” declared David. “He is open to suggestions, has great intentions, and he has taken advantage of UCSB being here to benefit the entire school.”

Ms. Sandford, the Social Science Department Chair, offered a similar viewpoint about the changing culture of the school. She recognized that the school improvement plan affirms a vision that is in harmony with the goals of UCSB Outreach. The school is working on enhancing their course offerings—particularly to fulfill the ‘G’ requirement, and Ms. Sandford is personally working on increasing the rigor of her class curriculum. She also contends that the school is focused on increasing teacher expectations. “Hueneme High School historically has felt like the stepchild of the district, so we don’t have high expectations. As we build and they see more kids going to universities, we’ll change that. It has to come internally from the district level, too.”

Additional Suggestions for Improvement of UCSB Outreach Activities

While most respondents in the interviews claimed a great deal of satisfaction with the breadth and scope of UCSB’s outreach activities, a few provided some constructive feedback about potential areas of improvement. The students had some of the most practical, valuable suggestions to increase the extent of the outreach program’s reach. For example, students agreed that there was a need to publicize the outreach programs more to increase participation of students. Outreach events are usually announced in the school bulletin, but many students do not listen. They suggested that the activities be publicized on “Viking Views,” a weekly on-campus video production they are required to watch. Another student suggested that EAO have its own “attention-getting” table with the other clubs that advertise their activities at the beginning of the school year in the quad. UCSB could also make a presence at HHS’ October Fest or Spring Fest to promote their outreach programs. One *very* effective strategy is selling candy, they all agreed, “especially during the periods before lunch.” They recommended that EAO advertise its programs by starting such a campaign on campus. One student suggested that UCSB Outreach programs focus more energy on junior high school students “because they place you in standard [non-college preparatory] courses when you are a freshman.” He encouraged, for example, that they continue to have high school students talk to junior high school students and their parents about college preparation courses and their experiences in high school—a program that Mr. Gallegos currently helps to coordinate with five high school students at Hueneme.

To increase the success of UCSB Outreach at HHS, students recommended more publicity and work with junior high school students.

“Bring parents and kids up to UCSB in busloads. Have them stay in dorms. Treat them like royalty. Show them the relevance of what a good education can bring you.”

--Bob Callis,
Math Teacher

“The parents intellectually understand the importance of college for their children, but it’s not in their hearts.”

--Randy Sandford,
Social Science Teacher

David Gallegos, site coordinator, was also anxious to expand the breadth of the outreach programs by developing a seminar course called “Academic Enrichment” that students could take at zero hour as a UC-certified elective. “Outreach is just part of the formula,” he contended. His goal is to start students at an earlier age with college readiness, and he hopes to have Academic Enrichment I/II available for freshmen and sophomore high school students and an Academic III/IV for juniors and seniors. To incorporate more parent involvement into outreach, Mr. Gallegos has also suggested the development of Parent Academies for parents of both junior high and senior high students. These mini conferences, if offered on a quarterly basis, could include parent and student workshops on A-G requirements, financial aid, understanding adolescence, undocumented students and citizenship status, creating effective learning environments, and university and high school standards and expectations. The academies could also be tailored to the Spanish-speaking population and could elicit the assistance of groups like Migrant Education to recruit participants. Principal McCoy wholeheartedly endorses these ideas, and he has offered the integration of Nel Soto grant funding to support Parent Academies. Dr. McCoy believes that these conferences could provide parents with information and resources to build their knowledge about college, increase parent literacy, host campus (overnight) visits, and influence a college-going culture.

Increasing students’ and parents’ exposure to the UCSB campus as well as increasing parent involvement were ideas encouraged by multiple respondents in the interviews. One teacher exclaimed, “Bring parents and kids up to UCSB in busloads. Have them stay in dorms. Treat them like royalty. Show them the relevance of what a good education can bring you. We live in an isolated area. They need to see new, unfamiliar things. They are unfamiliar with education. Most are first generation students. They don’t have the opportunity to see beyond their neighborhoods.” Similarly, another teacher suggested that UCSB increase the opportunities for students to visit the campus in small groups and be introduced to college academics. She believes that the students “don’t understand what it is like to attend classes. They are here in their comfort area, and they have no understanding of what college life is like: the expectations of their work, their self motivation. And if they fail, they fail big.” The stakes for students to succeed once in college are high, and families, the teachers and administrators believe, are fearful of sending their children away from home. One teacher described how “the parents intellectually understand the importance of college for their children, but it’s not in their hearts.” Parent workshops, campus visits, and cultural role models (like David Gallegos) are possible solutions, but most HHS faculty realize that parent involvement is the most difficult challenge to which UCSB outreach must dedicate additional effort.

A few teachers who were interviewed expressed their opinion that some

of the UCSB Outreach programs could benefit from additional expansion and follow-up work. For example, Randy Sandford, Social Science teacher, said that the workshops conducted by UCSB School-University Partnerships and the Writing Program offer innovative ideas and “experiences for creating something together.” She recommends, however, that extensive follow-up be provided to ensure that teachers have sufficient support in changing their classroom practices. “Teaching,” she said, “is a lonely and isolated profession. There is little emotional, affective reward.” So UCSB can play an important role in holding fast to the partnership and growing others, Ms. Sandford believes. In that vein, she encouraged us to provide more workshops to assist teachers in seeing their growth. “You are the holders of the mirrors,” she affirmed, and we are in a position to change the culture of teaching. She also encouraged that, to ensure her HHS colleagues have confidence in the university’s long-term commitment to the school, that UCSB spend on-going time in the classroom with students such as the Writing Program models. “People see then, “she proclaimed, “that it’s not the university whooshing down saying ‘Here’s our show and we’re gone!’” Similarly, Sheila Kane, English teacher, said that she believes the Partnership sometimes lacks consistency and accountability with critical partners. Citing incidences where her participation in planning events and her creative endeavors (such as a funding proposal for a mentoring program) were overlooked, Ms. Kane questioned the effectiveness of the Partnership’s ability to maintain positive relationships and good communication with its most valuable allies. Most importantly, she—and other teachers—regretted not being informed about the UC Success Night hosted in Oxnard to recognize UCSB-accepted high school students. The events such as this celebratory dinner are “the only ways I can see the fruits of my labor. I wanted to be there with my kids to honor them.” Ms. Sandford recommended that UCSB reflect on the impact that flyers versus personalized invitations have on participation at such events, suggesting that the university practice more “one-on-one contact and positive reinforcement with *adults* as well as kids.”

Finally, the lack of articulation between the junior highs and the high school was cited as a frustrating challenge within the district that contributed to many problems, including the deficient college-going culture in the school and the community. Principal McCoy attested to the fact that “we have had almost no articulation. In Oxnard, we have a big problem because we’re all in different districts.” Therefore, there are no common staff development days or common guidance from their Board of Trustees. As a result, there is little to no interaction between the staff. Despite the fact that the AP Challenge grant and UCSB Outreach try to facilitate articulation, “just getting the logistics planned is quite a challenge.” To solve the problem, Dr. McCoy suggested the possibility of an off-site day supported with teacher stipends. But he

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--Randy Sandford,
Social Science Teacher

“Events like the UC Success Night are the only ways I can see the fruits of my labor. I wanted to be there with my kids to honor them.”
--Sheila Kane,
English Teacher

UCSB Outreach works with all of the middle schools in Oxnard to provide students and parents with college information through the “College: Making it Happen!” and Junior High Conferences.

cautioned that the same problems exist in trying to facilitate high school and middle school articulation as exist when trying to facilitate relationships between the university and the high school. The staff (on both sides) can feel defensive if confronted, may resort to placing blame on others, and resent being instructed on how to conduct their courses. “Since we’re in different districts, it’s even more acute.” Dr. McCoy recommended that articulation meetings be conducted on neutral ground with facilitation by UC. “That might just break the ice.” He also discussed the importance of an effective local coordination committee to organize the services and support of MESA, Upward Bound, the AP Challenge Grant, AVID, school site initiatives, GATE, Oxnard College, EAO, Cal State Channel Islands, and the administration. It is imperative to coordinate the campus tours, meetings, and competitions with the school calendar, he believes, to minimize the students’ time out of class—since that is especially frustrating to teachers from whom we need buy-in.

Mr. Gallegos has had contact with the middle schools to attempt to increase articulation, coordination, and college preparation. He suggested that the Parent Academies they plan to offer may be a perfect venue to include both the parents of middle school and high school students. He also described the work that UCSB does with the middle school students in their “College: Making it Happen!” and the Junior High Conferences that should be continued. Parents of all 8th graders in Oxnard are provided information about college requirements during a presentation at each middle school, and EAO makes presentations to all of the 8th grade classrooms throughout the area. These presentations are then followed-up with the Junior High Conference that is hosted at the UCSB campus and features various undergraduate students, staff, and faculty. Fifty to sixty 8th graders in each middle school participated in the conference last Spring that included more hands-on college-level activities such as the Knowledge Bowl (to test what they learned from the presentations in a fun competition) and science/math activities. Continuation of these outreach events and activities for the middle school and high school community, coupled with professional development and articulation efforts with the teachers, seem to be the most effective formula for increasing expectations, student achievement, and college preparation and readiness at Hueneme.

Conclusion

David Gallegos summed up his year and accomplishments at Hueneme High School as having had “peaks and valleys.” Most of his suggestions have been implemented by the school and seem to be especially appreciated by Principal McCoy, but there are still gaps in the program he is hoping to address. One of his priorities is to increase the

connectedness and cohesiveness of the EAO programs through better support, communication, and coordination at its infrastructure. He and his site coordinator colleagues, he believes, are in uncharted and underestimated murky waters. Even those well-read in educational issues could be surprised by some of the unpredictable responses of faculty, administrators, students, and parents to some outreach endeavors. A constant challenge is to balance their needs and demands with a respectful approach that will be effective in reforming the school culture. Dr. McCoy recognizes this challenge, stating, “The college-going culture is still not there. We need to continue to build that.” He believes that programs such as MESA, Upward Bound, and EAO can have a great impact on students where university staff—not a peer group who may have lower expectations—are providing the influence to go on to college. In addition, Dr. McCoy would like to implement an “individual mentor program” with 12 to 25 faculty to provide inservices and to engage the teachers in some component of the junior and senior high school class. According to Mr. Gallegos, some teachers and counselors can be very active and accommodating to outreach programs—even volunteering their time at lunch or after school; but others are less involved and less accepting of UC’s presence on campus. Continual work to engage the students, their parents, and their teachers in comprehensive outreach programs—that are well-supported and coordinated at the university level—is critical to continue the momentum of Hueneme High School toward college attendance.

Despite the challenges and long work ahead, there was a resounding pride and affirmation of possibilities among all of those interviewed at Hueneme High School. A few participants in the interviews described their belief that Hueneme High School has suffered unduly from an unwarranted reputation as a “poverty school” with students “who won’t go anywhere.” Many of the teachers and administrators are angry and defiant about this perception, believing instead in the great potential of the student body. Teachers documented the growth and progress they see, and they cautioned that it is critical to provide students with positive encouragement to override any self-defeating beliefs. Many also take pride in the fact that the school is working hard to reward and celebrate their students’ achievement—recognizing the way the Senior Awards Night and UC Success Night has become more elegant and inclusive of more students, parents, and community members.

Still, the faculty and staff at HHS are aware of the potential implications of State budget cuts, and they have a perception that UCSB is involved in the school when it is convenient for them—when they have ready access to research money. But teachers highly

“The college-going culture is still not there. We need to continue to build that.”

**--Tom McCoy,
HHS Principal**

“When the pool is dry, it’s dry for all of us. But the challenge can be met.”

**--Randy Sandford,
Social Science Teacher**

involved in outreach have recognized the true commitment of many of the UCSB outreach efforts. In fact, David Gallegos' and Ilene Miele's (of the Writing Project) commitment of time, planning, and materials personify for them the university's dedication to Hueneme High School. Ms. Sandford, HHS Social Science teacher, is assured that the school can find some creative ways to sustain the outreach program through funding from the AP, GATE, and Title I programs, for example. "When the pool is dry, it's dry for all of us," she cautioned, "but the challenge can be met."

Dr. McCoy summed it up as: "Through the UCSB Partnership and the AP Challenge Grant, we're trying to coordinate and hit as many students as we can. We can't get around the top 12% issue—that's a known boundary of the program. But our goal is to try regardless of the students' initial qualifications." Through its dedication to an outreach partnership, increasing development of college preparatory courses, innovative and individualized attention to parent and student needs, and uncompromising belief in its potential, the staff and students at Hueneme High School are indeed earnestly trying to realize their students' dreams.



The author would like to gratefully acknowledge the extraordinary efforts and assistance of Kelley Baeza, *Assistant Director of School-University Partnerships*, David Gallegos, *Hueneme High School Site Coordinator*, and Tom McCoy, *Hueneme High School Principal*, in organizing the extensive interviews on campus. In addition, heartfelt appreciation to all those who participated in the interviews, including Bob Callis, David Gallegos, Sheila Kane, Tom McCoy, Robin Patterson, Randy Sandford, and the incredible HHS students: Crystal, Gerson, Jamaika, and Maria.