

UCSB Office of Campus Outreach Initiatives
Evaluation Case Study 2003

Hueneme High School

UCSB Partnership School

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

Michelle Woodbridge, Ph.D.
Evaluation Coordinator
Office of Campus Outreach Initiatives
University of California, Santa Barbara
1503 South Hall
Santa Barbara, CA 93106
(805) 893-3105



Introduction

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 2,400 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

Since 1997, California has required schools to participate in the Standardized Testing and Reporting (STAR) Program as a measure of their students' achievement. One new component of the STAR is the *California Achievement Tests, Sixth Edition (CAT/6)*, which replaced the *Stanford Achievement Test, Ninth Edition (SAT-9)* in 2003 as the mandatory norm-referenced test. Since the SAT-9 and the CAT/6 are published by two different companies, were developed at different times, and use different national groups of students for comparisons, no direct comparisons between the 2002 SAT-9 scores and the 2003 CAT/6 scores can be made.

Instead, the following table provides comparative data on the percentage of students who scored at or above the 50th national percentile rank (NPR) on the 2003 CAT/6 at Hueneme High School (HHS) compared to students in Ventura County (VC) and students statewide (CA).

Hueneme High School 2003												
CAT/6 % Scoring At or Above 50 th Percentile and Comparisons with County and State												
Grade	Reading			Language			Mathematics			Science		
	HHS	VC	CA	HHS	VC	CA	HHS	VC	CA	HHS	VC	CA
9	30	57	50	33	55	49	29	52	46	27	54	47
10	35	55	49	35	54	49	33	55	52	28	52	47
11	36	50	47	38	50	47	29	48	47	37	52	49

These data indicate that more students within Ventura County score above the national average on the CAT/6 across all grade levels and content areas. From nine to twenty percent fewer students in Hueneme High School, however, score at or above the 50th percentile compared to statewide scores across all content areas. Scores are particularly lower for 9th grade HHS students (across all content areas) and in mathematics and science for the 9-12th grades.

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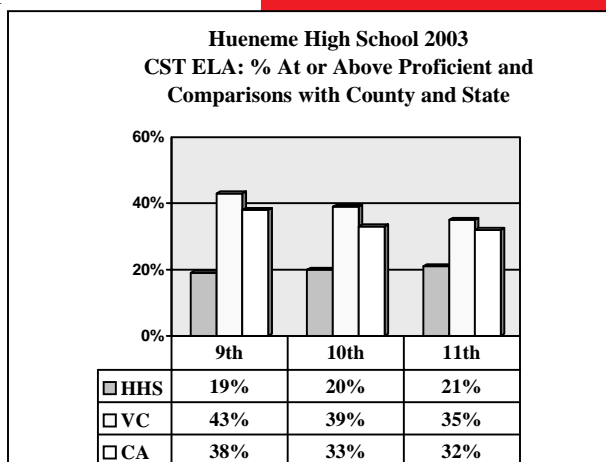
Students in Hueneme High School show lower percentiles than district-wide or statewide rankings across all content areas.

Another component of the STAR Program is the California Standards Tests (CST), developed specifically to assess students' performance on California's Academic Content Standards. The standards tests measure achievement in English language arts, mathematics (e.g., Algebra I, Geometry, and Algebra II tests), history-social science (e.g., World History, U.S. History), and science (e.g., Biology, Chemistry, Physics) content areas at the appropriate grade levels. For example, only high school students who were enrolled in or completed a standards-based chemistry course took the chemistry test. All high school students in grades 9-11, though, are required to take the English language arts (ELA) tests. Therefore, the graph below shows the percentage of SPHS students who scored at or above the proficient level on the ELA tests compared to county and statewide scores.

HHS students' ELA standards tests show lower proficiency levels than county-wide or statewide levels.

These data indicate that more students within Ventura County score at or above the proficient level in English language arts, but HHS student fall far short of the statewide or county levels, especially in the 9th grade.

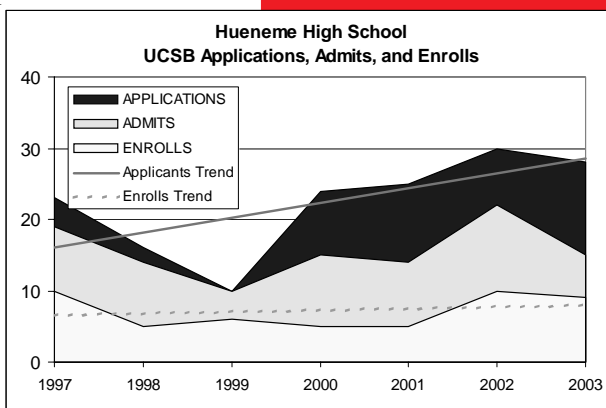
On the Academic Performance Index (API) scale of 200 to 1000, Hueneme High School's 2002 Base API was **541**, and their 2003 Growth API was **554** (meaning they would need to increase their API by 12 points to be eligible for the Governor's Performance Award in 2003). The 2003 API scores are not yet available. Hueneme High's statewide decile rank is a **2**.



UCSB Admission Data

Transcript data indicate that only about 16% of HHS 9th-11th grade students recently completed the mathematics benchmarks for UC eligibility with passing grades (C- or higher), and only about 25% satisfactorily completed the English college prep courses.

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 application rates, after a 1999 decline, have steadily risen, and enrollment rates remained constant in the years 1998-2001 but are on the rise. In fact, HHS' current yield rate for Fall 2003 is the highest of all of the UCSB partnership schools at 60%.



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In general, the descriptive data presented above demonstrate high socioeconomic risk factors, historically low standardized testing performances, and low UC enrollment rates for HHS students. Despite these challenges, UCSB Outreach, in partnership with the Hueneme High School community, has witnessed recent gains in UCSB applications and enrollments from HHS. 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 conducted with Hueneme High School teachers, counselors, administrators, and students as described in the following case study.

Methodology

To share the perspectives of the Hueneme High School and feeder elementary school districts' students, teachers, and administrators regarding UCSB Outreach programs, interviews were conducted by the Evaluation Coordinator of Campus Outreach Initiatives in Spring, 2003. Interview participants included:

- 9 high school students (3 seniors and 6 juniors)
- 2 parents of high school students
- 4 administrators (the high school Principal and high school district Assistant Superintendent, the high school district mathematics resource coordinator, and a county administrator of curriculum and assessment)
- 1 high school counselor
- 1 school site coordinator
- 4 high school teachers (including Mathematics and Social Science content areas)
- 2 elementary school teachers (including English language arts and reading specialist content areas)

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 Hueneme partnership, personal experience with outreach activities, and ongoing support for continued collaboration. These trends are described and discussed below.

Findings

How UCSB Outreach Meets Hueneme High School's Needs

Over the last academic year, students, teachers, counselors, and administrators from Hueneme High School and their feeder districts have taken advantage of the many resources UCSB Outreach programs have offered. For example, UCSB School-University Partnerships (SUP), Early Academic Outreach (EAO), Office of Campus Outreach Initiatives, the *ENLACE y Avance* Program, and the four UCSB California Subject Matter Projects sponsored multiple HHS and middle school outreach activities during 2002-2003, including:

- A "Positive Attendance Day" staff development conference customized to HHS teacher needs and led by UCSB's School-University Partnerships program, EAO, and Subject Matter Projects;
- Specialized departmental meetings and on-going professional development opportunities such as: the UCSB Academic Writing Partnership (supported by UCSB Faculty Outreach Grant funds), the

Interviews were conducted with 9 Hueneme High School students, 2 parents, 5 teachers, the high school Principal, a high school counselor, 3 district/county administrators, and the school site coordinator.

IIMPaC Project (implemented by the South Coast Writing Project and also supported by FOG funds), California History-Social Science Program institutes and articulation days, Project RENEW (leadership and support for novice teachers of mathematics), Algebra Institutes (sponsored by the Tri-Counties Mathematics Project), the LUCI Mathematics Institute (LAUSD/UCLA Collaborative Institutes in Mathematics offered for Oxnard Elementary District); and other California Subject Matter Project events and activities;

- Partnership schools Principal Meetings hosted at UCSB for dialogue and feedback among administrator colleagues;
- Guest presentations, conferences, and celebrations such as Ed Trust-West's "Raising Student Achievement" Spring 2003 conference, the "UC Success Night" honoring all HHS students admitted to the University of California, and the UCSB Ambassadors Dinner honoring current UCSB undergraduates from partnership schools;
- Academic development opportunities including workshops, classroom presentations, advisement, and test preparation by EAO's Phil Lawson and Kathy Stiles (EAO Academic Counselors);
- A 10-week after-school ("AVID-like") enrichment class for sophomores including career exploration, study skills, test preparation, note taking, writing techniques, and college application assistance;
- UCSB academic-centered campus visits, including one visit with HHS Ambassadors reunited with current UCSB undergraduates who are alumni of HHS;
- An outreach site coordinator, David Gallegos, to supply college counseling, guidance, application support, classroom presentations, and coordination for academic enrichment activities;
- An outreach teacher liaison, Randy Sandford (high school Social Science teacher), to assist the UCSB SUP program by publicizing and coordinating professional development activities across departments;
- Participation in Student Initiated Outreach Programs such as El Congreso and Los Ingenieros.

Educators' and students' perspectives about the impact and effectiveness of these UCSB events and activities are delineated below.

Hueneme High School Site Coordinator Services

As the Hueneme Site Coordinator, David Gallegos works to coordinate and integrate UCSB outreach efforts and pre-college services into the fabric of the high school campus. He dedicates individualized attention to students' needs (by reviewing student transcripts, for example, to provide individualized academic planning and to determine eligibility status) and to on-going family engagement (through consistent communication and parent education events). Most importantly, in his role as site coordinator, David works to facilitate the formation of a college-going culture at the school site over time through strong ties with the administration, student body, parents, and community.

When HHS students were asked about their contact with the HHS site coordinator, the students resoundingly confirmed that Mr. Gallegos is helpful to them in many ways: by informing them about college, guiding them with

The Hueneme Partnership has participated in many outreach activities ranging from teachers' articulation meetings and professional development institutes to students' test preparation workshops and college advisement.

The service and support of the HHS site coordinator, David Gallegos, was the first thing mentioned by HHS students as the most helpful UCSB Outreach offering.

Mr. Gallegos prepares HHS students for college eligibility by making presentations in class, meeting individually with students, and preparing academic plans for student schedules.

UC Ambassadors at HHS are high school students who, after participating in training on how to be effective peer tutors, give presentations to middle school students, participate in college fairs, volunteer in their community, and provide tutoring and mentoring at school.

the proper courses to take, and encouraging them to undertake other things that would make them “competitively eligible” for college. “He’s *always* talking about competitive eligibility,” teased one student. They described competitive eligibility as “what makes you stand out from other students. Being well-rounded with community service and things like that.” When asked how Mr. Gallegos typically helps students, they mentioned many different methods, including: (1) presentations in classes, (2) individual meetings with students; and (3) preparation of academic plans for each grade level with advising on the appropriate college prep, AP, or Honors courses to complete in sequence for college admission. In addition, he is helpful to students who find themselves missing a class or behind in their requirements: Mr. Gallegos offers advice about what they could take after school or on campus at the local community college. Most importantly, he offers them his valued opinions. One student sheepishly impersonated him, “This is what he always says, *‘This is only my opinion, but if I were you...’*” Clearly, the students’ relationship with him was one characterized by respect, admiration, and affection.

When asked how Mr. Gallegos’ work was different from their high school counselors’ guidance, the students described his services as more individual. “He makes it more personal,” confirmed one student. “The counselors can’t offer as much [individualized] information. They have too many students... Mr. Gallegos knows our names.” The students realize that the counselors are burdened by high case loads and other administrative and discipline functions. They cannot solely focus on the students’ needs for college information. Mr. Gallegos is the one person they feel they can go to when they have problems navigating complex college requirements. “He explains everything and prepares us for next year,” affirmed one student. The others also described how Mr. Gallegos is able to listen to their interests (in terms of their choices for college majors and careers) and inform them about the best opportunities for specializing in those areas in college. “He is very encouraging!” they exclaimed. He also closely monitors their progress, always reminding the students of his personal investment and belief in them. “*“Oh you break my heart!”*—he says that,” joked one student, when they don’t follow through or miss opportunities. But clearly, the students honored his commitment to them and worked hard to win his approval.

When asked in what other outreach activities they had participated, students described personal statement workshops they attended in the summer, UCSB summer residential programs in their sophomore year, courses they had taken (with Mr. Gallegos’ encouragement) at Oxnard Community College (including Economics and Political Science), test preparation with Phil Lawson (offered every Wednesday), tutoring through the HHS UC Ambassador program, college application workshops, and public speaking practice.

The students also described in more detail the HHS Ambassadors program (of which a majority were participants), developed and coordinated by Mr. Gallegos. HHS’s UC Ambassadors are provided with extensive training and academic support, including: (1) information on the college admission process, including course requirements, completion of applications, campus selection, and financial aid; (2) methods to be effective peer tutors and counselors; and (3) academic development, social, and recreational opportunities including

seminar courses, summer programs, and field trips. The HHS Ambassadors give presentations to middle school students, participate in college fairs, volunteer in their community, provide tutoring services at their high school, and mentor high school peers. Their parents also agree to be actively engaged in parent education programs developed and implemented at HHS throughout the year, focusing on multiple topics such as parent participation in education, literacy skills, higher education options and benefits, and college preparation and financial aid requirements. Ambassadors are required to volunteer three hours a week for tutoring and mentoring of other students. They meet on Mondays after school, and for their involvement, they receive individual help with their college applications and public speaking experience. For example, some of the Ambassadors will be attending a state educational conference in Long Beach next month, and they all assisted with the HHS Parent Institute workshops throughout the year. They know that their participation and extra-curricular involvement will help to support a stronger college application.

The extent of David Gallegos' reach was felt beyond the student population. The parents who were interviewed also overwhelmingly endorsed and lauded his support. One parent, at the inception of the interview, described UCSB and David Gallegos' assistance in these terms: "I have known my daughter to be full of goals and dreams, but the path has never been clear. With this program, Mr. Gallegos has allowed her to find a path to her dreams." Later, she elaborated on the specifics about what Mr. Gallegos' services offered, and why the site coordinator played an important role in her daughter's (and her own) education: "The program has given us tranquility and support. Mr. Gallegos has become an important figure in our lives. The manner in which he talks with parents and students is comforting. He never gives preference to any one person. This makes parents feel open to ask any question, even if they think it is a dumb question. He treats every question seriously, and he always gives you his full attention."

Another parent agreed, affirming that the role Mr. Gallegos plays on the high school campus is not redundant with the role of the other high school counselors. Rather, she stated, "With my daughter, I never needed to talk with her counselor. There was never a disciplinary reason to see him. I always have known her to go to Mr. Gallegos for her questions." In fact, the high school counselor and college advisor, Ms. Robin Patterson, concurred, describing in her own interview how Mr. Gallegos targets specific students to advise them about college preparatory courses to keep them on-track for four-year university admission. He directs them to the proper courses, monitors their grade point averages and extra-curricular activities, and presents information in classes about college. "David's presence," she confirmed, "allows us [counselors] to reach more kids." By providing specialized services to his target group, Mr. Gallegos freed up time of the high school counselors to provide their assistance to the remaining students.

Ms. Patterson was clear in her endorsement of David Gallegos "as the most important" element to UCSB outreach work. Having the extra person on campus and in support of the counselors' work has been vital. "Someone who can solely focus on identifying kids with potential—plus have a little bit of an inside track [to information about UC admissions processes]" is a valuable

**"I have known my daughter to be full of goals and dreams, but the path has never been clear. With this [EAO] program, Mr. Gallegos has allowed her to find a path to her dreams."
-- HHS Parent**

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-- Robin Patterson, HHS Counselor**

“From my perspective, the most effective piece [of UCSB Outreach] is David Gallegos there [at Hueneme High School]. He has a real impact on the students—on getting them to think about college and the courses they need to take.”

**-- Jim Short,
OUHSD Administrator**

addition to their work, she believes. Ms. Patterson confirmed that Mr. Gallegos has been integrated into the staff and structure of the campus as much as possible. “It’s hard because he is so focused on one thing and we’re [the rest of the counselors] so focused on 15,000 other things!” she admitted. The other activities that consume the counselors’ attention include things such as discipline and attendance issues, caseloads of 500+ students, drop-in appointments, calls to parents, and special projects. Actually, the counselors have even felt a bit of professional jealousy toward David’s opportunity to focus solely on college preparation and admissions: “It’s difficult to concentrate on serving the needs of students and serving them well,” Ms. Patterson conceded, describing her efforts to monitor the progress of students at all levels of academic achievement. But in the midst of their “inundation” with other distractions, Mr. Gallegos is invited to all of their staff meetings and welcomed as an additional, indispensable resource to their counseling crew.

Finally, additional teachers and administrators of Hueneme commended the work of David Gallegos, who, through individual attention and investment in various student- and parent-centered activities, was attributed with increasing student and parent awareness of college requirements and financial aid opportunities as well as enhancing student confidence and their motivation to attend college. Dr. Tom McCoy, HHS Principal, attested to the fact that the presence of the site coordinator on the high school campus is “critical. It was wise to keep [the site coordinators] on campus despite the budget cuts,” he confirmed. In addition, he attributed David Gallegos with helping the school to increase the number of AP courses and UC-approved courses that they offer in the HHS master schedule. A district administrator, Mr. Jim Short, concurred, affirming, “From my perspective, the most effective piece [of UCSB Outreach] is David Gallegos there [at Hueneme High School]. He has a real impact on the students—on getting them to think about college and the courses they need to take.” As a result, Mr. Short believes that the students take their course selection much more seriously and consider the impact of their selection at an earlier stage in their educational process. Mr. Lupe Zamora, HHS Mathematics teacher, also reflected on Mr. Gallegos’ assistance in educational planning, highlighting the impact of his personal presence on campus: “The students see a person from the university who they can ask questions. He’s *here*. And kids are in his office using the computer and working on their personal statements.” Mr. Zamora recognized the extreme benefit of an on-site source of support rather than impersonal voicemail or email assistance at these critical junctures in the students’ educational journeys.

One issue Mr. Zamora thought that could be addressed more effectively, though, is advertising of the various outreach activities to encourage greater student participation. He recommended that Mr. Gallegos visit more classes at the beginning of the year, and that he and the HHS Ambassadors make use of the televised bulletin offered during the mornings at the high school. For example, he recommended, the students could record videos that provide college prep information and present outreach activity announcements. “They are a great group of kids, but I’m sure we could get more,” encouraged Mr. Zamora. He sees the benefits in starting with a smaller group to “work out the kinks” in the program, but he also believes that the Ambassador program has

the potential to gain in popularity and positive outcomes for a larger portion of the student body.

Mr. Zamora also highlighted some additional challenges that UCSB outreach must work to overcome. Namely, many of the students simply do not know the requirements to be admitted straight into the UC system despite the focus of EAOP in providing this information. The high school counselors, he believes, are inundated with other tasks like resolving conflicts, working with parents, and making schedule adjustments, so college advising cannot be their primary job. While Robin Patterson does “a great job on scholarships,” Mr. Zamora believes that it is easier for David Gallegos to do classroom presentations and additional work to increase the students’ awareness. Mr. Zamora believes that the HHS teachers and administrators are very supportive now and work to orient students on the right path. There is more information for students about scholarships and careers (due to the work of Mrs. Patterson and her “counseling corner” announcements in the bulletin), and Wednesdays of every week are designated as college days at HHS—so teachers wear the sweatshirt of their alma mater to promote additional colleges and careers. In addition, Mr. Zamora pointed out the posters and banners displayed in all of the classrooms (with achievement and college-going themes). In all, Mr. Zamora believes that the focus on outreach has made this kind of information more accessible to students and much more visible on campus. “It’s hard to motivate some kids in the standard-level classes. They need an extra push. The AP/Honors kids need more information about which way to go,” he advised. So he endorsed the idea of having the Career Center (or some other centrally-located place) open all the time with a full time supervisor. And he also reiterated his belief that the programs could advertise more (like at the student Club Day during lunch), especially regarding David Gallegos’ services and the student Ambassador program.

Parent Institutes

In his role as site coordinator, David Gallegos also helped to develop and facilitate Parent Institutes and Junior High Conferences for the Hueneme High School and feeder school communities in collaboration with the HHS administration. At these events, the parents and their students were invited to attend various workshops on topics addressing areas such as “A-G courses,” “How to Help Your Student Go to College,” and “Career Awareness.” The two parents who were interviewed said that they believe Mr. Gallegos effectively led the effort in promoting the outreach activities and information to both high school and junior high school groups through classroom demonstrations, publicity flyers, and these important parent workshops. One parent documented that she especially benefited from an EAO-sponsored event years ago: “My daughter has always liked to study, but the turning point was a meeting we went to when she was a student in junior high school. A former student came to talk with the students. As a parent, I understood and began to ask my daughter questions like, ‘Have you talked with your counselor? Let me see your homework.’” Another parent agreed, stating, “I tell my children that it is a parent’s moral obligation to help them succeed. It is my obligation to help my kids and to be informed. It is information that is needed early in

HHS Parent Institutes provide students and their parents with workshops presented by EAO staff, students, and UCSB faculty addressing topics ranging from “How to Help Your Student Go to College” and “Career Awareness” to “Chicano Literature” and “Mathematical Knots.”

“[In] one workshop I remember well... we talked about and learned about paying for college. It is always a problem we face, but when we see that others can do it, we think that it is a possibility for us as well. We also learned about the classes that student have to take when they start high school... I think it’s good to have one’s eyes opened.”

-- HHS Parent
commenting on the
HHS Parent Institutes

high school, so that when senior year comes along, one can reflect that they did everything right and not regret that they never knew.” The parents emphasized that the information provided at the Parent Institutes helped to encourage them and alleviate their fears about their students’ attending college. One mother shared, “One workshop I remember well was [“Being Your Child’s Champion” presented by EAOP coordinator Cuca Acosta]. We talked about and learned about paying for college. It is always a problem we face, but when we see that others can do it, we think that it is a possibility for us as well. We also learned about the classes that students have to take when they start high school... I think it is good to have one’s eyes opened to the requirements that our students need to finish.” The other parent concurred, saying, “I have attended the same workshops. My largest worry was money. I found out about scholarships. I said to myself, ‘It does not matter if I go into debt; college will pay for itself.’ Luckily, this year will be good. My daughter has many scholarships and money to pay for college.” The parents appreciated and applauded the work of David Gallegos and his UCSB colleagues, encouraging that the efforts continue to educate more parents about their students’ abilities to succeed in higher education.

Mr. Gallegos provided his perspective about the structure and function of the Parent Institutes. He acknowledged that he collaborated with his student Ambassadors club, with AVID, and with the AP teachers to promote the workshops to both senior and junior high school students and their parents. Attendance was particularly high at the first and third workshops, offered in the fall and spring. Over one hundred parents and students were in attendance at both, with the first conference alone bringing in about two hundred participants. The second workshop series, offered in December, attracted about half of the participants, and the May workshop’s attendance was very low with only about 25 parents. Mr. Gallegos believes that the timing of the workshops determined the attendance, but he was still quite pleased with the high participation from the parents of junior high students from E.O. Green School (a feeder middle school of Hueneme High). He maintained that there was a student focus in at least two (out of eight) different workshops at each of the institutes, and in all, about 60 students attended the institute series. The HHS student Ambassadors helped to coordinate these workshop offerings, and one ambassador even made a presentation for the parents. The other workshops included topics ranging from *Mathematical Knots* (offered by UCSB Math Professor Ken Millett) to *Chicano Literature* (offered by UCSB Chicano Studies Professor Francisco Lomeli)—a particularly popular workshop.

When asked about the success of the Parents Nights at Hueneme, the students said that they believed it was helpful information for both parents and students. The evening offered the audiences various presentations by university professors so that they “could see what it’s like in college” and get help in their choice of different professions. Additionally, the students thought that it was critical to offer the information in both Spanish and English for the sake of the parents in the community: “It made it very accessible to them,” they confirmed. One student explained that often times parents do not understand about their students’ motivation to go to college. Mr. Gallegos has helped parents to be more involved in the school and outreach activities. He has also

provided information about financial aid and increased the parents' knowledge about college requirements such as taking the SAT tests.

Mr. Lupe Zamora, HHS Mathematics teacher, also asserted his opinions about the importance of parent involvement and education in the school community. As a native of Hueneme, he recognized that there are serious financial barriers to attending college in the community—and especially within the Mexican-American culture. He verified that in his neighborhood, most of the parents (in a two-parent family) both work, or the students come from one-parent households. “It’s scary when the parents see the total costs of college,” he cautioned. “Instead, they should show them the contributions to the costs, the financial aid they could receive *first*.” Mr. Zamora suggested that Cal Grants, loans, and other financial aid mechanisms be thoroughly explained in more detail to the parents at these educational venues. “A lot of it is just breaking it down so that they can understand where it all can come from,” he advised. Without this kind of encouragement and verification of financial support opportunities, Mr. Zamora knows many parents will be dispirited about their students’ chances to attend college. Relieving their anxiety about their ability to provide for their children’s higher education is an important first step to opening their minds to the possibility.

The parents also stressed the potent effect of role models on students and their families in Oxnard, emphasizing that student-to-student and parent-to-parent outreach were powerful ways to deliver advice and information about college. They suggested that a group of students from UCSB should come to the high school campus to share their experiences and answer questions. Likewise, parents of undergraduates could share information with other parents about their path to success with their children. One parent dramatically endorsed this idea, commenting: “Testimony! I would come to see and listen to motivational speakers. It works well when you have parents that are giving back. You say to yourself, ‘They did it, so can I!’ We need to make a community that helps one another—having a parent with a child in college walk me through the process. Students can also benefit from a panel of college students. Parents need to hear from other parents.” The parents also offered practical suggestions about the format and logistics of these meetings to increase parent attendance, recommending that the meetings occur at least once a quarter, for a one-hour duration, and include community members. In addition, they suggested that parent be grouped in small numbers for discussion sections to encourage further dialogue while reducing parents’ anxiety about participating.

When asked how best to promote the Parent Nights and other outreach activities to increase participation, the students suggested more flyers, phone calls to students’ homes, and teacher involvement. While some teachers actively publicize information about the outreach events, the students said that other teachers do not bother to hand out the flyers—so more consistent involvement is important. In addition, the students believed that personal phone calls to parents, especially the parents of 8th grade students, would encourage greater attendance. The parents wholeheartedly agreed, and they recommended that the school invest more time and attention to providing personal invitations to parents as well as Spanish translations for each and every event.

“Testimony!... It works well when you have parents that are giving back. You say to yourself, ‘They did it, so can I!’ We need to make a community that helps one another—having a parent with a child in college walk me through the process.”
-- HHS Parent

HHS students and parents encouraged UCSB to capitalize on personal connections and positive role models in the community to make the connection to the university even stronger.

Principal McCoy confirmed that the high school makes strong efforts to translate all of their documents, flyers, and meetings to assist and empower Spanish-speaking audiences. Still, one parent explained the hesitancy of Spanish-speaking parents to attend district meetings: “Spanish speakers do not feel very welcomed at parent meetings. I would say that maybe 50% of parents do not come because of their language barriers... [but] Mr. Gallegos and Mr. Johnson [coordinator for Migrant Education] always make us feel welcome.” The parents documented that the district’s Parent Teacher Student Association (PTSA) suffers from small membership numbers due to their lack of attention toward translation issues, and for this reason, the Spanish-speaking parents highly value the work of the Migrant Education and bilingual parent meetings offered by the high school. The parents also recommended that sending bilingual invitations in the mail may increase parent attendance at various schoolwide events—since most students will not bring home flyers handed out at school.

Clearly the HHS parents, students, and teachers recognize the powerful impact of personal connections and role models on students and their families in the Hueneme community. Therefore, interviewees recommended that UCSB capitalize on the community’s pride in their neighbors who have gone on to higher education to make the connection to the university, especially within the Spanish-speaking community, stronger and more palpable.

Test Preparation and Academic Support

For the past year, Mr. Phil Lawson (EAOP Academic Counselor) has offered Hueneme High School students a comprehensive “Advanced Reading Techniques” course as an elective to prepare college-bound students for standardized testing, to increase their academic skills and critical thinking, and to engage them in analytic discussions. Mr. Lawson believes that in the development and implementation of this course, he has been successfully integrated as part of the HHS faculty—the course is offered for credit, and he shares both administrative and faculty support. The course syllabus describes the objective of the class as: “to provide an opportunity for juniors to expand their academic success skills such as reading comprehension, critical thinking and word usage. Test taking instructions will prepare students to perform well on the SAT and ACT. Reading will be of the analytic type providing discussions for political and philosophical exchange.” The course includes reading assignments, test preparation (and practice tests), journaling, and targeted academic skill building including the following areas: study skills and time management; word usage, analogies, and vocabulary building; quantitative comparisons; critical reading and writing; and English, math, and science reasoning. The course utilizes the “California Virtual High School” (a UC-systemwide outreach program for on-line test preparation resources), the UCSB Early Academic Outreach’s “Studying for Success” curriculum, and the HHS library’s desktop programs to guide skill building and assess student progress.

The class meets weekly, and the HHS student participants said that they were benefitting greatly from the practice tests and review. In addition, many of them had attended a review session with Mr. Lawson and Kathy Stiles (also an

EAOP academic counselor) after receipt of their first SAT scores to talk about how to improve their scores in the second administration.

Ms. Patterson, HHS Counselor and College Advisor, described the “California Virtual High School” Web page as an on-line test preparation and outcomes monitoring system that tracks the number of hours students work on the materials, tallies their progress, and provides coaching when they endorse the wrong answers. Two cohorts of HHS students have been involved in the project, with approximately 15 students in each group (the numbers are limited due to technological requirements of secure sockets). According to Ms. Patterson, Mr. Lawson’s role has been to facilitate the initial steps in the development of these courses and test preparation pilot studies: “He worked the kinks out and spread the word to get more teachers involved,” she said. Students also participate in an “AVID-like” course facilitated by two teachers on campus that integrate college and career preparedness into the curriculum. As a result, Ms. Patterson has seen a gradual increase in some standardized test scores, but she is hoping to see more of an impact on the SAT scores of students enrolled in the pilot test prep program. Hueneme High School students, she documented, may score very low on their tests despite the fact that they are completing other college requirements, so the test preparation services are critical to their student body.

Lupe Zamora, one of the faculty coordinators of the “AVID-like” course at HHS, described the class as an after-school enrichment opportunity including topics such as career exploration, study skills, note taking, academic writing techniques, and college application assistance (such as writing the personal statement). The attendance in the after-school program has been relatively high, he said, with about 35 students participating in the afternoon session. Although they target additional students for the course, students’ other assignments and activities (such as sports teams) often discourage their consistent involvement, he believes.

Mr. Gallegos, site coordinator, believes that next year, the AVID-like course will be integrated better into the regular school day, and this should benefit attendance rates. According to Mr. Gallegos and Principal McCoy, Hueneme High School is going to adopt an extended seven-period academic day from 7:30AM to 3:30PM (voted and approved by the School Leadership Team and supported by Title I funds). Thus, college (AVID-like) and extracurricular courses will be provided throughout the day. Since the periods will remain 57 minutes each, the teachers will not be required to teach any more courses than they have in the past. Thus, the college preparatory class will be offered every day of the week with daily attendance requirements.

Still, in recognition of the low SAT scores, Ms. Patterson encouraged that UCSB develop additional opportunities on campus for test preparation. The services need to be free (or at least low-cost) and easily accessible, she cautioned. It is vitally important, too, to work on changing the students’ mentality about test preparation: encourage them to prepare earlier than “just a week before the test!” she implored. While UCSB has assisted in increasing the number of students taking the SAT, she believes that the students need rigorous test preparation immediately following the PSAT. She again

The “California Virtual High School” program is an on-line test preparation and monitoring system offered to HHS students this year. The program tracks student progress and coaches them through difficult test questions.

**“We’re on the road,
but we need to get
more kids involved.”**

-- Tom McCoy,
HHS Principal

**“From the first day,
kids should know
they are not in a
college prep class
while there is still
time to change.”**

-- HHS Student

emphasized, “They are coming along, but most [students] prepare just one month before the test.”

Likewise, the HHS students offered suggestions to increase student preparedness and performances on the SAT test. Most of the students believed that the SAT test was not adequately promoted at the high school. Many students simply did not know that it was a requirement—let alone that there are specific dates of administration and an application process to take the test. While Mr. Gallegos informs all the students he sees, not everyone meets with him, so there is a definite need to increase the promotion of the SAT I and the SAT II tests. The students recommended that the advertising efforts about this issue be widespread—including information on television and radio, such as public service announcements to the community. Furthermore, more information could be visible and accessible at the high school, they encouraged. For now, there is information in Ms. Patterson’s office and in the library, the students said, but these areas are “out of the way,” and a lot of the information is not current. There are also some pamphlets in the career center, but the students believe that this center is “not promoted or used much” at the high school. Dr. McCoy agreed, stating, “We’re on the road, but we need to get more kids involved.” While understanding that the target student population served by UCSB’s EAO program is limited, he thinks it is still “important to put it out to as many kids that we can influence.”

Additional Recommendations for Academic Outreach

The Hueneme community attributed the academic enrichment efforts of the UCSB EAO programs, through individual attention and investment in various student- and parent-centered activities, with providing effective test preparation and instructional materials suitable for the schools’ considerable ELL student population, increasing student and parent awareness of college requirements and financial aid opportunities, and enhancing student confidence and motivation to attend college. Those interviewed in Hueneme were also well aware of the devastating implications of State budget cuts to most UCSB outreach programs, and they said that they understood the limitations of services next year. Still, in recognition of the commitment of the UCSB outreach staff and the critical needs their work addresses, the parents, staff, and students offered some suggestions for the university’s increased involvement in their educational communities. These constructive recommendations are highlighted below.

First and foremost, the Hueneme High students discussed their collective experiences in finding themselves enrolled in standard (non college-preparatory) classes their freshmen year in high school without adequate knowledge of college admission requirements. “From the first day,” one student admonished, “kids should know they are not in a college prep class while there is still time to change.” The students believe that their peers may not fully understand the consequences of not taking the college prep courses, or they may be afraid to request a change in their course schedules. Many of the interviewed students seemed to sense the great inequities that occur due to this predicament, and they encouraged UCSB Outreach to provide information in all classes of 8th grade and 9th grade students.

Similarly, Ms. Patterson is anxious for the students “to take advantage of all of these resources,” recognizing that their awareness of the systems of higher education is still lacking a bit. “In their perception, it’s either UC or a JC,” she said—explaining that students often overlook the California State University system because of the prestige associated with the University of California. So if UC is not an option or they are not admitted, most of the students will resign themselves to a junior college without even applying to a CSU. While she believes that Mr. Gallegos “does a good job of promoting both systems, it’s still the perspective of the students.” As a result, Ms. Patterson is going to suggest to CSU Channel Islands that they, too, have a representative on the Hueneme High School campus. “It’s like Coke and Pepsi,” she said—offering the analogy that what is offered on campus will ultimately determine the popularity of the option.

For his part, Mr. Gallegos hopes to integrate more faculty into the outreach endeavor to help the programs and progress self-sustain at Hueneme High School. Currently, he works with Ms. Randy Sandford, faculty chair of the department of Social Sciences and UCSB teacher liaison, to promote UCSB Outreach. Ms. Sandford sends out emails about outreach events and activities, and this promotion from “within the faculty ranks,” he hopes, may elicit more involvement of students and teachers.

Ms. Sandford characterized her work as the teacher liaison, in partnership with David, as “a growing collaboration.” She believes the two of them are “developing our own way of approaching [the partnership].” Since she is still unclear about the function and goals of the teacher liaison program, she believes it is imperative for the UCSB Outreach program coordinators to continue working on defining the teachers’ roles and their expected outcomes. Still, in the meantime she is working with David and Principal McCoy to develop a Teacher Mentor program. The goal of the program is to have teachers assist students in staying on-track for UC eligibility. Although she was not sure of how the teachers would respond to such a program, after her initial solicitation for volunteers, she got responses from 19 teachers. Now, she hopes to offer UC inservices to the teacher mentors that will expose them to the university requirements, offer them tours of the campus, and collaborate “on making CP courses *really* college prep [level].” The program will also hopefully include “drop-in centers”—classrooms that are open for specific grade levels (seniors, juniors, or sophomores—since the HHS Student Ambassadors are working with the freshmen), that will give students consistent access to their mentors, their transcripts, and academic counseling. Overall, however, Ms. Sandford’s critical concern about her role as a teacher liaison is “What is the end result? Am I supposed to be developing programs like this? If so, I’d rather have *time* than money. If not, it just becomes a balancing act.” Ms. Sandford was referring to the stipend offered to her as a teacher liaison—and suggesting that the program buy teachers release time for their liaison work rather than providing them financial incentives.

Speaking on behalf of the HHS Science department, Mr. Zamora suggested that more time and resources be dedicated to the support of science teachers. Since the STAR testing process will include science next year, (and math and English have received so much prior attention), he believes that the science curriculum is due for additional assistance. Mr. Zamora acknowledged the

**“In their perspective,
it’s either UC or a JC.”**

**-- Robin Patterson,
HHS Counselor**

**HHS Social Science
teacher Randy
Sandford, Principal
McCoy, and David
Gallegos are
developing a Teacher
Mentor program to
increase faculty
involvement and to
assist HHS students
in staying on track
for UC eligibility.**

David Gallegos attributes HHS' high UCSB yield rate this year to the students' experiences in the UCSB Prep Academy two years ago.

work of UCSB's Early Academic Outreach Program in compiling content-based SAT-integrated curriculum, and he presented a sample packet showing the science-related content in the SAT. While this was helpful material, EAO "did not provide any direction on how to use it," he admonished. So Mr. Zamora recommended that EAO encourage teachers to set aside time, make the integration of the SAT curriculum structured and standardized, and perhaps utilize the time during video advisement each day or week to focus on the curriculum. According to Mr. Zamora, the directions for use of the SAT curriculum were simply "Do 5 minutes each day or 30 minutes each week," but he believes that the "pressures of teachers every day" made this unstructured format unrealistic. Instead, Mr. Zamora suggested that teachers could set aside time on a weekly or monthly basis, and videotapes could instruct the students in a standardized fashion. In addition, teachers received only one set of packets—enough for one class of students—so his students could not write in the workbooks and had to hand them in at the end of the session. Additional copies would facilitate their use at home and expanded ability to work with (and make notes on) the materials.

Finally, when asked to what he might attribute HHS' high yield rate to UCSB this year (with 67% of the admitted students registering for enrollment), Mr. Gallegos indicated that many of the students planning to go to UCSB were those who attended the UCSB Prep Academy as sophomores. The Prep Academy was a one-week summer residential program sponsored by EAOP on the UCSB campus that provided high-achieving participants with experiences of dorm living, recreational activities, test preparation, and attending classes at the university. While an expensive program to conduct and support, David believes the Prep Academy was a very effective way to promote the advantages of a UCSB education to "impressionable" sophomores rather than trying to persuade older students during their junior year.

Similarly reflecting on the influence of the university at critical stages in the students' lives, Mr. Zamora asserted that the college-going culture in the Hueneme community is basically designated by the borders of certain neighborhoods. There are neighborhoods within Oxnard that suffer from higher rates of poverty, crime, and school failure; yet others promote the values of higher education within their confines. The influence of the military base in Oxnard drives about half of the students in that neighborhood toward a life in the military, he believes, and the other half toward college. Mr. Zamora also thinks that the high school ROTC program provides a realistic picture to the student participants about what it is like to be in the armed services, to experience boot camp, and to face inspections from base commanders. These experiences, like the Prep Academy, do much to prepare students and initiate them into their different career paths. Mr. Zamora willingly acknowledged the opportunity for teachers to capitalize upon their influence with the students to create a college-going culture among all of the academic departments at the high school. And he affirmed again that the person-to-person contact that an on-site representative from the university offers is invaluable. "For a lot of students, that is the quickest access to the university," he declared. "With [the site coordinator] here, students know there is interest in them."

Teacher Professional Development

Professional development offered to the Hueneme teaching community by UCSB Outreach took many different forms during 2002-2003, including staff development “positive attendance” days, long-term collaborative teaching and instructional models, summer institutes, and specialized conferences. Primarily, the events were developed and implemented by UCSB’s School-University Partnerships program, California Subject Matter Projects, and UCSB Writing Program. Teachers and administrators who participated in each of these activities were queried about their experiences and the impact on teaching and learning in the classroom. Their perceptions and recommendations for future work are presented below.

Mr. Jim Short, Oxnard Union High School District’s Mathematics Resource Coordinator (and former high school math teacher), first commented on the staff development conference conducted at HHS over one year ago on “Writing Across the Curriculum.” Most teachers benefited from it and enjoyed it, he said, and Mr. Short believes that such opportunities can have a *lasting* effect on teachers. “In the long run, the most powerful thing it does—but this is hard to measure—is to change teachers’ perceptions about their students and relation to college,” he declared. An issue that teachers engage in daily at Hueneme High School is students’ absence from class. “When dealing with that frustration,” Mr. Short said, “it’s easy for them to reduce their expectations.” The staff development day was helpful in changing those perspectives, and Mr. Short believes that can have an impact on the teachers’ relationships with the students. In turn, he believes the professional development can ultimately influence the messages teachers relay to the students—as well as their writing across the curriculum (the specific content) on which it was focused.

When queried about his role in the UCSB Tri Counties Math Project (TCMP), Mr. Short said he participated in the district’s professional development institute and workshops supported by TCMP, their monthly follow-up meetings, and Project RENEW (an NSF-funded professional development initiative with a focus on developing leadership skills in new teachers). Mr. Short affirmed that the School-University Partnerships program helped to support teachers in going to workshops, which “raise the awareness of the teachers to the kinds of things they can do. They talk about more challenging classes, and they increase their number of strategies to teach advanced concepts.” As a result, Channel Islands High and Hueneme High School have recently been able to offer an AP Calculus and AP Statistics course for their students. Mr. Short also confirmed that the core group of teachers who consistently participated in the TCMP monthly follow-up meetings enjoyed it and found it effective. This group included four teachers from Hueneme, who will also participate in the upcoming summer institute. “I’ve seen real growth in them,” he testified.

Mr. Lupe Zamora, HHS Mathematics teacher and participant in TCMP, acknowledged that the district restricted the staff to be released only a few days per year for school-wide professional development. Thus, previous staff development days have “felt rushed. It’s nicer to spread out and not cram.” Mr. Zamora referred to the 5-day institute sponsored by TCMP that offered

“For a lot of students, [the site coordinator] is the quickest access to the university. With David here, students know there is interest in them.”

**-- Lupe Zamora,
HHS Math Teacher**

“In the long run, the most powerful thing [professional development] does... is to change teachers’ perceptions about their students and relation to college.”

**-- Jim Short,
OUHSD Administrator**

“[My professional development experience with TCMP was] totally awesome. They give us good things to use in the classroom that you’d probably never think of.”

**-- Lupe Zamora,
HHS Math Teacher**

resources, handouts, textbooks, teaching strategies, and classroom management techniques that all increased his motivation and confidence in teaching. He participated in an “Algebra group” that included about 30-35 other teachers from across the tri-counties and addressed issues related to the California High School Exit Exam as well as teaching strategies for both high- and low-achieving students. (There were also groups specific to Geometry and Statistics). Most of the activities were group-oriented so that the teachers had opportunities to network and to learn that “everyone has a different way of doing it.” He found it particularly helpful to see the various styles of teaching that his colleagues shared, and he benefited greatly from the follow-up group sessions, too. Each month, the teachers met at the district office for a three-hour after-school session dedicated to different topics and presenters (facilitated by Jim Short). The demonstration lessons and handouts they presented were “activities to take back into class” on different lessons prepared by different teachers. Mr. Zamora characterized the follow-up sessions and the opportunity to network with other teachers from neighboring districts as “totally awesome. They give us good things to use in the classroom that you’d probably never think of.” The environment was also very comfortable and relaxed, he said, with teachers quite open to feedback and flexible about the structure.

In terms of professional development, Dr. McCoy asserted that expanding the work to include more articulation is difficult “because of the limitation on positive attendance days.” Since the State supports only a few numbers of release days, his priority to do more articulation has not quite materialized. Still, he envisions an all-day activity in the future with that particular focus from middle school to high school: “It would be *great* if we could ever do that!” he emphasized. In response, Mr. Short confirmed that the UCSB partnership has in fact been engaged in an on-going process with Oxnard math teachers regarding articulation. Starting with a Goals 2000 effort a few years ago, the teachers developed math standards (even before there the State standards existed). That process, he acknowledged, developed “great networks that have continued to be useful.” Two years ago, Mr. Short said, they helped to increase the communication between elementary and middle schools that feed into Channel Islands and Hueneme High Schools. They also followed up those efforts this year with articulation including all feeder districts. English language arts teachers and mathematics teachers from the high school visited the middle schools, and then they were provided lunch at the district office for further discussion about 9th grade curricular expectations.

UCSB’s South Coast Writing Projects

Other English language arts and social science teachers from Hueneme High participated in collaborative teaching models sponsored by the South Coast Writing Project, the UCSB Writing Program, and UCSB’s Faculty Outreach Grant (FOG) program. These projects included: (1) IIMPaC: a long-term professional development opportunity focused on enhancing teacher expertise in teaching academic literacy via the five methods of inquiry, inservice, models, practice, and coaching; and (2) the Academic Writing Partnership: a project that sends UCSB Writing Program faculty into classrooms to instruct students in academic reading and writing skills that they need for success in their college preparatory courses and in university coursework.

The teacher participants unanimously acknowledged and applauded the work of IIMPaC and the Academic Writing Partnership in giving them the tools and the resources they needed to teach writing. Because the teaching of writing is a difficult process, many of the teachers admitted to “shying away from it” for many reasons, including because they felt awkward or ill-prepared for the task. Many of the teachers lacked practice and had not developed a sufficient rubric or other techniques to adequately assess their students. As one HHS social science teacher stated, “I knew what the students needed to do to write. But I wasn’t really clear about how to *teach* it. I wanted the students to know that they would have to work hard, but I hoped the English Department could help them to prepare.” This relegation of responsibility to the English Department was a typical practice prior to the introduction of the concept of writing-across-the-curriculum, stressed by the AWP and by the South Coast Writing Project. After demonstrating the use of writing as a tool to assist their students in their learning process, the UCSB staff and faculty helped the teachers to see the value of writing components, especially nonfiction reading-and-response assignments, within their curriculum—whatever the content area.

Teachers also enthusiastically accentuated both writing programs’ emphasis on the modeling of good teaching conducted by the IIMPaC coaches (Rosemary Cabe, Wynn Clevenger, Tim Dewar, and Harvey Green) and Writing Program lecturers (Heather Horn, Ilene Miele, and Shelley Spear), which they described as “powerful,” “brilliant,” and “validating.” Through their participation in the projects, teachers received repeated opportunities to see “an expert in action doing something proven effective. A good model presented well. A different voice,” as described by one IIMPaC teacher participant. This role switching, allowing teachers to see how the classroom dynamic can change and how strategies can work with their students, was applauded by all of the teacher participants as one of the most eye-opening and effective of the UCSB professional development methods. Furthermore, the structure of the programs—incorporating multiple UCSB visits into a school year—helped to ease some of the newer teachers’ discomforts about having other teachers in their classrooms while encouraging strong relationships with the students.

The participating HHS teachers praised many specific teaching strategies introduced in their classrooms by UCSB staff. One particularly effective method was the dissection of essay prompts—from deciphering a prompt’s major components (which typically include a factual question about the text and another question to elicit breadth of knowledge and experience relevant to the text) to analyzing a prompt’s level of cognitive activity according to Bloom’s taxonomy. Other methods included mini-lessons dedicated to helping students to find information that supports their theses, to cite legitimate sources, and to develop commentary and conclusions that draw all components together in a well-organized, multi-paragraph essay. One teacher commented passionately that the most critical lesson she was inspired to give her students is a “love of writing.” “I want [writing] to be joyful, and for [the students] to see reasons to write beyond getting into a university... Writing isn’t something we do because the institution imposes it on us.” For these reasons and with the support of the AWP, she has assigned various types of writing in her social science class from fictional stories and letters to the editor to interviews with family members and analytical research papers.

In the professional development Writing Projects, teachers saw “an expert in action doing something proven effective. A good model presented well. A different voice.”
-- Oxnard Middle School Teacher

The Writing Projects at HHS were credited with increasing students' proficiency, enhancing teachers' skills in the teaching of writing, and increasing teacher collaboration across content areas.

Through it all, the most valuable component of the partnership to the teachers was the collaboration and partnering with a college instructor/staff member. This partnership, according to one teacher, “offers teachers growth,” and they see how writing can be effectively embedded in their day-to-day curriculum with techniques that work with various teaching styles. The demonstration of effective teaching techniques that engaged the students in collaborative learning, provided hands-on strategies, exposed them to good writing models, and broke down assignments into workable “chunks,” all assisted the students in meeting the challenges with positive feedback and great success. Consequently, the teachers recognized the students’ increased skills in analyzing prompts, knowing what to write, maintaining the proper conventions, and using feedback to continue their growth and learning to reach proficient levels in their writing assignments. The students displayed these abilities in their improved scores on the Subject A exams as well as on other standardized tests such as the California High School Exit Exam. One HHS teacher gathered an array of longitudinal data documenting his students’ progress across the years on the Subject A, and the increase in the number of students reaching the “proficient/adequate writing” level. With great authority, he proudly testified that the report “supports the contention that the writing project has an amazing effect on my students.” Furthermore, the students increased confidence levels, their growing abilities, their access to resources (such as their journals and handouts), and their relationship with a college instructor have all helped to reduce their intimidation to engage in the writing process and to consider attending colleges and four-year universities. One teacher testified that, while most of his college preparatory students “are not even thinking about four-year university,” he believes that as a result of their participation in the AWP, they believe “I can do this! Maybe college is for me!” In fact, he also recognized that “a lot of kids want to try AP for their junior year. I think this never would have happened without the writing program and the Subject A.”

Most of the HHS teacher participants, while quite pleased with the impact of the writing programs on their students’ and their own teaching successes, recognized a need for additional time to reflect and dialogue about their experiences. Teachers wanted additional time formally built into the format to work with their faculty partner and to debrief about the techniques displayed in the classes, about their observations of the students, and about the resulting writing products. “We do it on the fly,” one teacher explained, describing time allotted to discuss the collaboration. “It doesn’t dignify what can happen with this kind of a process and collaboration.” For these reasons, she and others recommended that the program provide additional resources and structured meetings to ensure that, on an ongoing basis, teachers provide input to facilitate the growth of the programs in their schools.

In all, the teachers emphasized the importance of *consistency* and *intensity* in the frequency of classroom demonstrations and dialogue time with their colleagues. “[Rosemary Cabe] blows in like the wind, and then she blows out again,” chided one middle school IIMPac participant. And while acknowledging the success of writing strategies to help students to produce a short poem, some teachers recognized the importance of IIMPac reaching more intense levels—challenging the teachers and their students to higher

standards. “How do we get from there to the content standards—a 500 to 750 word essay? How do we get the rigor? We need the rigor!” one teacher stressed. Another elementary school teacher in the Oxnard area commented that she recognized and supported IIMPaC’s focus on the need to “first of all, develop trust.” After that crucial step is made, she confirmed that the teachers could work more productively toward the content standards. “But we’ll never get there if [IIMPaC offers demonstration lessons just] once every three months.” Suggestions included offering the classroom demonstrations over the course of two periods or back-to-back for two consecutive days, at least. While it was great to “get them started with a 75-word poem,” one teacher believed it was imperative for the teachers and the students to have more intense time with IIMPaC coaches to develop that into “something ten times as big!” “Kids can knock it out,” said one participant, referring to the short exercises offered in one class. “But the biggest problem is getting the kids from *that* to a research article or a memoir.”

Overall, English language arts and social science teachers from Hueneme acknowledged IIMPaC’s and the AWP’s provision of practical, adaptable, creative, and proven methods to engage students in the writing process—strategies well-beyond those given them in any of their previous professional training or credentialing programs. They also experienced the great benefits of having role models and collaborative coaches within their own classrooms, observing their instructional styles and classroom management procedures and resulting effects on their students. Additionally, teachers increased their dialogue and collaboration with colleagues within and across departments, building professional and personal relationships as well as critical articulation efforts. Finally, using the tried-and-true teaching methods, the participating teachers witnessed an increase in their students’ willingness to engage in writing, their fluency, their vocabulary, and their quality of writing across content areas and genres. As a result, the Hueneme teachers’ expectations for student performances increased as did their abilities to integrate multiple State content standards within one lesson. What writing project participants suggested to improve the professional development offerings is, simply, *more* of them—they need more time, materials, and teachers to continue and build on these positive efforts and progress with their students.

How the Hueneme High School-University Partnership is Characterized

The teachers, counselors, and administrators of the Hueneme community generally agreed that UCSB follows their principle of “shared authority” and responsiveness to the school’s priorities in school-university partnership dealings. Phil Lawson, EAOP academic counselor, asserted his belief that the philosophy of the UCSB partnership fits well with the goals of each institution: to build the quality of the academics on the high school campus in order to increase their Academic Performance Index (API) as well as college admissions. In addition, he believes that David Gallegos, HHS site coordinator, shares a good rapport with the high school administration and teachers, and that Principal McCoy is a “forward-thinking leader” of a “young, dynamic administration” at the school.

“While it was great to get [students] started with a 75-word poem... the biggest problem is getting the kids from *that* to a research article or a memoir.”
--IIMPaC Teacher Participant

“Principal McCoy is a forward-thinking leader of a young, dynamic administration” at Hueneme High School.

--Phil Lawson, EAOP Academic Counselor

Mr. Zamora, HHS mathematics teacher, agreed, confirming that Mr. Gallegos is good at being a “mediator” of sorts. When the HHS administration suggests certain outreach activities, he said David is willing to “take it back and negotiate with the university.” Mr. Zamora has faith in the administration at Hueneme High, which he also described as invested in a “new phase of education.” In partnership with the university, he believes Hueneme High School knows what it takes to improve their performance and status. In addition, the HHS-UCSB partnership has the support of the Post-Secondary Options Committee of teachers, he acknowledged, which includes one or two teachers from each of the major subject areas at Hueneme High.

In all, Mr. Jim Short, Oxnard district administrator, views the partnership as an opportunity where UCSB offers this promise: “You tell us what you need, and we’ll do everything to help you.” He affirmed that Tom Ostwald, Director of UCSB’s School-University Partnerships, is “open to ideas about things that could be done. He went out of his way to make things happen.” Dr. McCoy concurred, adding that the work with the UCSB outreach program becomes “more smooth” with each passing year.

Conclusion

UCSB Outreach services have provided the community of Hueneme with rich and varied academic enrichment activities for their students and professional development opportunities for their teachers. With test preparation, college advising, and Parent Institutes offered by UCSB Early Academic Outreach, students in the middle school and high school have excelled in college preparatory courses, increased standardized achievement scores, and improved their attitudes and expectations about going to college. Due to long-term and concentrated efforts of the South Coast Writing Project and UCSB Writing Program, Hueneme middle school and high school teachers have also learned how to enhance their pedagogy for heterogeneous classrooms, to increase their collaboration, to improve students’ writing skills across content areas, and to articulate with colleagues at various grade levels and across curriculum.

Yet obstacles remain within the partnership primarily due to students’ high truancy rates, parents’ reluctance or inability to participate in school events, cultural and neighborhood boundaries that challenge pathways to higher education, and logistical complexities and/or State requirements that restrict the opportunity for delivery of more intense (and frequent) professional development.

Furthermore, new federal mandates legislated in *No Child Left Behind* (NCLB) has school administrators statewide anxious about upcoming audits and inevitable ramifications to low performances or insufficient teacher preparation. While meeting the “highly qualified teachers” provisions and the annual student performance objectives of NCLB present stressful challenges, Dr. McCoy also views them as opportunities to “renew our thinking.” With their upcoming local plan due, the high school community (and district) will need to make some decisions about actions to take to address the federal

mandates. Dr. McCoy believes that UCSB can play multiple roles in supporting the local schools through these transitions, assessment periods, and quests for improvement. Potential roles include: (1) enhancing academic enrichment opportunities for HHS students; (2) providing supplemental educational services to HHS students and parents; (3) partnering with district and school administrators to assist in the use of assessment data for improvement planning; and (4) delivering evidence-based professional development to HHS teachers, counselors, and administrators.

Despite the challenges and amidst devastating State budget cuts, there was an indisputable affirmation of the students' and families' potential in the Hueneme community and an appreciation for UCSB's continued support and partnership. These are the strengths upon which UCSB Outreach, in collaboration with the local schools, hopes to build future connections, enhance learning environments, and realize students' dreams.

***No Child Left Behind
offers schools and
their educational
partners the
opportunity to “renew
our thinking.”
-- Tom McCoy,
HHS Principal***



The author would like to gratefully acknowledge the extraordinary efforts and assistance of David Gallegos, *Hueneme High School Site Coordinator*, and Cuca Acosta, *EAOP Parent Services Director*, in organizing the extensive interviews on campus. Special appreciation also to Cuca Acosta and Dolores Corral, *Channel Islands High School Site Coordinator*, for their translation assistance during the parent interviews. In addition, heartfelt appreciation to all those who participated in the interviews, including Jerome Bettencourt, Diane Dempwolf, David Gallegos, Phil Lawson, Patrick McClone, Tom McCoy, Sam Nese, Robin Patterson, Randy Sandford, Jim Short, Mary Walzer, Judy Warner, Lupe Zamora, and the incredible HHS students and parents, including: J.R., Alfredo, Magdalena, Jose, Diana, Miguelina, Elizabeth, Vicki, and Lizbett